

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.

LEA Name

Santa Barbara County Education Office

Contact Name and Title

Kathy Hollis
Assistant Superintendent

Email and Phone

khollis@sbceo.org
(805) 455-8107

2017-20 Plan Summary

The Story

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.

The two court schools operate in partnership with the Santa Barbara County Probation Department. Both schools serve adjudicated youth ranging in age from 12-18 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 2017-18 school year from a low of 24 to a high of 77. Commitments of youth in 2017-18 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 2017-18, Los Robles enrollment ranged from a low of 21 to a high of 44. Due to changes in sentencing in our courts, enrollment in our court schools significantly declined during second semester of 2018.

The JCCS program has closed all but one community school in recent years due to declining enrollment. In 2017-18, SBCEO operated one remaining school, Peter B. FitzGerald, under an MOU between SBCEO and two school districts. Santa Maria Joint Union High School District (SMJUHS) referred 9th-12th grade students, and Santa Maria-Bonita School District (SM-BUSD) referred 7 & 8th grade students to attend school at FitzGerald. Last year was the fourth consecutive year of serving the two districts under this model. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. SMJUHS also requires students who have completed their commitments at Los Robles High School or have been enrolled for more than 30-

days at Dos Puertas School to attend FitzGerald prior to returning to the district, allowing students to receive additional transitional support. In 2017-18, FitzGerald Community School enrollment ranged from a low of 12 at the beginning of the school year to a high of 60. For 2018-19, SM-BUSD requested a revision to the MOU allowing them to refer 7th and 8th grade students. Previously, 7th grade students were only referred in the spring semester, and this revision will allow them to refer both 7th and 8th grade student throughout the entire year.

In California it is recognized 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 foster youth. LCFF asks districts to identify an “unduplicated count” of students, meaning that students in these subgroups are counted only once even if they fit into two or more categories. For JCCS, the percentage of “unduplicated” students in 2017-18 was 98% (100% in the court schools, and 91.56% in the community school). The JCCS recidivism rate in 2017-18 reflected that 40.5% of court school students were repeat offenders, down from 48% in the 2016-17 school year.

The October 2017 CBEDS report included 124 students, 100 in the court schools and 24 in the community school. CBEDS enrollment reflected the following demographics:

- Ethnic distribution: Hispanic or Latino: 103 (83.07%);
- Black or African American: 3 (2.42%)
- White: 17 (13.74%)
- English Learners: 45 (36.3%)
- Redesignated Fluent English Proficient (RFEP): 35 (27.78%)
- Students with Disabilities: 24 (19.4%)
- Foster youth: 7 (5.56%)

JCCS and Special Education administration and staff have worked diligently to create a positive, supportive and respectful learning environment for students, propelling the majority of our students to get back on track toward high school graduation. We are proud to say that with our support, 86.5% of court school 100% of community school students worked at an accelerated pace in 2017-18 by recovering credits beyond what would have been expected during their time with us.

Our staff enjoys strong support from parents and students alike. Below are responses from the 2017-18 student and parent survey which demonstrate strong commitment for our program.

- 85% of students believe their teachers have high expectations for their success
- 96.6% of parents believe our schools do a good job of evaluating their children's academic needs and designing an educational plan for success
- 86.2% of parents believe our schools do a good job of preparing students for work and/or careers
- 93.1% of parents believe our schools do a good job of ensuring students feel safe and secure
- 92% of parents believe our schools communication well regarding their children's progress, attendance, academic program, transitional support, and information about drug and alcohol abuse

LCAP Highlights

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

The process of analyzing 2017-18 progress and identifying actions, services and expenditures for 2018-19 led to the development of a meaningful plan designed to enhance academic growth and

increase opportunities for the youth we serve. We are extremely proud of the work we have done to implement the LCAP and plan for continued growth.

The SBCEO 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.
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.

Listed below are highlights of this year's LCAP, each of which will be described in detail throughout the plan.

1. Significant upgrades were made to our technology infrastructure, and plans have been made to meaningfully incorporate technology into the instructional program in 2018-19.
2. Continuing progress was made in implementing and calibrating Character Based Literacy, and the program will be further enhanced in 2018-19 by incorporating ELD strategies into the instructional program and providing classroom-based instructional coaching.
3. Significant progress was made in identifying a new mathematics adoption, and a strong process has been identified for teacher training and planning to ensure a successful first year of implementation in 2018-19.
4. We have had great success in providing meaningful Career Technical Education opportunities for JCCS students, and plans have been identified to further enhance the program in 2018-19.
5. We have made significant progress in supporting our students in the areas of trauma informed care and resiliency, and continued work will be done in 2018-19 to further increase our understanding and enhance our efforts.
6. Significant improvements were made in the Dos Puertas master schedule which will result in maximized instructional minutes in 2018-19.
7. We have made continuing progress in preparing for WASC accreditation, and we hope to submit the ACS WASC Affiliation Application Request by summer 2019.

8. We have made considerable progress in enhancing collaboration between special education and JCCS staff, and plan to strengthen this work in 2018-19.
9. We have made substantial progress in supporting our Foster Youth, both in JCCS schools and throughout Santa Barbara County, and we have outlined specific steps for continued growth in 2018-19.

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

Technology infrastructure, an area that began as a significant challenge, became an area of significant progress which allowed us to end the 2017-18 school year on a very positive note. For the past many years, our infrastructure (6 MB per site) has severely inhibited our ability to utilize technology effectively. Only a handful of students at each school site were able to log-on at the same time, causing our teachers to spend far too much time troubleshooting, and causing students and teachers alike to be unduly frustrated. Many of the curricular improvements we are trying to implement rely on a robust infrastructure, and overcoming the inadequacy of our infrastructure became a very challenging complication we needed to resolve. In collaboration with SBCEO's Informational Technology Department, an entirely new E-Rate application was written to augment the infrastructure at Dos Puertas High School and FitzGerald Community School to 200 MB and Los Robles High School to 100 MB. Obstacles associated with the Los Robles project were particularly difficult due to the school's remote geographical location. All three sites will be fully upgraded by around July 1, 2018, allowing us to move forward with all of our plans involving credit recovery, curriculum enhancement, intervention, and assessment.

Although we still have work to do, we made a great deal of progress in the areas of curriculum and instruction. Our strategic approach to Character Based Literacy (CBL) has resulted in a highly successful second year of implementation. Throughout JCCS, students and staff remain extremely positive about the program. Our strong collaborative process has led to system-wide calibration and creative idea sharing, and has set the stage for continuous improvement. In mathematics, we have made tremendous progress this year in identifying new curriculum for adoption and designing a process for training, implementation and support. We will build on the successes we've had with CBL as we begin to implement the new Mathematics program, Big Ideas, in 2018-19.

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

Our most significant need is in the area of mathematics. Given our low Smarter Balanced assessment results and the severe deficiency in credits the majority of our students have accrued, mathematics continues to be a major focus. We spent considerable time this year investigating mathematics programs adopted by (or being considered by) our local high school districts. After significant review, we determined that none of the programs are well suited to our educational environment. We then communicated with other county offices of education and became interested in reviewing a program called "Big Ideas." Big Ideas provides an impressive balance of conceptual understanding, procedural fluency, scaffolded instruction, intervention support, and assessment tools, as well as a strong technology component. A decision was made to move forward with the adoption, and a plan has been made for professional development that will include curriculum training, instructional pacing, ongoing support with instructional planning and ongoing support for integrating technology into the instructional program.

A significant challenge for JCCS during the 2017-18 school year was the continuing reorganization of the Santa Barbara County Probation Department. This has been a two year process, and has included massive changes in all management positions from Probation Chief to line staff, and everything in between. The reorganization created a domino effect that took almost two years to complete. In addition to management shifts, a number of supervisors at juvenile hall were also reduced. With all of the many changes in Probation, it is necessary to enhance communication and collaboration, and reestablish procedures and protocols. This work has begun, but further efforts will be needed in 2018-19.

Our JCCS schools need to become WASC accredited. This is important because we want to provide A-G opportunities for our students, and we cannot do so without receiving WASC accreditation. We are making strides in our efforts, and we hope to submit a ACS WASC Affiliation Application toward the end of the 2018-19 school year.

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

LCFF Evaluation Rubrics (Dashboard data) are not yet available for SBCEO schools. The California Department of Education is currently exploring relevant CA Dashboard data (LCFF Evaluation Rubrics) for alternative schools, and the State Board of Education will take action on how to incorporate the modified methods in the Dashboard for the 2018 release. Upon SBE adoption, the Dashboard Alternative School Status (DASS) indicators will be utilized.

Using local data, we have identified performance gaps for English Learners and special education students, prompting increased programs and services in the 2018-19 LCAP for these two subgroups.

English Learners

An increase in services for English Learners will include further study of the ELA/ELD Standards,

continued integration of the standards into our Character Based Literacy instructional program, and the identification of CBL books designed to support vocabulary and language needs of English Learners. The new mathematics program, Big Ideas, provides significant support for English Learners. "Laurie's Notes" includes specific support and strategies for English Learners, a Spanish audio translation is provided for the entire book, the program includes an online Multi-Language Glossary which translates the vocabulary words, and the Vocabulary Flash Cards include the definition in English and a picture. For struggling learners, there is a Strategic Intervention level which provides lesson tutorial videos and additional supports.

Special Education Students

An increase in services for special education students will include intensive, direct, individual instruction around IEP goals, increased differentiation in the inclusion setting, and team teaching, particularly in the areas of CBL and mathematics instruction. Special education teachers will also continue to utilize System 44 for students who cannot access Read 180.

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.

Increased or Improved services

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

With 100% of court school students and 96% of community school students identified as low-income, all of the programs and services described in the 2018-19 LCAP are designed to support the needs of low-income students. JCCS staff will continue to make strides in understanding how childhood adversity affects academic, behavioral and emotional health, and continue to support students by teaching them strategies to build resilience.

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	\$52,955,226
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$665,102.00

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 \$ 34,569,465

- Special Education Services and Support\$ 25,754,191
- JCCS Base Services (not included in the LCAP) \$ 2,337,615
- JCCS Title I, Part D (not included in the LCAP) \$ 541,014
- Child Welfare & Attendance \$ 53,465
- JCCS Title II, Part A (not included in the LCAP) \$ 9,282
- ROP/CTE Services and Support \$ 1,741,735
- Arts Education Services and Support \$ 818,749
- Newborn and Family Education Services and Support\$ 464,798
- Transitional Youth Services and Support\$ 413,831
- Coordination of Community Supported Services\$ 594,794
- Library and Ed Tech Services and Support\$ 123,927
- Other Student Services and Support\$ 1,716,064

2) Teacher Services and Support \$ 2,562,370

- Curriculum Workshops\$ 282,318
- Educational Technology Services\$ 116,303
- STRS Counseling Program\$ 209,014
- Teacher Induction Program\$ 1,007,068
- Other Teacher Services and Support\$ 947,667

3) District Services and Support \$ 7,430,035

- Curriculum and Instruction\$ 1,735,302
- Financial System Support\$ 1,004,693
- Information Technology Services\$ 1,618,052
- School Business Advisory Services\$ 2,204,965
- Other District Services and Support\$ 867,023

4) Internal Services and Support \$ 7,729,136

- Fiscal Services\$ 2,383,153
- Human Resources\$ 1,198,099
- Maintenance and Operations\$ 1,469,955
- Other Internal Services and Support\$ 2,677,929

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.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$16,571,384

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1.a Metrics/Indicators:

Williams Instructional Materials Report

Percent of students earning credits at an accelerated rate

CAASPP ELA reports

CAASPP Math reports

SRI Lexile Pre/Post Report

SMI Quantile Pre/Post Report will

Completed Walkthrough Tools

ILP completion rates

Actual

Outcomes: 1.a

100% of court and community school students have access to standards aligned instructional materials.

Students scoring nearly met or above in ELA: 35.9% Court / 9.68% Community.

Baseline: 26% Court / 28% Community

Students scoring nearly met or above in mathematics: 2.56% Court / 3.13% Community. It is worth noting that 83% of JCCS students have not yet completed Algebra in their home districts, making it extremely difficult for them to perform well on a test that assesses Algebra, Geometry and Algebra 2.

Baseline: 0% Court / 0% Community

The average SRI post-test Lexile level increased by 33.5 points.

Baseline: 10 points

The average SMI post-test Quantile level increased by 89.5 points.

Baseline: 60 points

100% of teachers review CBL implementation and Walkthrough Tool results during staff meetings.

100% of students have an ILP created upon entry into the program. The ILP is monitored and updated as courses are completed to ensure students are enrolled in classes needed for graduation.

Expected

17-18

Outcomes: 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% from baseline.

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 school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will increase by 1% from baseline.

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.

Actual

Expected

Baseline

1.a Baselines:
100%

83%

26% Court / 28% Community

0%

0 Points Lexile Level
Pre/Post Growth

55 Points Quantile Level
Pre/Post Growth

100%

100%

Metric/Indicator

1.b Metrics/Indicators:
Williams report and VPSS certification

Professional development sign-in sheets and visitations based on the CBL Walkthrough Tool

17-18

Outcomes: 1.b
All court and community school teachers will be highly qualified.

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.

Actual

Outcomes: 1.b
100% of teachers are highly qualified.

100% of JCCS staff have made instructional shifts toward implementation of ELA/ELD standards by attending a full-day summer workshop and engaging in on-going CBL planning/alignment sessions. CBL planning/alignment sessions occur through triannual CBL Workgroup meetings, monthly Leadership Team meetings, and weekly staff meetings.

100% of JCCS staff have made instructional shifts toward implementation of math standards by attending two - half day workshops on Common Core strategies for the upcoming math adoption. All mathematics teachers have participated in training specific to new mathematics curriculum.

Expected

Baseline

1.b Baselines:

100%

100%

Metric/Indicator

1.c Metrics/Indicators:

CTE course completion rates

Participation in career awareness opportunities

Review of Individual Transition Plans (ITP)

17-18

Outcomes: 1.c

13% of Los Robles students will participate in direct instruction CTE courses.

It is expected that 100% of JCCS students will participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.

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.

Actual

Outcomes: 1.c

38% of students completed CTE courses at Los Robles.

100% of JCCS students participate in career awareness opportunities.

100% of students 15 years or older with disabilities have a Transition Plan included in their IEP.

Expected

Baseline

1.c Baselines: 12%

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.

100%

Metric/Indicator

1.d Metrics/Indicators:
Training sign-in sheets

CELDT Reports
(Note: this metric will be rewritten when ELPAC guidelines are released)

CDE Reclassification
Rate

17-18

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.

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.

Actual

Outcomes: 1.d
100% of JCCS teachers have participated in professional development specific to English Learners.

We had 8 EL students take the CELDT with us in 2016-17 and the ELPAC with us in 2017-18. It is worth noting that since the CELDT and the ELPAC are so different it is impossible to compare the two scores to determine growth.

Reclassification Rate: 3.6% Court /0% Community.

Expected

Baseline

1.d Baselines:
100%

50%

2015-16 Reclassification Rates:
3.6% Court / 3.3% Community

Metric/Indicator

1.e Metrics/Indicators:
IEP goal progress

Review of IEP goals

17-18

Outcomes: 1.e
100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.

All special education students will have IEP goals that reflect alignment with CCSS.

Baseline

1.e Baseline:
100%

100%

Actual

Outcomes: 1.e
100% of students with disabilities participated in instructional program reflective of appropriate differentiated instruction, accommodations and modifications.

100% of special education students had standards aligned IEP goals.

Expected

Metric/Indicator

1.f Metrics/Indicators:
Training sign-in sheets

17-18

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.

