

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Santa Barbara County Education Office Juvenile Court and Community School (JCCS) system operates three schools: two court schools and one community school.

Court Schools:

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.

Dos Puertas High School is located in the Juvenile Justice Center in Santa Maria. Dos Puertas enrollment fluctuates daily, ranging in the 2016-17 school year from a low of 55 to a high of 78. Commitments of youth in 2016-17 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. Youth 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 2016-17, Los Robles enrollment ranged from a low of 31 to a high of 49.

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. Santa Maria-Bonita added a second 8th grade class for the 2016-17 school year. The two districts typically refer students due to expulsion, behavior, or chronic absenteeism. During the 2016-17 school year, FitzGerald Community School enrollment ranged from a low of 25 at the beginning of the school year to a high of 47.

JCCS-wide:

During the 2016-17 school year, a total of 486 students were enrolled in our JCCS schools, 412 in the court schools and 74 in the community school.

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 2016-17 was 99% (100% in the court schools, and 94.6% in the community school).

The 2016 CBEDS report included 129 students, 102 in the court schools and 27 in the community school. CBEDS enrollment reflected the following demographics:

- Ethnic distribution: Hispanic or Latino: 111 (86%);
- Black or African American: 3 (2%);
- White: 13 (10%)
- English Learners: 52 (40%)
- Redesignated Fluent English Proficient (RFEP): 30 (23%)
- Students with Disabilities: 21 (16%)
- Foster youth: 3 (2%)

The recidivism rate in 2016-17 reflected that 48% of court school students were repeat offenders.

The JCCS program has closed most of its community schools in recent years due to declining enrollment. In 2016-17, SBCEO operated just one remaining community school based upon an MOU with two school districts, Santa Maria Joint Union High School District and Santa Maria-Bonita School District. SBCEO has operated FitzGerald Community School under an MOU with the two districts for three consecutive school years, with the districts determining on an annual basis whether they want to continue the following year. It has not been known until February of each year whether the two districts would enter into a subsequent MOU. SBCEO has operated each year as though the community school program would continue, thereby ensuring continuity of instruction, assessment, professional development and leadership team representation.

Our new JCCS Director, who began July 1, 2016, provided exceptional leadership throughout the school year. She came to SBCEO after working with the Los Angeles County Office of Education (LACOE) JCCS program for 19 years. She brought a wealth of experience to SBCEO, having served LACOE JCCS as a Teacher, Technology TOSA, VP, and Interim Principal. She has a deep understanding of JCCS and Probation systems.

JCCS was faced with navigating three unique challenges in 2016-17. One challenge for JCCS was the massive reorganization of the Santa Barbara County Probation Department. This reorganization resulted in the hiring of a new Interim Chief Probation Officer and two new Deputy Chief Probation Officers. Additionally, all of top managers at Juvenile Hall and the Boys Camp either retired or were reassigned during the school year, resulting in three sets of changes in leadership at both Juvenile Hall and the Boys Camp over the course of the school year.

The second challenge involved significant medical and family emergencies among Dos Puertas High School (Juvenile Hall) staff. Dos Puertas experienced an extensive number of staff absences due to medical, personal necessity, bereavement, and Workers Compensation leaves throughout the school year, resulting in a disproportionate percentage of substitute teachers at any one time. At one point, 100% of teachers were absent due to legitimate medical emergencies.

The third challenge was an ongoing series of issues related to the upgrading of infrastructure at all three JCCS sites. New problems surfaced as every new phase was executed, and there were significant vendor related performance issues.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

During the Annual Update process, stakeholders expressed a strong desire to restructure LCAP goals, actions, and services to eliminate redundancy and create a more cohesive LCAP. The SBCEO LCAP process led to the development of a meaningful plan designed to enhance academic growth and increase opportunities for the youth we serve. The restructured 2017 LCAP includes the following five goals:

1. All students will be engaged in a standards-aligned and relevant course of study, state and local assessments will be effectively used for formative and summative evaluation, and educational professionals will be highly qualified and well prepared to support the learning needs of all students. (Goals 1 & 2 were combined.)
2. Academic achievement and the social/emotional well being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.

3. Expelled youth will be provided a strong academic environment, effective rehabilitation services and appropriate social/emotional support.
4. Foster youth will be provided increased support through coordinated services; FYSCP and District staff (countywide) will utilize the Foster Focus data base to communicate, minimize disruption in school placement, provide consistent services, and facilitate efficient transfer of records for foster youth.
5. Communication and collaborative partnerships with parents, community members and service providers will be increased to support student achievement and personal growth.

The primary areas of LCAP focus for 2017-18 include:

1. Beginning the process of accreditation for SBCEO's Juvenile Court and Community Schools.
2. Continuing to integrate ELA/ELD standards into the new Character Based Literacy program.
3. Engaging in professional development regarding the Mathematics Common Core State Standards.
4. Researching standards-aligned mathematics programs for potential adoption.
5. Expanding Career Technical Education course offerings at Los Robles High School.
6. Incorporating technology into the instructional program.
7. Reestablishing communication and collaboration with an entirely changed Probation department.
8. Working with Dos Puertas High School staff and Probation to maximize instructional minutes, streamline services and create positive behavior incentives.
9. Enhancing collaboration between special education and JCCS staff to support the push-in model, and investigating the possibility of creating "Learning Centers" at Dos Puertas.
10. Working with participating districts to expand the implementation of Foster Focus, a data sharing system that will enhance communication between child welfare agencies and districts in support of foster youth.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

We were very successful in making progress toward reaching many of our LCAP goals. A major focus in 2016-17 was the implementation of the new ELA curriculum program, Character Based Literacy (CBL). Several factors were key to the success of the implementation. JCCS and special education staff received initial training from the Curriculum Director of Kings County COE, who has been actively involved with CBL for eight years. She was able to provide a depth of knowledge in helping us implement best practices. A CBL workgroup was formed that created a pacing plan, a walk-through tool, a wealth of resources, and a shared Google folder for resources to be collaboratively shared among staff. The Leadership Team was actively involved in the implementation of CBL, and successes, challenges and suggestions were discussed at every meeting. Team members shared best practice ideas at their sites with all instructional staff. In the spring of 2017, all teachers were urged to start using the walk-through tool and discuss findings at staff meetings in order to build collective capacity and calibrate practice. Students and staff alike have embraced CBL. In 2017-18 we will continue to focus on implementation, provide additional training, and research how to best utilize technology to support CBL instruction.

Another focus this year has been the creation of Career Technical Education courses at Los Robles High School. We launched a Culinary Arts program in the fall that focused on skills needed to work in a commercial kitchen, as well as the industry-recognized certification, ServSafe. 72% of students enrolled in Culinary Arts this year earned the ServSafe certificate.

Three rotations of Culinary Arts courses were offered. The first two rotations were so successful that we offered an advanced course to those students who had successfully completed the introductory course. The second CTE class, Auto Body, was a collaborative effort between Los Robles and a local high school district. With the support of Probation, students were transported twice a week to the high school to be instructed by the district auto teacher. This class has been so well received that plans are in progress to begin another course, Small Gas Engines, beginning in 2017-18. With the addition of Small Gas Engines, we will be able to offer a complete transportation sector pathway.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Smarter Balanced Mathematics assessment results reflect that 100% of JCCS students are below standard. This was quite a wake up call, helping us realize the importance of adopting new curriculum to support JCCS students in meeting mathematics standards. We have begun polling JCCS colleagues in other county offices to determine what programs they are using and the level of success they are experiencing with the highly mobile population they serve. The Leadership Team also utilized the Self-Reflection Tool for Priority 2 and identified the need for additional professional development in the area of Mathematics Common Core State Standards.

In order to offer A-G credit to JCCS students, it is necessary for our JCCS schools to become WASC accredited. We have worked hard to offer online coursework that is A-G eligible, however we are unable to register the courses with UC/CSU Doorways because our JCCS schools are not accredited. For this reason, we will begin the process on WASC Accreditation during the 2017-18 school year.

An enormous challenge for us in 2016-17 was that our most important partner agency, Santa Barbara County Probation, experienced numerous upper management staff changes. It was a struggle at times to simply maintain existing practices. Now that Probation positions have begun to stabilize, we will redouble our efforts to reestablish communication and continuity. The first step has already been taken with regard to focused planning between the JCCS Director and Probation Manager/Juvenile Hall Director. Additionally, quarterly partner meetings have been established between Probation, Behavior Wellness, Health Services, special education and JCCS.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

We have identified performance gaps for English Learners and special education students, prompting increased programs and services in the 2017-18 LCAP.

An increase in services for English Learners will include further study of the ELA/ELD Standards and continued integration of the standards into our Character Based Literacy instructional program. We will begin by selecting CBL titles from a specifically identified list designed to support vocabulary and language needs of English Learners. We will also focus on English Learner needs when identifying a new math curriculum.

Another area of increased service will benefit our special education population. We will identify and implement strategies to enhance our push-in model, including the possibility of creating “Learning Centers” at Dos Puertas. The intended outcome will be to increased IEP goal completion for special education students.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Prioritized work to increase and improve services for English Learners and Foster Youth are described above.

With 100% of court school students and just under 95% of community school students identified as low-income, all of the programs and services described in the 2017-18 LCAP will focus on supporting the academic, social and emotional needs of low-income students. Additionally, JCCS staff will continue to deepen understanding regarding brain-based science research, in part to increase awareness regarding the impact poverty has on learning, behaviors and perceptions.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 54,122,443
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 866,926

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Outside of those funds budgeted for planned actions and services to meet the goals in the LCAP for the LCAP year, the SBCEO General Fund Budget includes a multitude of other expenditures. In summary, the expenditures outside of those listed to meet the LCAP Goals include:

1) Student Services and Support	\$ 36,148,170
• Special Education Services and Support	\$ 26,935,078
• JCCS Base Services (not included in the LCAP)	\$ 1,913,340
• JCCS Title I, Part D (not included in the LCAP)	\$ 324,704
• Child Welfare & Attendance	\$ 49,911
• Migrant Education Services and Support	\$ 1,355,352
• ROP/CTE Services and Support	\$ 1,740,580
• Arts Education Services and Support	\$ 650,459
• Newborn and Family Education Services and Support	\$ 433,529
• Transitional Youth Services and Support	\$ 391,480
• Coordination of Community Supported Services	\$ 558,203
• Library and Ed Tech Services and Support	\$ 86,893
• Other Student Services and Support	\$ 1,708,641
2) Teacher Services and Support	\$ 2,333,974
• Curriculum Workshops	\$ 247,787
• Educational Technology Services	\$ 164,201
• STRS Counseling Program	\$ 194,445
• Teacher Induction Program	\$ 1,098,943
• Other Teacher Services and Support	\$ 628,598
3) District Services and Support	\$ 6,947,673
• Curriculum and Instruction	\$ 1,645,285
• Financial System Support	\$ 952,255
• Information Technology Services	\$ 1,525,461
• School Business Advisory Services	\$ 1,973,947
• Other District Services and Support	\$ 850,725
4) Internal Services and Support	\$ 7,831,701
• Fiscal Services	\$ 2,427,198

- Human Resources \$ 1,186,319
- Maintenance and Operations \$ 2,121,157
- Other Internal Services and Support \$ 2,097,027

Note: The SBCEO is funded above the calculated "Target" funding amount for the LCAP Year. The actual amount of funding, or Transition Entitlement, which the office is projecting to receive, less those funds specified in the LCAP, are included here.

\$16,525,176

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Goal 1

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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 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.

ACTUAL

1.a Individualized Learning Plans (ILPs) are created for 100% of students enrolled in JCCS based on their unique needs upon entry into JCCS. These ILPs serve as a roadmap for each student and are used to ensure that all students are enrolled in the correct courses and on a path toward graduation. As courses are completed, every student's ILP is updated.

1.b.1 100% of JCCS teachers are making instructional shifts toward implementation of ELA and ELD standards. The primary focus for standards alignment and implementation in 2016-17 was through the new Character Based Literacy program. All high school teachers and one of two junior high teachers are implementing this standards-aligned ELA program. The second junior high teacher at FitzGerald Community School continues to implement our alternative standards-aligned program, Next Generation Read 180.

A CBL Workgroup was formed to strategically address implementation needs and standards alignment. The CBL Workgroup includes the JCCS Director, and general and special education teachers from each JCCS school. The CBL workgroup met during the summer and has continued to meet throughout the school year to create: a pacing guide, a google drive folder for all staff to access/share resources, a CBL walkthrough tool, a writing assessment, and a writing rubric to align with ELA

1.b.2 During the 2016-17 school year, a classroom walkthrough tool will be updated and consistently utilized.

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.

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 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.

standards. The Workgroup has been very effective in facilitating calibration and collaboration throughout JCCS schools. Full day staff development days have also occurred to facilitate implementation of the new standards-aligned curriculum, as well as strategically planned opportunities during Leadership Team meetings and staff meetings.

1.b.2 The CBL Workgroup created a walkthrough tool and asked the JCCS Leadership Team to review the tool for revisions. The walkthrough tool was designed to ensure consistent implementation of essential program components, provide common language to discuss best practices, and build collective capacity. JCCS teachers and the JCCS Administrator are using the walkthrough tool for self-assessment at this time. Results are shared at Leadership Team meetings and staff meetings to highlight best practice, share ideas and calibrate across classrooms and schools.

1.c.1 A Professional Development Plan was created during the summer of 2016. Rather than sending staff to an array of trainings, it was decided that the best option for JCCS would be to focus the majority of our professional development time and energy on effective implementation of our new ELA curriculum, Character Based Literacy (CBL), as well as effective utilization of newly purchased Chromebooks. In addition to scheduled Professional Development days, CBL implementation is thoroughly reviewed at monthly Leadership Team meetings, and CBL workgroup members share best-practices during weekly site staff meetings. The CBL workgroup consistently uploads resources to the shared Google drive to provide ongoing implementation support for teachers.

1.c.2 100% compliance has been verified through the JCCS Williams Instructional Materials Report.

1.d.1 JCCS has made remarkable progress in creating and implementing CTE courses for students at Los Robles High School. JCCS has launched two new CTE courses during the 2016-17 school year. Preparation began in late spring of 2016, and has included: identification and credentialing of instructors, formation of industry advisory committees, development of curriculum, formulation of student eligibility requirements, and purchasing of equipment/instructional supplies. The SBCEO ROP/CTE Director has been instrumental in guiding JCCS to ensure that our courses are in alignment with the required "11 Elements of a High-Quality CTE Program." Due to the unique population being served, extensive planning and collaboration has been and continues to be necessary between SBCEO, JCCS and Probation in critical areas such as personnel, scheduling, student/staff safety, and student transportation. The two new JCCS CTE courses are:

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.

- Culinary Arts, which began in the fall semester of 2016. During the 2016-17 school year, the Culinary Arts program enrolled 19 students. 15 of these students completed the course, each earning 10 credits.
- Auto Body, which began in the spring semester of 2017. During the 2016-17 school year, the Auto Body program enrolled 8 students. 5 of these students completed the course, each earning 10 credits.

1.d.2 Through the collaborative efforts of JCCS staff, Probation staff and *Partners In Education*, all JCCS students received exposure to career and job skills programs through the following activities:

Partners in Education provided guest speakers throughout the year, including:

- Career Panels on 7/27/16, 8/30/16, 11/29/16, 12/13/16, 1/24/17 (Los Robles)
- Resume Coaching on 9/13/16, 9/20/16, 2/22/17 (Los Robles)
- Speaker Series on 10/04/16 (Los Robles)
- Mock Job Interviews on 10/13/16 (Los Robles)
- Life Purpose Boot Camp with Caesar Hernandez on 8/23/16 (Dos Puertas) and 10/6/16 (FitzGerald)
- SB Scholarship Foundation on 9/27/16 (Dos Puertas)
- U.S. Air Force on 11/15/16 (Dos Puertas)
- Brandman University on 12/3/16 (FitzGerald)

Presentations were provided throughout the school year to students at Los Robles, including:

- Santa Barbara Community College (SBCC) on 7/20/2017, 8/27/2016, 5/2/2017
- CalSOAP (SBCC) on 8/1/2016
- Santa Barbara City College - Field Trip on 10/18/2016
- Allan Hancock College at Santa Maria - Field Trip on 11/2/16
- Allen Hancock Community College presented to students at FitzGerald on 2/8/2017, 4/7/17 and a fieldtrip on 5/3/17
- Career Week at Los Robles High School from March 20-24, 2017. Students attended workshops taught by local businesses and public agencies covering topics such as; "Money Management," "Making a Good Impression and Interview Skills," etc. Students were able to experience what it would be like to be an EMT and a Forest Ranger through hands-on demonstrations. Both community colleges shared opportunities available on their campuses, and

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.

the week culminated in all students participating in two or more mock job interviews.

- Career Cruising was added to the intake process in 2016-17. Few students were able to complete the survey due to the length and readability level, prompting the decision to research alternate assessments written specifically for high school students to determine aptitude, abilities and learning styles related to career opportunities. At Los Robles, staff have been successful in using surveys embedded in the "Get Focused, Stay Focused" curriculum that was adopted this school year.

In addition, FitzGerald high school students were invited on March 2, 2017, to hear Dr. Jesse De Le Cruz speak about his "journey from darkness to light." As a teen, Dr. De La Cruz became involved in activity that resulted in drug addiction, gang membership, and convictions that earned him nearly thirty years in prison. Since exiting the prison system in 1996, he earned three university degrees in the study and research of gang activity. Due to his ability to speak from experience about the perils of drug and gang activity, Dr. De Le Cruz was highly inspiring to FitzGerald students.

1.d.3 100% of students with disabilities who are 15 years or older have comprehensive Individual Transition Plans as part of their IEPs that are inclusive of goals and services that address post-secondary goals and interests. A 2-4 year course of study detailing courses to take each semester prior to graduation is included in each IEP.

1.e All state-required assessments have been administered and reported according to state guidelines. JCCS teachers, as well as the Leadership Team, have analyzed state assessment results to inform instruction.

Smarter Balanced: All JCCS students took the assessment during the April 17 – May 19, 2017 testing window. Chromebooks were utilized for the 2017 Smarter Balanced assessment. Chromebooks were deployed in February 2017 to allow students to take the SBAC practice test and become familiar with SBAC and Chromebook features.

All *CAASPP Student Performance and Progress Reports*, which explain 2015-16 Smarter Balanced assessment results, were mailed to parents at their home addresses. The reports were mailed in each parents' primary language. These reports were also placed in each student's file.

California English Language Development Test (CELDT): the annual assessment was administered to all JCCS English Language Learners during the July 1 through October 31 window period, and initial assessments were administered as needed for students entering JCCS without current CELDT scores. *Student Performance Level Reports* were generated monthly, mailed to parents at their home addresses in their primary languages. All CELDT reports were forwarded to the school office to be

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.

placed in each student's file. Results were also imported into our student information system (AERIES), and teachers were immediately notified.

1.f All local assessments were reviewed and discussed by the Leadership Team, and the following decisions were made:

- The SRI and SMI were administered to 100% of JCCS students upon entry. The assessments were used for placement and to inform instruction. Both assessments were re-administered every 60 school days.
- The SRI and SMI provide appropriate information to make placement and instructional decisions; therefore, NWEA assessment is no longer needed. The NWEA assessment was discontinued and the license was not renewed.
- The CBL workgroup aligned the writing assessment to the CBL curriculum, incorporating Common Core ELA writing types (i.e., informational/ explanatory and opinion/ argumentative) and SBAC writing rubrics. The writing assessment was administered twice during the school year. Of ninety JCCS students taking the local writing assessment, 73% scored 3 or better ("response adequately sustained"). On the writing assessment, 3% of students received a rubric score of 1; 24% received a score of 2; 47% received a score of 3; 26% received a score of 4.

1.g 100% of students with disabilities participated in instructional programs that reflect appropriate differentiated instruction. All individual accommodations and modifications indicated in IEPs were implemented within all areas of the instructional program as appropriate. Students with IEPs participated in the SRI and SMI upon entry into the District and participated in Read 180 instruction when appropriate. Smarter Balanced assessment results were considered in development and implementation of each student's IEP.

Progress on goals was reviewed and reported every semester and at annual IEPs to determine if students were continuing to have educational benefit from current goals, services, accommodations, and modifications. Adjustments were made accordingly through the IEP process.

1.h.1 Across JCCS sites, 16 English Learners took the CELDT two consecutive cycles. Of these students, 63% were already Early Advanced or Advanced in English, and had not been reclassified due to other required criteria. Of the 16 English Learners:

- 38% increased at least one proficiency level
- 25% increased from Level 3 (intermediate) to Level 4 (Early Advanced)
- 31% remained on Level 4 (Early Advanced)
- 19% remained on Level 3 (Intermediate)

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.2 Throughout 2016-17, the JCCS Director was a member of the Santa Barbara County English Learner Network and attended quarterly meetings in order to remain well-informed regarding ELA/ELD Standards implementation, Scaffolding Options for Teachers of English Learners, and English Language Proficiency Assessments for California (ELPAC). Information was synthesized and shared with Leadership Team, the CBL Workgroup and staff to determine best practices for embedding ELD Standards into the instructional program.

Additionally, JCCS staff spent time during the 2016-17 school year reviewing the ELA/ELD standards in preparation for CBL instruction. Prior to developing curriculum for each of the six novels, the CBL Workgroup, Leadership Team and JCCS staff members met to discuss ELA/ELD integration strategies to increase access for English language learners. JCCS has identified this as an area for greater focus in 2017-18.

1.h.3 100% of eligible English Learners will be reclassified.

1.h.3 100% of eligible JCCS English Learners were reclassified. 23 JCCS English Learners received CELDT scores of Level 4 or 5 and were eligible for reclassification if all other criteria would have been met. Of eligible students, 8 met all criteria and were reclassified. Due to the mobile nature of our population and the numerous gaps in their education, it is difficult for our students to attain the academic scores necessary on the SRI and/or Smarter Balanced to meet all of the requirements necessary for reclassification.

ACTIONS / SERVICES

Action **1.a**

Actions/Services

PLANNED

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.

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.

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 fund 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).

ACTUAL

1.a.1 An ILP is created for 100% of students upon enrollment in JCCS. During weekly staff meetings, student progress is discussed to determine if students are making adequate progress in assigned coursework and identify whether missing credits are being recovered through online courses (i.e., A+ and Odysseyware) in order to accelerate progress toward high school graduation.

At Los Robles, staff meetings consistently serve as a venue for student-focused collaboration, including ILP discussions. This level of collaboration will serve as a model in 2017-18 to enhance staff meetings at Dos Puertas High School and FitzGerald Community School. Two key foundational elements have been identified at Los Robles that promote strategic collaboration:

- There is shared responsibility for student success between JCCS and Probation. Strong synergy has been developed between JCCS and Probation staff in all aspects of program implementation (i.e., staff meetings, treatment teams, work crews, etc.), strengthening the collective vision.
- The Master schedule allows all instructional staff to work with all students, promoting deep conversations that result in individualized instructional programs and supports.

1.a.2 SBCEO funded an additional teacher at Los Robles High School and an overflow class at Dos Puertas High School over the course of the 2016-17 school year to reduce class size, provide greater access direct instruction, and expand course offerings.

1.a.3 During Los Robles weekly staff meetings, students are identified who need extra support in completing required coursework. Zero period and/or Homework Club have been utilized throughout the school year for identified students. Throughout the 2016-17 school year, 5-7 students consistently rotated in and out of zero period at any one time, and 2-5 students rotated in and out of Homework Club at any one time.

1.a.4 The Student Data Advisor (SDA) provides invaluable support by helping to track down and obtain pertinent student information (i.e., school records and educational rights holders) to assist instructional staff in making informed decisions about student placement specific to coursework, special education services, foster and homeless youth rights and supports, etc. The SDA facilitates

	<p>communication between districts of residence and families to ensure proper placement in school programs once students are released from JCCS. The SDA is integral to our efforts in transitioning students to higher education by connecting students with community college advisors, ensuring timely delivery of updated student records, and arranging guest speakers to expose students to career possibilities upon graduation. The SDA also helped ensure data integrity for CALPADS uploads. This essential position is critical to the success of our JCCS student population.</p>
<p>BUDGETED Expenditure: Teacher Assistant salaries and benefits: \$15,972 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Anywhere Learning A+ (license/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 & Concentration Object Code: 1100/3000</p> <p>Expenditure: Student Data Advisor: \$67,582 Source: LCFF Supplemental & Concentration Object Code: 2000s/3000s</p>	<p>ESTIMATED ACTUAL Expenditure: Teacher Assistant salaries and benefits: \$12,605.76 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Anywhere Learning A+ (license/hosting): \$5,000.00 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Odysseyware: \$14,250.00 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: Additional teacher: \$141,312.54 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p> <p>Expenditure: Overflow teacher: \$26,534.00 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p> <p>Expenditure: Student Data Advisor: \$75,082.00 Source: LCFF Supplemental & Concentration Object Code: 2000s/3000s</p>

Expenditures

Action

1.b

Actions/Services

PLANNED	ACTUAL
<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 implement 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 be 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 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>1.b.1 JCCS staff finalized title selections in July 2017 for the new ELA adoption, Character Based Literacy. Three of the six novels are ELD featured books that contain strategic supports for English Learners. The CBL program provides an effective foundation for integrating ELA and ELD standards. Goals for the 2017-18 school year will be to consistently and explicitly embed ELD practices into daily instruction, and to adopt additional ELD featured books for instruction.</p> <p>The CBL Workgroup met July 8 & 12, 2016 to design a pacing calendar to ensure continuity of instruction for our highly mobile student population. The CBL Workgroup attended required CBL training provided by Santa Clara University on July 15, 2016.</p> <p>On July 22, 2016, all certificated and classified staff members received an exceptional day of CBL training provided by the Program Director of Curriculum for Kings Count Office of Education. She also provided program resources and a sample pacing plan. The CBL Workgroup met July 28 – 29, 2016 to create Google Folders, identify instructional materials for the first book, and determine appropriate instruction strategies.</p> <p>A challenge immediately identified after the CBL implementation trainings in July was the need to redo the master schedule at each site to facilitate a successful implementation of CBL. Each site created a master schedule to address unique needs, including assignments for Teaching Assistants. Sites have continued to modify the assignments of Teaching Assistants throughout the year to make sure students are properly supported with small group instruction and/or one-to-one instructional settings.</p> <p>JCCS staff made a strategic decision to focus the majority of our professional development on CBL, and it was an extremely effective decision. This decision helped to create a highly constructive, collaborative and enthusiastic professional learning environment among all JCCS staff. The Leadership Team engaged in ongoing discussions at every meeting to share best practices and problem solve challenges, and LT members lead CBL discussions with colleagues during weekly staff meetings to disseminate information throughout JCCS.</p> <p>The CBL Workgroup will continue to discuss the merits of using Newsworthy and Science/History curricula, however, since they are not essential to program implementation, neither will be a major focus for JCCS in 2017-18.</p> <p>SBCEO Information Technology staff provided support to JCCS by guiding the process of doubling the bandwidth at all JCCS sites. The JCCS Director consistently collaborated with IT staff to ensure that the complicated upgrades</p>

Expenditures

<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 through 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>would be successfully completed. These upgrades uncovered additional legacy equipment that needed to be updated before the full increase in the bandwidth could be utilized. Once the network upgrades were completed and all devices were able to connect to the network, JCCS staff were able to focus on implementing Chromebooks. Again, JCCS staff collaborated with SBCEO IT to fine-tune the security settings to maximize the features on the Chromebooks while ensuring student safety while using the devices.</p> <p>JCCS currently offers online courses through Odysseyware and A+ that meet A-G requirements; however, we have learned that we cannot submit these courses through CU/CSU Doorways because our institutions are not accredited. An immediate next step for JCCS will be to begin the WASC accreditation process beginning in 2017-18.</p> <p>1.b.2 The CBL Workgroup created a walkthrough tool in October 2016 to include key concepts from Charr Based Literacy. The walkthrough tool focuses on CBL rather than CHAMPS to support our new curriculum implementation. The walkthrough tool was used throughout the year by the JCCS Director for classroom observations, by staff as a self-evaluation tool, and to a minimal degree as a peer observation tool. The Leadership Team made a considered decision to initially use the tool for self-evaluation rather than peer visitations.</p>
<p>BUDGETED</p> <p>Expenditure: Character Based Literacy licenses: \$6,000 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Character Based Literacy books: \$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>ESTIMATED ACTUAL</p> <p>Expenditure: Character Based Literacy licenses: \$6,000.00 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Character Based Literacy books: \$8,922 Source: LCFF Supplemental & Concentration Object Code: 4300</p> <p>Expenditure: TA salaries and benefits: \$134,942.37 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Professional Dev.: \$2,971.88 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure: Subs for teachers & TAs: \$3,048.48 Source: LCFF Supplemental & Concentration Object Code: (1140/2140)</p>

Expenditure: Mileage: \$310
Source: LCFF Supplemental & Concentration
Object Code: 5200

Expenditure: Mileage: \$468.49
Source: LCFF Supplemental & Concentration
Object Code: 5200

Action

1.c

Actions/Services

<p>PLANNED 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>ACTUAL</p> <p>1.c.1 The majority of professional development this year has been centered on CBL, the newly adopted ELA program that was specifically designed by Santa Clara University for JCCS populations. With this singular focus, JCCS staff grounded our professional development plan around training opportunities from Kings County Office of Education, and by creating ongoing site-based and system-wide opportunities to enhance implementation practices and calibrate instructional practices. The CBL Workgroup met continuously throughout the school year to develop a consistent set of strategies for curriculum implementation as well as identify effective tools and resources to be used across the entire JCCS system. The CBL Workgroup identified a software application for use on the Chromebooks for building assessments and seeing results in real-time. This application was piloted by members of the Workgroup before being rolled out to all staff.</p> <p>1.c.2 The Williams Report for 2016-17 verified that all students have sufficient access to standards-aligned instructional materials.</p> <p>1.c.3 On October 10, 2016, the CBL Workgroup met to develop a walkthrough tool that focused on CBL lesson plan elements we agreed should be evident in every classroom across the JCCS system. On October 19, 2016, the Leadership Team approved the walkthrough tool for use in JCCS. On January 26, 2017, the Leadership Team decided that teachers would also use the walkthrough tool as a self-assessment tool in their own classrooms, and that their observations should be used as a jumping off point for discussions during staff meetings and Leadership Team meetings. Observations made while the using walkthrough tool were an on-going discussion at CBL Workgroup meetings and Leadership Team meetings for the remainder of the school year.</p>
<p>BUDGETED There are no additional costs associated with this action step.</p>	<p>ESTIMATED ACTUAL No additional costs</p>

Expenditures

Action

1.d

Actions/Services

PLANNED

Ensure student access to CTE courses, and strengthen post-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 2017-18.
- The catalog of Odyessyware 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.

ACTUAL

1.d.1 Two CTE courses were made available to JCCS students in 2016-17, each covering different industry sectors. The first class, Culinary Arts, was started in the fall of 2016. On September 1, 2016, an Advisory Committee was formed for the Culinary Arts class at Los Robles. The identified instructor met with the SBCEO HR Credential Specialist to enroll in coursework and apply for the appropriate preliminary credential. The ROP Director arranged for a tour of an existing Culinary Arts program at our partner high school, and arranged for the high school instructor to mentor the new culinary arts instructor at Los Robles. Advisory Committee meetings were held throughout the year on: September 14, 2016, October 25, 2016, December 7, 2016, January 24, 2017, and February 24, 2017. During these meetings, essential conversations occurred related to equipment needs, curriculum development, facility space, etc. Instruction for the Culinary Arts course began October 12, 2016.

The second CTE course, Auto Body, is offered in collaboration with a local high school using their instructor, curriculum and facility. Probation agreed to transport students from Los Prietos twice per week so they could participate in this course offering. Instruction in Auto Body began on February 27, 2017. Since this was an existing program already offered at the high school, fewer program implementation steps needed to be taken.

Odyessyware is an online program that offers a number of CTE courses. Students are allowed to take online CTE courses during their regular school day. For students who need additional credits, zero period and Homework Club are made available. Depending on the level of assistance needed and the student's programing schedule with Probation, all of these options are utilized.

1.d.2 JCCS engaged in partnerships to provide extensive opportunities for students to learn about career and post-secondary options. These opportunities were delineated in the Annual Measurable Outcomes 1.d.2 section above.

Expenditures

<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 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>1.d.3 JCCS special education teachers participated in monthly professional learning communities, Job-A-Likes (JAL), where they received training and participated in collaboration. Special education teachers implemented a systematic series of evaluations to inform individual student ITPs that included career interest surveys, learning style surveys, and interviews.</p> <p>Career preparation instruction, work experience, and job coaching were accessed both through direct special education support and supported access to general education instruction and opportunities.</p>
<p>BUDGETED Expenditure (Note: 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-seminar free of charge.</p> <p>Allan Hancock Community College has agreed to provide JCCS with free access to Career Cruising.</p>	<p>ESTIMATED ACTUAL Expenditure (Note: Duplicate of 1.a.1): Odysseyware: \$14,250.00 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: LCFF funded \$61,256 Source: LCFF Supplemental & Concentration Object Codes: 1000/2000/3000</p> <p>Partners In Education provided career awareness speakers, resume coaching, and mock-interviews free of charge through collaborative partnership with JCCS.</p> <p>Agency partners and community colleges provided mini-seminar free of charge.</p> <p>Allan Hancock Community College provided free access to Career Cruising.</p>

Action

1.e

Actions/Services

PLANNED	ACTUAL
<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 Informational Technology Department and Educational Services Division to identify and purchase devices to support the administration of the Smarter Balanced Assessment.JCCS staff will work with SBCEO Informational 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>Throughout the school year, the Assistant Superintendent of Educational Services and the Director of JCCS attended relevant meetings, reviewed State Board of Education exhibits, and reviewed documents related to state accountability and ESSA requirements. Meetings included Curriculum and Instruction Steering Committee (CISC) workshops, Student Programs and Services Steering Committee (SPSSC) trainings, and SBCEO Curriculum Council. The two administrators summarized the new learning to share with Leadership Team, CBL Workgroup and at staff meetings.</p> <p>1.e.1 Smarter Balanced Assessments:</p> <ul style="list-style-type: none">Microsoft and SBAC discontinued support for Windows XP, making it necessary for JCCS to upgrade student technology. In collaboration with the SBCEO Informational Technology Department (IT), a decision was made to purchase Chromebooks during the 2016-17 school year. A plan was developed between JCCS and IT for Chromebook configuration and deployment. Chromebooks were fully deployed to all sites in March of 2017. Additionally:<ul style="list-style-type: none">The JCCS Director worked closely with IT to create procedures and protocols to ensure effective utilization of Chromebooks with SBAC and existing JCCS online programs (i.e., online credit recovery courses, Read 180, and SRI/SMI assessments).A plan for teacher and student Chromebook training was thoroughly vetted and reviewed during Leadership Team and staff meetings.Each site created a check out policy to track Chromebook usage while IT determined how to create log-ins to automatically place Chromebooks in Kiosk mode. Once configurations were finalized by IT, students began taking the SBAC practice test. The practice tests served not only to familiarize students with the test, but also to inform teachers of areas on which to focus instruction. <p>1.e.2 Entering the 2016-17 school year, all student computers used the Windows XP operating system. Updating student computers was a major emphasis this year in order for JCCS to administer the Smart Balanced Assessments, including interim assessments. Due to several unforeseen network infrastructure issues, the deployment of Chromebooks for student use was delayed until March of 2017.</p>

Expenditures

	Therefore Smarter Balanced Interim Assessments were not administered until April 2017. This will be an area of focus for 2017-18.
BUDGETED Expenditure Instructional Technology support: \$32,000 Source: LCFF Supplemental & Concentration Object Code: 5700 Expenditure: Chromebooks: \$17,000 Source: LCFF Supplemental and Concentration Object Code: 4400 Expenditure JCCS testing coordinator: \$33,000 Source: LCFF Supplemental & Concentration Object Code: 5850	ESTIMATED ACTUAL Expenditure Instructional Technology support: \$1,320.00 Source: LCFF Supplemental & Concentration Object Code: 5700 Expenditure: Chromebooks: \$49,606.00 Source: LCFF Supplemental and Concentration Object Code: 4400 Expenditure JCCS testing coordinator: \$32,495.00 Source: LCFF Supplemental & Concentration Object Code: 5850

Action

1.f

Actions/Services

<p>PLANNED 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>	<p>ACTUAL</p> <p>1.f.1 As was explained in 1.e.2 above, we had difficulty moving forward with Smarter Balanced Interim Assessments due to significant issues related to upgrading the infrastructure at all three JCCS sites which then delayed the deployment of Chromebooks. We were not able to explore the use of Smarter Balanced Interim assessments until April, and even then it was a cursory evaluation due to timing. This will be an area of greater focus in 2017-18.</p> <p>1.f.2 On October 10, 2016 the CBL Workgroup met to analyze and update the current JCCS Writing Assessment. The newly adopted CBL curriculum is aligned with CCSS ELA standards and includes a specific writing focus, so the team decided to adapt writing prompts from CBL to develop new JCCS writing assessments. To ensure rigor, the SBAC writing rubrics were used as a template. In the fall, the “Argumentative” writing rubric was used. The CBL Workgroup met again on March 13, 2017 to create the spring writing assessment, this time focusing on the “Informative/Explanatory” essay for the writing assessment.</p> <p>1.f.3 The JCCS Director, in collaboration with the Leadership Team, analyzed the continued need for the NWEA assessment. Since the SRI and SMI provide such relevant placement and instructional data, it was determined that NWEA will no longer be used. A decision was made to discontinue NWEA.</p> <p>1.f.4 Upon enrollment in JCCS, students were given the Scholastic Reading and Math Inventories (SRI/SMI) to identify reading and math levels and determine if intervention courses are needed. Students were then re-assessed every 60 school days as a progress-monitoring measure. The JCCS Director regularly connected with staff, both individually and during staff meetings, to monitor implementation and determine training needs.</p>
<p>BUDGETED Expenditure: NWEA License and Hosting: \$3,750 Source: Title I-D Object Code: 5800</p> <p>Expenditure: SMI Licenses: \$1,010.00 Source: LCFF Supplemental & Concentration Object Code: 5800</p>	<p>ESTIMATED ACTUAL Expenditure: NWEA License and Hosting: No Costs for 16/17 Source: Title I-D Object Code: 5800</p> <p>Expenditure: SMI Licenses: \$1,150.00 Source: LCFF Supplemental & Concentration Object Code: 5800</p>

Expenditures

Action

1.g

Actions/Services

<p>PLANNED 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> <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>ACTUAL</p> <p>1.g To facilitate educational continuity, the Special Education Coordinator and a Special Education teacher consistently participated in JCCS Leadership Team meetings. Special Education staff also participated in all 2016-17 meetings and trainings for the new curriculum program (CBL) implementation. Special Education staff provided general education teachers with ongoing instructional support strategies for identified students according to their IEP's. General and special education staff collaborated regularly throughout the year to support student behavior and academic outcomes.</p> <p>Special education teachers utilized accommodations to support student access to the general education curriculum. For those requiring direct, skills-based instruction in reading, as evidenced by the SRI evaluation and IEP goals, students were placed in System 44 or Read 180 under the direct supervision of the special education teacher.</p> <p>The special education administrator conducted regular classroom observations and consistently worked with the collaborative team to refine instruction and provision of support within the general education environment.</p>
<p>BUDGETED There are no additional costs associated with this action step.</p>	<p>ESTIMATED ACTUAL No additional costs.</p>

Expenditures

Action

1.h

Actions/Services

PLANNED

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.

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.

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.

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.

1.h.3 JCCS staff will continue to engage staff in professional learning specific to 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.

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.

ACTUAL

1.h.1 The CLEDT was administered to 56 students during the initial testing window, which ended October 31, 2016. An additional 15 students were tested after the window closed. 100% of students required to be assessed using the CELDT were indeed assessed. JCCS staff attend STOT training on a rotating basis such that every three years each scorer attends the training. Two staff attended STOT during 2016-17. During the off-years, identified staff take the on-line training via Moodle. Quizzes are also administered to ensure scorers are up-to-date and calibrated.

1.h.2 Read 180 and System 44, along with the L Book, continue to be used to support English Learners throughout JCCS to provide explicit, sequential, and linguistically appropriate instruction and practice. Upon enrollment, all students in JCCS are given the Scholastic Reading Inventory (SRI) to determine Lexile level, and these scores are then used to determine appropriate placement in either Read 180 or System 44.

During 2016-17, 43 community school students participated in Read 180, and 1 participated in System 44; 78 court school students participated in Read 180, and 2 participated in System 44.

1.h.3 JCCS teachers attended Engaging English Learners in the Common Core ELA/Literacy (ELD Standards) Workshop for Grades K-5 and 6-12. In 2016-17, JCCS staff also identified three Character Based Literacy titles to support access for English learners. These novels provided specific scaffolding and vocabulary support. These novels were very successfully implemented in 2016-17, and it has been determined that more emphasis will be placed on selecting 2017-18 titles that support instruction for English learners. In 2017-18, additional emphasis will also be placed on embedding ELA/ELD standards into the curriculum.

1.h.4 The JCCS Assessment Coordinator closely monitors the reclassification eligibility of English language learners. He distributes a monthly spreadsheet to JCCS staff of eligible students, and supports for these students are discussed at weekly staff meetings. During 2016-17, 100% of eligible students have been reclassified, as described in Annual Measurable Outcome 1.h.3 above

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>Expenditure: STOT training for CELDT coordinators: \$250 Source: LCFF Supplemental & Concentration Object Code: 5200</p>	<p>Expenditure: STOT training for CELDT coordinators: \$570.00 Source: LCFF Supplemental & Concentration Object Code: 5200</p>
<p>Expenditure Mileage - CELDT coordinators: \$400 Source: LCFF Supplemental & Concentration Object Code: 5200</p>	<p>Expenditure Mileage - CELDT coordinators: \$150.00 Source: LCFF Supplemental & Concentration Object Code: 5200</p>
<p>Expenditure: Subs for TAs: \$125.00 Source: LCFF Supplemental & Concentration Object Code: 2140</p>	<p>Expenditure: Subs for TAs: \$250.00 Source: LCFF Supplemental & Concentration Object Code: 2140</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/ System 44/ LBook (Licenses, hosting, maintenance, books): \$5,250.00 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: 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>	<p>Expenditure Teaching Assistants: \$911.12 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A primary component of Goal 1 was the implementation of the new standards-aligned ELA program, Character Based Literacy (CBL). We experienced a very successful first year of implementation thanks to strategic preplanning and a high level of ongoing support. Our successful implementation of Character Based Literacy included the formation of the CBL Workgroup, which created a pacing plan, identified resources for instruction, assisted with training, and served as on-site experts. Other factors that led to such a successful implementation included consistent communication at every Leadership Team and site staff meeting, as well as a strong collaborative approach to sharing best practices. Character Based Literacy was fully implemented in 100% of high school classrooms, and in one identified CBL junior high classroom (the other junior high teacher implements Read 180). CBL has been extremely well received by staff and students alike.

Another primary component of Goal 1 was the creation and implementation of two new CTE courses, Culinary Arts and Auto Body. Significant collaboration occurred throughout the year between SBCEO, JCCS, ROP/CTE, and Probation to create these new courses. Administrators from SBCEO ROP/CTE, JCCS, Probation, and districts, developed a positive and productive collaborative leadership structure, allowing JCCS to meet the following significant milestones: analysis of industry need; formation of advisory committees; identification and credentialing of instructors; development of curriculum; creation of program structures and protocols; creation of classroom and lab workspace; and the purchase of equipment for CTE courses. Launching these new courses involved overcoming a number of challenges. One challenge was identifying instructors with the required industry experience who would be willing to become credentialed. Another challenge occurred when two students attempted to AWOL from probation while attending the CTE class at our partner high school, jeopardizing the entire program and requiring us to move the program to the Boys Camp from April-June of 2017. The Auto Body course was suspended for three weeks due to this incident.

The Director, Leadership Team and CBL Workgroup have agreed that greater focus needs to be placed on best practices for embedding ELA/ELD Standards into the instructional program during the 2017-18 school year.

We were successful in implementing local assessments for writing, reading and mathematics. We calibrated our writing assessment with the Character Based Literacy and the Common Core State Standards to use as a formative assessment tool, allowing us to score student writing samples against the CCSS writing rubric and provide ongoing feedback and guidance.

We faced challenges in using Smarter Balanced Interim Assessments. In 2016-17, Chromebooks were purchased to replace computers that were no longer supported by either SBAC or Microsoft. Delays in the upgrading of infrastructure at all three sites created a challenge in using interim assessments, because Chromebooks could not be deployed until upgrades were completed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In spite of the difficult year we faced with the reorganization of the Probation Department, the significant health issues among Juvenile Hall staff, and the delays in infrastructure upgrades, JCCS was extremely effective overall in achieving the actions/services identified in the 2016-17 LCAP. We tried to be strategic and thoughtful in pacing ourselves throughout the year and in creating systemic structures that will be continued in 2017-18. Conducting the Annual Update has helped us identify areas for growth in 2017-18, and we are using this information to develop training and implementation plans for 2017-18 initiatives.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a part of the Stakeholder Engagement progress, it was determined that Goals 1 and 2 of the 2016-17 LCAP contained redundancies warranting a need for consolidation of actions. Goal 1 from 2016-17 focused on student academic instruction and assessment, and Goal 2 from 2016-17 focused on professional development specific to these same topics (i.e., academic instruction and assessment). It was determined that combining the two goals would provide a more appropriate structure for describing and measuring the actions and services.