Baseline

1.f Baseline:
70% attendance

Actual

Outcomes: 1.e
100% of JCCS teachers attended Community Resiliency Model training centered around brain-based science and Trauma Informed Care.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	1.a.1 The Assistant Superintendent and JCCS Director have analyzed the requirements for Initial Affiliation with WASC. The Leadership Team has devoted numerous meetings to working on Vision/Purpose Statements, Expected Learning Outcomes, and Curriculum & Assessment Alignment. We are on track to submit the WASC Affiliation	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 4000-4999: Books And Supplies	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 4000-4999: Books And Supplies

<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>Application request during the 2018-19 school year.</p>	<p>Supplemental and Concentration \$8,950</p>	<p>Supplemental and Concentration \$7,114</p>
	<p>1.a.2 As a part of creating a comprehensive Course of Study guide, the Leadership reviewed and approved a uniformed set of course titles.</p>	<p>1.a.4 CBL Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000</p>	<p>1.a.4 CBL Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000</p>
	<p>1.a.3 The JCCS Leadership Team reviewed and revised the "Credits Earned" Policy in November 2017.</p>	<p>1.a.5 IT Support 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$30,000</p>	<p>1.a.5 IT Support 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$30,000</p>
	<p>1.a.4 JCCS CBL Workgroup met in July 2017 to create a Pacing Plan for the 2017-18 school year. On July 31, 2017, a workshop for all instructional staff was held to further develop ELA/ELD strategies for use in CBL. CBL implementation and best practices were discussed at weekly staff meetings, and these practices were then shared at Leadership Team meetings to calibrate implementation across all sites. The JCCS Director used the CBL Walkthrough Tool in every classroom for each CBL novel, and these observations were shared with Leadership Team. All teachers used the CBL Walkthrough tool as a self-assessment and used the results to guide discussion during staff meetings.</p>	<p>1.a.5 Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration \$14,400</p>	<p>1.a.5 Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration \$17,328</p>
		<p>1.a.5 Laptops for CBL Workgroup 4000-4999: Books And Supplies Supplemental and Concentration \$8,000</p>	<p>1.a.5 Laptops for CBL Workgroup 4000-4999: Books And Supplies Supplemental and Concentration \$8,162</p>
		<p>1.a.5 Software to enhance CBL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$13,600</p>	<p>1.a.5 Software to enhance CBL 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</p>
		<p>1.a.5 10% E-Rate offset 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$34,267</p>	<p>1.a.5 10% E-Rate offset 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,646</p>
		<p>1.a.6 Math books and licenses 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>	<p>1.a.6 Math books. licenses and support 4000-4999: Books And Supplies Supplemental and Concentration \$23,805</p>
		<p>1.a.7 A+ Anywhere Learning 5800: Professional/Consulting</p>	<p>1.a.7 A+ Anywhere Learning 5800: Professional/Consulting</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>CBL coaching training was held in the spring on May 31, June 5, 18, 25 and 26, 2018 for the CBL workgroup to build capacity at each school site and to further enhance CBL practices.</p> <p>The CBL Workgroup met in November 2017 and March 2018 to develop Writing Assessments which were aligned to the Common Core. The assessments were administered to all students.</p> <p>1.a.5 During the 2016-17 school year a great deal of new technology was purchased to support the instructional program. Due to insufficient bandwidth, in 2017-18 only a fraction of the new Chromebooks were able to be used at any given time. A strong collaborative effort between JCCS, Information Technology Services and Business Services resulted in a successful E-Rate application that will expand the bandwidth from 6 MB to 200 MB (at LRHS and DPHS) and 6 MB to 100 at FHS starting July 2, 2018. This has been a tremendous victory for our students and has been a long fought struggle. Thanks to strong support from Information Technology, each of the three JCCS school sites have IT personnel on site one half day per week to troubleshoot, maintain, and provide training.</p> <p>1.a.6 A good deal of time has been spent researching mathematics</p>	<p>Services And Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>Services And Operating Expenditures Supplemental and Concentration \$4,200</p>
		<p>1.a.7 Odysseyware 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000</p>	<p>1.a.7 Odysseyware 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000</p>
		<p>1.a.8 CBL Workgroup Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$780</p>	<p>1.a.8 CBL Workgroup Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$780</p>
		<p>1.a.9 SRI/SMI 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,150</p>	<p>1.a.9 SRI/SMI 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,100</p>
		<p>1.a.10 Testing Coordinator 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$32,495</p>	<p>1.a.10 Testing Coordinator 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$32,495</p>
		<p>1.a.11 No additional cost; part of regular staff duties</p>	<p>1.a.11 No additional cost; part of regular staff duties</p>
		<p>1.a.12 No additional cost; part of regular staff duties</p>	<p>1.a.12 No additional cost; part of regular staff duties</p>
		<p>1.a.13 Los Robles Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$141,313</p>	<p>1.a.13 Los Robles Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$145,748</p>
		<p>1.a.13 Dos Puertas Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,526</p>	<p>1.a.13 Dos Puertas Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88,894</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.

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 assessment results will be analyzed to inform system-wide Character Based Literacy instruction.

1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.

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

curriculum used in local districts and surrounding county offices to analyze the best potential options for our student population. We have struggled with this decision, because our students come to us with significant deficiencies in mathematics. Our dilemma has been finding a program that delivers a strong skill building component as well as providing accessible grade level content for students that do not have appropriate foundational skills. The program we are strongly considering, Big Ideas math (Algebra I), provides appropriate sequence and organization, and contains a clear road map for teachers to follow when planning instruction. The program also contains a strong technology component which includes many of the features we are seeking: homework creation, progress monitoring tools, intervention support, and an interactive whiteboard lesson library with customizable lessons.

1.a.7 An analysis was completed to determine which credit recovery program is most effective for our student population, and based on credit accrual it was determined that Anywhere Learning System best meets our needs. During the fall semester, 147 credits were earned utilizing Anywhere Learning System compared to 40.5 with Odysseyware. We have decided to discontinue the contract

1.a.14 TAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$145,465

1.a.15 Student Data Advisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$77,335

1.a.14 TAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$149,032

1.a.15 Student Data Advisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$94,542

1.a.5 Go Guardian Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$594

instructional program, as appropriate, to inform instruction.

1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.

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.

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.

for Odysseyware at the end of the 2017-18 school year.

1.a.8 Due to CBL titles changing every year it is necessary to create new writing prompts each year to ensure standards alignment. The CBL Workgroup met November 1, 2017 and March 12, 2018 to create the new JCCS Writing Prompts. These writing prompts were administered in the Fall and Spring, and the results were reviewed in Leadership Team in April of 2018.

1.a.9 This year it was discovered that while JCCS teachers administer the initial SRI & SMI assessments with fidelity, they were not consistently administering these assessments every 60 days per the JCCS policy. The administration policy was clarified at the February 2018 Leadership Team meeting and subsequently communicated to staff in writing and during staff meetings. Data will be revisited at the June Leadership Team Meeting.

1.a.10 Interim Assessments were administered in October and November 2017, and a number of technology issues were encountered that prohibited most students from being able to complete the assessments. In response, the Director of JCCS collaborated with Information Technology Services to identify a support structure to resolve

1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.

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).

existing issues and strategically plan for future needs. Staff were ultimately able to administer the interim assessments, however due to the delay we were not able to use SABC results to inform instruction. Administering the Interim Assessment was beneficial in that it allowed students and teachers an opportunity to preview the SBAC. With these lessons learned, we have identified how to more fully utilize the SBAC interim assessments in the 2081-19 school year.

1.a.11 Los Robles instructional staff offered Homework Club throughout the year to students who needed more time or individual assistance after school in order to complete assignments and/or accelerate credit accrual. At any given time during the school year up to 25% of students at Los Robles participated in Homework Club.

1.a.12 The JCCS Director collaborated with Probation at each site to provide opportunities for students to either take work back to the dorm/room or return to the classroom at the end of the school day to receive additional support and/or accelerate credit accrual. Probation has further supported our efforts by allowing students to be eligible for early release and/or furloughs upon early completion of coursework.

1.a.13 In 2017-18, SBCEO funded an additional teacher at both Los Robles and Dos Puertas, allowing for smaller class sizes and more individualized instructional support. A definite positive outcome of smaller class sizes has been a reduction in negative behaviors/fights.

1.a.14 In 2017-18, teachers continued to be supported by teaching assistants. Reduced student to adult ratios allowed instructional staff at all three schools an opportunity to get to know their students on an individual basis and provide them with tailored academic, behavior and emotional supports.

1.a.15 To facilitate a successful transition for all long-term and most short-term students exiting court schools, the Student Data Advisor provided students (while still detained), home school districts, and parents with updated transcripts and guidance regarding academic progress, graduation status, and school placement options. Upon release, the Student Data Advisor provided follow up services with the receiving school district. In the event the student did not return to their home district as expected, the Student Data Advisor contacted the student's probation officer for assistance.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.	1.b.1 100% of JCCS teachers are highly qualified.	1.b.1 No additional cost unless a new teacher is hired who needs additional coursework	1.b.1 No additional cost unless a new teacher is hired who needs additional coursework
1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD and Mathematics Common Core State Standards.	1.b.2 The JCCS Professional Development Plan was updated to include additional ELA/ELD and Mathematics Trainings. Half-day mathematics trainings were scheduled for August 31, September 1, September 29 and October 5, 2017. The mathematics trainings were strategically planned to include instruction on the common core standards, the MARS units, "homework" to implement a MARS project, and debriefing of student outcomes.	1.b.2 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	1.b.2 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,915
		1.b.2 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,050	1.b.2 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,061
		1.b.2 Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	1.b.2 Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$124
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.	All teachers attended a full day ELA training on July 31, 2017 to create an enhanced standards map for CBL instruction, integrate ELD strategies, and review best practices for pacing instruction. 1.b.3 JCCS staff were trained in August 2017 on the use of the Automated Substitute Placement and Absence Management (AESOP) system, and it became operational immediately thereafter. This system has streamlined the process of securing the most appropriate substitute for each individual classroom, thereby	1.b.3 AESOP 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$276	1.b.3 AESOP 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$327

freeing up instructional staff to focus on other tasks.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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.1</p> <ul style="list-style-type: none"> After last year's remarkable implementation of two new CTE programs, we focused this year on implementing lessons learned by improving identification and scheduling practices, and fine tuning CalPads reporting procedures. Now that the implementation year has been completed, we are required to hold one advisory meeting annually. This meeting was held on May 3, 2018 at Los Robles. Due to the transitory nature of the unique student population at Los Robles, dual enrollment is not possible at this time. Both the SSBCC and SBCEO are continuing to explore avenues for college credit for those students who complete an entire ROP course at Los Robles. 22 students have received their ServSafe certification in Culinary Arts this year. Identifying one certification for the Auto Body class has proven to be a difficult task. The ROP/CTE and JCCS Director continue to explore 	<p>1.c.1 .2 FTE ROP/CTE Director 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,132</p> <p>1.c.2 CTE Odysseyware (included in 1.a.7 above)</p> <p>1.c.3 No additional cost; part of regular staff duties</p>	<p>1.c.1 .2 FTE ROP/CTE; CTE Instructors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,091</p> <p>1.c.2 CTE Odysseyware (included in 1.a.7 above)</p> <p>1.c.2 College and career readiness field trips 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,139</p> <p>1.c.3 No additional cost; part of regular staff duties</p>

1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.

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.

- possible industry recognized certification for Auto Body.
- During the 2017-18 school year, the Culinary Arts program enrolled 31 students. 22 of these students completed the course, each earning 10 credits.
- During the 2017-18 school year, the Auto Body program enrolled 27 students. 10 of these students completed the course, each earning 5 credits

1.c.2 Los Robles exposes youth to a variety of careers through "Career Choices: A guide for Teens and Young Adults" curriculum. During 2017-18, 27 students participated in Career Choices. JCCS provides an extensive catalog of online CTE courses through Anywhere Learning and Odysseyware.

1.c.3 JCCS IEP teams utilize career interest assessment tools to support and develop student-centered post-secondary goals. Students with disabilities are included in all school-wide career and college preparation instruction. Student IEP goals are written to support post-secondary skills including resume writing, communication, and time a management.

11/6/17, 2/1/18 - JCCS Special Education Teacher Job-A-Like Meetings:

JCCS special education teachers reviewed the scope and sequence of the Santa Barbara County SELPA Transition Portfolio and identified activities and instruction currently in place and needed to support students in all areas. Assessment tools, career and college exploration resources, and career training resources were identified and explored through the Santa Barbara City College Career Center website. Sample ITPs were drafted and reviewed.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.1 Due to the new ELPAC testing requirement, CELDT testing was completely phased out. JCCS staff attended ELPAC training on December 6, 2017 and January 10, 2018. In order to strategically implement ELPAC testing, we decided to create a "strike team" approach to testing at JCCS sites, with one member from each site serving on this team. This collaborative approach to testing enabled consistent calibration across the JCCS system.	1.d.1 STOT 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$855	1.d.1 STOT 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$585
		1.d.1 STOT mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$150	1.d.1 STOT mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$170
		1.d.1 STOT substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$375	1.d.1 STOT substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$125
1.d.2 JCCS teachers and Teaching Assistants will continue to provide Read 180 instruction, including explicit academic language instruction, opportunities for structured academic	1.d.2 Teachers and teaching assistants collaborated to implement an effective Read 180 instructional program. Students were given the Scholastic Reading	1.d.2 READ 180 4000-4999: Books And Supplies Supplemental and Concentration \$5,250	1.d.2 READ 180 4000-4999: Books And Supplies Supplemental and Concentration \$1,025
		1.d.2 READ 180 Facility Space 5000-5999: Services And Other	1.d.2 READ 180 Facility Space 5000-5999: Services And Other

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.

Inventory (SRI) upon entry into JCCS, and students scoring below proficient were placed in Read 180. Additionally, structured academic instruction and scaffolded writing techniques were used throughout the implementation of Read 180. System 44 was used for those students who are not yet able to access the content in Read 180. Across JCCS sites, 112 students were enrolled in Read 180 in 2017-18.

1.d.3 100% of JCCS teachers attended a CBL training on July 31, 2017 that included a component on embedding ELD supports within the CBL curriculum. Teachers consistently incorporated these newly identified ELD strategies into their CBL curriculum throughout the 2017-18 school year.

1.d.4 Four students have been reclassified this year. Staff at each site have been identified to track RFEP student progress. Progress of EL/RFEP students was routinely discussed at weekly staff meetings to ensure students continued to receive needed supports.

Operating Expenditures Supplemental and Concentration \$35,528

1.d.2 Teaching Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,183

1.d.3 No additional cost; part of regular staff duties

1.d.4 No additional cost; part of regular staff duties

Operating Expenditures Supplemental and Concentration \$5,807

1.d.2 Teaching Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,629

1.d.3 No additional cost; part of regular staff duties

1.d.4 No additional cost; part of regular staff duties

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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 Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.

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.

1.e.3 Special education administrators will continue to conduct classroom observations at least one time per quarter and

1.e.1 Special education and general education teachers continued to develop a team teaching model at Los Robles with particular focus in the implementation of the Character Based Literature (CBL) curriculum. Teacher teams met weekly to plan the lesson delivery format and review student progress.

Delivery of special education supports and services continued to occur predominantly in the inclusion setting at the juvenile hall. Special education teachers occasionally utilized separate space (special education room, dayroom, no-contact room) to provide more intensive, direct, individual instruction around IEP goals. Implementation of CBL and increased differentiation in the inclusion setting provided appropriate opportunities for special education teachers to engage in team teaching and direct instruction support in the general education classrooms.

1.e.2 Special education teachers continued to implement System 44 for students who cannot access Read 180. They also provided accommodations and modifications according to IEPs to enable students to access grade level content and materials.