When developing our second LCAP, we created a spreadsheet and a system for monitoring LCAP expenditures that we have continued to use. The spreadsheet includes LCAP budgeted items, actual expenditures, budget codes, and meaningful notes and formulas used in developing the LCAP budget. The Assistant Superintendent, JCCS Director, JCCS

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Administrative Assistant and Educational Services Administrative Analyst collaboratively develop and periodically meet to monitor the LCAP budget. The spreadsheet has proven to be extremely effective in not only helping us manage the LCAP budget, but also in documenting expenditures for annual external audits.

We've been very close in estimating nearly all LCAP budget amounts, however, we knew in 2015-16 we would not be able to properly estimate expenditures for technology upgrades and the purchasing of new computer technology. This has been an ongoing saga throughout the 2016-17 school year, as new issues surfaced as every new phase was executed. We also experienced significant performance issues with our E-rate vendor. Thanks to the close working relationship between the IT department and the JCCS Director, we have been exceedingly proactive in identifying both short and long-term needs and incorporating them into the design of the infrastructure. Senior administrators at SBCEO were extremely supportive throughout the entire process, allowing us to build an infrastructure that will work for many years to come.

Additionally, due to durability issues we changed vendors for ordering CBL books. The book cost was \$2,922 higher than expected.

The following changes were made to Goal 1 for 2017-18 based on an extensive analysis of student data and the comprehensive evaluation of progress while conducting the Annual Update.

1. A tremendous area of need for SBCEO's JCCS program is that we pursue accreditation for JCCS to ensure that colleges and prospective employers will accept awarded credits and diplomas. Steps will be taken in 2017-18 to move forward with the accreditation process.
2. Character Based Literacy:
 - a. The JCCS staff and CBL Workgroup will thoroughly examine approved CBL titles to select novels that will best support language development and improved access for English language learners.
 - b. The JCCS staff and CBL Workgroup will focus on incorporating ELA/ELD Standards into the CBL curriculum, with emphasis on language development and improved access for English language learners.
3. By using the Self-Reflection Tool for Priority 2, the Leadership Team identified mathematics as an area of need for 2017-18. Mathematics professional development will be provided and curriculum adoption will be prioritized.
4. The JCCS Director, JCCS Testing Coordinator, Leadership Team, CBL Workgroup and staff will reassess Smarter Balanced Interim Assessments to determine their best use as a tool for curriculum development, instructional preparation, and formative assessment in the 2017-18 school year.

5. The JCCS Director will facilitate a process for redesigning Dos Puertas High School staff meetings to enhance collaborative, student-centered discussions based upon the successful model used at Los Robles High School.
6. CTE course offerings will be expanded in 2017-18, to include a course on Small Gas Engine Repair. The objective is to create an Industry Sector Pathway at Los Robles that includes Introductory and Concentrator courses.
7. JCCS staff will attend trainings on the English Language Proficiency Assessments for California (ELPAC) in order to administer the Summative Assessment in spring 2018 and prepare for ELPAC Initial Assessment in July 2018.
8. Through her work with the Student Programs and Services Steering Committee (SPSSC), the Assistant Superintendent will closely follow the development of the alternative assessment model, and will work with the JCCS Director and staff to incorporate required rubrics when developed.

Annual Update

LCAP Year Reviewed: 2016-17

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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.

ACTUAL

- 2.a 100% of JCCS teachers were properly certificated and assigned in 2016-17, as demonstrated by the Williams Report.
- 2.b JCCS created a JCCS Professional Development Plan by October 2016 that was primarily focused on the effective implementation of Character Based Literacy (CBL) and the successful deployment of Chromebooks. We made a collaborative and thoughtful decision to focus our 2016-17 energy and resources on these two critical components of our instructional program.
- 2.c Considerable emphasis was placed on upgrading infrastructure and updating technology in 2016-17. Due to consistent and evolving issues, it was necessary to be flexible regarding the JCCS Technology Plan. During 2016-17, Chromebooks and storage/charging carts were purchased and major upgrades were made to the entire JCCS infrastructure at all three sites. Sites were tasked with creating new processes and procedures regarding safety in order to ensure the integrity of the new technology. Staff also created written policies that include checkout procedures, appropriate use, and consequences for inappropriate student use of devices.

ACTIONS / SERVICES

Action

2.a

Actions/Services

<p>PLANNED 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 2016-17, this will include learning about any new Every Student Succeeds Act (ESSA) requirements.</p>	<p>ACTUAL</p> <p>2.a.1 During the spring of 2016, SBCEO and JCCS administration worked closely with SBCEO Human Resources to ensure that 100% of JCCS staff hold Verification Process for Special Settings (VPSS) certifications in all four core subject areas. We were successful in accomplishing this objective. By July 2017, 100% teachers were appropriately credentialed and qualified to teach the four core subjects, creating greater flexibility with the master schedule and improving opportunity for creating student-centered class schedules at Dos Pueblos High School.</p>
<p>BUDGETED There are no additional costs associated with this action step.</p>	<p>ESTIMATED ACTUAL No costs in 2016-17</p>

Expenditures

Action

2.b

Actions/Services

PLANNED

Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.

2.b.1 Create a JCCS Professional Development Plan 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:

- 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

ACTUAL

2.b.1 Professional Development in JCCS focused on ensuring that every teacher had the resources and strategies necessary for the successful implementation of the new ELA curriculum, Character Based Literacy (CBL).

- CBL implementation has been agendized for every Leadership Team Meeting. The Leadership Team discussed system wide successes and challenges, as well as best practice strategies. This effective strategy will be continued in 2017-18.
- The CBL Workgroup was formed with representation from all sites as well as special education staff. The Workgroup identified strategies and resources, and created a pacing plan to calibrate instruction for our highly transitory student population. Additionally, the Workgroup created a Google folder so that all staff, general and special education, would have access to vetted resources.
- Probation partners were invited to attend CBL Workgroup meetings. An outline of the curriculum and resource binder was provided to Probation, and Probation was very helpful in incorporating CBL themes in their discussions with students. Probation was very supportive in stocking alternate books for the CBL themes in their dorm libraries and in showing movies during school breaks based on the CBL books that were studied.
- Although the majority of our 2016-17 professional development was focused on Character Based Literacy and Chromebooks, JCCS staff have attended the following trainings provided by SBCEO Curriculum & Instruction:
 - Fundamental Fractional Reasoning: 2 teachers - 12/6/16
 - Engaging English Learners in the Common Core ELA/Literacy (ELD Standards) Gr 6-12: 1 teacher - 4/27-28/17
 - CELDT (Day 1 of 2): 3 staff - 5/9/17
 - CELDT Scoring Training of Trainers Workshop - Calibration Day 2 of 2: 3 staff – 5/23/17
- The JCCS Director, Probation Leadership, Behavior Wellness Leadership, and UCSB research department met quarterly to discuss Female Specific Issues for girls incarcerated in our county (10/26/2016, 2/22/2017, 4/26/2017, 5/24/2017). Many of these girls have experienced significant trauma that has created many barriers to them being able to

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.

fully participate in class or to even have healthy peer/adult interactions. During our February meeting it was decided that the hall needs to develop a process of how to identify traumatized youth and then inform the school that an appropriate education plan can be developed to accommodate their fragile emotional and physical condition.

- Even though the Probation department has a grant specifically to address Racial and Ethnic Disparity (R.E.D.) in the County, none of the trainings this year were geared toward education or were pertinent to the classroom setting. The JCCS Director has initiated conversations with Probation Leadership to discuss the need to include education staff in their committee meetings and training opportunities. This will be a focus area for next school year.

2.b.2 In January of 2017, the highly anticipated legislation AB 2306 went into effect, requiring school districts to exempt former juvenile court school pupils from local graduation requirements that exceed those of the state, and to grant students credit for courses earned while in juvenile court school. Information surrounding the implementation of this bill was researched by SBCEO administration and policies were developed in collaboration with the SBCEO Transitional Youth Services Program Manager and JCCS Director. Once the policies were finalized and approved by the JCCS Leadership Team, JCCS staff were trained on how to identify eligible students during staff meetings. Probation staff were given documentation to clear up misunderstandings around what this new law does and does not cover. When a 12th grade student, or a student who qualifies under AB 2603/AB167/AB216 enters JCCS, they meet with staff to review their option towards graduation. When available, parents are conferenced in via phone to ensure everyone is aware of the student's graduation options.

BUDGETED

Expenditure (Note, these costs are duplicated form 1.b.1):
 Professional Development: \$7,475
Source: LCFF Supplemental & Concentration
Object Code: 5200

ESTIMATED ACTUAL

Expenditure (Note, these costs are duplicated form 1.b.1):
 Professional Development: \$2,971.88
Source: LCFF Supplemental & Concentration
Object Code: 5200

Expenditures

Action

2.c

Actions/Services

<p>PLANNED 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>ACTUAL</p> <p>2.c Creation of a Technology Plan has been an ongoing project for the 2016-17 school year. Initial infrastructure projects were identified last school year, and E-Rate bids and funds were secured in order to facilitate these long overdue upgrades. During the course of these upgrades, which included increasing bandwidth, upgrading wireless, and purchasing new student computers, other infrastructure needs were uncovered, such as the need to replace old switches and replace an outdated firewall appliance. As new technology has been implemented, training has been conducted during staff meetings and Leadership Team meetings. SBCEO IT has also been very supportive in providing impromptu trainings over the phone.</p>
<p>BUDGETED Expenditure: JCCS portion above E-rate for wireless: \$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>ESTIMATED ACTUAL Expenditure: JCCS portion above E-rate for wireless: \$34,267 Source: LCFF Supplemental & Concentration Object Code: 6400</p> <p>Expenditure: Infrastructure \$129,100 Source: LCFF Supplemental & Concentration (JCNT) Object Code: 4300/4400/5800</p>

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our success with Character Based Literacy implementation was due in large part to effective planning by:

- Contracting with an expert trainer from Kings County Office of Education
- Creating the CBL Workgroup to develop the pacing plan, writing assessment, walk through tool, resources, and a CBL Google folder for all staff to access
- Involving the Leadership Team in ongoing implementation support
- Focusing on CBL during staff meetings

Due to strong collaborative practices, we were able to overcome numerous obstacles in upgrading the infrastructure necessary to increase bandwidth and deploy new technology. By March 2017, infrastructure upgrades were completed and Chromebooks were distributed to sites.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CBL has been effectively implemented at all sites, and 100% of students are meaningfully engaged in reading and writing on a daily basis. 100% of JCCS teachers are enthusiastically implementing the program and believe it is a highly beneficial program for our student population. Staff consistently share best practices, strategies and resources to support one another in building collective capacity.

Staff and students immediately embraced the new technology once it was delivered and configured. The full utilization of the devices revealed the need for additional bandwidth. The planned upgrades took longer than initially anticipated due to legacy equipment being uncovered and substandard service by the contracted vendor. Even though the project was completed later in the school year than we would have liked, we are pleased with the results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

At the time of 2016-17 LCAP, we knew we needed to increase bandwidth and purchase new student computers in order to administer Smarter Balanced. The infrastructure project could not be budgeted in the 2016-17 LCAP because we were unaware of costs. Chromebook research was not completed until fall, and orders were placed in January 2017.

Upgrading our technology this year proved to be a moving target, as every time we started to complete a planned task another item would be uncovered that needed to be repaired or replaced for the new technology to work. For example, while upgrading the wireless at Los Robles it was discovered that the original network was laid out incorrectly, requiring equipment to be moved and reconfigured before the upgrade could be completed. Another example is that every Dos Puertas classroom contains switches that were last upgraded in 2007. These switches could not support the wireless devices ordered as part of E-Rate, once again causing equipment to be replaced before the upgrade could be completed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a part of the Stakeholder Engagement progress, it was determined that Goals 1 and 2 of the 2016-17 LCAP contained redundancies warranting a need for consolidation of actions. Goal 1 from 2016-17 focused on student academic instruction and assessment, and Goal 2 from 2016-17 focused on professional development specific to these same topics (i.e., academic instruction and assessment). It was determined that combining the two goals would provide a more appropriate structure for describing and measuring the actions and services.

In addition to continuing professional development in the areas of CBL, ELA/ELD Standards, and Chromebooks, we have identified the need to focus on mathematics in 2017-18.

Annual Update

LCAP Year Reviewed: 2016-17

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3.a.1 Community schools will continue to decrease the number of suspensions by 1% from the baseline established in 2014-15.

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 and JCCS student survey.

ACTUAL

3.a.1 The number of suspensions was greatly reduced during the 2016-17 school year. In 2015-16, there were 52 suspensions for a total of 76 days, and in 2016-17, there were 17 suspensions for a total of 23 days. This reduction is due in large part to having an additional teacher at the FitzGerald site, allowing options for temporary and permanent changes in student placement. FitzGerald staff also had a more focused approach to Restorative practices. For minor infractions, staff use alternative measures, such as after school detention for reflection and debriefing.

We have identified a need to reestablish the baseline, as a new policy was established in 2016-17 for ensuring all suspensions are properly documented.

3.a.2 The JCCS Safety Plan was reviewed and updated in January 2017. Areas needing updating included: Student Rights & Responsibilities, Harassment, Discrimination, Bullying Prevention, Suicide Prevention and Response, and Site Specific Resources and Plans.

The California Healthy Kids Survey was administered in December 2016. The area of "School Engagement and Supports" was a strength, as we scored high in all of the key indicators. CHKS results indicate that students generally feel optimistic about school (74% reported feeling they can do most things if they try). 70% of students reported feeling there is a teacher or other adult who wants them to do their best); 70% reported

3.b Community School student attendance 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 with accelerated progress toward high school graduation will increase by 1%.

3.d 100% compliance will be demonstrated on the Williams Facility Inspection Tool (FIT) report.

they are being treated fairly by teachers; and 76% reporting they have meaningful participation in deciding class activities, rules, etc.

3.b The overall attendance rate at Fitzgerald Community school is 75.9% and in court schools is 96.67%. Chronic absenteeism at FitzGerald Community School decreased by 1.2% in the 2016-17 school year. 41 of 73 students were chronically absent in 2015-16, and 39 of 71 students were chronically absent in 2016-17.

3.c The overall number of high school students referred to the community school by the local school district decreased this year from 19 to 16. With a small student population, any decrease in population translates into a large percentage change, so while we have 12 out of 16 students working at an accelerated pace during the 2016-17 school year, this is a 15% decrease from last year.

3.d The JCCS Williams Facility Inspection Tool (FIT) demonstrates 100% compliance.

ACTIONS / SERVICES

Action

3.a

Actions/Services

PLANNED	ACTUAL
<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,</p>	<p>3.a.1 Community schools provide a Teaching Assistant in every classroom to support the classroom teacher in focusing students and engaging them in instruction. This has been extremely helpful in reducing the number of classroom incidents. FitzGerald students receive significant support from the CADA Counselor in the areas of life skills, coping strategies and conflict resolution. In 2016-17, 100% of students participated in weekly group and individual sessions through the full-time on site CADA Counselor. The CADA Counselor conducted 106 Screenings/Interviews, and provided 374 individual services and 61 group services. 30% of services were due to alcohol or other drugs, and 77% were due to behavior, conduct, conflict, anger and/or violence. The Counselor also conducted 89 mediation services.</p> <p>When students were transitioned into FitzGerald, staff worked to create an environment that actively engaged students and their parents in utilizing strategies to help students take ownership of their academic and personal growth. Staff used Restorative approaches to engage students in pro-active techniques for peer interaction in order to minimize the demonstration of impulsive behaviors that would result in suspension. All of these efforts had a positive impact on both the classroom and school environment.</p> <p>3.a.2 The Safety Plan was reviewed during the Leadership Team meeting on November 17, 2016 and areas of need were identified. A sub-committee was formed that met on January 19, 2017 to revise and update the plan. The Safety Plan was approved by the Leadership Team on January 26, 2017.</p> <p>The intent this year was to work with Probation to create a positive behavior incentive program, however, collaboration was difficult due to multiple Leadership changes throughout the year at Juvenile Hall, the Boys Camp and in upper management at the Probation Department. A preliminary plan for improving pro-social behavior was developed by Probation for Juvenile Hall, and they sought JCCS staff input. We had hoped for this to be a more collaborative partnership, and the JCCS Director is working to create a more unified process as we move forward into the 2017-18 school year.</p> <p>Evaluation of CHAMPS implementation in Court Schools by classroom staff highlighted a need to calibrate with Probation for consistent implementation of CHAMPS behavior expectations.</p>

Expenditures

<p>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 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>3.a.3 Two teachers and one administrator attended Restorative Justice training on 5/11/17. Rather than sending multiple teachers to training, staff wanted to spend the year reviewing current practices to identify areas for future growth. Discussions have occurred at staff and Leadership Team meetings. FitzGerald staff continue to resolve conflict through the informal use of restorative practices. Aspects of the program have been adapted at each site based on student need and programmatic constraints. FitzGerald staff have also collaborated with CADA to incorporate elements of the program schoolwide.</p> <p>3.a.4 The Administrative Secretary for JCCS actively monitors staff CPI certifications throughout the year and schedules them for training prior to the expiration of their certificates. This process has proven successful, as 100% of JCCS staff requiring CPI certification are currently certified.</p> <p>3.a.5 The JCCS Safety Plan was reviewed by the JCCS Leadership Team on November 19, 2016, and a workgroup was formed to update the plan. The plan was updated on January 19, 2017 and shared with all staff.</p> <p>3.a.6 Maintaining consistent communication between Probation and JCCS leadership has proven to be difficult during the 2016-17 school year due to multiple changes in the Probation Department. The Chief Probation Officer left the organization, 2 of 3 Deputy Chiefs retired, and all managers assigned to Juvenile Hall and the Boys Camp either retired or were reassigned during the school year, with each site experiencing at least three changes in leadership over the course of the school year. As of May 2017, many reassignments have been finalized. Enhanced communication will be a major area of focus for the 2017-18 school year.</p>
<p>BUDGETED</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 & Concentration Object Code: 5000s</p> <p>Note: CPI registrations will be funded by the SELPA and MHTC will be funded by Probation.</p>	<p>ESTIMATED ACTUAL</p> <p>Expenditure: Restorative Justice registrations: No Costs in 16/17 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Subs for Restorative Justice, CPI, MHTC: No Costs in 16/17 Source: LCFF Supplemental & Concentration Object Codes: 1000s, 2000, 3000s</p> <p>Expenditure: Mileage for Restorative Justice, CPI, MHTC: No Costs in 16/17 Source: LCFF Supplemental & Concentration Object Code: 5000s</p> <p>Note: CPI registrations funded by the SELPA and MHTC</p>

Expenditure: Teaching Assistants to support positive behavior interventions: \$14,000
Source: LCFF Supplemental & Concentration
Object Code: 2100/2140/3000

Expenditure: TAs to support positive behavior interventions: \$18,443.52
Source: LCFF Supplemental & Concentration
Object Code: 2100/2140/3000

Action

3.b

Actions/Services

<p>PLANNED 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>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>ACTUAL</p> <p>3.b. The majority of students thrive while attending the community school. The staff at FitzGerald take the time to get know students' parents, which has had a positive impact on school climate this year. Classroom staff are in constant contact with parents, letting them know early in the day if their child is absent, which allows parents the opportunity to ensure their child gets to school before too much instruction is missed. Parents are notified if students will be receiving detention or if a parent/teacher conference is needed in order to develop a plan regarding behaviors that need to be addressed. Teachers also work with parents when a student is ready to transition back to their home school to make sure parents have information needed to create a successful transition.</p> <p>Through the support of the SBCEO Human Resources Department, the JCCS Director and secretary attended a training on March 31, 2017 for using the Automated Substitute Placement and Absence Management (AESOP) system. Bugs in the system are currently being addressed, and the implementation of the software was delayed. AESOP is an area of focus for 2017-18.</p>
<p>BUDGETED Expenditure: AESOP: \$260 Source: LCFF Supplemental & Concentration Object Code: 5800</p>	<p>ESTIMATED ACTUAL Expenditure: AESOP: \$276.00 Source: LCFF Supplemental & Concentration Object Code: 5800</p>

Action

3.c

Actions/Services

<p>PLANNED 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>ACTUAL</p> <p>3.c.1 Individualized Learning Plans (ILPs) are created for 100% of students enrolled in JCCS based on their unique needs upon entry into JCCS. ILPs are used to ensure that all students are enrolled in the correct courses and on a path toward graduation. As students complete additional courses, their ILPs are updated.</p> <p>Staff at Los Robles continue to meet before the start of each semester to review the master schedule against the current student population to make sure courses being offered the following semester are aligned with student needs. The master schedule is adjusted accordingly. Students continue to take advantage of extensive opportunities to take online course before, during and after school. Teachers also assign sections of online coursework to supplement courses that were in progress upon entry, and to augment direct instruction coursework.</p> <p>3.c.2 During weekly staff meetings, Probation and JCCS staff discuss each student's educational needs and options, enabling them to better counsel students on individual learning plans. Teachers and Probation then meet with students on their respective caseloads to advise them of options, including earning their high school diploma, taking the California High School Proficiency Exam (CHSPE) or the General Educational Development (GED), and community college options.</p> <p>3.c.3 Long-term students meet with support staff prior to exiting JCCS to review enrollment options, and JCCS staff reach out to appropriate school districts to ensure successful re-entry of the student to the district. Support staff also reach out to parents approximately one week prior to a student's expected release date to inform them of the steps necessary to enroll students in school once they return home. When parents retrieve their students, support staff meet with parents to review required paperwork, thereby ensuring parents have everything necessary to enroll their child in school.</p>
<p>BUDGETED Anywhere Learning System (see 1.a.1 above)</p> <p>Expenditure: Aeries (Eagle): \$5,700 Source: LCFF Supplemental & Concentration Object Code: 5650</p>	<p>ESTIMATED ACTUAL Anywhere Learning System: Covered in 1.a.1</p> <p>Expenditure: Aeries (Eagle): \$5,600 Source: LCFF Supplemental & Concentration Object Code: 5650</p>

Expenditures

Action

3.d

Actions/Services

<p>PLANNED 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>ACTUAL</p> <p>3.d.1 JCCS had 100% compliance per the Williams Report.</p> <p>3.d.2 Physical education classes were provided in the gymnasium on a near daily basis throughout the 2016-17 school year. The gymnasium provides an appropriate environment for daily fitness and team sports, promoting teamwork, cooperation and health awareness; allowing students to bond and cooperate during team play; promoting cardio exercise and overall movement benefiting mental acuity; and helping students relieve stress and release endorphins which promote well being.</p>
<p>BUDGETED</p> <p>3.d.1 TBD based upon need</p> <p>3.d.2: Expenditure: Gymnasium lease: \$41,462 Source: LCFF Supplemental & Concentration Object Code: 5610</p>	<p>ESTIMATED ACTUAL</p> <p>3.d.1: No Costs in 16/17</p> <p>3.d.2: Expenditure: Gymnasium lease: \$41,462.00 Source: LCFF Supplemental & Concentration Object Code: 5610</p>

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

JCCS is able to maintain safe campuses with a positive learning environment where students want to attend school regularly by implementing the following:

- JCCS and Special Education administrators thoroughly reviewed and updated the Safety Plan with the Leadership Team; the updated plan was made available to all staff via the staff intranet.
- Two of the three campuses are residential in nature with Probation bringing students to school from either dorms or sleeping quarters. For the community school, staff get to know their students and create a sense of community. They also call home immediately after taking roll first period, this has proven to be an effective way of getting students to school, even if they are late vs waiting to call after school is out for the day.
- Motivated students are able to accelerate credit accrual via online courses. For students in court schools, there are 239 days of instruction; 59 more instructional days than at a tradition school.
- At our court schools the Department of Behavior Wellness is available for students in crisis as well as for those students with open cases requiring on-going treatment. Also this year there has been an added focus on providing assistance to the girls via a girls group which is held at minimum once a week and up to three times a

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

week. These groups focus on teaching girls to create a safety plan, positive peer and adult interactions and a comfortable space where they can open up to each other.