1.e.3 Regular classroom observations continued to be conducted and reviewed with

1.e.1 No additional cost; part of regular JCCS and Special Education staff duties

1.e.2 No additional cost; part of regular JCCS and Special Education staff duties

1.e.3 No additional cost; part of regular JCCS and Special Education staff duties

1.e.1 No additional cost; part of regular JCCS and Special Education staff duties

1.e.2 No additional cost; part of regular JCCS and Special Education staff duties

1.e.3 No additional cost; part of regular JCCS and Special Education staff duties

work with collaborative teams to refine instruction.

special education staff. Following observation, instructional practices and materials were discussed with teachers at monthly Job-A-Like and JCCS Leadership meetings. Classroom observations occurred on these dates: 10/12/17, 11/2/17, 1/25/18, and 3/19/18

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.1 JCCS staff have focused on two specific brain based strategies during the past several years: Restorative Practices and Trauma Informed Care. JCCS staff have been trained in Restorative Practices and continue to receive refresher training on a rotating basis. During the 2017-18 school year, the JCCS Director and three teaching staff attended "Restorative Practices & Using Circles Effectively" on January 17-18, 2018. Additionally, on January 16, 2018, 100% of teachers attended "Community Resiliency Model" (CRM) training, provided by Fighting Back Santa Maria Valley. The CRM curriculum was developed by the Trauma Resource Institute and was designed specifically for agencies that work with individuals who have been exposed to or experienced trauma. The Department of Behavior Wellness has also been trained in the clinical version of this curriculum, creating	1.f.1 No additional cost, part of regular staff duties	1f.1 No additional cost, part of regular staff duties

1.f.2 JCCS staff will receive Trauma Informed Care training during the 2017-18 school year.

a nicely integrated system-wide approach for supporting our students.

These two trainings complimented one another in helping us impress upon students that their actions affect those around them, and it is necessary to repair any damage they create. The common goal with both programs is to keep students in school while treating underlying causes.

1.f.2 All staff attended Community Resiliency Model training on January 16, 2018. Teaching staff immediately began incorporating these strategies into Treatment Team meetings and using them to guide discussions with students who were removed from class for a time-out. Additionally, visual aids were created and posted in classrooms to assist kids in identifying their position on the "Resiliency Zone-OK Zone" continuum and internalize "Help Now! Strategies." These strategies were used both by JCCS and Behavior Wellness staff, helping to integrate common language and consistent use of practice.

All JCCS Leadership Team members attended the Bridges to Resilience: Building a Trauma-Informed and Resiliency-Focused Community Conference on October 17, 2017. The goal of the conference was to build a resilient and resourceful community.

Participants learned about the Adverse Childhood Experiences (ACE) study and what can be done in communities to reverse the damage these experiences cause in children. This conference, in combination with the CRM training, provided us with a greater foundation to support students.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. 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.

There were several areas of emphasis in the LCAP this year including: WASC, ELA, mathematics, CTE, technology, and Restorative Practices/Trauma Informed Care. WASC and the mathematics adoption were new to our LCAP in 2017-18 and will continue to be a significant focus in the 2018-19 school year.

JCCS continues to work towards initial candidacy for WASC accreditation. This year the Leadership Team worked to finalize the JCCS Mission/Vision Statement and Expected Schoolwide Learning Outcomes. The Assistant Superintendent and Director had several phone conferences with a WASC Coordinator to solidify application requirements and processes. We recognize the need to update curriculum adoptions and enhance standards-based instructional practices before submitting our application for initial candidacy. We are nearing completion in terms of mathematics curriculum adoption, and plan to train staff and implement new curriculum in 2018-19. All staff attended two mathematics trainings that focused on core curriculum standards, and received training to implement MARS projects. Our next area of curricular focus will be History/Social Studies in 2019-20. Character Based Literacy (CBL) continues to be an area of strength for JCCS. During our second year of CBL implementation teachers have focused on augmenting program components and incorporating EL strategies.

The many changes made within the Probation department this year resulted in transportation issues, requiring the teacher to travel to the camp instead of having the boys attend class at the high school. This reduced the total number of days/hours students were able to attend class. Another challenge was securing enough work and/or supervision at Los Robles to satisfy the "On the Job" 150 hour requirement for CTE courses.

This year JCCS made the transition from the CELDT to the ELPAC. The new assessment prompted us to change our approach, and rather than utilizing the more traditional trainer-of-trainer model, we opted to create a "strike team" consisting of one instructional staff from each site. This team then went site to site to assess students. This method proved to be incredibly effective, because the team

was able to quickly calibrate and gain momentum. By the time they completed assessments at the first school (DPHS), they streamlined the process for the remaining two schools.

Technology continued to be a challenge in 2017-18; however, we ended the year on a very good note. In the Spring of 2018 several barriers were lifted that will put us in position to utilize technology well in 2018-19 and beyond. Bandwidth will be expanded from 6 mbps to 100 mbps at the community school and from 6 mbps to 200 at both court schools, greatly enhancing our ability to utilize online curriculum components. We also reached an agreement with SBCEO Instructional Technology to receive on-site support three half days a week.

Another emphasis for JCCS was our focus on the underlying cause of actions rather than the inappropriate behavior themselves. JCCS staff attended four trainings to deepen their understanding of underlying issues, including Bridges to Resiliency, Community Resilience, Think Trauma, and Restorative Practices trainings.

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

We are still feeling the effects of Probation's reorganization. The new Chief was promoted in December 2017, creating a chain reaction of internal changes. The number of supervisors at the hall was reduced, causing yet another restructuring within the Probation ranks. Even with these challenges, we were effective in achieving most of the actions/services outlined in our 2017-18 LCAP.

Due to our strong efforts to help students recover credits and get back on track toward high school graduation, 83.87% of our students have accelerated their progress since enrolling in our programs. This accomplishment is a source of great pride for JCCS staff.

Examining our program in preparation of WASC has proven to be a valuable process, as it has made us examine our practices and define Expected Learning Outcomes.

We have made good progress in terms of mathematics training and curriculum adoption. Character Based Literacy has proven to be the right ELA curriculum at the right time. Student engagement and staff buy-in are exceptionally high due to CBL. Teachers look forward to teaching this curriculum and students at all three sites report they look forward to English Language Arts instruction.

The Culinary Arts program at Los Robles has been very successful. The boys take pride in their work and have been called upon to display their master pieces, putting the "art" in Culinary Arts. Students support their visual presentation with academic knowledge; 22 of the 28 (79%) of students having passed the ServSafe certification exam. Implementing Auto Body and Small Gas Engines has been more problematic, since it requires extensive coordination with Probation and the district hosting our class.

The partnership between Instructional Technologies and JCCS staff has been very effective in overcoming our challenges with technology. This partnership has also allowed instructional staff to receive support in real time, allowing them to focus on instruction rather than troubleshooting.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.a.5 Due to the manner in which our E-Rate vendor calculated credits for 2016-17, the credits were utilized during the 2017-18 school year. This reduced our expenditure by almost \$29,621.

1.a.5 Since our student need for intervention is greater in mathematics than in ELA, we have decided to focus on math at this time. In July, we will purchase "Let's Go Learn" for implementation in the 2018-19 school year.

1.c.2 We were able to provide career and college related field trip opportunities for our students, including campus trips to Santa Barbara Community College and Allan Hancock Community College.

1.c.1 Due to salary and benefit increases that occurred after the LCAP budget was created, this item increased by \$10,959.

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.

In the area of professional development, we will be adding mathematics training (see 1.a.6) to support the new adoption and initial training to support the 2019-20 History/Social Studies adoption process (see 1.b.1).

To further enhance our ELA program, we will analyze CBL, Read 180 and the new Let's Go Learn computer-based program to determine which combination will best meet the intervention needs for our most at-risk students in ELA. (see 1.a.5)

We will evaluate CBL and Read 180 to determine which combination of programs will best meet the language acquisition needs of English Learners. (see 1.d.2)

Due to decreasing enrollment at Los Robles High School, we have only enough students to support offering two CTE courses. Further analysis is needed, however, at this time the data supports offering Small Gas Engines and eliminating the Auto Body course for 2018-19. Two reasons for offering Small Gas Engines are: (1) it considered an introductory course, and (2) we have existing opportunities through Probation to assist students in receiving the requisite "on the job training" hours. (see 1.c.1)

We provided field trip opportunities for our students (i.e., Santa Barbara Community College and Allan Hancock Community College), and we plan to write this into the LCAP next year to strengthen our college and career activities. (see 1.c.3)

Due to the overlap in courses offered on the two on-line credit recovery systems, an analysis was completed this year to determine which system best meets the needs of our students. It was determined that Anywhere Learning System (A+) is the more effective program for our student population. Therefore, the contract for Odysseyware will be discontinued. (see 1.a.7)

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Aeries Suspension and Attendance Reports Percent of students achieving at an accelerated rate California Healthy Kids Survey Response	Suspensions: 18.3%, a decrease of 1.5% (met) Attendance: o Community School: 77.89%, an increase of 1.99% (met) o Court School: 97.02, an increase of 0.35% (met) Chronic Absenteeism o Community School: 58.62, an increase of 3.62 (not met) o Court School : 14.14%, an increase of 4.44% (not met) Accelerated Progress: 83.87%, an increase of 12.87% (met) CHKS results indicate that 70% of students reported feeling there is a teacher or other adult who wants them to do their best and 70% reported they are being treated fairly by teachers. According to the JCCS school survey results, 81.7% of students feel that teachers encourage them to try new things/think independently and 85.9% believe that teachers have high expectations for their success.

Expected

17-18

2.a From baseline scores:

- 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

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.

Baseline

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%

70%

Metric/Indicator

Williams Facilities Report

17-18

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

Baseline

100% Compliance

Actual

100% of school facilities are in compliance with Williams FIT.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.a.1 The JCCS Safety Plan will be evaluated annually by staff and updated accordingly.	2.a.1 The JCCS Safety Plan was reviewed by JCCS administration in January 2018. The Leadership Team reviewed and approved the safety plan in February 2018.	2.a.1 No additional cost; part of regular staff duties	2.a.1 No additional cost; part of regular staff duties
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.	2.a.2 JCCS teachers continued to be supported by teaching assistants this year. Teaching Assistants are a valuable addition to the JCCS team, because they can provide academic assistance in the classroom and emotional/behavioral support both within and outside of the classroom setting. The teaching assistants in JCCS get to know their students quite well and are able to use this knowledge to individualize the assistance given.	2.a.2 Aeries database 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,100	2.a.2 Aeries database 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,700
		2.a.2 Aeries hosting 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,500	2.a.2 Aeries hosting 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0
		2.a.2 Counseling services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$40,000	2.a.2 Counseling services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$45,000
2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.	2.a.3 100% of JCCS instructional staff have been trained in CHAMPS. Evidence of CHAMPS implementation can be seen on all campuses through verbal and visuals cues (i.e.: structures, expectations, posters, daily agendas, etc.).	2.a.3 Teaching Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,183	2.a.3 Teaching Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,629
2.a.4 JCCS administrators and staff will attend training and continue to incorporate restorative practices to resolve conflict.	2.a.4 The JCCS Director and three instructional staff, one from each site, attended a 2-day workshop on	2.a.4 Restorative Practices Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$250	2.a.4 Restorative Practices Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,140
		2.a.4 Restorative Practices Subs 1000-1999: Certificated	2.a.4 Restorative Practices Subs 1000-1999: Certificated

<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.7 JCCS teachers and teaching assistants will continue to receive Mental Health Training Curriculum for Juvenile Justice (MHTC)</p>	<p>Restorative Practices on January 17 -18, 2018. Providing additional staff training at each site has enhanced the usage of restorative practices to resolve conflict.</p> <p>2.a.5 UCSB has worked with JCCS and Probation to facilitate quarterly focus groups during the 2017-18 school year. Last year a new incentive program was implemented and has continued to be revised based on desired outcomes and student feedback. Students responded positively to the revisions and have made further recommendations (i.e.: food, rec time, etc.). Two pilot activities were introduced this year that students particularly enjoyed: the use of therapy dogs as an incentive and making quilts for people in need. The new “catch them being good” punch card program was also well received. This programs allows students receive incentives such luxury shampoo/conditioner, an extra phone call, and of course snacks.</p> <p>2.a.6 Gymnasium space continues to be leased at FitzGerald which allows students an opportunity to participate in planned activities and structured free time. The gymnasium is well used to promote a sense of community, with every class using the gymnasium on a daily basis.</p> <p>2.a.7 Staff certifications are consistently monitored. Teachers</p>	<p>Personnel Salaries Supplemental and Concentration \$645</p> <p>2.a.4 Restorative Practices Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$135</p> <p>2.a.5 No additional cost; part of regular staff duties</p> <p>2.6 Gym facility space 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$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>Personnel Salaries Supplemental and Concentration \$789</p> <p>2.a.4 Restorative Practices Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$161</p> <p>2.a.5 No additional cost; part of regular staff duties</p> <p>2.6 Gym facility space 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$48,757</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>
--	---	--	--

training and/or Crisis Prevention & Intervention (CPI), as needed, to ensure certifications are current.

2.a.8 JCCS and probation staff will enhance communication and collaboration around:

- Improved options for pro-social behavior
- Improved calibration of processes and procedures
- Maximizing educational program outcomes

and teaching assistance are enrolled in trainings as needed to maintain current certifications.

2.a.8 The administrative upheaval that began within the Probation Department last school year and continued into 2017-18 impacted our ability to establish strong foundational practices. The entire Probation Department changed, including the Chief Probation Officer, Deputy Chief, Juvenile Hall Director, Boys Camp Director, and most of the Supervising Probation Officers. As Probation administrators were hired into their positions, JCCS administrators and teachers began to make inroads towards collaboration. Most Probation positions were finalized in late January, and since that time JCCS staff and Probation have worked diligently to enhance collaboration and communication. Significant improvements during 2017-18 include:

- JCCS, Probation and Behavior Wellness staff participate in productive and successful weekly "Treatment Team Meetings" in order to support struggling students. This collaborative approach as resulted in improved student problem solving skills and pro-social behaviors.
- Probation has made a commitment to attend JCCS weekly staff meetings which

- has greatly improved communication and collaboration between both departments. We have found that this enhanced communication has had a positive effect on student attendance and behavior.
- The JCCS Director and Probation administrators have consistently met to communicate and strategize which has led to the development of mutually beneficial processes and procedures.
 - Probation has greatly supported JCCS in the creation of a revised master schedule designed to support team teaching and move toward departmentalized scheduling.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Throughout the school year the JCCS Director worked with Probation and SBCEO to ensure that the school facilities were in good repair. Security cameras were replaced at the community school which has enhanced safety throughout the facility. Probation replaced carpet throughout the school at the boy's camp which had become threadbare over the decades of use. The new carpeting	2.b.1 No additional cost; part of regular staff duties	2.b.1 No additional cost; part of regular staff duties

has improved school safety and morale.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. 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:

- The JCCS Leadership Team reviewed and updated the Safety Plan; 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. With students attending school on the campus where they live facilitates students getting to know individuals that they wouldn't associate with on a traditional comprehensive campus. The opportunity to form relationships with students that would otherwise be considered their "enemy" is a valuable lesson for these students that over time helps them to see their fellow student as individuals rather than by the labels that have been assigned to them.
- Students attending the community school, attend a small school setting with three classrooms. The small campus allows staff get to know their students and create a sense of community. Community School staff also call home immediately after taking roll first period, which 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 were 236 days of instruction during the 2017-18 school year; this is 56 more instructional days than on a traditional comprehensive school.
- Court schools have the Department of Behavior Wellness on campus 9:00 am – 6:00 pm daily; Behavior Wellness staff meets with students in crisis as well as for those with open cases who require on-going treatment. Last year Behavior Wellness provided additional assistance to any girl who chose to participate in a girls group which was held at minimum once a week. This proved to be so effective it was continued this year as well. 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 crisis intervention and conflict resolution as needed. He also works with expelled students on implementing their rehabilitation plan.
- The Community School this year added a "Girl's Group" that met on a weekly basis. The goal of this group, "It's a Girl Thang" was to empower young ladies to support each other, to be safe, to encourage positive life style choices and well-being. In addition to learn how to be comfortable acknowledging mistakes and 'bumps in the road', to look for solutions, and to ask for help. The most effective outcome was the ability to focus on positive attributes and goal setting while helping students to realize they have consistent support to do well while working toward overall safety and physical, emotional, and social health.

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

The most effective area in this goal is how safe the learning environment is at all three school sites in JCCS, during the annual student survey 86.1% felt their teachers had high expectations for their success, 93.1 stated classroom behavior expectations are clear and 83.3% stated they have never felt bullied in this school. All campuses have access to counselors either through Behavior Wellness or CADA.

Chronic Absenteeism is an area of needed growth. This year started out much as last year ended at the hall with students refusing to attend school, but as probation staffing stabilized, school staff was able to strategize with probation. The result of this collaboration was a modification in the incentive system and a new communication system to alert probation immediately of any student refusing the school. This new system has reinforced to students that probation as well as the school are concerned about their education and attendance has improved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.a.2 Aeries prior year maintenance and support fees increased this year from \$100/year to \$200/year, resulting in an increase in 2017-18 of \$600.

2.a.2 Thanks to an accumulation of credits with Aeries Eagle, there was no cost for Aeries hosting in 2017-18. Now that all credits have been utilized, the \$4,500 fee for this service will resume in 2018-19.

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.

N/A

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Santa Barbara County Plan for Expelled Youth

17-18

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.

Baseline

100%

Metric/Indicator

Rate of students meeting the terms of their expulsions

17-18

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

Baseline

71%

Actual

100% of districts have an Expulsion Plan and have worked with SBCEO to create the Santa Barbara Countywide Expulsion Plan.

80% of JCCS expelled youth met the terms and conditions of their expulsion plans, a 9% increase.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 Plan for Expelled Youth.</p> <p>The CWA will continue to post on the SBCEO website the Santa Barbara County Plan for Expelled Youth.</p>	<p>3.a.1 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.</p> <p>The Santa Barbara County Plan for Expelled Youth is posted on the SBCEO website at the following address: http://sbceo.org/jccs/</p>	<p>3.a.1 No additional cost; part of regular staff duties</p>	<p>3.a.1 No additional cost; part of regular staff duties</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.b.1 JCCS will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.</p>	<p>3.b.1 Expulsion Plans generally include, requirements in the following areas: academic progress, behavior, attendance, and counseling. JCCS staff met with students upon enrollment to develop a plan for successful reintegration back into their home school followed by periodic progress checks and if necessary perform needed mid-course corrections. JCCS staff truly excel in this area. JCCS continued our</p>	<p>3.b.1 No additional cost; part of regular staff duties</p> <p>3.b.2 No additional cost; part of regular staff duties</p>	<p>3.b.1 No additional cost; part of regular staff duties</p> <p>3.b.2 No additional cost; part of regular staff duties</p>

<p>3.b.2 JCCS staff will:</p> <ul style="list-style-type: none"> • 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 	<p>contract this year with CADA for a full time Certified Addiction Treatment Counselor/Youth Services Specialist to facilitate on-going individual and group counseling sessions with all expelled students.</p> <p>3.b.2 JCCS staff did the following:</p> <ul style="list-style-type: none"> • Met with all students upon enrollment to review their rehabilitation plans. • Held on-going meetings with students to review their progress. • Notified home districts when students completed their rehabilitation plans and were ready to transition back to home schools. • Provided active support for students and parents as they transitioned back to their home schools.
--	--

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. 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.

The Community School provides numerous academic and emotional supports for our expelled youth to provide them with the necessary skills to successfully transition back into their home school once their terms and condition of their expulsion have been met; these supports include:

- JCCS contracts with CADA to provide a counselor to provide group and individual counseling. All students who were expelled met with the counselor as part of the rehabilitation plan.

- Teachers met with all students upon enrollment. For students who were expelled the teacher reviews the terms and conditions written on their rehabilitation plans to make sure the student is aware of their goals and to determine an action plan of how to clear their expulsion. These plans are reviewed periodically as well as during Parent/Teacher conferences.
- Prior to the end of the semester/school year, the community school teacher initiates a meeting with the local school district for students who have successfully completed their rehabilitation plan. The goal of this meeting is to facilitate the student's successful return to his/her home school.

The Director of Child Welfare and Attendance works with local district administrators on an as-needed basis as questions surface. The Director through a series of phone calls, teleconferences and emails worked with all local school districts to update and revise the Santa Barbara County Plan for Expelled Youth.

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

The community school staff is incredibly successful working with expelled youth and helping these students realize their goals. Of the 10 students who were placed at the community school on an expulsion; 6 have successfully completed the terms of their rehabilitation plan, and 3 will be eligible to return to their home districts in December 2018. There are several items that contribute to how successful the community school is with working with students; the sense of community the school has created, the high expectations teachers set for their students and the fact that staff get to know all students as individuals. On the student survey this year 100% of students responded there were clear rules against bullying and harassment, 94% stated there are clear rules that are explained by the teachers on behavior expectations and 88% responded that teachers had high expectations for their success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

During the course of updating the triennial Countywide Expulsion Plan, SBCEO and district participants identified a need regarding the transition of students back to their home districts upon satisfactory completion of their rehabilitation plans. It was agreed that SBCEO will host a summit in fall 2018 to be facilitated by the Director of Child Welfare and Attendance. (see 3.a.2)

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Number of active, registered Foster Focus users in Santa Barbara County

Foster Focus Training Attendance by new users

Countywide Evaluation of Foster Focus

17-18

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.

Actual

4.a Santa Barbara County has a total of 39 registered Foster Focus users, up from the Baseline of 10. Santa Barbara exceeded the goal of registering 18 new Foster Focus users. (MET)

The FYSCP facilitated two Foster Focus training webinars with a combined attendance rate of 83.3%. Santa Barbara exceeded the goal of increasing last year's attendance by 10%. (MET)

Our end of the year Foster Focus evaluation shows that 45% of the registered users are using the system on a regular basis. Their two primary uses for the system are to identify foster youth (42.1%) and to obtain or track foster youth related academic data (42.1%). The majority of users rated the following system capabilities as "very useful:" 1) Obtaining foster youth case status; 2) Obtaining social worker/probation officer contact information; 3) Obtaining education records (documents); and 4) Obtaining Education Rights Holder information. Of those who participated in the evaluation, 35% identified additional training needs to include instruction on how to run and read Foster Focus reports, how to upload documents, and how to record services. Due to the request for more training, and the need to increase the

Expected

Baseline
10

70%

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.

Metric/Indicator

Percentage of districts providing data on foster youth school mobility rates

Percentage of districts providing data on foster youth high school graduation rates

Percentage of districts providing data on foster youth attendance rates

Percentage of districts providing data on foster youth suspension /expulsion rates

Percentage of districts providing data on the number of youth screened and approved for AB167/216

Number of times local foster youth data was presented to the Executive Advisory Council

Executive Advisory Council meeting attendance rate (by member agency)

17-18

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 council members, resulting in a 3% increase in attendance at EAC meetings.

Actual

number of users who utilize the program on a regular basis, we will evaluate the program again at the end of 2018-19. (MET)

4.b We misstated this goal in our 17-18 LCAP. Whereas we stated our goal was to increase our collection of baseline data on foster youth "by 25%," the correctly stated goal should have read, "to 25%." Therefore, our goal in 4.b is to see an increase of 15% from last year's baseline. We increased the amount of baseline data collected on foster youth high school graduation rates, attendance and suspension rates, by 10%. We accomplished this by establishing automated data links between Foster Focus and 2 district information systems (Orcutt Unified School District and Santa Maria Bonita School District). The 3rd District we planned to link with was Santa Barbara Unified (SBUSD). However, SBUSD's IT Department may not be able to begin the linking process this year due to other projects and priorities established by their Superintendent. (NOT MET)

The FYSCP obtained data manually by requesting and obtaining transcripts for 68% of the high school students in foster care within Santa Barbara County Juvenile Court's jurisdiction. Foster Youth data for 2016-17 was presented to FYSCP Executive Advisory Council in October 2017, and 2017-18 local data was presented at the May 2018 meeting. We have continued to focus on increasing our Executive Advisory Council member engagement, and met our goal of increasing Executive Advisory Council meeting attendance by 3%. This year's attendance rate was 70%. (MET)

Expected

Baseline

100%

10%

10%

10%

28%

1

67%

Metric/Indicator

Number of foster youth attending the Community School

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

17-18

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.

Baseline

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.

Actual

4.c The Community School enrolled only 4 foster youth throughout the year. The FYSCP communicated with sending and receiving schools when students transferred in and out of the Community School. Exactly 50% of the students were in Junior High, and therefore did not need assistance obtaining partial credits, nor did they need to be screened for AB 167/216. Of the two high school students attending the Community school, only one needed the assistance of the FYSCP to recover partial credits. Of the students who were potentially eligible for AB 216, 100% were already approved for it upon enrollment at the Community School. The Foster Focus records for these students did not contain any notes or referrals for services that needed to be followed-up on. With only 4 students, the sample size is too small to obtain meaningful baseline data. (MET)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	4.a.1 The FYSCP established data links with 2 districts: Orcutt Unified School District and Santa Maria Bonita School District. The 3rd district, Santa Barbara Unified, may not be able to begin the linking process this year due to other projects and priorities established by their Superintendent. We registered 29 new users from local districts, and 0 child welfare agency caseworkers. The FYSCP conducted two online Foster Focus trainings, two in-person trainings, and provided individual technical assistance to registered Foster Focus users. We utilized Foster Focus to transfer education records, including transcripts, attendance reports, IEPs, and AB 216 approvals.	4.a.1 FYSCP Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$18,600	4.a.1 FYSCP Grant 5800: Professional/Consulting Services And Operating Expenditures Other \$13,600
		4.a.2 No additional cost; part of regular staff duties FYSCP Grant	4.a.2 No additional cost; part of regular staff duties FYSCP Grant
		4.a.3 No additional cost; part of regular staff duties FYSCP Grant	4.a.3 No additional cost; part of regular staff duties FYSCP Grant
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.	4.a.2 Registered Foster Focus users evaluated the system via an online survey. The survey revealed that users found the following 4 features the most useful: 1) Obtaining foster youth case status; 2) Obtaining social worker/probation officer contact information; 3) Obtaining education records (documents); and 4)		

<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>Obtaining Education Rights Holder information. However, 50% of those surveyed were unfamiliar with how to enter notes in the system, and 40% were unfamiliar with the how to run reports, how to utilize the Grad/Transition section, and how to record services. We will be using this data, along with their stated training preferences, to improve support and training for 2018-19.</p> <p>4.a.3 FYSCP staff utilized Foster Focus on a daily basis to access enrollment history, educational records, and contact information on behalf of foster youth, caregivers, and caseworkers that requested support services. School staff utilized Foster Focus to obtain contact information for placement agency workers, which increased cross system communication and collaboration. AB 216 approvals were uploaded into the system, along with transcripts, which supported efficient and appropriate placement in classes for high school students who transferred schools. The FYSCP Educational Liaisons regularly provided social workers with information on school enrollment history in order to increase efforts to minimize changes in school placement.</p>
--	---

Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>4.b.1 Foster Youth Services Coordinating Program (FYSCP) staff will collect foster youth educational data manually and electronically from participating districts.</p>	<p>4.b.1 Foster Youth Services Coordinating Program (FYSCP) collected foster youth educational data manually, in the form of transcripts for high school students in foster care within Santa Barbara County Juvenile Court's jurisdiction. We collected data electronically through active data links with districts.</p>	<p>4.b.1 No additional cost; part of regular staff duties</p>	<p>4.b.1 No additional cost; part of regular staff duties</p>
<p>4.b.2 FYSCP will utilize Foster Focus to compile reports on school mobility, academic achievement, and other available measures.</p>	<p>4.b.2 The FYSCP utilized Foster Focus to compile reports on school mobility, grade point average (for high school students), and attendance. We were not able to obtain information on 100% of the students in any given district due to the high mobility of this population. Additionally, we are exploring new ways to calculate accurate rates for these measures, as case status also changes for students throughout the year and it is not clear at what point the performance and behavior of former foster youth should be included or excluded from reports. The FYSCP will consult with other County Offices of Education and the Department of Education to obtain more guidance in this area.</p>	<p>4.b.2 No additional cost; part of regular staff duties</p>	<p>4.b.2 No additional cost; part of regular staff duties</p>
<p>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.</p>	<p>4.b.3 The FYSCP convened 3 Executive Advisory Council meetings this year. We reviewed and discussed our local ESSA Transportation Interagency Agreement and determined we would prioritize interagency</p>	<p>4.b.3 No additional cost; part of regular staff duties</p>	<p>4.b.3 No additional cost; part of regular staff duties</p>

communication regarding foster youth home and school placement. The FYSCP subsequently met with a team from our Child Welfare Agency 8 times throughout the year to work on this goal. We drafted protocols for social workers to notify schools of foster youth changes in placement, and to facilitate Best Interest Determinations alongside District Foster Youth Liaisons.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.c.1 JCCS will notify the Foster Youth Services Coordinating Program (FYSCP) when a foster youth enrolls or disenrolls in the Community School.	4.c.1 JCCS notified the FYSCP each time a foster youth enrolled and disenrolled from the Community School.	4.c.1 No additional cost; part of regular staff duties	4.c.1 No additional cost; part of regular staff duties
4.c.2 The FYSCP will provide transition support to incoming and outgoing Community School students in foster care by taking the following steps: <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 	4.c.2 The FYSCP provided transition support to incoming and outgoing Community School students in foster care by reviewing 100% of their transcripts, screening for AB 216 eligibility, and requesting partial credits when necessary. For outgoing students there were 0 requests for assistance with enrolling in a new school, but FYSCP staff followed-up with 100% of the receiving schools to ensure that students' records were updated to include any credits issued by the Community School.	4.c.2 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 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,578	4.c.3 Student Data Advisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,891
		4.c.3 Student Data Advisor 3000-3999: Employee Benefits Supplemental and Concentration \$280	4.c.3 Student Data Advisor 3000-3999: Employee Benefits Supplemental and Concentration \$280
		4.c.4 No additional cost; part of regular staff duties	4.c.4 No additional cost; part of regular staff duties
		4.c.5 No additional cost; part of regular staff duties	4.c.5 No additional cost; part of regular staff duties

when student transfers to new school

- Ensuring AB 216 exemptions issued by JCCS are transferred and honored by new school

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.

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.

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

4.c.3 JCCS screened 100% of foster youth enrolled in the Community School who were potentially eligible for AB 216, and found that they were already approved at previous schools. The FYSCP obtained the AB 216 documentation from previous schools on behalf of JCCS, and uploaded the documentation to Foster Focus.

4.c.4 The FYSCP notified JCCS of upcoming events for Foster Youth at all Executive Advisory Council meetings, and throughout the year via email.

4.c.5 The FYSCP did not receive requests directly from the Juvenile Court, but responded to requests from social workers and probation officers who needed educational records or information to inform the Juvenile Court of student needs and progress.

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. 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.

At the request of CWS, we delayed the registration of social workers, but nearly doubled our goal of registering and training 18 new users at school sites. We increased our use of the system to securely and expeditiously transfer school records to LEAs, uploaded AB 216 approvals, and utilized the system to track other measures such as the completion of FAFSA applications.

We achieved partial completion of the second phase of the Foster Focus implementation. We completed data links with two districts that collectively serve 30% of the youth enrolled in our county. Despite scheduling challenges, we may still be able to complete the 3rd district link this year. We utilized Foster Focus to obtain current educational data on foster youth both from our county (enrolled elsewhere), and those enrolled in our county. We also uploaded educational records to Foster Focus from districts that are not linked to the system. Our Executive Advisory Council members are actively engaged at meetings, and two agencies on the council have presented information about their programs at meetings this year. By providing relevant information, including local foster youth data, and working on critical goals for supporting foster youth, we were able to increase our attendance rates at meetings.

The FYSCP Educational Liaisons were successful in working with JCCS staff to identify and support foster youth transitioning in and out of the Community School.

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

Great strides were made toward increased communication and coordination of services through the use of Foster Focus. This was particularly true for school staff such as counselors and registrars, who now have access to updated rosters of their foster youth and are able to offer the necessary supports and services to help them succeed. The FYSCP’s ability to support districts and placement agencies with expeditious transfers was greatly increased due to our ability to immediately access current educational information in the system. We also began to utilize a module in the system for tracking college readiness and financial aid, and with the help of this tool we successfully coordinated with schools to meet our goal of having 60% of the seniors in foster care (enrolled in our county) complete their FAFSA applications.

We effectively collected data through our established Foster Focus/Student Information System links, and learned a great deal in regard to the capabilities as well as the limitations of the Foster Focus system. The data is not quite complete enough to serve as accurate baseline data for outcomes, but this year has been an important first step toward developing practices that will allow us to effectively pinpoint the areas of greatest need in our foster youth community.