- At our community school there is a full time CADA counselor; who conducts group sessions as well as individual therapy sessions. In addition he provides as needed crisis intervention and conflict resolution. He also works with expelled students on implementing their rehabilitation plan.

The most effective area of this goal was maintaining a positive and safe learning environment. Students indicated through both the Healthy Kids Survey and an internal JCCS survey that they feel safe in school, with 76% saying they feel safe or very safe in class. 82% reported there are clear rules against bullying and harassment with the vast majority, 77%, reporting that they have never been harassed in this school. All campuses have access to counselors and a way to refer students for help on either an ongoing or as needed bases.

This year we have identified the need to create a process for tracking the usage of our online courses. Since many teachers utilize these programs in a hybrid fashion; mixing direct instruction with on-line practice it has proven difficult to track exactly how many credits are earned with these programs.

Due to limited training opportunities in the area, we did not spend the budgeted \$250 for Restorative Justice training \$645 for substitutes and \$134 for mileage. The Restorative Justice training provided during 2016-17 was offered after school.

JCCS staff and stakeholders have decided to make the the following revisions to the 2017-18 LCAP:

- Conduct a review of online the credit recovery programs (i.e., Odysseyware and A+) to determine if both programs are still needed.
- Due to the adoption of a new suspension policy in 2016-17, it is necessary to reestablish the suspension baseline.
- Enhance work with the Probation Department in creating a positive behavior incentive program.
- Enhance communication with Probation for the purpose of creating improved alignment between programs.
- Enhance the use of restorative practices.
- Ensure the AESOP system is operational in 2017-18 and train staff.
- Employ the use of student focus groups to inform practices regarding student incentives.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 4

Expelled youth will be provided a strong academic environment, effective rehabilitation services and appropriate social/emotional support.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

EXPECTED

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.

4.b To ensure all districts have access to the *Santa Barbara County Plan for Expelled Youth*, the SBCEO Child Welfare and Attendance (CWA) Director will continue to work with district superintendents to modify the plan to best assist expelled students. The CWA will ensure that the adopted plan is posted on the SBCEO website.

4.c To ensure expelled students are provided appropriate social/emotional support, JCCS will provide on-site counseling and/or counseling support through community agencies for 100% of JCCS students whose rehabilitation plans identify the need.

ACTUAL

4.a JCCS teachers meet with expelled students upon enrollment to review rehabilitation plans and discuss expectations. Seven students were referred to FitzGerald this year due to expulsion, 3 of whom are still attending FitzGerald and are on-track to meet the terms and conditions of their rehabilitation plans, 2 of whom successfully returned to their districts, one who was incarcerated, and one who is attending an out-of-county placement. Of FitzGerald students in a position to fulfill the terms of their rehabilitation plans, 100% either met or were on track to meet the requirements. 71% of overall students completed terms and condition of their expulsions.

4.b The SBCEO Child Welfare and Attendance Director worked with district superintendents and/or their alternates to update the Santa Barbara County Plan for Expelled Youth. The Plan was updated in January and posted on the SBCEO website.

4.c At FitzGerald Community School, a full-time Certified Addiction Treatment Counselor and Youth Service Specialist provides 100% of JCCS students with weekly group therapy sessions in which pro-social strategies, problem-solving, and conflict resolution skills are taught. Additionally, the counselor meets individually with students to address specific needs, provides crisis intervention, oversees restorative justice, and coordinates community outreach.

[ACTIONS / SERVICES](#)

Action

4.a

Actions/Services

<p>PLANNED 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>	<p>ACTUAL</p> <p>4.a.1 JCCS teachers meet with 100% of expelled students upon enrollment to review their rehabilitation plans and discuss expectations necessary to meet the terms of their plans and return to their district schools. JCCS staff monitor progress and meet with students as needed to ensure they remain on track. As a student nears completion of their terms and conditions, JCCS convenes a meeting with district staff to review student's progress and create a plan for the student's transition back into the district.</p> <p>4.a.2 During the 2016-17 school year, supports needed for expelled students included earning credits in a timely manner (a minimum of five credits per month while enrolled), complying with all district rules and regulations, completing substance abuse counseling, and cooperating with support services as needed.</p>
<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL No cost</p>

Expenditures

Action

4.b

Actions/Services

<p>PLANNED 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>. The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i>.</p>	<p>ACTUAL 4.b The SBCEO Child Welfare and Attendance (CWA) Director worked with districts within the county to update the Santa Barbara County Plan for Expelled Youth and to serve as a resource for districts when questions arise in their individual districts. The Santa Barbara County Plan for Expelled Youth is posted on the SBCEO website at the following address: http://sbceo.org/wp-content/uploads/2016/10/ExpellYouthPlan7-2015.pdf</p>
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Expenditures

<p>BUDGETED Expenditure: JCCS Child Welfare and Attendance salary/benefits: \$34,000 Source: LCFF supplemental and concentration Object Code: 1300/3000</p>	<p>ESTIMATED ACTUAL Expenditure: JCCS Child Welfare and Attendance salary/benefits: \$46,099.00 Source: LCFF supplemental and concentration Object Code: 1300/3000</p>
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Action

4.c

Actions/Services

PLANNED 4.c JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.	ACTUAL 4.c JCCS contracts with CADA to provide a full-time Certified Addiction Treatment Counselor/Youth Services Specialist to facilitate on-going individual and group counseling sessions with all students. In 2016-17, 100% of the 7 expelled students participated in weekly group and individual sessions through the full-time on site CADA Counselor.
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Expenditures

BUDGETED Expenditure: Counseling services: \$40,000 Source: Title I-D Object Code: 5800	ESTIMATED ACTUAL Expenditure: Counseling services: \$39,600.00 Source: Title I-D Object Code: 5800
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ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to provide expelled youth attending the community school with a strong academic environment, effective rehabilitation services and appropriate social/emotional support by doing the following:

- Contracting with CADA to provide individual and group counseling sessions with all students. For expelled students who are required to attend substance abuse counseling as part of their rehabilitation plan, the CADA counselor is also a Certified Addiction Treatment Counselor and provides these sessions on-site.
- JCCS teachers review student's rehabilitation plan upon enrollment to make sure both the student and his/her parents understand what is needed to return to the student's home school. These plans are reviewed again during parent/teacher conferences.
- Prior to the end of the semester the teacher initiates a meeting with the district of residence to facilitate the transition back to the student's home school.

The Director of Child Welfare & Attendance through a series of phone calls and e-mails worked with all districts in the county to review and revise the Santa Barbara County Plan for Expelled Youth. The Director also works with districts within the county on as-needed basis when questions arise within individual school districts.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The most successful area within this goal was with the expelled youth attending the community school. All students who were in a position to return to districts were able to do so. Everything just seemed to work at the community school this year, at the beginning of the year we hired two new Teaching Assistants who from the moment they walked through the door jumped right in and started contributing in a positive way. 82 % of students reported on the student survey that they thought the teaching staff work well with each other. These things all contributed to a very successful school year, which is evident by 5 out of 7 expelled students successfully transitioning back to their school district and by the decrease of overall days of suspension from 76 last year to 23 days this year, for a decrease of 53 days of suspension

The one area of concern this year is we have been unable to negotiate an acceptable MOU with CADA for the counselor for the 2017-18. After budgets had been finalized for the 2017-18 school year, CADA approached us to increase the

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

amount charged for the Certified Addiction Treatment Counselor, which was a surprise since they raised the amount last year by \$15,000. We are still in the process of negotiating this MOU.

There were no material differences in budgeted verses actual expenditures, other than a difference in projected benefits.

There is a need for countywide discussion regarding the awarding of partial credits. The Assistant Superintendent of Educational Services, JCCS Director and Foster Youth Program Manager will facilitate this discussion in 2017-18.

Annual Update

LCAP Year Reviewed: 2016-17

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.)

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)

ACTUAL

5.a SBCEO TYS convened 3 Executive Advisory Council meetings (i.e. workgroups) and one subcommittee meeting in 2016-17 on the following dates: 10/26/16, 01/18/17, 02/22/17 and 04/26/17. JCCS participated in these meetings and worked with stakeholders to identify challenges and best practices for information sharing specific to foster youth. It was the group consensus that an automated system for securely sharing information across district, county and agency lines would be the best solution for facilitating streamlined communication regarding the needs of foster youth. SBCEO has since executed a contract with Sacramento County Education Office to acquire the Foster Focus system, and we are in the process of drafting an MOU regarding information sharing. To date we have completed the first phase of implementation, which includes training as administrators and registering 3 district liaisons to pilot the program. Phase 2 will likely not occur until next year and will include registering and training users at LEAs and county agencies. It will be possible to evaluate the system and/or data beginning in the 2017-18 school year.

5.b The Assistant Superintendent and JCCS representatives attended council meetings that addressed the topics of records transfers, service provision, enrollment, and partial credits. Districts were provided with information regarding their responsibilities to enroll foster youth immediately, and we reviewed and discussed best practices for issuing partial credits to transferring foster youth. Countywide, discussions are continuing regarding the issuance of partial credits. We're finding that

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)

each individual district seems to have its own set of obstacles related to the practice of issuing partial credits. The council is helping the districts by providing resources and a venue for continued dialogue. For JCCS, specific procedures are in place regarding enrollment and the issuance of partial credit. The biggest issue for JCCS, which is partly outside of our control, is whether the districts of residence are honoring partial credits when students return. JCCS is diligent in communicating with students' home schools to ensure students are properly placed in courses, records are transferred, and services that students need are communicated. We continue to work on the issue of ensuring that partial credits are applied to course subjects in which they were awarded.

5.c JCCS staff conducted AB 216 training along with SBCEO TYS on 10/05/16. JCCS staff found that the majority of foster youth transferring into JCCS schools had already been AB 216 certified by their previous district. Of those students who were found to be eligible, and were not already AB 216 certified, 100% were granted the AB 216 exemption by JCCS and their records were updated to reflect the change to their graduation requirements

Action

5.a

Actions/Services

<p>PLANNED</p> <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>	<p>ACTUAL</p> <p>5.a.1 The council assessed several options for data sharing systems to include Vertical Change, the LA Educational Passport System, Santa Clara's Foster Vision, and Sacramento's Foster Focus system. After conducting the assessments, the council concluded that Foster Focus was the most cost effective system that would meet the needs of our county. SBCEO's IT team completed a final security assessment of Foster Focus, and we acquired the system in August 2016.</p> <p>5.a.2 SBCEO TYS has had 8 training sessions to become administrators of the database. The primary contract and agreement is between Sacramento County Education Office and SBCEO. To date, we have completed the first phase of the implementation, which includes registering 4 SBCEO staff members and 3 district foster youth liaisons. These staff members are training on the system and providing feedback. The second phase of implementation, which will likely begin in 2017-18, will include registering users at LEAs and county agencies, providing user training, and working together to establish countywide procedures for utilizing the system. We are currently working on an MOU regarding data sharing which may include details regarding our use of Foster Focus.</p>
<p>BUDGETED</p> <p>No additional costs for this action.</p>	<p>ESTIMATED ACTUAL</p> <p>Expenditure: \$12,600 (\$2,600 for annual lease of Foster Focus system, and \$5,000 each for linking two district student information systems.)</p> <p>Source: FYSCP Grant</p> <p>Object Code: 5800</p>

Expenditures

Action

5.b

Actions/Services

<p>PLANNED</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 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>	<p>ACTUAL</p> <p>5.b.1 JCCS representatives have attended 100% of the Executive Advisory Council meetings (i.e. workgroup meetings), and maintain regular contact with LEAs and child welfare agencies to coordinate regarding placement and services for foster youth.</p> <p>5.b.2 For 100% of foster and homeless youth, JCCS staff enrolls, utilizes transcripts and other school records to appropriately place students in equivalent classes, and uses a uniform partial credit policy for all students. 100% of JCCS students are issued partial credits upon transfer to a new school.</p> <p>5.b.3 JCCS staff participated in and has attended 100% of council meetings where stakeholders explored methods for collecting data on enrollment, partial credits and other measures.</p>
<p>BUDGETED</p> <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 considerations.</p>	<p>ESTIMATED ACTUAL</p> <p>Expenditures for Foster Focus were identified in 5.a above.</p>

Expenditures

Action

5.c

<p>Actions/Services</p>	<p>PLANNED 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 	<p>ACTUAL 5.c.1 JCCS has worked closely with the council on developing consistent practices for ensuring that AB 216 eligible youth are identified and certified for the AB 216 exemption. The Student Data Advisor screens all JCCS students. If they are eligible for the exemption, they are informed of their rights, documentation is placed in their files, and their certification is noted in the student information system and on their transcripts. The Student Data Advisor requests documentation from prior schools when students have been previously certified as eligible for AB 216. JCCS notifies districts of any foster youth who will be enrolling in or returning to their districts, and promptly sends out their records upon transfer.</p>
<p>Expenditures</p>	<p>BUDGETED No additional costs for this action.</p>	<p>ESTIMATED ACTUAL No costs</p>

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LEAs and county child welfare agencies have participated in advisory council meetings and increased their collaboration with TYS, JCCS, and each other. We successfully worked together to acquire a data system for information sharing, and continue our work on refining practices and policies related to key areas affecting foster youth achievement. JCCS has updated their procedures, including the forms they use, for screening and certifying AB 216 eligible foster youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The acquisition of Foster Focus has been very effective in increasing our capacity to identify foster youth, which is a critical first step in coordinating academic and socio-emotional support services. There is potential to use the system in many more ways, including the use of the system to securely share records. We are exercising the utmost care to obtain sufficient training on the system to understand its capabilities before rolling it out to other LEAs and child welfare agencies. JCCS immediately enrolls all students, and is effectively serving foster and homeless youth by ensuring that they receive partial credits. Additionally, JCCS works to identify 100% of foster youth who are AB 216 eligible to ensure that they benefit from their rights to graduate under reduced requirements if they are eligible to do so.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were unable to estimate expenditures for a data system prior to 2016-17 without knowing which system, if any, would be acquired by SBCEO. The cost of leasing the system is \$2,600 annually. In order to set up automated links between our school district student information systems and Foster Focus, we paid \$5,000 each, for two districts to be linked with the system in 2016-17. Our total costs for this year is \$12,600.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Last year the Foster Youth Services Program underwent two major changes with the passage of AB 854 and the hiring of a new program manager. Now that we are in the second phase of implementing the Foster Focus system, and we have made the transition to becoming a coordinating program, it is clear that current data is of the utmost importance when addressing the needs of foster youth. In response to this, we have modified our actions to fit into 3 distinct categories: 5a) Foster Focus training and implementation, 5b) Data collection 5c) Transition support for JCCS students.

Annual Update

LCAP Year Reviewed: 2016-17

Goal 6

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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)

ACTUAL

6.a Overall parental involvement increased by 7% during the 2016-17 school year. Parent-Teacher Conferences – 78%; Open Houses – 64%; Advisory Committees averaged 8 parents in attendance at each advisory committee meeting this year.

6.b FitzGerald Community School held quarterly Parent Information Nights with guest speakers from the Santa Maria Joint Union High School District, the Council on Alcohol and Drug Addiction, the Santa Maria Recreation and Parks Department and Fighting Back Santa Maria Valley. Presentations this year included information on how gang/criminal activity is impacting our youth and community, substance misuse, how to facilitate student success and transitions, positive community involvement, and parenting strategies and resources.

Los Robles had three family oriented events; a family picnic, back to school, and an open house. There have been two field trips to the local community colleges: Santa Barbara City College (SBCC) and Allen Hancock College in Santa Maria. Additionally, SBCC has presented four times during the school year as well as attended every High School Graduation at Los Robles, after graduation these representatives meet with the family to exchange contact information.

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)

Dos Puertas, located at our Juvenile Hall, has some unique challenges in regards to scheduling guest speakers, first is that it is a lock down facility which can be intimidating, second is the fact there is not a meeting space available to accommodate all students at once so the guest speakers are asked to do their presentation three to four times; even with this unique set of conditions we had three guest speakers present on post-secondary options available: Santa Barbara Scholarship Foundation, Brandman University and the US Air Force.

6.c JCCS support staff meets with parents upon student's exit from a JCCS school to discuss enrollment/placement at community school or school of residence. The parent is given a copy of all relevant school paperwork including transcripts, IEP (if applicable), and any exemptions/programs such as AB2306/167. During parent/teacher conferences, parents are advised of student progress toward current Individualized Learning Plan, as well as toward promotion/graduation and/or transition to district of residence. At the community school, Mr. Steve Molina from the SMJUHS spoke to a group of parents about how to help students have a successful academic and social transition to the district of residence. Parents of students who had recently attended Los Robles and Dos Puertas were included in the presentation.

Action

6.a

Actions/Services

PLANNED	ACTUAL
<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.1 The Parent School Advisory Committee met five times during the year at FitzGerald Community School. Meeting dates were: 9/22/2016, 11/3/2016, 1/25/2017, 3/22/2017, 5/18/2017. Agenda topics included Uniform Complaint Procedures, School Safety Plan, LCAP goals and input, School Wellness Policy, Parent/Student Survey needs, and parent concerns.</p> <p>The English Learner Advisory Council/District English Learner Advisory Council also met five times at FitzGerald Community School on the following dates: 9/21/2016, 1/25/2017, 3/23/2017, 5/17/2017. Agenda topics included: current needs/concerns of English Learners, availability of community and school resources, school/student safety.</p> <p>6.a.2 On July 10, 2016 the first ever Open House/picnic was held at Los Robles High School, parents were given the opportunity to visit classrooms, meet with teachers, and tour the dorms and mess hall. This event was so well received that another Open House/picnic was held on May 7, 2017.</p> <p>Parent Teacher Conferences were held at FitzGerald the week of October 24 – 28, 2016 and again the week of March 6 – 10, 2017. A total of 54 parents participated. Eight additional parent conferences were convened based on specific needs.</p> <p>Parent workshops were also held at FitzGerald Community School on 10/17/2016, 1/25/2017, 3/23/2017, 5/17/2017 and included the following topics: How gang/criminal activity is impacting our youth and community, substance misuse, how to facilitate student success and transitions, positive community involvement, and parenting strategies and resources</p> <p>In 2017-18, JCCS needs to continue with strategies that were evaluated and found to be effective this year such as: open house, parent meetings, and regular parent-teacher conferences as a means to encourage parental support and engagement. In addition, an area that could be enhanced is to provide additional opportunities to address positive school/community involvement for at-risk youth and their families, while also reinforcing education pertaining to current topics of concern.</p> <p>41% of parents would like to receive progress reports from the school. This will be an area of focus in 2017-18.</p> <p>JCCS staff collaborated with Probation to receive parent visitation logs. This collaboration also resulted in an opportunity for JCCS staff to request special</p>

Expenditures

<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>	<p>parent visits if a meeting is necessary to retrieve school documents, review school options upon release, etc. Although we received visitation logs, we were unable to draw decisive conclusions about how parent visits affected student behavior. It was impossible to determine whether family visits were a positive support or a negative one.</p> <p>6.a.3 All sites have bi-lingual staff who receive a stipend to provide translation services when necessary. As needed, translation was provided for 100% of meetings, events and functions.</p> <p>6.a.4 FitzGerald Community School staff reviewed the automated phone system to determine if was of benefit. It was determined that the system is no longer needed due to the schools considerably smaller population of students. Personalized communication has been much more effective. The contract for the automated phone system was not renewed in February 2017.</p>
<p>BUDGETED</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>ESTIMATED ACTUAL</p> <p>Expenditure: Parent mailings and printing: \$631.00 Source: LCFF Supplemental & Concentration Object Code: 5700</p> <p>Expenditure: Parent meeting refreshments: \$69.00 Source: LCFF Supplemental & Concentration Object Code: 4300</p> <p>Newsletters funded through Probation</p> <p>Expenditure: Automated phone system: No Costs in 16/17 Source: LCFF Supplemental & Concentration Object Code: 5800</p>

Action

6.b

Actions/Services

<p>PLANNED 6.b Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities. Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</p>	<p>ACTUAL 6.b JCCS Director participates on various community and agency committees, and information regarding upcoming trainings and services are then shared with Leadership Team and site staff during scheduled meetings. Flyers regarding trainings and services are posted at FitzGerald Community School as well as distributed during parent meetings, school information nights and parent/teacher conferences. The Lead Teacher at FitzGerald also works with local school district personnel to make sure students at FitzGerald receive consistent information regarding community services.</p>
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Expenditures

<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL No costs</p>
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Action

6.c

Actions/Services

PLANNED	ACTUAL
<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>6.c.1 Parents of students with IEPs are contacted via phone and written correspondence to arrange for a time and method of participation that is convenient to the parent. Parents are encouraged to attend meetings in person but are consistently accommodated to allow for participation via phone or video conference.</p> <p>6.c.2 Parents participate in all assessments through interview and completion of parent questionnaires. The school psychologist, special education teacher, and other related service providers connected with parents throughout the year via phone and in person to support families in completing paperwork. In addition, they communicated regarding the assessment process and to clarify parent's rights in education.</p> <p>6.c.3 The SBCEO Special Education Website is in the process of being reviewed and updated to ensure information is current and relevant to families, staff, and community members. The website contains a series of links, resources, and publications that are related to common core standards and students with disabilities, SBAC, community resources, and parenting resources. The majority of the information for families is sourced through links made available by the CDE, Santa Barbara County SELPA, and other local agencies that support families in Santa Barbara County. Materials on these websites are provided in English and Spanish.</p> <p>6.c.4 All information mailed to the home is sent in both English and Spanish. Bilingual staff are available at all parent/teacher conferences, parent information meetings, and during open houses.</p> <p>Parents were presented with several opportunities to partner with school/community members regarding strategies to promote academic achievement and social/emotional well being. These opportunities included presentations from the Santa Maria Recreation and Parks Department (9/21/2016), CADA (1/25/2017), the Santa Maria Joint Union High School District (3/23/2017), and Fighting Back Santa Maria (5/17/2017). Parents received information about the warning signs of gang involvement, substance misuse, positive-negative peer involvement, and ways to enhance academic success and personal well being, and parents were given opportunities to express and address their concerns.</p>
<p>BUDGETED No cost.</p>	<p>ESTIMATED ACTUAL No costs</p>

Expenditures

Parent seminars covered by CADA; translation provided by JCCS staff.

Presentations were provided by CADA and/or facilitated by community partners such as the SMJUHS, the Santa Maria Recreation and Parks Department, and Fighting Back Santa Maria at no cost.

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Numerous strategies were implemented to increase communication and collaboration with parents, community members, and service providers that supported student achievement and personal growth. These included: parent information nights; community presentations; expanded open houses and parent teacher conferences; and increased cohesion with local school district representatives.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The opportunities we found to be most effective in increasing parent participation were different for each site. For Los Robles, we had great success partnering with Probation to have family picnics and open houses. There is something about sitting down at a table and sharing a meal with a family that encourages conversation. We had more than one parent express this was the first time a teacher has ever told them something positive about their son. At FitzGerald Community School, the strategy that proved most successful was having Parent Information Nights and inviting speakers that are engaging for parents, such as "Fighting Back Santa Maria" and the "Council on Alcohol and Drug Abuse". We also found it helpful to not only send out flyers, but also to call the day of the event to personally invite parents to attend.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the considerably smaller student population, teachers have found that it is more effective to personally reach out to parents. For this reason, the contract for the automated phone system was not renewed in February, eliminating the need for the \$750 expenditure.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The use of the automated phone system has been removed as an action for 2017-18.

We plan to poll parents early in the 2017-18 school year to determine specific interest areas for parent education.

Los Robles staff will discuss options for increasing parent communication regarding student progress, such as sending progress reports.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder Involvement:

SBCEO and JCCS staff worked to ensure that stakeholders received ample opportunity to provide input. 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. Great effort was taken to do a thorough and complete job of analyzing every goal, metric, action item and expenditure in the 2016-17 LCAP. We began our work this year in much the same way we approached the process last year, 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 should be involved in each aspect of the work. We either identified existing meetings or scheduled meetings to engage stakeholders in appropriate LCAP components.

As a part of the Annual Update process, we utilized the State Board of Education approved Self-Assessment Surveys to help assess Priorities 2, 3, 6, 9, and 10. The surveys were used in these ways:

- Self-Assessment Survey for Priority 2: the Leadership Team spent significant time carefully reviewing and evaluating our progress in implementing state academic standards, focusing specifically on our capacity, strength of implementation, alignment of instructional materials and professional development. Outcomes from the use of the survey were incorporated into Goals 1 and 2 of SBCEO LCAP.
- Self-Assessment Survey for Priority 3: the JCCS Director, key staff, and parents used the surveys to analyze the level of parent representation in decision making, the level and type of training offered to parents, and participation of parents in program activities. Outcomes from the use of the Priority 3 survey were incorporated into Goal 3 of the SBCEO LCAP.
- Self-Assessment Survey for Priority 6: This instrument was not as helpful in terms of facilitating discussion beyond what would have otherwise occurred between the Assistant Superintendent of Educational Services, JCCS Director and Leadership Team. The California Healthy Kids Survey is administered according to the state timeline, and results are consistently analyzed and discussed. The group identified the need to use student focus groups in 2017-18 to get meaningful input from students and discuss realistic options regarding incentives. Food is the primary incentive requested by students, and this is an obstacle for us due to nutrition laws.
- Self-Assessment Survey for Priority 9: The Director of Child Welfare and Attendance worked with district superintendents to assess the status of the Countywide Plan for Expelled Youth. A determination was made that the Plan adequately describes:
 - Identified gaps in services
 - Alternative placements for students who are expelled, but fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other students
 - Partial credit policies between district of residence and SBCEO; however needs improvement regarding policies among districts throughout the county
- Self-Assessment Survey for Priority 10: The Transitional Youth Services Program Manager and Assistant Superintendent of Educational Services worked with the Santa Barbara County Foster Youth Services Coordinating Council (FYSCC) to measure our success with collaboration and policy development, including timely and appropriate educational placement, establishment of individualized education plans, and the expeditious transfer of records, transcripts, and other educational information, building capacity regarding school-based support to improve educational outcomes, and collecting and analyzing outcome data. We identified several strategic next steps resulting in changes to Goal 5 (which in 2017-18 will be Goal 4).

In addition to SBE adopted Self-Assessment Survey results, information was also generated from parent and student surveys and the California Healthy Kids Survey.

Parent Survey: English and Spanish surveys were distributed to JCCS parents via Google forms, during parent-teacher conferences, parent meetings, and open houses. Parents/guardians were asked to prioritize the most important areas in which they felt the program should focus in 2017-18. The most significant survey findings were as follows:

- 93% of parents believe their children's school does a good job of keeping students feeling safe and secure.
- 89% of parents believe their children's school does a good job evaluating my child's academic needs and designing an educational plan for success.
- 86% of parents believe their children's school does a good job of evaluating my child's emotional needs and provides positive support and direction.
- The most frequently provided comments were specific to these topics:
 - Keeping their children motivated to continue in school once they return home
 - Learning how their children are progressing academically
 - Learning about their children's behavior progress
 - Furthering education after leaving the Camp
 - Entering college

Student Survey: English and Spanish surveys were distributed to JCCS parents via Google forms during parent-teacher conferences, parent meetings, and open houses. Parents/guardians were asked to prioritize the most important areas in which they felt the program should focus in 2017-18. The most significant survey findings were as follows:

- 86% of students understand classroom behavior expectations – they are clearly posted and explained by teachers
- 82% of students believe there are clear rules against bullying, harassment, or physically hurting other people posted and taught in the school
- 78% of students identified the greatest motivation for attending school is earning credits
- 74% of students believe their teachers have high expectations for their success
- 72% of students feel the teaching staff in this school treat students with respect
- 60% of students have learned ways to resolve disagreements peacefully
- 60% of students believe there is someone at this school they can trust and talk to
- The most frequently provided comments were specific to these topics:
 - Earning credits is motivating to students
 - More whole class instruction is desired
 - More group activities and interaction between the students is desired
 - Students want to use technology more
 - Students would like to have music in the background

California Healthy Kids Survey: The survey was administered in the fall of 2016 and the results were very helpful in validating that we are investing wisely into counseling supports. The responses also verify that students respond well to caring staff. Some of the most significant responses are as follows:

- Student responses pointed to substance abuse counseling as a strong area of need. 85% of students reported using drugs, pills or medicine to get “high”
- The area of “School Engagement and Supports” was a strength, as JCCS scored high in all of the key indicators
- Student responses indicate they have a positive reaction to supportive teachers and other adults in their schools, with 70% reporting feeling there is a teacher or other adult who wants them to do their best, and 70% reporting being treated fairly by teachers
- Students feeling generally optimistic about school, with 74% reporting they feeling they can do most things if they try

Data were also generated through such systems as Aeries, CALPADS, and Read 180 for review and analysis by stakeholder groups. Stakeholder input meetings proved to be an effective venue for dialogue and input.

The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, student data advisor, and testing coordinator) worked to conduct the Annual Update and provide essential support in the development of the 2017-18 LCAP. With assistance from the Leadership Team, the SBCEO LCAP writing team (i.e., Assistant Superintendent of Educational Services, JCCS Director, and Special Education Coordinator) incorporated input from stakeholder meetings to create an LCAP that will serve as a blueprint for work in 2017-18 and beyond.

In spite of the many upper level management shifts within the Probation Department, several Probation partners (i.e., Probation Camp Director, Probation Hall Director, Camp Supervisor, and Hall Supervising Deputy Probation Officer) proved to be valuable contributors to the development of the LCAP during the time they were in their positions. Areas of LCAP collaboration with these partners were centered around development of and planning for the new Career Technical Education courses. We had hoped to work toward coordination of procedures, protocols, and services in 2016-17, but we were unable to accomplish this due to such significant management changes.

Close collaboration occurred this year between the SBCEO ROP Director, JCCS Director, Assistant Superintendent of Educational Services, Probation partners, and District partners, allowing us to launch two new CTE courses at Los Robles Boys Camp. As stakeholders, we debriefed, problem solved, and planned in order to deliver the two courses and create an additional course that is described in Goal 1 of the 2017-18 LCAP. The new class, Small Gas Engines, in combination with Auto Body, will comprise a CTE pathway.

Significant time was spent this year collaborating with the SBCEO Informational Technology Department regarding infrastructure upgrades and Chromebook purchasing/ deployment in order to fully implement Goal 1. Significant E-Rate vendor performance issues also required strong collaboration between the SBCEO Information Technology Services Manager and the JCCS Director. As stakeholders, we debriefed, problem solved, and planned in order to ensure planned actions and services Goal 1 of the 2016-17 LCAP and develop plans for the 2017-18 LCAP.

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 support the needs of foster and homeless youth. In addition to shoring-up internal supports, we began working with the Foster Youth Services Coordinating Council to identify barriers and create solutions. Out of this work, improvements were made in the way JCCS serves Foster Youth. Foster Focus was also successfully launched in Santa Barbara County, providing greater real-time access to information regarding Foster Youth we serve by agencies and districts.

The Parent School Advisory Committee (PSAC) and District English Learner Advisory Committee (DELAC) each met four times throughout 2016-17 school year, and meetings were effectively used to engage parents 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 in the development of the 2017-18 actions and services.

Improved emphasis was placed this year on collaborating with the two districts that feed into FitzGerald Community School, Santa Maria Joint Union High School District and Santa Maria-Bonita School District. These discussions resulted in improvements in student records transfers and transfer procedures and protocols. We were also able to identify specific data that would help the districts in communicating with their own Boards regarding student achievement.

Strong collaboration occurred with the Department of Behavioral Wellness, particularly with respect to treatment teams. As an example, Behavioral Wellness, which provided services at both the Juvenile Hall and the Camp, was able to provide insightful information about site-specific best practices. This information allowed us to replicate aspects of practices from one site to the other. For example, the camp provides very effective Treatment Team meetings by bringing all departments together to develop plans for individual students who are struggling. Working collaboratively with Behavioral Wellness, we were able to extend this practice to the Juvenile Hall, transforming meetings into opportunities for student-centered problem solving. CADA, a department of the Department of Behavioral Wellness, provides counseling services at FitzGerald Community School. CADA was a valuable contributor to the Annual Update process and development of actions and services for 2017-18.

Other important partners in the development of the LCAP included: SBCEO Partners in Education, which focused on career education; Santa Barbara Council on Alcoholism and Drug Abuse, which focused on improved student support and staff collaboration at FitzGerald Community School; Community Action Commission (CAC), which focused on cross-agency

information sharing and student support programs; and Mental Health Treatment Team, which focused on program improvement planning, coordination of services within school programs, and training for staff.

Opportunities for Stakeholder Involvement:

Through the meetings/activities described below, SBCEO involved stakeholders in the process of reviewing 2016-17 progress and providing input into adding, deleting and revising actions and services for 2017-18.

- Parent Student Advisory Committee (PSAC): 9/23/16, 12/16/16, 3/23/17, 5/18/17
- English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC): 9/22/16, 12/15/16, 3/22/17, 5/17/17
- JCCS Leadership Team meetings: 10/19/16, 11/17/16, 1/26/17, 2/16/17, 3/16/17, 4/27/17, 5/25/17, 6/15/17
- Feeder district meetings: Santa Maria Joint Union High School District: 8/17/16, 8/30/16, 9/9/16, 9/14/16, 9/16/16, 9/21/16, 9/26/17, 10/4/16, 10/5/16, 10/14/16, 10/21/16, 10/26/16, 10/30/16, 11/4/16, 11/30/16, 12/1/16, 12/5/16, 12/12/16, 12/14/16, 12/16/16, 1/18/17, 1/23/17, 1/31/17, 2/1/17, 2/9/17, 2/24/17, 2/28/17, 3/1/17, 3/10/17, 3/14/17, 3/16/17, 3/27/17, 3/29/17, 4/4/17, 4/20/17, 4/22/17, 4/23/17, 4/24/17, 4/26/17, 4/27/17, 5/3/17, 5/9/17
- Feeder district meetings: Santa Maria-Bonita School District: 1/31/17, 2/1/17, 2/1/17, 2/17/17, 2/24/17, 3/1/17, 3/24/17, 4/3/17
- SBCEO Information Technology Services and/or Educational Technology Services: 8/2/16, 8/4/16, 9/2/16, 9/7/16, 10/5/16, 11/12/16, 1/12/16, 1/23/17, 3/2/17, 3/10/17, 4/7/17, 5/5/17, 5/8/17. Many additional meetings also occurred via phone and email.
- CTE meetings (various participants were involved in each meeting, including our Deputy Superintendent, SBCEO ROP Director, Assistant Superintendent, JCCS Director, Probation, JCCS Leadership Team, and Santa Ynez Union High School District): 8/15/16, 8/23/16, 9/8/16, 9/9/16, 9/14/16, 9/27/16, 10/13/16, 10/19/16, 10/25/16, 11/22/16, 11/28/16, 12/7/16, 12/16/16, 1/24/17, 1/26/17, 2/27/17, 3/1/17, 3/9/17, 3/10/17, 4/3/17, 4/6/17, 4/18/17
- Probation Department: 7/13/16, 8/12/16, 8/16/16, 10/4/16, 10/7/16, 10/13/16, 10/26/16, 11/18/16, 12/2/16, 1/11/17, 1/12/17, 2/3/17, 2/10/17, 2/22/17, 3/16/17, 4/7/17, 4/12/17, 4/26/17, 5/4/17, 5/24/17
- Santa Barbara Council on Alcoholism and Drug Abuse (CADA) meetings: 11/2/16, 1/20/17, 4/21/17, 4/25/17
- Community Action Commission (CAC) meetings: 10/21/16, 1/18/17
- Santa Barbara Behavioral Wellness / CADA meetings: 12/2/16, 1/17/17, 2/10/17, 4/25/17
- Consultation with the SBCEO Homeless/TYS Program Manager: 7/1/16, 7/6/16, 7/8/16, 9/29/16, 10/4/16, 10/14/16, 10/26/16, 10/28/16, 12/6/16, 12/15/16, 1/24/17, 2/6/17, 2/22/17, 3/8/17, 3/23/17, 4/12/17, 4/13/17, 4/17/17, 4/24/17, 4/26/17, 5/1/17, 5/8/17
- Classified Association meeting: [2/7/17](#)
- Certificated Association meeting: 2/24/17, 3/20/17, 4/24/17
- Santa Barbara County Education Office Public Hearing: 6/1/17
- Santa Barbara County Education Office Board Approval: 6/7/17
- A variety of survey results were also analyzed and reviewed with stakeholders in the development of the LCAP, including:
 - Student surveys
 - Parent surveys
- California Healthy Kids Survey, administered in fall 2016

How did these consultations impact the LCAP for the upcoming year?

Stakeholders were very clear about wanting aspects of the LCAP to change, including the elimination of redundancy, reconfiguration of Goals 1 and 2, consolidation of actions covered in multiple Goals, Actions and Services, and the addition of several actions and services. We took the opportunity this year to restructure the LCAP to provide more clarity regarding Annual Measurable Outcomes and Goals, Actions, and Services. It was a good process that included multiple data sets and valuable discussions. It was also definitely noted by 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.

Due to our strategic approach, we were able to review many aspects of our program that resulted in specific, tangible, student-focused improvements. Stakeholder input resulted in significant LCAP changes, particularly in the areas of: student achievement on local measures; professional development related to the integration of ELA/ELD standards into the curriculum; development of meaningful CTE opportunities for students; and the unique opportunity we had this year to upgrade infrastructure and deploy new technology. Through meeting input and survey responses, stakeholders consistently reaffirmed their interest in focusing 2017-18 LCAP goals, actions, services and resources on the prioritized areas listed below, all of which are included in the 2017-18 LCAP.

- An emphasis on increasing behavioral, mental health and substance abuse supports for students
- An emphasis on improving transitional support services for students returning to home districts
- The need for continued training in Trauma Informed Care and Restorative Practices
- A need to continue focusing on standards-based instruction and providing professional development for JCCS and special education staff
- An emphasis on expanding the effective use of technology in our instructional program
- An emphasis on opportunities for career education coursework
- The need to assist students with accrual of credits to ensure high school graduation
- A desire for our Boys Camp to become accredited
- The continued need for creative strategies for increasing parental involvement

The tools helped provide a platform to work with stakeholders in evaluating our performance against best practice. LCAP impacts attributable to the use of SBE-adopted self-reflection tools:

- Goals 1 & 2: Implementation of State Academic Standards (Priority 2)

Our Leadership Team (LT) identified a need to continue studying the ELA/ELD standards and continue embedding standards into the Character Based Literacy instructional program. In addition, the LT identified a need to study mathematics and NGSS standards and identify new curriculum for adoption throughout JCCS. Our plan is to begin mathematics professional development and curriculum review in 2017-18.

- Goal 3: School Climate – Local Climate Surveys (Priority 6)

To measure student and parent perceptions regarding school safety and connectedness, we administer the California Healthy Kids Survey every 2 years, and our own parent and student surveys every year. Additionally, we analyze local data to determine attendance rates, chronic absenteeism, and suspension rates. All of this information is reviewed and analyzed by the Leadership team and advisory committees to measure annual progress and identify actions and services for upcoming years. In 2017-18, we identified a need to help students learn to self-regulate behavior.

- Goal 4: Coordination of Services for Expelled Students (Priority 9)

The SBCEO Child Welfare and Attendance Director and Transitional Youth Services Program Manager identified the need to formalize a Memorandum of Understanding detailing the coordination of partial credit policies between District of Residence and County Office Education. There are questions about how partial credits earned by JCCS students are awarded to students upon reentry into districts.

- Goal 5: Coordination of Services for Foster Youth (Priority 10)

The SBCEO Program Manager for Transitional Youth, Santa Barbara County Foster Youth Services Coordinating Council (representing important stakeholders from county agencies, community agencies, and school districts), and Child Welfare Services, have made remarkable progress in 2016-17 as described in Goal 5. For 2017-18, we identified the need to focus on Foster Focus training and implementation, data collection, and transition supports.

- **Goal 6: Parent Engagement (Priority 3)**

- We have found that our parents are interested in providing input with respect to their own specific children; however, participation on decision-making committees has been inconsistent because the trend is for parents to resign from committees when their children leave JCCS. We have been pleased with the turnout of parents at events this year, and for 2017-18, we want to continue offering events the parents will find valuable. We have identified a need to communicate more with parents regarding student progress.

As a result of stakeholder involvement from Behavioral Wellness, we have identified the need to continue working toward coordinating procedures, protocols, and services in 2017-18, particularly at Dos Puertas.

Stakeholder input from feeder districts resulted in improvements in student records transfers and transfer procedures and protocols, and allowed us to identify specific student achievement data that will assist the two districts in communicating with their Boards and making placement decisions.

Due to the stakeholder input from the Transitional Youth Services Program Manager and the Foster Youth Services Coordinating Council, many improvements are being made in the way JCCS serves Foster Youth, including expansion of Foster Focus, collection of data/data sharing, and transition support.

Due to stakeholder input from Behavioral Wellness, treatment team meetings at the Los Robles were solidified and improved. At Dos Puertas, where the work involves much more triage (i.e., assessing, dealing with crisis), we weren't able to gain momentum for developing ongoing, lasting care. In 2017-18, more work needs to happen at Dos Puertas around treatment team meetings, and this has been included in the 2017-18 LCAP.

Stakeholder involvement from CADA resulted in improved services this year, including peer conflict resolution/mediation and communication around specific counseling topic areas provided to students each week. This involvement allowed teachers to better support students in understanding and applying strategies provided by the CADA counselor, and it was identified that this work needs to continue in 2017-18.

Analyzing student survey results was an important task. As a result of parent survey findings, the LCAP will continue to focus on CHAMPS and restorative practices, ILP practices, collaboration with mental health services, enhancing credit recovery opportunities, providing career technical education and providing college awareness information. As a result of parent survey findings, the LCAP will continue to focus on credit recovery, restorative practices, classroom instruction and technology integration. We will also look into the possibility of providing appropriate background music on occasion. The most significant finding from the California Healthy Kids Survey was the validation that counseling supports for substance abuse issues continues to be a high priority for the LCAP.

Stakeholder involvement from many partners related to Career Technical Education allowed us to create two programs, including analysis of industry need, formation of advisory committees, identification and credentialing of instructors, development of curriculum, creation of program structures and protocols, creation of classroom and lab workspace, and the purchase of equipment. As a result of stakeholder involvement, we have developed plans to add an additional course in 2017-18, Small Gas Engines. This course, in combination with Auto Body, will comprise a CTE pathway.

Stakeholder involvement regarding technology pointed to a need to research programs to augment Character Based Literacy and review math curriculum for adoption that offers an on-line or computer component.

Please note, the following metrics are not applicable to our JCCS system or require alternative measures/modifications:

- **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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified (Goals 1 & 2 were combined) Unchanged

Goal 1

All students will be engaged in a standards-aligned and relevant course of study, state and local assessments will be effectively used for formative and summative evaluation, and educational professionals will be highly qualified and well prepared to support the learning needs of all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Provide JCCS students with greater access to courses of study, either through direct instruction or online. (Metrics: Individualized Learning Plans (ILPs) and course recovery credit completion)

Continue to align instruction with ELA/ELD Common Core State Standards. (Metric: Self-Assessment Survey for Priority 2).