We were able to increase the attendance rate at Executive Advisory Council meetings by presenting data that serves to highlight the unique needs of our foster youth and guide our work. This resulted in specific guidance from the Council for the FYSCP and its partners to work on improving the methods used by placement agencies to notify schools of foster youth placement changes, so that the flow of communication to schools will increase, and school staff will be better equipped to offer support to students during transitions.

The FYSCP's partnership with JCCS was effective in helping us identify areas where students needed additional support. Though it was a small population, we identified and addressed issues such as students who were missing from the CALPADS 5.7 report, and transcripts that were missing credits and enrollment history from up to 3 different schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The fee for establishing each automated data link with a district is \$5,000. If we are not able to complete the 3rd data link this year, our expenditures listed in 4.a.1 will be \$13,600, which is \$5,000 less than anticipated.

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.

In reviewing our process for working with new Districts that are now linked with Foster Focus, we concluded that it would not be beneficial to set a goal for the number of new registered users each year. Each district has unique goals and needs, and the number of users we register should be determined by those needs. Likewise, we do not want to register new users at Child Welfare Services (CWS) before we are confident that they will have sufficient time to train on the system. Simultaneously, we do not want to delay rolling out Foster Focus to CWS, as there are many ways that foster youth will benefit from social workers having immediate access to educational information. We have therefore planned to have two senior staff members at CWS begin using the database, and based on their feedback, we will design a plan for rolling out Foster Focus in 2019-20. We will also conduct the 2nd user evaluation of Foster Focus at the end of 2018-19. These changes are reflected in 4.a of the 2018-19 Expected Annual Measurable Outcomes. (see _____)

Our Foster Focus user evaluation revealed that the majority users need more training. We analyzed our training attendance rosters and found that although 70% of those invited to a given training would attend that training, many users were registered in between scheduled webinars, and therefore, did not receive any formal training. We have consequently changed our metric to measure how many individuals have received training, as opposed to measuring attendance percentages for large-scale trainings. Our survey also revealed that only 45% of the registered users utilize the system on a regular basis. We are therefore using this baseline data to measure the increase of regular use we expect to see alongside increased opportunities for training. These changes can be found in 4a of the Expected Annual Measurable Outcomes, 2018-19 and 19-20, as well as the Metrics and Indicators. Our plan to increase

opportunities for new users to receiving training on Foster Focus can be found in Planned Actions and Services, 2018-19 and 2019-20, Actions/Services, 4.a.2. (see _____)

Although we collected data this year on attendance, school mobility, suspensions, and grade point averages, we will not be using this information as baseline data for 2017-18 due to missing information and questions we have regarding how to calculate averages for such a highly mobile population. We will therefore be seeking guidance from other County Offices of Education as well as the Department of Education in this area. This change is reflected in 4b of the Annual Measurable Outcomes, 2018-19, as well as 4.b.1 of the Planned Actions and Services, 2018-19. (see _____)

In the Expected Annual Measurable Outcomes, Metrics/Indicators, 4.c, we changed the metrics so that they more accurately measure the work we do. Whereas the number of partial credits requested for one student might be 5 (credits), we should not expect that number to increase, decrease or stay stable each year. We therefore changed to the metric to measure the percentage of students who are missing credits and who receive support from the FYSCP in recovering those credits. Likewise, our goal to make referrals for Community School students was based on the premise that Foster Focus may provide information about services that students received at previous schools, and we can ensure continuity of services if the information is there. We are therefore not measuring all referrals made, but rather, the percentage of students who receive a referral for services based on information in their Foster Focus record. Lastly, a simple count of the number of students who are approved for AB 216 will not measure the effectiveness of the JCCS screening methods and approval process, but a percentage of the eligible students receiving an AB 216 exemption will indicate that students are properly identified and afforded the opportunity to graduate under AB 216. The change to these metrics can be found in the Expected Annual Measurable Outcomes, Metrics/Indicators, 4.c. Clarifying language can be found in the Expected Annual Measurable Outcomes, 2018-19 and 2019-20, 4.c. (see _____)

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent participation in one or more of the following district and school-based activities as measured by attendance:

- 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

17-18

5.a The baseline will be established in 2017-18.

Baseline

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.

Actual

The following data was collected in 2017-18 and has been utilized to create a baseline for growth in 2018-19.

PSAC:

September 20, 2017 (Principal, 3 teachers, 2 classified, 2 community & 1 student)

December 13, 2017 canceled due to Thomas fire rescheduled February 7, 2018 (2 teachers, 1 classified, 1 secretary, 1 community, 2 students)

March 21, 2018 (Principal, 2 teachers, 1 classified, 2 community, 2 students)

May 14, 2018 (Principal, 1 teacher, 1 classified, 1 community, 2 students)

Parent Information Nights:

September 20, 2017 (Principal, 3 teachers, 2 classified, 2 community & 1 student)

March 21, 2018 with Xavier Escamelia - CalPrep (Principal, 1 teacher, 1 classified, 4 parents, 2 students)

May 7, 2018 with Steve Molina - H.S. transition and services (1 Principal, 2 teachers, 0 classified, 10 parents, 2 students)

Transition conferences:

Fall 17/18: 4 (H.S.)

Expected

Actual

Spring 17/18: proposed 5 (H.S.) and 30 (J.H.) transition meetings to return or enter high school.

Suspensions: 8 total re-entry/transition meetings (staff, student and parent)

DPS, Phone 47, In-Person 8, Schools 46 (59 total) 96%

LRS, Phone 5, In-Person, 52, Schools 57 (57 total) 100%

Parent/Teacher Conferences-FitzGerald Community School (in person)

Fall October 23-27, 2017: 21 total (28 enrolled) 75%

Spring March 5-8, 20/18: 34 total (43 enrolled) 79%

Parent/Teacher Conferences- Court Schools (by phone)

Fall pilot October 24-27, LRS, 33 total (39 enrolled) 85%

Fall pilot October 24-27, DPS, 43 total (55 enrolled) 85%

Attendance at Open House (Meet and Greet) October 18, 2017

6 parents

6 staff

Metric/Indicator

Percentage of parents who indicate their awareness of community and agency trainings on the parent survey.

17-18

5.b The baseline will be established in 2017-18.

Baseline

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.

On the parent survey, 18% responded they are aware of specific community and agency trainings.

Metric/Indicator

Parent participation in IEP meetings and assessment process.

The percentage of parents who attended IEPs increased to 85%.

The percentage of parents who provided input during an IEP meeting increased to 98%

The percentage of parents providing input to an assessment increased to 85%.

Expected

17-18

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%

Baseline

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%

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.	JCCS provided the following opportunities for parents to participate in decision-making activities. PSAC meetings were held on; September 20, 2017, December 13, 2017 (had to be rescheduled due to Thomas Fire to February 7, 2018), March 21, 2018 and May 9, 2018.	5.a.1 No additional cost; part of regular staff duties	5.a.1 No additional cost; part of regular staff duties
5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.	JCCS held quarterly parent information nights at the	5.a.2 No additional cost; part of regular staff duties	5.a.2 No additional cost; part of regular staff duties
		5.a.3 No additional cost; part of regular staff duties	5.a.3 No additional cost; part of regular staff duties
		5.a.4 No additional cost; part of regular staff duties	5.a.4 No additional cost; part of regular staff duties

5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.

5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events and functions.

community school on October 18, 2017, March 21, 2018 and May 7, 2018. Topics included getting to know the school, curriculum and policies, Sexual Wellness curriculum present by Cal Prep instructor Xavier Escamilla and a High School Orientation by SMJUHSD Director, Steve Molina.

This year at the court schools JCCS employed a new strategy to engage parents by holding parent/teacher conferences via phone conference when needed, allowing our outreach to dramatically increase.

The Parent School Advisory Committee reviewed, revised and approved the parent survey which was distributed via US mail, in person and as web survey. PSAC (in addition to Leadership Team) analyzed survey results and identified the need to improve survey participation among parents whose children attend the hall/camp. Although the majority of parents believe the school does a good job preparing students for work or a career through college and/or community college information, only 32.1% believe we have provided adequate information regarding vocational or trade careers. Parents also indicated they would like more information about financial aid.

JCCS employees bilingual staff at all schools who receive a stipend

to provide translation services as needed. Translation services were provided at 100% of school committee meetings, events and functions.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.	The school office at FitzGerald Community School has a designated area where flyers and other communications by community-based agencies are available for families and students. This information was also shared with parents during parent/teacher conferences and parent information nights. Additionally, the Lead Teacher at FitzGerald worked closely with local school districts to ensure that FitzGerald students received consistent information regarding community based activities. Efforts will be taken in 2018-19 to improve outreach to parents regarding important topics provided by community agencies.	5.b.1 No additional cost; part of regular staff duties	5.b.1 Postage; photocopying; reprographics 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,173
			5.b.1 Parent information nights - refreshments 4000-4999: Books And Supplies Supplemental and Concentration \$161

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Special education staff increased parent/guardian participation in the IEP process by allowing parents to participate via phone or video conference, working with probation	5.c.1 No additional cost; part of Special Education staff duties	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.2 No additional cost; part of Special Education staff duties

phone or videoconference at a time that is convenient to the parent.	to locate parent/guardian contact information, and being flexible around scheduled times for IEPs. SBCEO special education staff also made a strong effort to coordinate with local districts to ensure timelines were met, assessments were carried out, and information was shared across districts for students who transferred in or out of court schools during the IEP process. The school psychologist and special education teacher worked collaboratively to assist parents in completing questionnaires and/or participating in interviews as a part of the assessment process by connecting with parents via phone and with the use of an interpreter when necessary.	5.c.3 No additional cost; part of Special Education staff duties	5.c.3 No additional cost; part of Special Education staff duties
5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.		5.c.4 No additional cost; part of Special Education staff duties	5.c.4 No additional cost; part of Special Education staff duties
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.	The special education website is under construction. Anticipated launch date is July 2018.		
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.	Special education staff routinely mail newsletters or other written correspondence to parents in both English and Spanish.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. 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 focus this year was to strengthen relationships with parents in order to bolster the safety net for students. The goal of attending the "Community Resilience Training" was to strengthen our ability to form strong bonds with adults in order to create resilience in youth and reduce life stressors. By strengthening these relationships we are able to create a well-rounded approach in order to

support the whole child. Many of our students have never had close relationships with their teachers nor have they had successful school experience. We completely changed our methodology by creating a more personalized approach to conducting transitional conferences, parent/teacher conferences and open houses.

Special education staff additionally focused on re-engaging parents and guardians in the IEP process to help support students as they transition out of the court schools and into their traditional district of residence school. Special education staff made phone calls to parents and worked collaboratively with special education staff from local districts to bring multi-agency teams together for IEP meetings to ensure a continuity of service across environments.

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

Careful attention was given to collecting meaningful data regarding all aspects of parent participation throughout JCCS schools. The Leadership Team analyzed the 2017-18 data to determine areas of strengths and need. We are very pleased with the success of our outreach to parents, particularly in the areas of open houses and conferences. These types of outreach efforts have allowed us to create connections with our students' parents and gain additional insight into how we can support our students academically, behaviorally and socially. The Open Houses at FitzGerald and Los Robles School have been effective because they allow for a more casual way to create connections and build relationships. The conference call conferences piloted in the court schools was so successful that we decided to continue this approach each year in the fall and spring.

The increased collaboration across districts and direct contact with parents within days of student entry into the court schools was effective in increasing parent participation and input in IEPs. Often students entered court schools having had very limited access to IEP services due to a history of truancy. By connecting with parents over the phone and working collaboratively with district personnel, appropriate services and supports were able to be established and implemented with understanding and support from both school environments and parents.

To further enhance communication it has been decided that a quarterly student created newsletter will be distributed home in 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

5.b.1 Student transcripts were mailed home as a follow-up to the newly added phone conferences with parents held at the two court schools this year. The additional mailing added costs to the reprographics budget that had not been planned. (see 5.b.2)

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.

To enhance communication between school and home, Los Robles students will create a quarterly newsletter that will be distributed to parents. This project will be facilitated by a SBCEO teaching staff and printed by Probation.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

Throughout the 2017-18 school year, SBCEO, JCCS and Special Education staff created meaningful opportunities for stakeholders to contribute to the LCAP process. In a variety of ways, parents, guardians, school staff, students, probation staff, mental health staff, the TYS Program Manager, and agency representatives were engaged in the process. The Assistant Superintendent and JCCS Director created a work plan to cover all of the actionable work of the LCAP, dividing the work into categories and identifying which stakeholder groups should be involved in each aspect of the work. State data (generated through CAASPP, Dataquest, CalPADS, and CBEDS), local data (generated through AERIES, CalPADS, Read 180, A+, and Odysseyware), surveys, WASC rubrics, CTE rubrics, and various additional tools were used in a systematic way to analyze progress and strategically identify next steps. Listed below are dates and areas of stakeholder engagement opportunities:

LEADERSHIP TEAM

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 2018-19.

Dates: 8/28/17, 10/19/17, 11/29/17, 1/25/18, 2/15/18, 3/15/18, 4/19/18, 5/17/18, 6/21/18

PROBATION DEPARTMENT

In spite of numerous management shifts, the Camp Director, Camp Supervisor, Hall Director, and Hall Supervisor were valuable contributors to the development of the LCAP, particularly in the areas of reestablishing communication, processes and procedures; supporting and maximizing instructional efforts; supporting on-task behaviors in the classroom; supporting college awareness efforts; supporting parent involvement; and supporting the effectiveness of career technical education.

Dates: 7/12/17, 8/9/17, 9/20/17, 10/11/17, 11/8/17, 11/15/17, 12/5/17, 12/13/17, 1/10/18, 2/12/18, 2/14/18, 3/9/18, 3/14/18, 3/28/18, 4/9/18, 4/11/17, 4/24/18, 5/9/17, 6/13/18

PARENT SCHOOL ADVISORY COMMITTEE (PSAC) and DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Each committee met four times throughout the 2017-18 school year, and meetings were effectively used to engage parents in the process of program review and planning. Both committees were directly involved in the development and review of parent and student surveys. Survey information was carefully considered while conducting the LCAP Annual Update and updating the plan for 2018-19.

Dates: 9/2017, 12/13/17, 3/21/18, 5/14/18

SBCEO INFORMATIONAL TECHNOLOGY (IT) DEPARTMENT

Numerous collaboration meetings were held this year between the SBCEO IT Department, JCCS Director, JCCS staff, and the Assistant Superintendent of Educational Services to analyze gaps, identify solutions, delineate actionable work, and identify expenditure requirements in order to sufficiently upgrade infrastructure and ensure support and training for staff.

Dates: 8/2/17, 8/17/17, 8/18/17, 11/17/17, 1/10/18, 1/18/18, 2/2/18, 2/12/18, 2/15/18, 2/21/18, 2/23/18, 3/23/18, 4/27/18, 5/16/18

PARENT AND STUDENT SURVEYS

The Parent survey was available in both hard copy and online formats. Hard copies were mailed to parents.

Survey window: March 1-31, 2018

DISTRICT PARTNERS: Santa Maria Joint Union High School District (SMJUHSD) and Santa Maria-Bonita School District (SM-BSD)

Numerous meetings were held this year involving district staff, FitgGerald teaching staff, the JCCS Director, and the Assistant Superintendent of Educational Services in order to develop operating agreements, identify student and program needs, evaluate student and program effectiveness, and identify actionable work.

Dates: 7/7/17, 9/21/17, 10/2/17, 10/25/17, 11/17/17, 12/17/17, 2/7/18, 2/23/18, 3/13/18, 3/15/18, 4/17/18, 4/23/18, 5/7/18

SBCEO TRANSITIONAL YOUTH SERVICES (TYS)

Numerous meetings were held this year involving the Manager of TYS, TYS Caseworkers, Student Data Advisor, Assistant Superintendent of Educational Services, and JCCS Director to identify barriers and create solutions to improve services for Foster Youth.