Adopt standards-aligned mathematics curriculum and provide professional development on Mathematics Common Core State Standards. (Metrics: Smarter Balanced Math Results, Self-Assessment Survey for Priority 2).

Provide greater access to Career Technical Education courses. (Metrics include; CTE course offerings and completion rates, post-secondary interest survey).

Increase consistency in the use and interpretation of local assessments to determine placements, inform instruction, and monitor student progress in ELA and Math. (Metrics: SRI & SMI Lexile scores, Writing Assessments)

Provide greater support for English Learners in the acquisition of English proficiency, achievement in core curriculum, and improvement in reclassification rates for ELs. (Metric: CELDT results)

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: WIAT or Woodcock-Johnson)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.a Metrics/Indicators:	1.a Baselines:	Outcomes: 1.a	Outcomes: 1.a	Outcomes: 1.a
Williams Instructional Materials Report	100%	100% of court and community school students will be provided sufficient access to standards aligned instructional materials.	100% of court and community school students will be provided sufficient access to standards aligned instructional materials.	100% of court and community school students will be provided sufficient access to standards aligned instructional materials.
Percent of students earning credits at an accelerated rate	83%	The percentage of long-term students earning credits at an accelerated pace will increase by 1% from baseline.	The percentage of long-term students earning credits at an accelerated pace will increase by 1.5% from baseline.	The percentage of long-term students earning credits at an accelerated pace will increase by 2% from baseline.
CAASPP ELA reports	26% Court / 28% Community	The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 1% from baseline.	The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 2% from baseline.	The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 3% from baseline.
CAASPP Math reports	0%	The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will increase by 1% from baseline.	The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will increase by 3% from baseline.	The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will increase by 5% from baseline.
SRI Lexile Pre/Post Report	0 Points Lexile Level Pre/Post Growth	The average Scholastic Reading Inventory (SRI) post-test Lexile level will increase by 10 Lexile points above the pre-test for long-term JCCS students.	The average Scholastic Reading Inventory (SRI) post-test Lexile level will increase by 15 Lexile points above the pre-test for long-term JCCS students.	The average Scholastic Reading Inventory (SRI) post-test Lexile level will increase by 20 Lexile points above the pre-test for long-term JCCS students.
	55 Points Quantile Level Pre/Post Growth	The average Scholastic Math Inventory (SMI) post-test	The average Scholastic Math Inventory (SMI) post-test Quantile	The average Scholastic Math Inventory (SMI) post-test Quantile

SMI Quantile Pre/Post Report will		Quantile level will increase by 5 points above the pre-test.for long-term JCCS students.	level will increase by 10 points above the pre-test.for long-term JCCS students.	level will increase by 15 points above the pre-test.for long-term JCCS students.
Completed Walkthrough Tools	100%	100% of JCCS teachers will use the CBL Walkthrough Tool for self-analysis and collaboratively discuss results with colleagues at staff meetings.	100% of JCCS teachers will use the CBL Walkthrough Tool for self-analysis and collaboratively discuss results with colleagues at staff meetings.	100% of JCCS teachers will use the CBL Walkthrough Tool for self-analysis and collaboratively discuss results with colleagues at staff meetings.
ILP completion rates	100%	JCCS teachers will continue to utilize the ILP protocol with 100% of JCCS students to ensure access to and completion of courses needed for graduation.	JCCS teachers will continue to utilize the ILP protocol with 100% of JCCS students to ensure access to and completion of courses needed for graduation.	JCCS teachers will continue to utilize the ILP protocol with 100% of JCCS students to ensure access to and completion of courses needed for graduation.
1.b Metrics/Indicators: Williams report and VPSS certification	1.b Baselines: 100%	Outcomes: 1.b All court and community school teachers will be highly qualified.	Outcomes: 1.b All court and community school teachers will be highly qualified.	Outcomes: 1.b All court and community school teachers will be highly qualified.
Professional development sign-in sheets and visitations based on the CBL Walkthrough Tool	100%	All JCCS staff will make continued instructional shifts toward implementation of ELA/ELD and Mathematics standards, and will continue to utilize assessment results to inform standards-based instructional practice.	All JCCS staff will make continued instructional shifts toward implementation of ELA/ELD and Mathematics standards, and will continue to utilize assessment results to inform standards-based instructional practice.	All JCCS staff will make continued instructional shifts toward implementation of ELA/ELD and Mathematics standards, and will continue to utilize assessment results to inform standards-based instructional practice.
1.c Metrics/Indicators: CTE course completion rates	1.c Baselines: 12%	Outcomes: 1.c 13% of Los Robles students will participate in direct instruction CTE courses.	Outcomes: 1.c 14% of Los Robles students will participate in direct instruction CTE courses.	Outcomes: 1.c 15% of Los Robles students will participate in direct instruction CTE courses.
Participation in career awareness opportunities	This is a new Expected Outcome and baseline data does not exist. The baseline for Years 2 & 3 will be equal to the data reported in the Actual Measurable Outcomes at end of Year 1 for these Metrics/Indicators.	It is expected that 100% of JCCS students will participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.	It is expected that 100% of JCCS students will participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.	JCCS will provide access to an It is expected that 100% of JCCS students will participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.

Review of Individual Transition Plans (ITP)	100%	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.	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.	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.d Metrics/Indicators: Training sign-in sheets	1.d Baselines: 100%	Outcomes: 1.d 100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.	Outcomes: 1.d 100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.	Outcomes: 1.d 100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.
CELDT Reports (Note: this metric will be rewritten when ELPAC guidelines are released)	50%	51% of English Learners who test with JCCS for two consecutive CELDT administration cycles will demonstrate annual progress in English. The reclassification rate for JCCS English Learners will increase by 1% from the 2015-16 baseline.	The Metric/Baseline will be adjusted according to CDE guidelines for the English Language Proficiency Assessment for California (ELPAC). The reclassification rate for JCCS English Learners will increase by 2% from the 2015-16 baseline.	The Metric/Baseline will be adjusted according to CDE guidelines for the English Language Proficiency Assessment for California (ELPAC). The reclassification rate for JCCS English Learners will increase by 6% from the 2015-16 baseline.
CDE Reclassification Rate	2015-16 Reclassification Rates: 3.6% Court / 3.3% Community			
1.e Metrics/Indicators: IEP goal progress	1.e Baseline: 100%	Outcomes: 1.e 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.	Outcomes: 1.e 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.	Outcomes: 1.e 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.
Review of IEP goals	100%	All special education students will have IEP goals that reflect		All special education students will have IEP goals that reflect alignment with CCSS.

		alignment with CCSS.	All special education students will have IEP goals that reflect alignment with CCSS.	
1.f Metrics/Indicators: Training sign-in sheets	1.f Baseline: 70% attendance	Outcomes: 1.f 80% of JCCS teachers will attend training to deepen their understanding of brain-based science research and Trauma Informed Care in order to (a) improve academic performance for at-risk students, and (b) increase awareness regarding the impact poverty has on student learning behaviors and perceptions.	Outcomes: 1.f 85% JCCS teachers will attend training to deepen their understanding of brain-based science research and Trauma Informed Care research in order to (a) improve academic performance for at-risk students, and (b) increase awareness regarding the impact poverty has on student learning behaviors and perceptions.	Outcomes: 1.f 90% JCCS teachers will attend training to deepen their understanding of brain-based science research and Trauma Informed Care in order to (a) improve academic performance for at-risk students, and (b) increase awareness regarding the impact poverty has on student learning behaviors and perceptions.

PLANNED ACTIONS / SERVICES

Action **1.a**

- 100% of court and community school students will be provided sufficient access to standards aligned instructional materials.
- The percentage of long-term students earning credits at an accelerated pace will increase by 1%.
- The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 1%.
- The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will increase by 1%.
- The average Scholastic Reading Inventory (SRI) post-test Lexile level will increase by 10 Lexile points above the pre-test for long-term JCCS students.
- The average Scholastic Math Inventory (SMI) post-test Quantile level will increase by 5 points above the pre-test for long-term JCCS students.
- 100% of JCCS teachers will use the CBL Walkthrough Tool for self-analysis and collaboratively discuss results with colleagues at staff meetings.
- JCCS teachers will continue to utilize the ILP protocol with 100% of JCCS students to ensure access to and completion of courses needed for graduation.
- 100% of court and community students will have daily access to technology to support instruction.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>1.a.1 JCCS staff will analyze requirements outlined in “ACS WASC Affiliation Conditions of Eligibility” and begin taking steps to toward accreditation by addressing system wide JCCS gaps.</p> <p>1.a.2 JCCS administrators and staff will standardize course titles to create a uniform course of study.</p> <p>1.a.3 JCCS administrators and staff will review and revise the Credits Earned Policy to ensure students in court and community schools are on track to earn maximum credits.</p> <p>1.a.4 JCCS staff will continue to implement Character Based Literacy and work toward improved practice and calibration. The JCCS Director and CBL Workgroup will continue to guide program implementation.</p> <p>1.a.5 JCCS staff will continue to incorporate technology into the instructional program by: reducing the Chromebook to student ratio, researching software to augment CLB, offset E-rate contribution to internet costs.</p> <p>1.a.6 JCCS staff will review math curriculum for potential adoption, focusing on standards-alignment, usability in a JCCS environment, and an online component.</p> <p>1.a.7 JCCS will continue to provide a breadth of online coursework opportunities via Anywhere Learning System (A+) and Odysseyware. The two online programs will be examined to identify areas of redundancy.</p> <p>1.a.8 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will create additional standards-based writing assessments to align with 2017-18 Character Based Literacy titles. Writing</p>	<p>1.a.1 JCCS staff will continue taking steps to toward accreditation by addressing system wide JCCS gaps.</p> <p>1.a.2 JCCS staff will assign students to courses according to the approved course of study.</p> <p>1.a.3 JCCS administrators and staff will follow the Credits Earned Policy to ensure students in court and community schools are on track to earn maximum credits.</p> <p>1.a.4 JCCS staff will continue to implement Character Based Literacy and work toward improved practice and calibration.</p> <p>1.a.5 JCCS staff will continue to incorporate technology into the instructional program by: providing supplemental program(s) for CLB and offsetting E-rate contribution to internet costs.</p> <p>1.a.6 JCCS staff will implement new standards-aligned math curriculum.</p> <p>1.a.7 JCCS will continue to provide a breadth of online coursework opportunities via Anywhere Learning System (A+) and/or Odysseyware.</p> <p>1.a.8 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will create additional</p>	<p>1.a.1 JCCS staff will submit ACS WASC forms for permission to proceed with the initial school visit.</p> <p>1.a.2 JCCS staff will continue to assign students to courses according to the approved course of study.</p> <p>1.a.3 JCCS administrators and staff will follow the Credits Earned Policy to ensure students in court and community schools are on track to earn maximum credits.</p> <p>1.a.4 JCCS staff will continue to implement Character Based Literacy and work toward improved practice and calibration.</p> <p>1.a.5 JCCS staff will continue to incorporate technology into the instructional program by: providing supplemental program(s) for CLB and offsetting E-rate contribution to internet costs.</p> <p>1.a.6 JCCS staff will continue to implement new standards-aligned math curriculum.</p> <p>1.a.7 JCCS will continue to provide a breadth of online coursework opportunities via Anywhere Learning System (A+) and/or Odysseyware.</p> <p>1.a.8 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will create</p>

<p>assessment results will be analyzed to inform system-wide Character Based Literacy instruction.</p> <p>1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.</p> <p>1.a.10 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will continue to study the Smarter Balanced Interim Assessments and incorporate them into the instructional program, as appropriate, to inform instruction.</p> <p>1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.</p> <p>1.a.12 JCCS staff will review schedules and work with Probation to identify any additional time available for students to take advantage of instructional support and online coursework.</p> <p>1.a.13 SBCEO will continue to reduce student/teacher ratio at Los Robles and Dos Puertas to provide greater access to direct instruction course offerings.</p> <p>1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.</p> <p>1.a.15 A 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>standards-based writing assessments to align with 2018-19 Character Based Literacy titles. Writing assessment results will be analyzed to inform system-wide Character Based Literacy instruction.</p> <p>1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.</p> <p>1.a.10 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will continue to study the Smarter Balanced Interim Assessments and incorporate them into the instructional program, as appropriate, to inform instruction.</p> <p>1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.</p> <p>1.a.12 JCCS staff will continue to work with Probation to maximize instructional minutes, allowing students to take advantage of instructional support and online coursework.</p> <p>1.a.13 SBCEO will continue to reduce student/teacher ratio at Los Robles and Dos Puertas to provide greater access to direct instruction course offerings.</p> <p>1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.</p> <p>1.a.15 A Student Data Advisor will continue to 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>additional standards-based writing assessments to align with 2019-20 Character Based Literacy titles. Writing assessment results will be analyzed to inform system-wide Character Based Literacy instruction.</p> <p>1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.</p> <p>1.a.10 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will continue to study the Smarter Balanced Interim Assessments and incorporate them into the instructional program, as appropriate, to inform instruction.</p> <p>1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.</p> <p>1.a.12 JCCS staff will continue to work with Probation to maximize instructional minutes, allowing students to take advantage of instructional support and online coursework.</p> <p>1.a.13 SBCEO will continue to reduce student/teacher ratio at Los Robles and Dos Puertas to provide greater access to direct instruction course offerings.</p> <p>1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.</p> <p>1.a.15 A Student Data Advisor will continue to 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>
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

- 1.a.1 No additional cost; part of regular staff duties
- 1.a.2 No additional cost; part of regular staff duties
- 1.a.3 No additional cost; part of regular staff duties
- 1.a.4 CBL Books: \$6,000
- 1.a.4 CBL Licenses: \$8,950
- 1.a.5 IT Support: \$30,000
- 1.a.5 Chromebooks: \$14,400
- 1.a.5 Laptops for CBL Workgroup: \$8,000
- 1.a.5 Software – enhance CBL: \$13,600
- 1.a.5 10% E-Rate offset: \$34,267
- 1.a.6 Math books and licenses: \$20,000
- 1.a.7 A+ Anywhere Learning: \$5,000
- 1.a.7 Odysseyware: \$15,000
- 1.a.8 CBL Workgroup Substitutes (3 teachers/2 days each): \$780
- 1.a.9 SRI/SMI: \$1,150
- 1.a.10 Testing Coordinator: \$32,495
- 1.a.11 No additional cost; part of regular staff duties
- 1.a.12 No additional cost; part of regular staff duties
- 1.a.13 Los Robles Teacher: \$141,313
- 1.a.13 Dos Puertas Teacher: \$89,526
- 1.a.14 TAs: \$145,465
- 1.a.15 Student Data Advisor: \$77,335

Source

LCFF Supplemental & Concentration

Budget Reference

- 1.a.4 CBL Books: 4300
- 1.a.4 CBL Licenses: 5800
- 1.a.5 IT Support: 5700
- 1.a.5 Chromebooks & Laptops: 4400/5800
- 1.a.5 Software – enhance CBL: 5800

Amount

- 1.a.1 No additional cost; part of regular staff duties
- 1.a.2 No additional cost; part of regular staff duties
- 1.a.3 No additional cost; part of regular staff duties
- 1.a.4 CBL Books: \$6,000
- 1.a.4 CBL Licenses: \$8,950
- 1.a.5 IT Support: \$30,000
- 1.a.5 Chromebooks & Laptops: \$22,400
- 1.a.5 Software – enhance CBL: \$13,600
- 1.a.5 Infrastructure: \$34,267
- 1.a.6 Mathematics Books: \$20,000
- 1.a.7 A+ Anywhere Learning: \$5,000
- 1.a.7 Odysseyware: \$15,000
- 1.a.8 CBL Workgroup Substitutes (3 teachers/2 days each): \$780
- 1.a.9 SRI/SMI: \$1,150
- 1.a.10 Testing Coordinator: \$32,495
- 1.a.11 No additional cost; part of regular staff duties
- 1.a.12 No additional cost; part of regular staff duties
- 1.a.13 Los Robles Teacher: \$141,313
- 1.a.13 Dos Puertas Teacher: \$91,000
- 1.a.14 TAs: \$145,465
- 1.a.15 Student Data Advisor: \$77,335

Source

LCFF Supplemental & Concentration

Budget Reference

- 1.a.4 CBL Books: 4300
- 1.a.4 CBL Licenses: 5800
- 1.a.5 IT Support: 5700
- 1.a.5 Chromebooks & Laptops: 4400/5800

Amount

- 1.a.1 No additional cost; part of regular staff duties
- 1.a.2 No additional cost; part of regular staff duties
- 1.a.3 No additional cost; part of regular staff duties
- 1.a.4 CBL Books: \$6,000
- 1.a.4 CBL Licenses: \$8,950
- 1.a.5 IT Support: \$30,000
- 1.a.5 Chromebooks & Laptops: \$22,400
- 1.a.5 Software – enhance CBL: \$13,600
- 1.a.5 Infrastructure: \$34,267
- 1.a.6 Mathematics Books: \$20,000
- 1.a.7 A+ Anywhere Learning: \$5,000
- 1.a.7 Odysseyware: \$15,000
- 1.a.8 CBL Workgroup Substitutes (3 teachers/2 days each): \$780
- 1.a.9 SRI/SMI: \$1,150
- 1.a.10 Testing Coordinator: \$32,495
- 1.a.11 No additional cost; part of regular staff duties
- 1.a.12 No additional cost; part of regular staff duties
- 1.a.13 Los Robles Teacher: \$141,313
- 1.a.13 Dos Puertas Teacher: \$93,500
- 1.a.14 TAs: \$145,465
- 1.a.15 Student Data Advisor: \$77,335

Source

LCFF Supplemental & Concentration

Budget Reference

- 1.a.4 CBL Books: 4300
- 1.a.4 CBL Licenses: 5800
- 1.a.5 IT Support: 5700
- 1.a.5 Chromebooks & Laptops: 4400/5800

1.a.5 Infrastructure: 4300/4400/5800/5910
 1.a.6 Mathematics books and licenses: 4300/5800
 1.a.7 A+ Anywhere Learning: 5800
 1.a.8 Odysseyware: 5800
 1.a.9 SRI/SMI: 4300/5800
 1.a.10 Testing Coordinator: 5850
 1.a.13 Los Robles Teacher: 1100/3000s
 1.a.13 Dos Puertas Teacher: 1100/3000s
 1.a.14 TAs: 2100/2140/3000s
 1.a.15 Student Data Advisor: 2000s/3000s

1.a.5 Software – enhance CBL: 5800
 1.a.5 Infrastructure: 4300/4400/5800/5910
 1.a.7 A+ Anywhere Learning: 5800
 1.a.8 Odysseyware: 5800
 1.a.9 SRI/SMI: 4300/5800
 1.a.10 Testing Coordinator: 5850
 1.a.13 Los Robles Teacher: 1100/3000s
 1.a.13 Dos Puertas Teacher: 1100/3000s
 1.a.14 TAs: 2100/2140/3000s
 1.a.15 Student Data Advisor: 2000s/3000s

1.a.5 Software – enhance CBL: 5800
 1.a.5 Infrastructure: 4300/4400/5800/5910
 1.a.7 A+ Anywhere Learning: 5800
 1.a.8 Odysseyware: 5800
 1.a.9 SRI/SMI: 4300/5800
 1.a.10 Testing Coordinator: 5850
 1.a.13 Los Robles Teacher: 1100/3000s
 1.a.13 Dos Puertas Teacher: 1100/3000s
 1.a.14 TAs: 2100/2140/3000s
 1.a.15 Student Data Advisor: 2000s/3000s

PLANNED ACTIONS / SERVICES

Action **1.b**

100% of court and community school students will be taught by highly qualified teachers.
 100% of JCCS staff will make continued instructional shifts toward implementation of ELA/ELD and Mathematics

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.	1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.	1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.

<p>1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD and Mathematics Common Core State Standards.</p> <p>1.b.3 To ensure continuity of instruction, JCCS will begin to utilize the Automated Substitute Placement and Absence Management (AESOP) system for arranging qualified substitutes.</p>	<p>1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD and Mathematics Common Core State Standards.</p> <p>1.b.3 To ensure continuity of instruction, JCCS will continue to utilize the Automated Substitute Placement and Absence Management (AESOP) system for arranging qualified substitutes.</p>	<p>1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD and Mathematics Common Core State Standards.</p> <p>1.b.3 To ensure continuity of instruction, JCCS will continue to utilize the Automated Substitute Placement and Absence Management (AESOP) system for arranging qualified substitutes.</p>
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	2017-18	2018-19	2019-20
Amount	<p>1.b.1 No additional cost unless a new teacher is hired who needs additional coursework</p> <p>1.b.2 PD: \$10,000</p> <p>1.b.2 Substitutes: \$3,050</p> <p>1.b.2 Mileage: \$500</p> <p>1.b.3 AESOP: \$276</p>	<p>1.b.1 No additional cost unless a new teacher is hired who needs additional coursework</p> <p>1.b.2 PD: \$10,000</p> <p>1.b.2 Substitutes: \$3,050</p> <p>1.b.2 Mileage: \$500</p> <p>1.b.3 AESOP: \$276</p>	<p>1.b.1 No additional cost unless a new teacher is hired who needs additional coursework</p> <p>1.b.2 PD: \$10,000</p> <p>1.b.2 Substitutes: \$3,050</p> <p>1.b.2 Mileage: \$500</p> <p>1.b.3 AESOP: \$276</p>
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	<p>1.b.2 PD: 5200/5800</p> <p>1.b.2 Substitutes: 1140/2140</p> <p>1.b.2 Mileage: 5200/5201</p> <p>1.b.3 AESOP: 5800</p>	<p>1.b.2 PD: 5200/5800</p> <p>1.b.2 Substitutes: 1140/2140</p> <p>1.b.2 Mileage: 5200/5201</p> <p>1.b.3 AESOP: 5800</p>	<p>1.b.2 PD: 5200/5800</p> <p>1.b.2 Substitutes: 1140/2140</p> <p>1.b.2 Mileage: 5200/5201</p> <p>1.b.3 AESOP: 5800</p>

PLANNED ACTIONS / SERVICES

Action 1.c

13% of Los Robles students will participate in direct instruction CTE courses.
 100% of JCCS students will have access to online CTE courses.
 100% of court and community school students will participate in meaningful career awareness activities.
 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.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>1.c.1 The SBCEO CTE/ROP administrator will be paid .2 FTE to perform the following services in collaboration with the JCCS administrator:</p> <ul style="list-style-type: none"> • Continue providing the two CTE courses that began in 2016-17 (i.e., Culinary Arts and Auto Body), and add one additional CTE course (i.e., Small Gas Engines). • Convene advisory meetings with local business and industry members to obtain input and validation regarding CTE course outlines. • Work with Santa Barbara City College to pursue dual enrollment for the Culinary Arts CTE course. • Work to ensure that Culinary Arts completers receive SafeServe Industry Certification. CTE/ROP administrators will research appropriate industry recognized certifications and third party assessments for Auto Body and Small Gas Engines. <p>1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.</p> <p>1.c.3 JCCS IEP teams will continue to improve the quality of students' ITPs by using career interest assessment tools that are current and reflective of individual learning styles, expanding options for work experience and job coaching in school and community settings, providing updated training on the writing and implementing of ITPs, and providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.</p>	<p>1.c.1 The SBCEO CTE/ROP administrator will be paid .2 FTE to perform the following services in collaboration with the JCCS administrator:</p> <ul style="list-style-type: none"> • Continue providing three CTE courses (i.e., Culinary Arts, Auto Body, and Small Gas Engines). • Convene advisory meetings with local business and industry members to obtain input and validation regarding CTE course outlines. • Work with Santa Barbara City College to offer dual enrollment for the Culinary Arts CTE course. • Work to ensure that Culinary Arts completers receive SafeServe Industry Certification. CTE/ROP administrators will offer appropriate industry recognized certifications and third party assessments for Auto Body and Small Gas Engines. <p>1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.</p> <p>1.c.3 JCCS IEP teams will continue to improve the quality of students' ITPs by using career interest assessment tools that are current and reflective of individual learning styles, expanding options for work experience and job coaching in school and community settings, providing updated training on the writing and implementing of ITPs, and providing career preparation instruction to students</p>	<p>1.c.1 The SBCEO CTE/ROP administrator will be paid .2 FTE to perform the following services in collaboration with the JCCS administrator:</p> <ul style="list-style-type: none"> • Continue providing three CTE courses (i.e., Culinary Arts, Auto Body, and Small Gas Engines). • Convene advisory meetings with local business and industry members to obtain input and validation regarding CTE course outlines. • Continue to work with Santa Barbara City College to offer dual enrollment for the Culinary Arts CTE course. • Work to ensure that Culinary Arts completers receive SafeServe Industry Certification. CTE/ROP administrators will offer appropriate industry recognized certifications and third party assessments for Auto Body and Small Gas Engines. <p>1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.</p> <p>1.c.3 JCCS IEP teams will continue to improve the quality of students' ITPs by using career interest assessment tools that are current and reflective of individual learning styles, expanding options for work experience and job coaching in school and community settings, providing updated training on the writing and implementing of ITPs, and providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.</p>

focused on resume writing, communication skills, dress styles, and time management.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1.c.1 .2 FTE ROP/CTE Director: \$34,132 1.c.2 CTE Odysseyware (included in 1.a.7 above) 1.c.3 No additional cost; part of regular staff duties	1.c.1 .2 FTE ROP/CTE Director: \$34,132 1.c.2 CTE Odysseyware (included in 1.a.7 above) 1.c.3 No additional cost; part of regular staff duties	1.c.1 .2 FTE ROP/CTE Director: \$34,132 1.c.2 CTE Odysseyware (included in 1.a.7 above) 1.c.3 No additional cost; part of regular staff duties
Source	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration	LCFF Supplemental & Concentration
Budget Reference	1.c.1 CTE Grant Match: 1000s/3000s 1.c.2 CTE Odysseyware (included in 1.a.7 above)	1.c.1 CTE Grant Match: 1000s/3000s 1.c.2 CTE Odysseyware (included in 1.a.7 above)	1.c.1 CTE Grant Match: 1000s/3000s 1.c.2 CTE Odysseyware (included in 1.a.7 above)

PLANNED ACTIONS / SERVICES

Action **1.d**

100% of JCCS staff will engage in research-affirmed professional learning specific to English Learners, including continued study of the ELA/ELD standards.

51% of English Learners who test with JCCS for two consecutive CELDT administration cycles will demonstrate annual progress in English.

The reclassification rate for JCCS English Learners will increase by 1%.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

1.d.1 JCCS staff will attend CELDT Scoring Training for Trainers (STOT) and English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements.

1.d.2 JCCS teachers and Teaching Assistants will continue to provide Read 180 instruction, 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.

1.d.3 JCCS staff will continue to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature lessons.

1.d.4 JCCS staff will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within two years will continue to be closely monitored to ensure academic and language growth.

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BUDGETED EXPENDITURES

2017-18

Amount

1.d.1 STOT: \$855
 1.d.1 STOT mileage: \$150
 1.d.1 STOT substitutes: \$375
 1.d.2 READ 180: \$5,250
 1.d.2 READ 180 Facility Space: \$35,528
 1.d.2 TAs: \$18,183
 1.d.3 No additional cost; part of regular staff duties
 1.d.4 No additional cost; part of regular staff duties

2018-19

Amount

1.d.1 STOT: \$855
 1.d.1 STOT mileage: \$150
 1.d.1 STOT substitutes: \$375
 1.d.2 READ 180: \$5,250
 1.d.2 READ 180 Facility Space: \$35,528
 1.d.2 TAs: \$18,183
 1.d.3 No additional cost; part of regular staff duties
 1.d.4 No additional cost; part of regular staff duties

2019-20

Amount

1.d.1 STOT: \$855
 1.d.1 STOT mileage: \$150
 1.d.1 STOT substitutes: \$375
 1.d.2 READ 180: \$5,250
 1.d.2 READ 180 Facility Space: \$35,528
 1.d.2 TAs: \$18,183
 1.d.3 No additional cost; part of regular staff duties
 1.d.4 No additional cost; part of regular staff duties

Source	LCFF Supplemental & Concentration
Budget Reference	1.d.1 STOT: 5200 1.d.1 STOT mileage: 5200 1.d.1 STOT substitutes: 2140 1.d.2 READ 180: 4000/5800 1.d.2 READ 180 Facility Space: 5610 1.d.2 TAs: 2100/2140/3000/5200

Source	LCFF Supplemental & Concentration
Budget Reference	1.d.1 STOT: 5200 1.d.1 STOT mileage: 5200 1.d.1 STOT substitutes: 2140 1.d.2 READ 180: 4000/5800 1.d.2 READ 180 Facility Space: 5610 1.d.2 TAs: 2100/2140/3000/5200

Source	LCFF Supplemental & Concentration
Budget Reference	1.d.1 STOT: 5200 1.d.1 STOT mileage: 5200 1.d.1 STOT substitutes: 2140 1.d.2 READ 180: 4000/5800 1.d.2 READ 180 Facility Space: 5610 1.d.2 TAs: 2100/2140/3000/5200

PLANNED ACTIONS / SERVICES

Action **1.e** 100% of special education students will have IEP goals that reflect alignment with CCSS.
 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.e.1 Special education and general education teachers will continue implementing a team teaching model at Los Robles. Special education teachers will explore the possibility of creating "Learning Centers" at the hall, enabling Special Education staff to focus on goal completion. The	1.e.1 Special education and general education teachers will continue implementing a team teaching model.	1.e.1 Special education and general education teachers will continue implementing a team teaching model. If a Learning Center model is adopted, special education teachers will continue to implement the process at Dos

<p>Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.</p> <p>1.e.2 Special education teachers will continue to implement System 44 and other identified intervention materials for students with disabilities who cannot access Read 180.</p> <p>1.e.3 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>If a Learning Center model is adopted, special education teachers will implement the process at Dos Puertas. The Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.</p> <p>1.e.2 Special education teachers will continue to implement System 44 and other identified intervention materials for students with disabilities who cannot access Read 180.</p> <p>1.e.3 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>Puertas. The Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.</p> <p>1.e.2 Special education teachers will continue to implement System 44 and other identified intervention materials for students with disabilities who cannot access Read 180.</p> <p>1.e.3 Special education administrators will continue to conduct classroom observations at least one time per quarter and work with collaborative teams to refine instruction.</p>
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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<p>1.e.1 No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.2 No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.3 No additional cost; part of regular JCCS and Special Education staff duties</p>	<p>1.e.1 No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.2 No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.3 No additional cost; part of regular JCCS and Special Education staff duties</p>	<p>1.e.1 No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.2 No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.3 No additional cost; part of regular JCCS and Special Education staff duties</p>
Source		Source	Source
Budget Reference	Budget Reference	Budget Reference	Budget Reference

PLANNED ACTIONS / SERVICES

Action 1.f

100% of JCCS teachers will continue to deepen their understanding of brain-based science research in order to (a) improve academic performance for at-risk students, and (b) increase awareness regarding the impact poverty has on student learning behaviors and perceptions.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1.f.1 JCCS staff will continue to incorporate brain-based science research strategies into lessons and classroom activities to enhance student learning while reducing the anxiety associated with exposure to new learning. 1.f.2 JCCS staff will receive Trauma Informed Care training during the 2017-18 school year.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1.f.1 JCCS staff will continue to incorporate brain-based science research strategies into lessons and classroom activities to enhance student learning while reducing the anxiety associated with exposure to new learning. 1.f.2 JCCS staff will continue to share-out best practices during staff meetings.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1.f.1 JCCS staff will continue to incorporate brain-based science research strategies into lessons and classroom activities to enhance student learning while reducing the anxiety associated with exposure to new learning. 1.f.2 JCCS staff will continue to share-out best practices during staff meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No additional cost, part of regular staff duties	Amount: No additional cost, part of regular staff duties	Amount: No additional cost, part of regular staff duties

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified (this was Goal 3 in 2016-17) <input type="checkbox"/> Unchanged
Goal 2	Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Increase attendance, reduce suspensions, increase the number of students returning to their home districts with accelerated progress, and provide counseling to support students with addiction and behavior concerns. (Metrics: attendance rate, suspension rate, acceleration rate, and the number of students referred for counseling in 2016-17)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Aeries Suspension and Attendance Reports Percent of students achieving at an accelerated rate	Suspension Rate: 19.8% Attendance Rate: Community School: 75.9% Court Schools: 96.67% Chronic Absenteeism: Community School: 55% Court Schools: 9.7% Percent of JCCS Long-Term Students Achieving at an Accelerated Rate: 71%	2.a From baseline scores: <ul style="list-style-type: none"> Decrease the number of suspensions by .3% per year Increase community school attendance by .5% per year and .1% at court schools Decrease chronic absenteeism by .3% per year Increase by 2% the percentage of students successfully reintegrating to their districts with accelerated progress toward high school graduation 	2.a From baseline scores: <ul style="list-style-type: none"> Decrease the number of suspensions by .4% per year Increase community school attendance by .6% per year and .2% at court schools Decrease chronic absenteeism by .4% per year Increase by 3% the percentage of students successfully reintegrating to their districts with accelerated progress toward high school graduation 	2.a From baseline scores: <ul style="list-style-type: none"> Decrease the number of suspensions by .5% per year Increase community school attendance by .7% per year and .3% at court schools Decrease chronic absenteeism by .5% per year Increase by 4% the percentage of students successfully reintegrating to their districts with accelerated progress toward high school graduation
California Healthy Kids Survey Response	70%	The CHKS area of “School Engagement and Supports” will continue to be a strength, and at least 71% of students will report feeling there is a teacher or other adult who wants them to do their best.	The CHKS area of “School Engagement and Supports” will continue to be a strength, and at least 72% of students will report feeling there is a teacher or other adult who wants them to do their best.	The CHKS area of “School Engagement and Supports” will continue to be a strength, and at least 73% of students will report feeling there is a teacher or other adult who wants them to do their best.
Williams Facilities Report	100% Compliance	2.b Continue to inspect and maintain school facilities and make repairs, as needed, to ensure 100% compliance with Williams FIT.	2.b Continue to inspect and maintain school facilities and make repairs, as needed, to ensure 100% compliance with Williams FIT.	2.b Continue to inspect and maintain school facilities and make repairs, as needed, to ensure 100% compliance with Williams FIT.

PLANNED ACTIONS/SERVICES

Action **2.a**

From baseline scores: decrease the number of suspensions by .4% per year; increase community school attendance by .6% per year and .2% at court schools; decrease chronic absenteeism by .4% per year; increase by 3% the percentage of students successfully reintegrating to their districts with accelerated progress toward high school graduation.

JCCS connectedness to school will be measured by responses to the California and JCCS student survey. The area of “School Engagement and Supports” will continue to be a strength and at least 70% of students will report feeling there is a teacher or other adult who wants them to do their best.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>2.a.1 The JCCS Safety Plan will be evaluated annually by staff and updated accordingly.</p> <p>2.a.2 JCCS teachers, supported by teaching assistants, will continue to provide significant academic supports, behavioral supports (including counseling), and transition services, based on student need.</p> <p>2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.</p> <p>2.a.4 JCCS administrators and staff will attend training and continue to incorporate restorative practices to resolve conflict.</p> <p>2.a.5 The JCCS Director will work with Dos Puertas teachers and Probation to elicit input from student focus groups regarding positive behavior incentives.</p> <p>2.a.6 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>2.a.1 The JCCS Safety Plan will be evaluated by staff and updated accordingly.</p> <p>2.a.2 JCCS teachers, supported by teaching assistants, will continue to provide significant academic supports, behavioral supports (including counseling), and transition services, based on student need.</p> <p>2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.</p> <p>2.a.4 JCCS administrators and staff will continue to incorporate restorative practices to resolve conflict.</p> <p>2.a.5 The JCCS Director will continue to work with Dos Puertas teachers and Probation to implement positive behavior incentives.</p> <p>2.a.6 To promote fitness, teamwork, cooperation, and engagement, gymnasium</p>	<p>2.a.1 The JCCS Safety Plan will be evaluated by staff and updated accordingly.</p> <p>2.a.2 JCCS teachers, supported by teaching assistants, will continue to provide significant academic supports, behavioral supports (including counseling), and transition services, based on student need.</p> <p>2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.</p> <p>2.a.4 JCCS administrators and staff will continue to incorporate restorative practices to resolve conflict.</p> <p>2.a.5 The JCCS Director will continue to work with Dos Puertas teachers and Probation to implement positive behavior incentives.</p> <p>2.a.6 To promote fitness, teamwork, cooperation, and engagement, gymnasium space will continue to be leased</p>

<p>2.a.7 JCCS teachers and teaching assistants will continue to receive Mental Health Training Curriculum for Juvenile Justice (MHTC) training and/or Crisis Prevention & Intervention (CPI), as needed, to ensure certifications are current.</p> <p>2.a.8 JCCS and probation staff will enhance communication and collaboration around:</p> <ul style="list-style-type: none"> • Improved options for pro-social behavior • Improved calibration of processes and procedures • Maximizing educational program outcomes 	<p>space will continue to be leased during the 2018-19 school year for FitzGerald Community School students.</p> <p>2.a.7 JCCS teachers and teaching assistants will continue to receive Mental Health Training Curriculum for Juvenile Justice (MHTC) training and/or Crisis Prevention & Intervention (CPI), as needed, to ensure certifications are current.</p> <p>2.a.8 JCCS and probation staff will continue to enhance communication and collaboration around:</p> <ul style="list-style-type: none"> • Improved options for pro-social behavior • Improved calibration of processes and procedures • Maximizing educational program outcomes 	<p>during the 2019-20 school year for FitzGerald Community School students.</p> <p>2.a.7 JCCS teachers and teaching assistants will continue to receive Mental Health Training Curriculum for Juvenile Justice (MHTC) training and/or Crisis Prevention & Intervention (CPI), as needed, to ensure certifications are current.</p> <p>2.a.8 JCCS and probation staff will continue to enhance communication and collaboration around:</p> <ul style="list-style-type: none"> • Improved options for pro-social behavior • Improved calibration of processes and procedures • Maximizing educational program outcomes
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>2.a.1 No additional cost; part of regular staff duties</p> <p>2.a.2 Aeries database: \$1,100</p> <p>2.a.2 Aeries hosting: \$4,500</p> <p>2.a.2 Counseling services: \$45,000</p> <p>2.a.3 TAs: \$18,183</p> <p>2.a.4 Restorative training: \$250</p> <p>2.a.4 Restorative substitutes: \$645</p> <p>2.a.4 Restorative mileage: \$135</p> <p>2.a.5 No additional cost; part of regular staff duties</p> <p>2.a.6 Gym lease: \$43,954</p> <p>2.a.7 No additional cost; part of regular staff duties</p> <p>2.a.8 No additional cost; part of regular staff duties</p>	<p>Amount</p> <p>2.a.1 No additional cost; part of regular staff duties</p> <p>2.a.2 Aeries database: \$1,200</p> <p>2.a.2 Aeries hosting: \$4,500</p> <p>2.a.2 Counseling services: \$45,000</p> <p>2.a.3 TAs: \$18,183</p> <p>2.a.4 Restorative training: \$250</p> <p>2.a.4 Restorative substitutes: \$645</p> <p>2.a.4 Restorative mileage: \$135</p> <p>2.a.5 No additional cost; part of regular staff duties</p> <p>2.a.6 Gym lease: \$43,954</p>	<p>Amount</p> <p>2.a.1 No additional cost; part of regular staff duties</p> <p>2.a.2 Aeries database: \$1,300</p> <p>2.a.2 Aeries hosting: \$4,500</p> <p>2.a.2 Counseling services: \$45,000</p> <p>2.a.3 TAs: \$18,183</p> <p>2.a.4 Restorative training: \$250</p> <p>2.a.4 Restorative substitutes: \$645</p> <p>2.a.4 Restorative mileage: \$135</p> <p>2.a.5 No additional cost; part of regular staff duties</p> <p>2.a.6 Gym lease: \$43,954</p> <p>2.a.7 No additional cost; part of regular staff duties</p> <p>2.a.8 No additional cost; part of regular staff duties</p>

Source

	LCFF Supplemental & Concentration
Budget Reference	2.a.2 Aeries: 5650 2.a.2 Aeries hosting: 5800 2.a.2 Counseling services: 5800 2.a.3 TAs: 2100/2140/3000 2.a.4 Restorative training: 5201 2.a.4 Restorative substitutes: 1140 2.a.4 Restorative mileage: 5201 2.a.6 Gym lease: 5610

Source

Budget Reference

	2.a.7 No additional cost; part of regular staff duties 2.a.8 No additional cost; part of regular staff duties
	LCFF Supplemental & Concentration
Budget Reference	2.a.2 Aeries: 5650 2.a.2 Aeries hosting: 5800 2.a.3 TAs: 2100/2140/3000 2.a.2 Counseling services: 5800 2.a.4 Restorative training: 5201 2.a.4 Restorative substitutes: 1140 2.a.4 Restorative mileage: 5201 2.a.6 Gym lease: 5610

Source

Budget Reference

	LCFF Supplemental & Concentration
Budget Reference	2.a.2 Aeries: 5650 2.a.2 Aeries hosting: 5800 2.a.2 Counseling services: 5800 2.a.3 TAs: 2100/2140/3000 2.a.4 Restorative training: 5201 2.a.4 Restorative substitutes: 1140 2.a.4 Restorative mileage: 5201 2.a.6 Gym lease: 5610

Action **2.b**

Continue to inspect and maintain school facilities and make repairs, as needed, to ensure 100% compliance with Williams FIT.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s): Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools		<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools		<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.b.1 JCCS staff will collaborate with Probation/SBCEO to ensure court/community school environments are well maintained in support of learning.	2.b.1 JCCS staff will collaborate with Probation/SBCEO to ensure court/community school environments are well maintained in support of learning.	2.b.1 JCCS staff will collaborate with Probation/SBCEO to ensure court/community school environments are well maintained in support of learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2.b.1 No additional cost; part of regular staff duties	Amount	2.b.1 No additional cost; part of regular staff duties	Amount	2.b.1 No additional cost; part of regular staff duties
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

New
 Modified (this was Goal 4 in 2016-17)
 Unchanged

Goal 3

Expelled youth will be provided a strong academic environment, effective rehabilitation services and appropriate social/emotional support.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

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. (Metric: analysis of rehabilitation plans; number and percentage of expelled students returned to their home districts having met requisite conditions)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Santa Barbara County Plan for Expelled Youth	100%	3.a 100% of districts within the County will have a plan, in conjunction with the Santa Barbara County Education Office, to provide educational services for expelled students.	3.a 100% of districts within the County have a plan in conjunction with the Santa Barbara County Education Office to provide educational services	3.a 100% of districts within the County have a plan in conjunction with the Santa Barbara County Education Office to provide educational services
Rate of students meeting the terms of their expulsions	71%	3.b The percentage of JCCS expelled youth meeting the terms and conditions of their expulsions will increase by .5% from the baseline.	3.b The percentage of JCCS expelled youth meeting the terms and conditions of their expulsions will increase by .7% from the baseline.	3.b The percentage of JCCS expelled youth meeting the terms and conditions of their expulsions will increase by .9% from the baseline.

PLANNED ACTIONS / SERVICES

Action 3.a

All districts within the County will have a plan, in conjunction with the Santa Barbara County Education Office, to provide educational services for expelled students.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)] Expelled Youth
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.a.1 SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the Santa Barbara County <i>Plan for Expelled Youth</i> . The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i> .	3.a.1 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> . The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i> .	3.a.1 SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the Santa Barbara County <i>Plan for Expelled Youth</i> . The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i> .

BUDGETED EXPENDITURES

2017-18

Amount	3.a.1 No additional cost; part of regular staff duties
Source	
Budget Reference	

2018-19

Amount	3.a.1 No additional cost; part of regular staff duties
Source	
Budget Reference	

2019-20

Amount	3.a.1 No additional cost; part of regular staff duties
Source	
Budget Reference	

PLANNED ACTIONS / SERVICES

Action **3.b**

The percentage of JCCS expelled youth meeting the terms and conditions of their expulsions will increase by .5% from the baseline.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> Expelled Youth
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.b.1 JCCS will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.

3.b.2 JCCS staff will:

- Review rehabilitation plans with students upon entry
- Monitor progress to foster success
- Provide transitional support for students who are ready to return to their districts

2018-19

New Modified Unchanged

3.b.1 JCCS will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.

3.b.2 JCCS staff will:

- Review rehabilitation plans with students upon entry
- Monitor progress to foster success
- Provide transitional support for students who are ready to return to their districts

2019-20

New Modified Unchanged

3.b.1 JCCS will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.