Dates: 7/6/17, 1/31/18, 4/18/18, 4/26/18, 5/11/18, 6/4/18

FOSTER YOUTH SERVICES COORDINATING PROGRAM (FYSCP) EXECUTIVE ADVISORY COUNCIL

This Council was an important contributor in the analysis of LCAP progress and development of actionable work specific to Foster Youth.

Dates: 8/30/17, 2/28/18, 5/9/18

DEPARTMENT OF BEHAVIORAL WELLNESS

Strong collaboration occurred with Behavioral Wellness, particularly in the area of treatment teams. Behavioral Wellness, which provided services in our two court schools, assisted us in identifying site-specific best practices for effective Treatment Team meetings.

Dates: 7/25/17, 8/8/17, 8/22/17, 8/29/17, 9/6/17, 9/17/17, 9/26/17, 10/3/17, 10/10/17, 10/17/17, 10/31/17, 11/14/17, 11/28/17, 12/6/17, 1/9/18, 1/30/18, 2/13/18, 2/23/18, 2/27/18, 3/13/18, 3/20/18, 3/27/18, 4/10/18, 4/17/18, 4/24/18, 5/8/18

COUNCIL ON ALCOHOLISM AND DRUG ABUSE (CADA)

CADA provides counseling services at FitzGerald Community School and contributed to helping us identify needs and improve counseling services and supports.

Dates: 12/8/17, 1/24/18, 1/31/18, 3/29/18

SBCEO PARTNERS IN EDUCATION

Collaborated with JCCS staff to plan and orchestrate college and career readiness activities for JCCS students.

Dates: 7/18/17, 7/25/17, 8/8/17, 8/15/17, 8/22/17, 9/7/17, 9/8/17, 9/12/17, 9/20/17, 10/3/17, 10/17/17, 10/23/17, 10/24/17, 11/28/17, 12/5/17, 1/18/18, 1/25/18, 2/20/18, 2/27/18, 3/12/18, 3/15/18, 3/16/18, 3/27/18, 4/17/18, 4/19/18, 5/4/18,

BARGAINING UNITS: Santa Barbara County Education Association (SBCEA) and California School Employees Association (CSEA)

The SBCEO Assistant Superintendent of Human Resources facilitated problem solving meetings with both associations (SBCEA and CSEA) to assist in analyzing data, identifying needs, and creating solutions specific to JCCS and the LCAP. It was very beneficial that the SBCEA President and Vice-President participated in the meetings, as they are both JCCS teachers. The outcome of these meetings directly contributed to the development of the LCAP. Additionally, the JCCS Director met with SBCEA and CSEA to review the LCAP draft and provide input.

JCCS Director meetings with associations: 8/8/17, 11/13/17, 11/16/17

Problem Solving meetings - SBCEA: 9/5/17, 10/19/17, 11/14/17, 1/30/18, 2/13/18, 3/13/18, 4/10/18, 6/5/18

Problem Solving meetings - CSEA: 8/15/17, 9/21/17, 10/23/17, 11/13/17, 12/6/17, 1/22/18, 2/14/18, 3/20/18, 4/10/18, 6/4/18, 6/26/18

COMMUNITY ACTION COMMISSION (CAC)

Cross-agency meetings regarding information sharing and student support programs.

Dates: 10/23/17, 10/24/17, 10/30/17, 11/2/17, 11/6/17, 11/7/17, 11/8/17, 11/9/17, 11/13/17, 11/14/17, 11/16/17, 12/4/17, 12/5/17, 12/6/17, 12/7/17, 12/13/17, 12/14/17, 12/18/17, 12/19/17, 1/24/18, 1/25/18, 3/20/18, 3/21/18, 3/22/18, 3/23/18, 3/26/18, 3/27/18, 3/28/18, 3/29/18, 4/25/18, 4/26/18, 5/23/18, 5/24/18, 5/25/18, 5/31/18, 6/1/18, 6/2/18

SBCEO BOARD OF TRUSTEES

LCAP Updates: 11/2/17, 5/5/18

LCAP Public Hearing: June 7, 2018

LCAP Approval: June 14, 2018

Impact on LCAP and Annual Update

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

Stakeholder engagement was critical to the development of the LCAP, as the process included a range of consequential work (i.e., analysis of multiple data sets, short- and long- range planning, problem solving, and valuable opportunities for collaboration). SBCEO and JCCS staffs recognize the cumulative impact of stakeholder engagement in the development and ongoing improvement of what we believe to be a very effective plan.

Stakeholder input during the Annual Update process resulted in better awareness of programs, processes and outcomes for students. There was a great deal of appreciate for how far we've come and how strategically we've worked to achieve our LCAP goals. Deep discussions were held in the areas listed below, and with input from stakeholders we were able to rethink processes and procedures and either validate or revise steps for moving forward.

- Focus on credit recovery to help students get back on track toward high school graduation
- Move forward with curriculum adoptions (mathematics and history/social science) and provide teacher training
- Fully integrate technology into the instructional program
- Move forward with accreditation
- Expand opportunities for career education
- Increase behavioral, mental health and substance abuse supports, and continue to strengthen treatment team meetings in court schools
- Improve transitional support services for students returning to home districts
- Identify creative strategies for increasing parental involvement
- Continue to support Foster Youth by improving data sharing and transition supports
- Continue working with feeder districts to improve the transfer of student records and analyze outcome data to improve services and

communicate with district Boards

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.
- EAP assessment:
 - 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. We will add this metric if CDE includes it in the Dashboard Alternative School Status (DASS).
 - 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. We will add this metric if CDE includes it in the Dashboard Alternative School Status (DASS).
 - High school graduation rates: SBCEO will continue to use an alternative measure until CDE includes graduation rate in the Dashboard Alternative School Status (DASS). In the meantime, we will use the alternative measure of accelerated progress toward high school graduation, which is 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

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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%			
CAASPP ELA reports	26% Court / 28% Community	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 Math reports	0% Court / 0% Community			
SRI Lexile Pre/Post Report	Pre/Post Growth: 0	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.
SMI Quantile Pre/Post Report will	Pre/Post Quantile Growth: 55 Points			
Completed Walkthrough Tools	100%			
ILP completion rates	100%	The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will	The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will	The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>increase by 1% from baseline.</p> <p>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.</p> <p>The average Scholastic Math Inventory (SMI) post-test Quantile level will increase by 5 points above the pre-test for long-term JCCS students.</p> <p>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.</p>	<p>increase by 3% from baseline.</p> <p>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.</p> <p>The average Scholastic Math Inventory (SMI) post-test Quantile level will increase by 10 points above the pre-test for long-term JCCS students.</p> <p>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.</p>	<p>increase by 5% from baseline.</p> <p>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.</p> <p>The average Scholastic Math Inventory (SMI) post-test Quantile level will increase by 15 points above the pre-test for long-term JCCS students.</p> <p>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.</p>
1.b Metrics/Indicators:	1.b Baselines:	Outcomes: 1.b	Outcomes: 1.b	Outcomes: 1.b

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Williams report and VPSS certification</p> <p>Professional development sign-in sheets and visitations based on the CBL Walkthrough Tool</p>	<p>100%</p> <p>100%</p>	<p>All court and community school teachers will be highly qualified.</p> <p>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.</p>	<p>All court and community school teachers will be highly qualified.</p> <p>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.</p>	<p>All court and community school teachers will be highly qualified.</p> <p>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.</p>
<p>1.c Metrics/Indicators:</p> <p>CTE course completion rates</p> <p>Participation in career awareness opportunities</p> <p>Review of Individual Transition Plans (ITP)</p>	<p>1.c</p> <p>Baselines: 12%</p> <p>100%</p> <p>100%</p>	<p>Outcomes: 1.c</p> <p>13% of Los Robles students will participate in direct instruction CTE courses.</p> <p>It is expected that 100% of JCCS students will participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.</p> <p>100% of students with disabilities who are 15 years or older will have as part of their IEP a comprehensive</p>	<p>Outcomes: 1.c</p> <p>14% of Los Robles students will complete a direct instruction CTE courses.</p> <p>It is expected that 100% of JCCS students will continue to participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.</p> <p>100% of students with disabilities who are 15 years or older will have as part of their IEP a</p>	<p>Outcomes: 1.c</p> <p>15% of Los Robles students will complete a direct instruction CTE courses.</p> <p>It is expected that 100% of JCCS students will continue to participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.</p> <p>100% of students with disabilities who are 15 years or older will have as part of their IEP a</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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.	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.	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 ELPAC Reports CDE Reclassification Rate	1.d Baselines: 100% This is a new Expected Outcome and baseline data does not exist. The baseline for Year 3 will be equal to the data reported in the Actual Measurable Outcomes at end of Year 2 for these Metrics/Indicators. 2015-16 Reclassification Rates: 3.6% Court / 3.3% Community	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. 51% of English Learners who test with JCCS for two consecutive CELDT administration cycles will demonstrate annual progress in English.	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. The Metric/Baseline will be adjusted according to CDE guidelines for the English Language Proficiency Assessment for California (ELPAC).	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. The Metric/Baseline will be adjusted according to CDE guidelines for the English Language Proficiency Assessment for California (ELPAC).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		The reclassification rate for JCCS English Learners will increase by 1% from the 2015-16 baseline.	The reclassification rate for JCCS English Learners will increase by 2% from the 2015-16 baseline.	The reclassification rate for JCCS English Learners will increase by 6% from the 2015-16 baseline.
1.e Metrics/Indicators: IEP goal progress Review of IEP goals	1.e Baseline: 100% 100%	Outcomes: 1.e 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications. All special education students will have IEP goals that reflect alignment with CCSS.	Outcomes: 1.e 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications. All special education students will have IEP goals that reflect alignment with CCSS.	Outcomes: 1.e 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications. 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	Outcomes: 1.f 85% JCCS teachers will participate in study or training related to trauma informed care, resiliency, restorative practices.	Outcomes: 1.f 90% JCCS teachers will participate in study or training related to trauma informed care, resiliency, restorative practices.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		poverty has on student learning behaviors and perceptions.		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

1.a.1 JCCS staff will work toward submitting the ACS WASC Affiliation Request application by September 2019.

2019-20 Actions/Services

1.a.1 JCCS staff will submit the ACS WASC Affiliation Request application by September 2019 and work toward submitting the ACS WASC Initial Visit School Description application by

1.a.2 JCCS administrators and staff will standardize course titles to create a uniform course of study.

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.

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.

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.

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.

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.

1.a.2 JCCS staff will assign students to courses according to the approved course of study.

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.

1.a.4 JCCS staff will continue to implement Character Based Literacy and work toward improved practice and calibration.

1.a.5 JCCS staff will continue to incorporate technology into the instructional program by: providing intervention programs, providing laptops for curriculum workgroup members, and offsetting E-rate contribution to internet costs. JCCS staff will analyze online intervention programs (i.e., Read 180 and "Let's Go Learn") to determine which is most effective for our student population. Laptops were purchased for the CBL workgroup and will be purchased in 2018-19 for mathematics workgroup members.

1.a.6 JCCS staff will implement newly adopted mathematics curriculum. A "Big Ideas" workgroup will be created and participate in a series of professional development to build capacity and lead the process of pacing, planning instruction, and incorporating the online curricular component.

December 2019. This would prompt a spring 2020 initial visit.

1.a.2 JCCS staff will continue to assign students to courses according to the approved course of study.

1.a.3 JCCS administrators and staff will continue to follow the Credits Earned Policy to ensure students in court and community schools are on track to earn maximum credits.

1.a.4 JCCS staff will continue to implement Character Based Literacy and work toward improved practice and calibration.

1.a.5 JCCS staff will continue to incorporate technology into the instructional program by: providing intervention programs, providing laptops for curriculum workgroup members, and offsetting E-rate contribution to internet costs. Laptops will be purchased for history/social studies workgroup members.

1.a.6 JCCS staff will implement newly adopted history/social science curriculum.

1.a.7 JCCS will continue to provide a breadth of online coursework opportunities via Anywhere Learning System (A+).

1.a.8 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will create additional standards-based writing assessments to align with 2019-20

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 assessment results will be analyzed to inform system-wide Character Based Literacy instruction.

1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.

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.

1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.

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.

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.

1.a.7 JCCS will continue to provide a breadth of online coursework opportunities via Anywhere Learning System (A+).

1.a.8 The JCCS Director, JCCS Testing Coordinator and JCCS Leadership Team will create additional 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.

1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.

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.

1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.

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.

1.a.13 SBCEO will continue to reduce student/teacher ratio at Los Robles to

Character Based Literacy titles. Writing assessment results will be analyzed to inform system-wide Character Based Literacy instruction.

1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.

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.

1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.

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.

1.a.13 SBCEO will continue to reduce student/teacher ratio at Los Robles to provide greater access to direct instruction course offerings.

1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.

1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.

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).

provide greater access to direct instruction course offerings.

1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.

1.a.15 A full-time Student Data Advisor at Dos Puertas High School and a .3 Student Data Advisor for Los Robles High School 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).

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).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	1.a.1 No additional cost; part of regular staff duties	1.a.1 No additional cost; part of regular staff duties	1.a.1 No additional cost; part of regular staff duties
Budget Reference	1.a.2 No additional cost; part of regular staff duties	1.a.2 No additional cost; part of regular staff duties	1.a.2 No additional cost; part of regular staff duties
Budget Reference		1.a.3 No additional cost; part of regular staff duties	1.a.3 No additional cost; part of regular staff duties

Amount		\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.4 CBL Books: \$6,000	5800: Professional/Consulting Services And Operating Expenditures 1.a.4 CBL Licenses	5800: Professional/Consulting Services And Operating Expenditures 1.a.4 CBL Licenses
Amount	\$8,950	\$8,950	\$8,950
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.4 CBL Licenses: \$8,950	4000-4999: Books And Supplies 1.a.4 CBL Books	4000-4999: Books And Supplies 1.a.4 CBL Books
Amount	\$30,000	\$25,500	\$25,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs 1.a.5 IT Support: \$30,000	5700-5799: Transfers Of Direct Costs 1.a.5 IT Support	5700-5799: Transfers Of Direct Costs 1.a.5 IT Support
Amount	\$14,400	\$11,838	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.5 Chromebooks: \$14,400	4000-4999: Books And Supplies 1.a.5 Chromebooks	4000-4999: Books And Supplies 1.a.5 Chromebooks
Amount	\$8,000	\$8,162	\$8,162
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.5 Laptops for CBL Workgroup: \$8,000	4000-4999: Books And Supplies 1.a.5 Big Ideas Workgroup Laptops	4000-4999: Books And Supplies 1.a.5 History/SS Workgroup Laptops

Amount	\$13,600	\$49,006	\$49,006
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.5 Software – enhance CBL: \$13,600	5000-5999: Services And Other Operating Expenditures 1.a.5 E-Rate offset	5000-5999: Services And Other Operating Expenditures 1.a.5 E-Rate offset
Amount	\$34,267	\$13,686	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.a.5 10% E-Rate offset: \$34,267	5800: Professional/Consulting Services And Operating Expenditures 1.a.5 Math intervention software	5800: Professional/Consulting Services And Operating Expenditures 1.a.5 Math intervention software
Amount	\$20,000	\$2,490	\$12,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.6 Math books and licenses: \$20,000	1000-1999: Certificated Personnel Salaries 1.a.6 Big Idea Math Workgroup substitute salaries	4000-4999: Books And Supplies 1.a.6 History/Social Studies books
Amount	\$5,000	\$464	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.7 A+ Anywhere Learning: \$5,000	3000-3999: Employee Benefits 1.a.6 Big Idea Math Workgroup substitute benefits	5800: Professional/Consulting Services And Operating Expenditures 1.a.7 A+ Anywhere Learning