3.b.2 JCCS staff will:

- Review rehabilitation plans with students upon entry
- Monitor progress to foster success
- Provide transitional support for students who are ready to return to their districts

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	3.b.1 No additional cost; part of regular staff duties 3.b.2 No additional cost; part of regular staff duties	Amount	3.b.1 No additional cost; part of regular staff duties 3.b.2 No additional cost; part of regular staff duties	Amount	3.b.1 No additional cost; part of regular staff duties 3.b.2 No additional cost; part of regular staff duties
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified (this was Goal 5) Unchanged

Goal 4

Foster youth will be provided increased support through coordinated services; FYSCP and District staff (countywide) will utilize the Foster Focus data base to communicate, minimize disruption in school placement, provide consistent services, and facilitate efficient transfer of records for foster youth.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identify and refine processes and protocols specific to the sharing of information regarding health and education records, the efficient and expeditious transfer of records and the provision of support services. (Metrics: number of foster youth in Santa Barbara County and research regarding best practices for information sharing and wrap-around support)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of active, registered Foster Focus users in Santa Barbara County	10	4.a The FYSCP will register at least 18 new Foster Focus users in local districts and placement agencies. Attendance at scheduled Foster Focus training webinars will increase by 10%. JCCS and other participating users will become proficient in the use of the Foster Focus data sharing system and work collectively to identify best practices for sharing information and coordinating services through the system. Foster Focus users will participate in a countywide evaluation of the system before the end of the year. Based on the results of the evaluation, the FYSCP will determine if additional evaluations are necessary in the future.	4.a The FYSCP will register at least 15 new Foster Focus users in local districts and placement agencies. Attendance at scheduled Foster Focus training webinars will increase by 5%. New users will become proficient in the use of the Foster Focus data sharing system. JCCS and other participating district staff will continue to work collectively to identify best practices for sharing information and coordinating services through the system.	4.a The FYSCP will register at least 5 new Foster Focus users in local districts and placement agencies. Attendance at scheduled Foster Focus training webinars will increase by 5%. New users will become proficient in the use of the Foster Focus data sharing system. JCCS and other participating district staff will continue to work collectively to identify best practices for sharing information and coordinating services through the system.
Foster Focus Training Attendance by new users	70%			
Countywide Evaluation of Foster Focus	This is a new expected outcome and baseline data does not exist. The results of the evaluation will be available next year, and will determine if additional evaluations are necessary in the future.			
Percentage of districts providing data on foster youth school mobility rates	100%	4.b The FYSCP will increase the amount of baseline data collected on foster youth by 25%, by establishing automated data links between 3 district student information systems and Foster Focus. The FYSCP will also work to obtain foster youth data manually from the remaining 15 districts. This data will be collected, analyzed, and presented to county stakeholders two times per year to facilitate further discussion and action toward efforts to increase targeted services and support. Presentation of local data to stakeholders at the Executive Advisory Council (EAC) meetings will increase the engagement of	4.b The FYSCP will work to obtain foster youth data manually from at least 5 more districts. This will increase the amount of baseline data collected on foster youth in Santa Barbara County by 25%. This data will be collected, analyzed, and presented to county stakeholders two times per year to facilitate further discussion and action toward efforts to increase targeted services and support. Presentation of local data to stakeholders at the Executive Advisory Council (EAC) meetings will increase the engagement of council members, resulting in a 3% increase in attendance at EAC meetings.	4.b The FYSCP will work to obtain foster youth data manually from at least 5 more districts. This will increase the amount of baseline data collected on foster youth in Santa Barbara County by 25%. This data will be collected, analyzed, and presented to county stakeholders two times per year to facilitate further discussion and action toward efforts to increase targeted services and support. Presentation of local data to stakeholders at the Executive Advisory Council (EAC) meetings will increase the engagement of council members, resulting in a 3% increase in attendance at EAC meetings.
Percentage of districts providing data on foster youth high school graduation rates	10%			
Percentage of districts providing data on foster youth attendance rates	10%			
Percentage of districts providing data on foster youth suspension /expulsion rates	10%			

Percentage of districts providing data on the number of youth screened and approved for AB167/216	28%	council members, resulting in a 3% increase in attendance at EAC meetings.		
Number of times local foster youth data was presented to the Executive Advisory Council	1			
Executive Advisory Council meeting attendance rate (by member agency)	67%			
Number of foster youth attending the Community School	These are new Expected Outcomes and baseline data does not exist. The baseline for Years 2 & 3 will be equal to the data reported in the Actual Measurable Outcomes at end of Year 1 for these Metrics/Indicators.	4.c JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School, work on their behalf to recover any credits that they are due, make referrals to services as necessary, and ensure that their records (including partial credits and AB 216 exemptions) follow them to their new schools. Baseline data does not currently exist for these outcomes.	4.c JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School, work on their behalf to recover any credits that they are due, make referrals to services as necessary, and ensure that their records (including partial credits and AB 216 exemptions) follow them to their new schools. Expected outcomes will be set based on 17-18 data.	4.c JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School, work on their behalf to recover any credits that they are due, make referrals to services as necessary, and ensure that their records (including partial credits and AB 216 exemptions) follow them to their new schools. Expected outcomes will be set based on 17-18 data.
Number of partial credits recovered by the FYSCP for foster youth in the Community School				
Number of referrals made by the FYSCP for foster youth in the Community School				
Number of AB 216 exemptions granted to JCCS students				

PLANNED ACTIONS / SERVICES

Action **4.a**

JCCS representative(s) will attend necessary trainings on the Foster Focus data sharing system, effectively implement system, and participate in countywide evaluation of Foster Focus. (Metrics: Meeting minutes, training logs and assessment results.)

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All schools Specific Schools: Participating Districts Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>4.a.1 FYSCP staff will conduct the second phase of implementation of Foster Focus, which entails establishing data links with 3 district student information systems, registering users at local districts and child welfare agencies, and providing training and support to participating personnel. Foster Focus will also serve as a mechanism for efficient and expeditious transfer of education records and health/education passports.</p> <p>4.a.2 JCCS and other district staff will evaluate the Foster Focus system, providing input regarding the implementation, training and uses of the system. The results of the evaluation will be utilized to modify and refine practices in order to best meet the needs of foster youth.</p> <p>4.a.3 FYSCP staff will utilize Foster Focus to support communication between county child welfare agencies and districts, facilitate efforts to minimize changes in school placement, provide continuity of service, identify AB 216 eligible foster youth, and efficiently transfer records.</p>	<p>4.a.1 JCCS and other district staff will utilize the Foster Focus system to coordinate support services for foster youth. Foster Focus will also serve as a mechanism for efficient and expeditious transfer of education records and health/education passports.</p> <p>4.a.2 FYSCP will register new users at local districts and child welfare agencies, and provide ongoing training and support to Foster Focus users.</p> <p>4.a.3 FYSCP staff will utilize Foster Focus to support communication between county child welfare agencies and districts, facilitate efforts to minimize changes in school placement, provide continuity of service, identify AB 216 eligible foster youth, and efficiently transfer records.</p>	<p>4.a.1 JCCS and other district staff will utilize the Foster Focus system to coordinate support services for foster youth. Foster Focus will also serve as a mechanism for efficient and expeditious transfer of education records and health/education passports.</p> <p>4.a.2 FYSCP will register new users at local districts and child welfare agencies, and provide ongoing training and support to Foster Focus users.</p> <p>4.a.3 FYSCP staff will utilize Foster Focus to support communication between county child welfare agencies and districts, facilitate efforts to minimize changes in school placement, provide continuity of service, identify AB 216 eligible foster youth, and efficiently transfer records.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <div style="border: 1px solid black; padding: 5px;"> <p>4.a.1 \$18,600 4.a.2 No additional cost; part of regular staff duties</p> </div>	<p>Amount</p> <div style="border: 1px solid black; padding: 5px;"> <p>4.a.1 No additional cost; part of regular staff duties 4.a.2 No additional cost; part of regular staff duties</p> </div>	<p>Amount</p> <div style="border: 1px solid black; padding: 5px;"> <p>4.a.1 No additional cost; part of regular staff duties 4.a.2 No additional cost; part of regular staff duties</p> </div>

Source	4.a.3 No additional cost; part of regular staff duties	Source	4.a.3 No additional cost; part of regular staff duties	Source	4.a.3 No additional cost; part of regular staff duties
	FYSCP Grant		FYSCP Grant		FYSCP Grant
	5800				
Budget Reference		Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action 4.b

Collect baseline data on foster youth, analyze, and present results to county stakeholders to facilitate further discussion and action toward efforts to increase targeted services and support for foster youth. (Metrics: Foster youth baseline data)

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u> Foster Youth
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: <u>Participating Districts</u>	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
4.b.1 Foster Youth Services Coordinating Program (FYSCP) staff will collect foster youth educational data manually and electronically from participating districts.	4.b.1 Foster Youth Services Coordinating Program (FYSCP) staff will collect foster youth educational data manually and electronically from participating districts.	4.b.1 Foster Youth Services Coordinating Program (FYSCP) staff will collect foster youth educational data manually and electronically from participating districts.
4.b.2 FYSCP will utilize Foster Focus to compile reports on school mobility, academic achievement, and other available measures.	4.b.2 FYSCP will utilize Foster Focus to compile reports on school mobility, academic achievement, and other available measures.	4.b.2 FYSCP will utilize Foster Focus to compile reports on school mobility, academic achievement, and other available measures.
4.b.3 FYSCP will convene Executive Advisory Council meetings, and other subcommittees to discuss foster youth needs as		

demonstrated by data, and work toward coordinated solutions with stakeholders.	4.b.3 FYSCP will convene Executive Advisory Council meetings, and other subcommittees to discuss foster youth needs as demonstrated by data, and work toward coordinated solutions with stakeholders.	4.b.3 FYSCP will convene Executive Advisory Council meetings, and other subcommittees to discuss foster youth needs as demonstrated by data, and work toward coordinated solutions with stakeholders.
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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	4.b.1 No additional cost; part of regular staff duties 4.b.2 No additional cost; part of regular staff duties 4.b.3 No additional cost; part of regular staff duties	Amount 4.b.1 No additional cost; part of regular staff duties 4.b.2 No additional cost; part of regular staff duties 4.b.3 No additional cost; part of regular staff duties	Amount 4.b.1 No additional cost; part of regular staff duties 4.b.2 No additional cost; part of regular staff duties 4.b.3 No additional cost; part of regular staff duties
Source		Source	Source
Budget Reference		Budget Reference	Budget Reference

PLANNED ACTIONS / SERVICES

Action **4.c**

JCCS and the Foster Youth Services Coordinating Program will partner to provide transition support to foster youth entering and exiting the Community School, and ensure these students are provided with information regarding AB 216 (when applicable), as well as local college and career resources.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s)

All schools
spans: _____

Specific Schools: Peter B. FitzGerald Community School

Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>4.c.1 JCCS will notify the Foster Youth Services Coordinating Program (FYSCP) when a foster youth enrolls or disenrolls in the Community School.</p> <p>4.c.2 The FYSCP will provide transition support to incoming and outgoing Community School students in foster care by taking the following steps:</p> <ul style="list-style-type: none">● Reviewing transcripts● Requesting partial credits owed from previous schools● Utilizing Foster Focus to identify previously provided services that should be continued, and notifying JCCS or caseworker of findings● Assisting with enrollment in new school if necessary● Ensuring that partial credits issued by JCCS are properly applied to equivalent courses when student transfers to new school● Ensuring AB 216 exemptions issued by JCCS are transferred and honored by new school <p>4.c.3 JCCS staff will counsel all potentially eligible AB 216 foster youth on their rights under the law, and when student is found to be eligible and certification is completed, JCCS will forward a copy of the exemption to FYSCP for input into the Foster Focus database.</p> <p>4.c.4 The FYSCP will keep JCCS staff and students updated on local college and career resources for foster youth to include CAFYES information nights, career fairs, and other similar events.</p>	<p>4.c.1 JCCS will notify the Foster Youth Services Coordinating Program (FYSCP) when a foster youth enrolls or disenrolls in the Community School.</p> <p>4.c.2 The FYSCP will provide transition support to incoming and outgoing Community School students in foster care by taking the following steps:</p> <ul style="list-style-type: none">● Reviewing transcripts● Requesting partial credits owed from previous schools● Utilizing Foster Focus to identify previously provided services that should be continued, and notifying JCCS or caseworker of findings● Assisting with enrollment in new school if necessary● Ensuring that partial credits issued by JCCS are properly applied to equivalent courses when student transfers to new school● Ensuring AB 216 exemptions issued by JCCS are transferred and honored by new school <p>4.c.3 JCCS staff will counsel all potentially eligible AB 216 foster youth on their rights under the law, and when student is found to be eligible and certification is completed, JCCS will forward a copy of the exemption to FYSCP for input into the Foster Focus database.</p> <p>4.c.4 The FYSCP will keep JCCS staff and students updated on local college and career resources for foster youth to include CAFYES information nights, career fairs, and other similar events.</p>	<p>4.c.1 JCCS will notify the Foster Youth Services Coordinating Program (FYSCP) when a foster youth enrolls or disenrolls in the Community School.</p> <p>4.c.2 The FYSCP will provide transition support to incoming and outgoing Community School students in foster care by taking the following steps:</p> <ul style="list-style-type: none">● Reviewing transcripts● Requesting partial credits owed from previous schools● Utilizing Foster Focus to identify previously provided services that should be continued, and notifying JCCS or caseworker of findings● Assisting with enrollment in new school if necessary● Ensuring that partial credits issued by JCCS are properly applied to equivalent courses when student transfers to new school● Ensuring AB 216 exemptions issued by JCCS are transferred and honored by new school <p>4.c.3 JCCS staff will counsel all potentially eligible AB 216 foster youth on their rights under the law, and when student is found to be eligible and certification is completed, JCCS will forward a copy of the exemption to FYSCP for input into the Foster Focus database.</p> <p>4.c.4 The FYSCP will keep JCCS staff and students updated on local college and career resources for foster youth to include CAFYES information nights, career fairs, and other similar events.</p>

4.c.5 The FYSCP will respond to requests from juvenile court regarding delivery and coordination of educational services for Foster Youth.	4.c.5 The FYSCP will respond to requests from juvenile court regarding delivery and coordination of educational services for Foster Youth.	4.c.5 The FYSCP will respond to requests from juvenile court regarding delivery and coordination of educational services for Foster Youth.
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>4.c.1 No additional cost; part of regular staff duties 4.c.2 No additional cost; part of regular staff duties 4.c.3 Student Data Advisor: \$1,578 4.c.4 No additional cost; part of regular staff duties 4.c.5 No additional cost; part of regular staff duties</p>	<p>Amount</p> <p>4.c.1 No additional cost; part of regular staff duties 4.c.2 No additional cost; part of regular staff duties 4.c.3 Student Data Advisor: \$1,578 4.c.4 No additional cost; part of regular staff duties 4.c.5 No additional cost; part of regular staff duties</p>	<p>Amount</p> <p>4.c.1 No additional cost; part of regular staff duties 4.c.2 No additional cost; part of regular staff duties 4.c.3 Student Data Advisor: \$1,578 4.c.4 No additional cost; part of regular staff duties 4.c.5 No additional cost; part of regular staff duties</p>
<p>Source</p> <p>LCFF Supplemental & Concentration</p>	<p>Source</p> <p>LCFF Supplemental & Concentration</p>	<p>Source</p> <p>LCFF Supplemental & Concentration</p>
<p>Budget Reference</p> <p>4.c.3 Student Data Advisor: 2000s/3000s</p>	<p>Budget Reference</p> <p>4.c.3 Student Data Advisor: 2000s/3000s</p>	<p>Budget Reference</p> <p>4.c.3 Student Data Advisor: 2000s/3000s</p>

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Increase district and school-based parent participation and communication. (Metric: parent surveys)

Enhance collaboration with partner agencies to provide family and community trainings. (Metric: parent surveys)

Assist parents of special education students in accessing available information to make informed decisions regarding the placement and progress of their children. (Metric: IEP feedback and parent surveys)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in one or more of the following district and school-based activities as measured by attendance: <ul style="list-style-type: none"> District English Learner Advisory Council (DELAC) Parent School Advisory Council (PSAC) Attendance at transition conference Attendance at Parent-Teacher 	This is a new Expected Outcome and Baseline data does not exist. The baseline for Years 2 & 3 will be equal to the data reported in the Actual Measurable Outcome at end of Year 1 for this Metric/Indicator.	5.a The baseline will be established in 2017-18.	5.a Outcomes will be established based on the 2017-18 baseline.	5.a Outcomes will be established based on the 2017-18 baseline.

Conference ● Attendance at Open House ● Phone conference with teacher/ counselor				
Percentage of parents who indicate their awareness of community and agency trainings on the parent survey.	This is an edited Expected Outcome and Baseline data does not exist. The baseline for Years 2 & 3 will be equal to the data reported in the Actual Measurable Outcome at end of Year 1 for this Metric/Indicator.	5.b The baseline will be established in 2017-18.	5.b Outcomes will be established based on the 2017-18 baseline.	5.b Outcomes will be established based on the 2017-18 baseline.
Parent participation in IEP meetings and assessment process.	Parent attendance at child's IEP: 80% Parent reports opportunity to provide input during the IEP: 96% Parent provides input during assessment of child: 83%	5.c The percentage of parents who attend IEP meetings will increase to 85%. Parents reporting opportunity to provide input during an IEP meeting will increase to 100%. Parents providing input to an assessment will increase to 85%	5.c The percentage of parents who attend IEP meetings will increase to 90%. Parents reporting opportunity to provide input during an IEP meeting will maintain at 100%. Parents providing input to an assessment will increase to 90%	5.c The percentage of parents who attend IEP meetings will increase to 95%. Parents reporting opportunity to provide input during an IEP meeting will maintain at 100%. Parents providing input to an assessment will increase to 95%

PLANNED ACTIONS / SERVICES

Action 5.a

Parent participation will occur in one or more of the following district/school based activities in support of unduplicated students:

- District English Learner Advisory Council (DELAC)
- Parent School Advisory Council (PSAC)
- Attendance at transition conference
- Attendance at Parent-Teacher Conference
- Attendance at Open House
- Phone conference with teacher/counselor

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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Scope of Services

LEA-wide Group(s)

Schoolwide

OR

Limited to Unduplicated Student

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.</p> <p>5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.</p> <p>5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.</p> <p>5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events and functions.</p>	<p>5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.</p> <p>5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.</p> <p>5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.</p> <p>5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events and functions.</p>	<p>5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.</p> <p>5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.</p> <p>5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.</p> <p>5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events and functions.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>5.a.1 No additional cost; part of regular staff duties</p> <p>5.a.2 No additional cost; part of regular staff duties</p> <p>5.a.3 No additional cost; part of regular staff duties</p> <p>5.a.4 No additional cost; part of regular staff duties</p>	<p>Amount</p> <p>5.a.1 No additional cost; part of regular staff duties</p> <p>5.a.2 No additional cost; part of regular staff duties</p> <p>5.a.3 No additional cost; part of regular staff duties</p> <p>5.a.4 No additional cost; part of regular staff duties</p>	<p>Amount</p> <p>5.a.1 No additional cost; part of regular staff duties</p> <p>5.a.2 No additional cost; part of regular staff duties</p> <p>5.a.3 No additional cost; part of regular staff duties</p> <p>5.a.4 No additional cost; part of regular staff duties</p>
<p>Source</p>	<p>Source</p>	<p>Source</p>

Budget Reference		Budget Reference		Budget Reference	
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PLANNED ACTIONS / SERVICES

Action **5.b** JCCS staff will collaborate with community and agency partners regarding opportunities and services for parents and families.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.	5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.	5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 5.b.1 No additional cost; part of regular staff duties	Amount: 5.b.1 No additional cost; part of regular staff duties	Amount: 5.b.1 No additional cost; part of regular staff duties
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

PLANNED ACTIONS / SERVICES

Action **5.c** Provide parents of special education students with information that will assist them in making informed decisions regarding their children's future school, work, and social experiences. All parents of students with IEPs are provided information that assists them in making informed decisions, and the percentage of parents who demonstrate access to the information will increase to 90%.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>5.c.1 Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.</p> <p>5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.</p> <p>5.c.3 Special education staff will 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>5.c.4 Special education staff will mail parent newsletters in English and Spanish. Newsletters will include information related to the instructional program, parent programs, and community resources.</p>	<p>5.c.1 Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.</p> <p>5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.</p> <p>5.c.3 Special education staff will 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>5.c.4 Special education staff will mail parent newsletters in English and Spanish. Newsletters will include information related to the instructional program, parent programs, and community resources.</p>	<p>5.c.1 Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.</p> <p>5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.</p> <p>5.c.3 Special education staff will 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>5.c.4 Special education staff will mail parent newsletters in English and Spanish. Newsletters will include information related to the instructional program, parent programs, and community resources.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount

5.c.1 No additional cost; part of Special Education staff duties
5.c.2 No additional cost; part of Special Education staff duties
5.c.3 No additional cost; part of Special Education staff duties
5.c.4 No additional cost; part of Special Education staff duties

Amount

5.c.1 No additional cost; part of Special Education staff duties
5.c.2 No additional cost; part of Special Education staff duties
5.c.3 No additional cost; part of Special Education staff duties
5.c.4 No additional cost; part of Special Education staff duties

Amount

5.c.1 No additional cost; part of Special Education staff duties
5.c.2 No additional cost; part of Special Education staff duties
5.c.3 No additional cost; part of Special Education staff duties
5.c.4 No additional cost; part of Special Education staff duties

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 860,925

Percentage to Increase or Improve Services:

6.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

INCREASED OR IMPROVED SERVICES:

JCCS base program costs for 2017-18 will be \$1,913,340, including:

- Salaries/benefits of certificated staff, including the Director and teachers to ensure 20:1 ratio
- Salaries of classified staff, to include administrative staff and site secretaries
- Textbooks and instructional materials
- Facility leases, security systems, equipment leases, software, licenses, and contracts for services

The LCAP describes \$ 866,926 of actions and services that are above and beyond the base program. The actions/services included as contributing to meeting the increased or improved services requirement go beyond the threshold required by the state.

LEA-WIDE AND SCHOOLWIDE USE OF FUNDS:

With 99% of JCCS students identified as unduplicated, many LCAP Actions/Services will be offered LEA-wide, including: 1.a.1-1.c 3; 1.f.1-1.f.2; and 2.a.1-2.a.8. All of these actions and services are designed to enhance and improve supports for unduplicated students. Among the strategies included in this LCAP are:

- Ensuring that our instructional practices are aligned and calibrated across sites; making sure practices are firmly in place to ensure maximum accrual of credits for all students; understanding how to best assess and enhance English language development for English learners; ensuring effective transition of students back to their home schools and post-graduation; and providing appropriate CTE coursework to ensure that students have job skills;
- Incorporating brain-based research strategies to support students who are struggling academically due to poverty-based trauma;
- Enhancing and improving supports for Foster Youth, including supporting the efficient and timely transfer of records; enhancing communication between agencies and districts; effectively transitioning JCCS foster youth back to their districts with credits, records, and supports intact; and providing appropriate counseling and college/career resources.