Amount	\$15,000	\$5,000	\$1,950
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.7 Odysseyware: \$15,000	5800: Professional/Consulting Services And Operating Expenditures 1.a.7 A+ Anywhere Learning	1000-1999: Certificated Personnel Salaries 1.a.8 CBL Workgroup Substitute Salaries
Amount	\$780	\$1,950	\$364
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.a.8 CBL Workgroup Substitutes (3 teachers/2 days each): \$780	1000-1999: Certificated Personnel Salaries 1.a.8 CBL Workgroup Substitute Salaries	3000-3999: Employee Benefits 1.a.8 CBL Workgroup Substitute Benefits
Amount	\$1,150	\$364	\$2,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.9 SRI/SMI: \$1,150	3000-3999: Employee Benefits 1.a.8 CBL Workgroup Substitute Benefits	5800: Professional/Consulting Services And Operating Expenditures 1.a.9 SRI & SMI licenses
Amount	\$32,495	\$2,100	\$32,495
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.10 Testing Coordinator: \$32,495	5800: Professional/Consulting Services And Operating Expenditures 1.a.9 SRI & SMI licenses	5800: Professional/Consulting Services And Operating Expenditures 1.a.10 JCCS Testing Coordinator
Amount		\$32,495	\$97,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1.a.11 No additional cost; part of regular staff duties	5800: Professional/Consulting Services And Operating Expenditures 1.a.10 JCCS Testing Coordinator	1000-1999: Certificated Personnel Salaries 1.a.13 Additional teacher: Los Robles

Amount		\$96,668	\$47,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1.a.12 No additional cost; part of regular staff duties	1000-1999: Certificated Personnel Salaries 1.a.13 Additional teacher: Los Robles	3000-3999: Employee Benefits 1.a.13 Additional teacher: Los Robles
Amount	\$141,313	\$46,560	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	1000-1999: Certificated Personnel Salaries 1.a.13 Los Robles Teacher: \$141,313	3000-3999: Employee Benefits 1.a.13 Additional teacher: Los Robles	
Amount	\$89,526		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries 1.a.13 Dos Puertas Teacher: \$89,526		
Amount	\$145,465		\$81,386
Source	Supplemental and Concentration		Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.a.14 TAs: \$145,465		2000-2999: Classified Personnel Salaries 1.a.14 Teaching Assistants
Amount	\$77,335	\$81,386	\$17,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.a.15 Student Data Advisor: \$77,335	2000-2999: Classified Personnel Salaries 1.a.14 Teaching Assistants	3000-3999: Employee Benefits 1.a.14 Teaching Assistants

Amount		\$16,718	\$66,760
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 1.a.14 Teaching Assistants	2000-2999: Classified Personnel Salaries 1.a.15 Student Data Advisor
Amount		\$66,760	\$13,736
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 1.a.15 Student Data Advisor	3000-3999: Employee Benefits 1.a.15 Student Data Advisor
Amount		\$13,736	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits 1.a.15 Student Data Advisor	
Budget Reference		1.a.11 No additional cost; part of regular staff duties	1.a.12 No additional cost; part of regular staff duties
Budget Reference		1.a.12 No additional cost; part of regular staff duties	1.a.12 No additional cost; part of regular staff duties

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.

1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD and Mathematics Common Core State Standards.

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.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.

1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD, Mathematics and History/Social Studies.

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.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.

1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD, Mathematics and History/Social Studies.

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.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

1.b.1 No additional cost unless a new teacher is hired who needs additional coursework

1.b.1 No additional cost unless a new teacher is hired who needs additional coursework

1.b.1 No additional cost unless a new teacher is hired who needs additional coursework

Amount	\$10,000	\$9,595	\$9,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.b.2 PD	5000-5999: Services And Other Operating Expenditures 1.b.2 Professional Development - Registration Costs	5000-5999: Services And Other Operating Expenditures 1.b.2 Professional Development - Registration Costs
Amount	\$3,050	\$372	\$400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.b.2 Substitutes	1000-1999: Certificated Personnel Salaries 1.b.2 Substitutes	1000-1999: Certificated Personnel Salaries 1.b.2 Substitutes
Amount	\$500	\$73	\$73
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.b.2 Mileage	3000-3999: Employee Benefits 1.b.2 Professional Development Subs	3000-3999: Employee Benefits 1.b.2 Professional Development Subs
Amount	\$276	\$411	\$411
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.b.3 AESOP	5000-5999: Services And Other Operating Expenditures 1.b.2 Professional Development Mileage	5000-5999: Services And Other Operating Expenditures 1.b.2 Professional Development Mileage
Amount		\$327	\$327
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 1.b.3 AESOP	5800: Professional/Consulting Services And Operating Expenditures 1.b.3 AESOP

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.c.1 The SBCEO CTE/ROP administrator will be paid .2 FTE to perform the following services in collaboration with the JCCS administrator:

- 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

2018-19 Actions/Services

1.c.1 The SBCEO CTE/ROP administrator will be paid .2 FTE to perform the following services in collaboration with the JCCS administrator:

- Provide two CTE courses (i.e., Culinary Arts 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 Small Gas Engines

2019-20 Actions/Services

1.c.1 The SBCEO CTE/ROP administrator will be paid .2 FTE to perform the following services in collaboration with the JCCS administrator:

- Provide two CTE courses (i.e., Culinary Arts 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 Small Gas Engines

recognized certifications and third-party assessments for Auto Body and Small Gas Engines.

1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.

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.

1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.

1.c.3 JCCS staff will facilitate field trips to community college campuses in Santa Barbara County to provide an orientation and tour, and familiarize them with specialized programs, such as "Transitions" (for students on probation or parole), "Sparks" (for teen parents), and "Running Start" (summer bridging) programs.

1.c.4 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.

1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.

1.c.3 JCCS staff will facilitate field trips to community college campuses in Santa Barbara County to provide an orientation and tour, and familiarize them with specialized programs, such as "Transitions" (for students on probation or parole), "Sparks" (for teen parents), and "Running Start" (summer bridging) programs.

1.c.4 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,132	\$15,412	\$16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.c.1 .2 FTE ROP/CTE Director	5800: Professional/Consulting Services And Operating Expenditures 1.c.1 .2 CTE Director	5800: Professional/Consulting Services And Operating Expenditures 1.c.1 .2 CTE Director

Amount		\$6,127	\$6,127
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1.c.2 CTE Odysseyware (included in 1.a.7 above)	3000-3999: Employee Benefits 1.c.1 .2 CTE Director	3000-3999: Employee Benefits 1.c.1 .2 CTE Director
Amount		\$1,139	\$1,139
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1.c.4 No additional cost; part of regular staff duties	1000-1999: Certificated Personnel Salaries 1.c.3 Sub for college field trips	1000-1999: Certificated Personnel Salaries 1.c.3 Sub for college field trips
Amount		\$212	\$212
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 1.c.3 Sub for college field trips	3000-3999: Employee Benefits 1.c.3 Sub for college field trips
Budget Reference		1.c.4 No additional cost; part of regular staff duties	1.c.4 No additional cost; part of regular staff duties

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

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

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. During the 2018-19 school year, JCCS staff will thoroughly analyze integrated and designated components of our program for English Learners and make any necessary updates.

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

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

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

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.

years will continue to be closely monitored to ensure academic and language growth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$855	\$585	\$585
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.d.1 STOT: \$855	5000-5999: Services And Other Operating Expenditures 1.d.1 STOT	5000-5999: Services And Other Operating Expenditures 1.d.1 STOT
Amount	\$150	\$89	\$89
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.d.1 STOT mileage: \$150	5000-5999: Services And Other Operating Expenditures 1.d.1 STOT mileage	5000-5999: Services And Other Operating Expenditures 1.d.1 STOT mileage
Amount	\$375	\$372	\$372
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.d.1 STOT substitutes: \$375	2000-2999: Classified Personnel Salaries 1.d.1 STOT substitutes	2000-2999: Classified Personnel Salaries 1.d.1 STOT substitutes
Amount	\$5,250	\$1,450	\$1,450
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.d.2 READ 180: \$5,250	4000-4999: Books And Supplies 1.d.2 READ 180	4000-4999: Books And Supplies 1.d.2 READ 180

Amount	\$35,528	\$5,807	\$5,807
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.d.2 READ 180 Facility Space: \$35,528	5000-5999: Services And Other Operating Expenditures 1.d.2 READ 180 Facility Space	5000-5999: Services And Other Operating Expenditures 1.d.2 READ 180 Facility Space
Amount	\$18,183	\$10,173	\$10,173
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.d.2 TAs	2000-2999: Classified Personnel Salaries 1.d.2 Teaching Assistants	2000-2999: Classified Personnel Salaries 1.d.2 Teaching Assistants
Budget Reference	1.d.3 No additional cost; part of regular staff duties	1.d.3 No additional cost; part of regular staff duties	1.d.3 No additional cost; part of regular staff duties
Budget Reference	1.d.4 No additional cost; part of regular staff duties	1.d.4 No additional cost; part of regular staff duties	1.d.4 No additional cost; part of regular staff duties
Amount		\$73	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits 2.d.2 STOT benefits	
Amount		\$2,090	
Source		Supplemental and Concentration	
Budget Reference		3000-3999: Employee Benefits 1.d.2 Teaching Assistants	

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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 Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.

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.

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.

2018-19 Actions/Services

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 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.

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.

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.

2019-20 Actions/Services

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 Puertas. The Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.

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.

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.

--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	1.e.1 No additional cost; part of regular JCCS and Special Education staff duties	1.e.1 No additional cost; part of regular JCCS and Special Education staff duties	1.e.1 No additional cost; part of regular JCCS and Special Education staff duties
Budget Reference	1.e.2 No additional cost; part of regular JCCS and Special Education staff duties	1.e.2 No additional cost; part of regular JCCS and Special Education staff duties	1.e.2 No additional cost; part of regular JCCS and Special Education staff duties
Budget Reference	1.e.3 No additional cost; part of regular JCCS and Special Education staff duties	1.e.3 No additional cost; part of regular JCCS and Special Education staff duties	1.e.3 No additional cost; part of regular JCCS and Special Education staff duties

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

1.f.1 JCCS staff will continue to incorporate best practice strategies regarding trauma informed care and restorative practices to foster resiliency in our low income student population.

1.f.2 JCCS staff will continue to share-out best practices during staff meetings.

2019-20 Actions/Services

1.f.1 JCCS staff will continue to incorporate best practices regarding trauma informed care and restorative practices to foster resiliency in our low income student population.

1.f.2 JCCS staff will continue to share-out best practices during staff meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	1.f.1 No additional cost, part of regular staff duties	1.f.1 No additional cost, part of regular staff duties	1.f.1 No additional cost, part of regular staff duties
Budget Reference		1.f.2 No additional cost, part of regular staff duties	1.f.2 No additional cost, part of regular staff duties

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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	Suspension Rate: 19.8% Attendance Rate: Community School: 75.9% Court Schools: 96.67% Chronic Absenteeism:	2.a From baseline scores: <ul style="list-style-type: none">Decrease the number of suspensions by .3% per yearIncrease community school attendance by	2.a From baseline scores: <ul style="list-style-type: none">Decrease the number of suspensions by .4% per yearIncrease community school attendance by	2.a From baseline scores: <ul style="list-style-type: none">Decrease the number of suspensions by .5% per yearIncrease community school attendance by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students achieving at an accelerated rate	Community School: 55%	.5% per year and .1% at court schools	.6% per year and .2% at court schools	.7% per year and .3% at court schools
California Healthy Kids Survey Response	Court Schools: 9.7%	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	Percent of JCCS Long-Term Students Achieving at an Accelerated Rate: 71%	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.
	70%			
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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2.a.1 The JCCS Safety Plan will be evaluated annually by staff and updated accordingly.

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.

2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.

2018-19 Actions/Services

2.a.1 The JCCS Safety Plan will be evaluated by staff and updated accordingly.

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.

2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.

2019-20 Actions/Services

2.a.1 The JCCS Safety Plan will be evaluated by staff and updated accordingly.

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.

2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.

2.a.4 JCCS administrators and staff will attend training and continue to incorporate restorative practices to resolve conflict.

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.

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.

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.

2.a.8 JCCS and probation staff will enhance communication and collaboration around:

- Improved options for pro-social behavior
- Improved calibration of processes and procedures
- Maximizing educational program outcomes

2.a.4 JCCS administrators and staff will work with Fighting Back Santa Maria to identify site specific strategies to proactively resolve conflict and teach students skills to self regulate behaviors when out of the "OK Zone" in order to deescalate conflict.

2.a.5 The JCCS Director will continue to work with Dos Puertas teachers and Probation to implement positive behavior incentives.

2.a.6 To promote fitness, teamwork, cooperation, and engagement, gymnasium space will continue to be leased during the 2018-19 school year for FitzGerald Community School students.

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.

2.a.8 JCCS and probation staff will continue to enhance communication and collaboration around:

- Improved options for pro-social behavior
- Improved calibration of processes and procedures
- Maximizing educational program outcomes

2.a.4 JCCS administrators and staff will continue to incorporate restorative practices to resolve conflict.

2.a.5 The JCCS Director will continue to work with Dos Puertas teachers and Probation to implement positive behavior incentives.

2.a.6 To promote fitness, teamwork, cooperation, and engagement, gymnasium space will continue to be leased during the 2019-20 school year for FitzGerald Community School students.

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.

2.a.8 JCCS and probation staff will continue to enhance communication and collaboration around:

- Improved options for pro-social behavior
- Improved calibration of processes and procedures
- Maximizing educational program outcomes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	2.a.1 No additional cost; part of regular staff duties	2.a.1 No additional cost; part of regular staff duties	2.a.1 No additional cost; part of regular staff duties
Amount	\$1,100	\$2,400	\$2,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.a.2 Aeries database	5000-5999: Services And Other Operating Expenditures 2.a.2 Aeries database	5000-5999: Services And Other Operating Expenditures 2.a.2 Aeries database
Amount	\$4,500	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.a.2 Aeries hosting	5800: Professional/Consulting Services And Operating Expenditures 2.a.2 Aeries hosting	5800: Professional/Consulting Services And Operating Expenditures 2.a.2 Aeries hosting
Amount	\$45,000	\$50,000	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.a.2 Counseling services	5800: Professional/Consulting Services And Operating Expenditures 2.a.2 Counseling services	5800: Professional/Consulting Services And Operating Expenditures 2.a.2 Counseling services
Amount	\$18,183	\$10,173	\$11,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2.a.3 TAs: \$18,183	2000-2999: Classified Personnel Salaries 2.a.3 Teaching Assistants	2000-2999: Classified Personnel Salaries 2.a.3 Teaching Assistants

Amount	\$250	\$2,090	\$2,090
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.a.4 Restorative training: \$250	3000-3999: Employee Benefits 2.a.3 Teaching Assistants	3000-3999: Employee Benefits 2.a.3 Teaching Assistants
Amount	\$645		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries 2.a.4 Restorative substitutes: \$645	2.a.4 No additional cost; part of regular staff duties	2.a.4 No additional cost; part of regular staff duties
Amount	\$135		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries 2.a.4 Restorative mileage: \$135	2.a.5 No additional cost; part of regular staff duties	2.a.5 No additional cost; part of regular staff duties
Amount		\$48,757	\$48,757
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2.a.5 No additional cost; part of regular staff duties	5000-5999: Services And Other Operating Expenditures 2.a.6 Gym lease	5000-5999: Services And Other Operating Expenditures 2.a.6 Gym lease
Amount	\$43,954		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.a.6 Gym lease: \$43,954	2.a.7 No additional cost; part of regular staff duties	2.a.7 No additional cost; part of regular staff duties
Budget Reference	2.a.7 No additional cost; part of regular staff duties	2.a.8 No additional cost; part of regular staff duties	2.a.8 No additional cost; part of regular staff duties

Budget
Reference

2.a.8 No additional cost; part of
regular staff duties

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Modified Action

Select from New, Modified, or Unchanged
for 2019-20

Modified Action

2017-18 Actions/Services

2.b.1 JCCS staff will collaborate with
Probation/SBCEO to ensure
court/community school environments are
well maintained in support of learning.

2018-19 Actions/Services

2.b.1 JCCS staff will collaborate with
Probation/SBCEO to ensure
court/community school environments are
well maintained in support of learning.

2019-20 Actions/Services

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

Year 2017-18

Budget
Reference

2.b.1 No additional cost; part of
regular staff duties

2018-19

2.b.1 No additional cost; part of
regular staff duties

2019-20

2.b.1 No additional cost; part of
regular staff duties

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Expelled Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

3.a.1 SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to

2018-19 Actions/Services

3.a.1 SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to

2019-20 Actions/Services

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 Plan for Expelled Youth.

The CWA will continue to post on the SBCEO website the Santa Barbara County Plan for Expelled Youth.

coordinate services within the Santa Barbara County Plan for Expelled Youth.

The CWA will continue to post on the SBCEO website the Santa Barbara County Plan for Expelled Youth.

3.a.2 SBCEO Child Welfare and Attendance (CWA) Director will coordinate a summit to assist local districts in identifying creative options for appropriately serving their expelled youth.

coordinate services within the Santa Barbara County Plan for Expelled Youth.

The CWA will continue to post on the SBCEO website the Santa Barbara County Plan for Expelled Youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	3.a.1 No additional cost; part of regular staff duties	3.a.1 No additional cost; part of regular staff duties	3.a.1 No additional cost; part of regular staff duties
Amount		\$500	
Source		Supplemental and Concentration	
Budget Reference		4000-4999: Books And Supplies 3.a.2 Refreshments for summit	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Expelled Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 7: Course Access (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

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.	4.a The FYSCP will register new Foster Focus users in local districts as determined by District needs. If approved by Child Welfare Services, we will register at least 2 new users from their	4.a The FYSCP will register new Foster Focus users in local districts and placement agencies as determined by local needs. At least 85% of all new registered users will attend one of the
Percentage of new registered users who attend an in-person training, a webinar	Baseline data does not exist 45%	Attendance at scheduled Foster Focus training webinars will increase by 10%. JCCS		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>training, or a one-on-one training</p> <p>Number of registered Foster Focus users who use the system on a regular basis</p>		<p>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.</p>	<p>agency to pilot the use of Foster Focus by social workers, and develop a plan for further implementation in 2019-20. At least 85% of all new registered users will attend one of the following: An in-person training, a webinar training, or a one-on-one training to ensure that they are familiar with all of the features and uses of the system. New users will become proficient in the use of the Foster Focus data sharing system, including the areas of interest specified in the 2017-18 user survey, and the number of users that regularly utilize the system will increase by 5%. 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 users will participate in a countywide evaluation of the system before the</p>	<p>following: An in-person training, a webinar training, or a one-on-one training to ensure that they are familiar with all of the features and uses of the system. New users will become proficient in the use of the Foster Focus data sharing system, and the number of users that regularly utilize the system will increase by 5%. JCCS and other participating district staff will continue to work collectively to identify best practices for sharing information and coordinating services through the system.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			end of the year. Based on the results of the evaluation, the FYSCP 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 council members, resulting in a	4.b The FYSCP will work with other County Offices of Education and the Department of Education to develop a strategic system for collecting, compiling, and analyzing local foster youth data. The FYSCP will then work to obtain foster youth data manually from at least 5 districts, in addition to the data that we collect through Foster Focus. 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	4.b The FYSCP will work to obtain foster youth data manually from at least 5 more districts, in addition to the data that we collect electronically and manually from other 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
	10%			
	10%			
Percentage of districts providing data on foster youth high school graduation rates	10%			
	28%			
Percentage of districts providing data on foster youth attendance rates	1			
	67%			
Percentage of districts providing data on foster youth suspension /expulsion rates				
Percentage of districts providing data on the number of youth screened and approved for AB167/216				
Number of times local foster youth data was presented to the Executive Advisory Council				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Executive Advisory Council meeting attendance rate (by member agency)		3% increase in attendance at EAC meetings.	the Executive Advisory Council (EAC) meetings will increase the engagement of council members, resulting in a 3% increase in attendance at EAC meetings.	attendance at EAC meetings.
Number of foster youth attending the Community School	4	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 to ensure that 100% of the students due partial credits receive them, utilize information in Foster Focus to make referrals and ensure continuity of services, screen and approve 100% of all AB 216 eligible youth, honor prior AB 216 exemptions granted by previous schools, and ensure that students' educational records follow them to their new schools.	4.c JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School, work to ensure that 100% of the students due partial credits receive them, utilize information in Foster Focus to make referrals and ensure continuity of services, screen and approve 100% of all AB 216 eligible youth, honor prior AB 216 exemptions granted by previous schools, and ensure that students' educational records follow them to their new schools.
Percentage of students missing partial credits that were assisted by the FYSCP in recovering those credits	100%			
Percentage of referrals made on behalf of Community School students whose Foster Focus record had previous supportive services documented	N/A			
Percentage of eligible students who were granted AB 216 exemptions by JCCS or previous schools	100%			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Participating Districts

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

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.

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.

4.a.2 FYSCP will register new users at local districts and child welfare agencies. All new users will be invited to attend at least one of the following: An in-person training, a webinar training, or a one-on-one training. Previously registered users will be invited to attend all scheduled trainings, and provided ongoing training and support.

4.a.3 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.

4.a.4 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.

4.a.2 FYSCP will register new users at local districts and child welfare agencies. All new users will be invited to attend at least one of the following: An in-person training, a webinar training, or a one-on-one training. Previously registered users will be invited to attend all scheduled trainings, and provided ongoing training and support.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	FYSCP Grant	4.a.1 No additional cost; part of regular staff duties FYSCP Grant	4.a.1 No additional cost; part of regular staff duties FYSCP Grant

Budget Reference	4.a.2 No additional cost; part of regular staff duties FYSCP Grant	4.a.2 No additional cost; part of regular staff duties FYSCP Grant	4.a.2 No additional cost; part of regular staff duties FYSCP Grant
Budget Reference	4.a.3 No additional cost; part of regular staff duties FYSCP Grant	4.a.3 No additional cost; part of regular staff duties FYSCP Grant	4.a.3 No additional cost; part of regular staff duties FYSCP Grant
Budget Reference		4.a.4 No additional cost; part of regular staff duties FYSCP Grant	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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.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.1 The Foster Youth Services Coordinating Program (FYSCP) will work with other County Offices of Education and the Department of Education to create a strategic plan for collecting, compiling and analyzing local foster youth educational data.

4.b.2 FYSCP staff will collect foster youth educational data manually and electronically from participating districts.

4.b.3 FYSCP will utilize Foster Focus to compile reports on school mobility, academic achievement, and other available measures.

4.b.4 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.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.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.

Budgeted Expenditures

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

Budget
Reference

4.b.3 No additional cost; part of
regular staff duties

4.b.3 No additional cost; part of
regular staff duties

4.b.3 No additional cost; part of
regular staff duties

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

All Schools

Specific Schools: Peter B. Fitzgerald
Community School

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

4.c.1 JCCS will notify the Foster Youth
Services Coordinating Program (FYSCP)
when a foster youth enrolls or disenrolls in
the Community School.

4.c.2 The FYSCP will provide transition
support to incoming and outgoing
Community School students in foster care
by taking the following steps:

- Reviewing transcripts
- Requesting partial credits owed from
previous schools

2018-19 Actions/Services

4.c.1 JCCS will notify the Foster Youth
Services Coordinating Program (FYSCP)
when a foster youth enrolls or disenrolls in
the Community School.

4.c.2 The FYSCP will provide transition
support to incoming and outgoing
Community School students in foster care
by taking the following steps:

- Reviewing transcripts
- Requesting partial credits owed from
previous schools

2019-20 Actions/Services

4.c.1 JCCS will notify the Foster Youth
Services Coordinating Program (FYSCP)
when a foster youth enrolls or disenrolls in
the Community School.

4.c.2 The FYSCP will provide transition
support to incoming and outgoing
Community School students in foster care
by taking the following steps:

- 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

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.

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.

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

- 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

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.

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.

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

- 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

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.

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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	4.c.1 No additional cost; part of regular staff duties	4.c.1 No additional cost; part of regular staff duties	4.c.1 No additional cost; part of regular staff duties
Budget Reference	4.c.2 No additional cost; part of regular staff duties	4.c.2 No additional cost; part of regular staff duties	4.c.2 No additional cost; part of regular staff duties
Amount	\$1,578	\$1,362	\$1,362
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 4.c.3 Student Data Advisor: \$1,578	2000-2999: Classified Personnel Salaries 4.c.3 Student Data Advisor	2000-2999: Classified Personnel Salaries 4.c.3 Student Data Advisor
Budget Reference	4.c.4 No additional cost; part of regular staff duties	4.c.4 No additional cost; part of regular staff duties	4.c.4 No additional cost; part of regular staff duties
Budget Reference	4.c.5 No additional cost; part of regular staff duties	4.c.5 No additional cost; part of regular staff duties	4.c.5 No additional cost; part of regular staff duties
Amount		\$280	280
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 4.c.3 Student Data Advisor	3000-3999: Employee Benefits 4.c.3 Student Data Advisor

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

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)	Upon review of 2017-18 data, the following baseline measures were established: PSAC/DELAC: 75% parent/community participation rate	5.a The baseline will be established in 2017-18.	5.a PSAC/DELAC: increase baseline by 3% 2017-18 Parent Information Nights: increase baseline by 5 parents	5.a PSAC/DELAC: increase baseline by 5% 2017-18 Parent Information Nights: increase baseline by 10 parents

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Parent School Advisory Council (PSAC) Attendance at transition conference Attendance at Parent-Teacher Conference Attendance at Open House Phone conference with teacher/counselor 	<p>2017-18 Parent Information Nights: Parent/community members present: 16</p> <p>Transition Conferences: DPS: 96% LRS:100%</p> <p>Parent/Teacher Conferences (in person) - FitzGerald: Fall: 75% Spring: 79%</p> <p>Parent/Teacher Conferences (by phone) - Court Schools: Fall: 85% Fall : 85%</p>		<p>Transition Conferences: maintain baseline progress</p> <p>Parent/Teacher Conferences (in person) - FitzGerald: increase baseline for each semester by 2%</p> <p>Parent/Teacher Conferences (by phone) - Court Schools: increase baseline for each semester by 1%</p>	<p>Transition Conferences: maintain baseline progress</p> <p>Parent/Teacher Conferences (in person) - FitzGerald: increase baseline for each semester by 3%</p> <p>Parent/Teacher Conferences (by phone) - Court Schools: increase baseline for each semester by 2%</p>
Percentage of parents who indicate their awareness of community and agency trainings on the parent survey.	<p>Upon review of 2017-18 data, the following baseline measure was established:</p> <p>18% of parents responded the school does a good job of informing parents of community and agency training opportunities.</p>	5.b The baseline will be established in 2017-18.	5.b Baseline will increase by 5%	5.b Baseline will increase by 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.

5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.

5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.

5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events and functions.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.

5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.

5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.

5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events and functions.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.

5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.

5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.

5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events and functions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	5.a.1 No additional cost; part of regular staff duties	5.a.1 No additional cost; part of regular staff duties	5.a.1 No additional cost; part of regular staff duties
Amount		\$100	\$100
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5.a.2 No additional cost; part of regular staff duties	4000-4999: Books And Supplies 5.a.2 Refreshments - Parent Education	4000-4999: Books And Supplies 5.a.2 Refreshments - Parent Education

Amount		\$100	\$100
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5.a.3 No additional cost; part of regular staff duties	4000-4999: Books And Supplies 5.a.3 Refreshments - PSAC	4000-4999: Books And Supplies 5.a.3 Refreshments - PSAC
Budget Reference	5.a.4 No additional cost; part of regular staff duties	5.a.4 No additional cost; part of regular staff duties	5.a.4 No additional cost; part of regular staff duties

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.

2018-19 Actions/Services

5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.

2019-20 Actions/Services

5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.

5.b.2 To enhance communication between school and home, Los Robles students will create a quarterly newsletter to be distributed to parents.

5.b.2 To enhance communication between school and home, Los Robles students will create a quarterly newsletter to be distributed to parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$200	\$200
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5.b.1 No additional cost; part of regular staff duties	5000-5999: Services And Other Operating Expenditures 5.b.1 Postage and Printing	5000-5999: Services And Other Operating Expenditures 5.b.1 Postage and Printing
Budget Reference		5.b.2 No additional cost; Probation will cover the cost of this item	5.b.2 No additional cost; Probation will cover the cost of this item

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.

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.

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.

2018-19 Actions/Services

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.

5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.

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.

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.

2019-20 Actions/Services

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.

5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	5.c.1 No additional cost; part of Special Education staff duties	5.c.1 No additional cost; part of Special Education staff duties	5.c.1 No additional cost; part of Special Education staff duties

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$664,220

Percentage to Increase or Improve Services

5.2%

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 2018-19 will include:

- 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

Enrollment in our court schools dramatically declined this year, greatly impacting our Average Daily Attendance. This resulted in a decrease in our LCFF Supplemental and Concentration Grant Funding amount. 2018-19 LCAP describes \$665,102 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:

The majority of our students are unduplicated, 98% of whom have been identified as low income. Of these students, 36% have also been identified as English Learners; 5.6% are also identified as foster youth; and 19% also have IEPs. With such a high concentration of unduplicated students, virtually everything we do above and beyond the base program is targeted for unduplicated students and provided LEA-wide. In reviewing our data, we have identified specific strategies to address the unique needs of our student population, including: 1.a.1-15; 1.b.1-3; 1.c.1-3; 1.f.1-2; 2.a.1-8; 2.b.1. Among the strategies included in this LCAP are:

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).

- Ensuring that our instructional practices are aligned, curriculum is standards-aligned; and practices are 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 trauma informed care and restorative practices to support students who are struggling academically, behaviorally and emotionally 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$860,925

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).

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.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- 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. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	880,805.00	848,719.00	860,925.00	665,102.00	662,863.00	2,188,890.00
Other	18,600.00	13,600.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	862,205.00	835,119.00	860,925.00	665,102.00	662,863.00	2,188,890.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	880,805.00	848,719.00	860,925.00	665,102.00	662,863.00	2,188,890.00
1000-1999: Certificated Personnel Salaries	269,446.00	283,502.00	269,581.00	102,619.00	100,489.00	472,689.00
2000-2999: Classified Personnel Salaries	261,119.00	282,848.00	261,119.00	103,466.00	171,053.00	535,638.00
3000-3999: Employee Benefits	280.00	280.00	0.00	155,547.00	86,882.00	242,429.00
4000-4999: Books And Supplies	56,600.00	57,595.00	56,600.00	31,100.00	35,762.00	123,462.00
5000-5999: Services And Other Operating Expenditures	126,739.00	75,178.00	126,604.00	116,850.00	116,255.00	359,709.00
5700-5799: Transfers Of Direct Costs	30,000.00	30,000.00	30,000.00	25,500.00	25,500.00	81,000.00
5800: Professional/Consulting Services And Operating Expenditures	136,621.00	119,316.00	117,021.00	130,020.00	126,922.00	373,963.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	880,805.00	848,719.00	860,925.00	665,102.00	662,863.00	2,188,890.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	269,446.00	283,502.00	269,581.00	102,619.00	100,489.00	472,689.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	261,119.00	282,848.00	261,119.00	103,466.00	171,053.00	535,638.00
3000-3999: Employee Benefits	Supplemental and Concentration	280.00	280.00	0.00	155,547.00	86,882.00	242,429.00
4000-4999: Books And Supplies	Supplemental and Concentration	56,600.00	57,595.00	56,600.00	31,100.00	35,762.00	123,462.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	126,739.00	75,178.00	126,604.00	116,850.00	116,255.00	359,709.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	30,000.00	30,000.00	30,000.00	25,500.00	25,500.00	81,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	18,600.00	13,600.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	118,021.00	105,716.00	117,021.00	130,020.00	126,922.00	373,963.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	751,580.00	714,438.00	745,580.00	544,140.00	541,574.00	1,831,294.00
Goal 2	108,767.00	116,176.00	113,767.00	118,420.00	119,247.00	351,434.00
Goal 3	0.00	0.00	0.00	500.00	0.00	500.00
Goal 4	20,458.00	15,771.00	1,578.00	1,642.00	1,642.00	4,862.00
Goal 5	0.00	2,334.00	0.00	400.00	400.00	800.00

* Totals based on expenditure amounts in goal and annual update sections.