

**Santa Barbara County Education Office
Local Control Accountability Plan (LCAP)
2017-20**



SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

2019-20

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

The Story

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. Our two court schools operate in partnership with the Santa Barbara County Probation Department. Both schools serve incarcerated 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. SBCEO operates one community school, Peter B. FitzGerald, under an MOU between SBCEO and two school districts. Santa Maria Joint Union High School District (SMJUHSD) referred 9th-12th grade students, and Santa Maria-Bonita School District (SMBUSD) referred 7th & 8th grade students to attend school at FitzGerald.

One of our two court schools, Dos Puertas School (DPS), is located in the Juvenile Justice Center in Santa Maria. DPS enrollment fluctuates daily, ranging in the 2018-19 school year from a low of 23 to a high of 44. Commitments of youth in 2018-19 ranged from 1 day to a full school year and beyond. DPS serves both male and female detainees. Our second court school, Los Robles School (LRS) 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 adjudicated 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 2018-19, LRS enrollment ranged from a low of 10 to a high of 30. Changes in booking criteria continue to have a significant impact on enrollment in our court schools.

Our third school, FitzGerald Community School (FCS), has operated in partnership with two local school districts for five consecutive years. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. In 2018-19, FitzGerald Community School enrollment ranged from a low of 14 at the beginning of the school year to a high of 35.

LCFF requires districts to identify an unduplicated count of students in the following subgroups: English Learners, low income and foster youth. Students in these subgroups are counted only once even if they fit into two or more categories. For JCCS, the percentage of students in 2018-19 was 98.3% (100% in the court schools, and 90.74% in the community school).

The October 2018 CBEDS report included 81 students, 59 in the court schools and 22 in the community school. CBEDS enrollment reflected the following demographics:

Ethnic distribution: Hispanic or Latino: 75 (92.59%);
Black or African American: 2 (2.47%)
White: 4 (4.94%)
English Learners: 30 (37.03%)
Redesignated Fluent English Proficient (RFEP): 26 (32.09%)
Students with Disabilities: 10 (12.34%)
Foster youth: 5 (6.18%)

The JCCS recidivism rate in 2018-19 reflected that 40.2% of court school students were repeat offenders, down from 40.5% in the 2017-18 school year.

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, 82.2% of students worked at an accelerated pace in 2018-19 by recovering credits beyond what would have been expected during their time with us.

Parents and students report having positive connections to our schools. Below are responses from the 2018-19 student and parent surveys:

84% of students believe their teachers have high expectations for their success;

70% of students feel there is someone at their school they can trust and talk to when they have a problem;

78% of students feel our teaching staff treat students with respect;

67% of students report being motivated by earning credits/graduation;

84% of student appreciate that clear rules against bullying, harassment, and/or physically hurting other people are posted and taught in our schools;

100% of parents believe our schools do a good job of evaluating their children's academic needs and designing an educational plan for success;

67% of parents believe our schools do a good job of preparing students for work and/or careers;

89% of parents believe our schools do a good job of ensuring students feel safe and secure;

100% of parents believe our schools communicate with them well.

LCAP Highlights

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

The SBCEO 2019-20 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. **INSTRUCTIONAL ROUNDS:** following our successful workgroup pilot in 2018-19, JCCS will expand Instructional Rounds, which is a process of observation allowing teachers to compare their own instructional practices with those of the teachers they observe. The process was effective in helping teachers identify instructional practices they'll continue to use because they saw other teachers employing them effectively, practices they currently use that they will now reexamine in light of what they observed, and practices they don't currently use but will try because they saw other teachers use them well.
2. **HISTORY/SOCIAL STUDIES:** JCCS staff will review and adopt new curriculum for implementation in 2020-21, and participate in professional development.
3. **BIG IDEAS MATHEMATICS:** JCCA staff will continue to enhance implementation practices and participate in additional professional development.
4. **TRAUMA INFORMED CARE:** JCCS will expand our use of restorative practices, collaborate with Probation to align practices, and extend our knowledge through continued professional development.
5. **FOSTER FOCUS:** countywide use of this database will expand, enhancing our efforts to utilize data to support foster youth.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

DATA ANALYSIS: we have worked hard to utilize the LCAP process as a meaningful tool for improvement. Our systematic approach to monitoring and analyzing data has become a strength for us, because we are now better able to strategically analyze data and fine tune our practices accordingly. Additionally, the 2018-19 Dashboard for Alternative School Settings (DASS) provided new insight for examining chronic absenteeism and student suspension, allowing us to identify key strategies for implementation in 2019-20.

BIG IDEAS MATHEMATICS: in 2018-19, we provided extensive and ongoing professional development for staff in order to successfully implement year one of our new mathematics curriculum adoption. Building on the success of our CBL workgroup, a math workgroup was created to guide the implementation process. As a result of our careful approach to implementation, a solid foundation has been established that will help lead toward consistent and calibrated mathematics instruction systemwide.

INSTRUCTIONAL ROUNDS: a highly successful pilot was implemented in 2018-19 by our Character Based Literacy (CBL) workgroup, allowing us to analyze our practices in a structured and systematic manner. This resulted in new learning related to the implementation of the ELA/ELD content standards, strategic sharing of best practices, and greater continuity of instruction across classrooms.

TECHNOLOGY: following years of frustrating and debilitating infrastructure woes, a major system upgrade was finally completed. This included reconfiguration at all three school sites, the most extensive of which involved stringing fiber across six miles of heavily wooded terrain resulting in significantly increased bandwidth at our school located in the Los Padres National Forest.

SCHOOL ATTENDANCE REVIEW BOARD (SARB): as reflected in the DASS, chronic absenteeism is an obvious issue at our community school. During 2018-19, we worked with Santa Maria Bonita School District and the Santa Barbara County SARB to pilot a SARB for FitzGerald Community School. The pilot will be expanded in 2019-20 to include a formal participation contract with the County SARB.

Referring to the California School Dashboard, 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

1. ELA - The Smarter Balanced assessment is challenging for us, because we do not test the same students year to year. Even still, we clearly recognize the need to improve overall ELA/ELD

academic performance and have focused on enhancing our intervention efforts through the strategic use of CBL, Let's Go Learn and Instructional Rounds.

2. Math - The great majority of our students come to us significantly deficient in Algebra credits. Their foundational skills of analysis, synthesis, problem solving, communication, and critical thinking are incomplete, impacting their ability to perform complex tasks related to concepts, facts, and skills. With this in mind, we focused on adopting a standards-based mathematics program that would best fill in the foundational gaps. In addition, in February 2019 we began using Let's Go Learn as an intervention program for mathematics.

3. Community School - Suspension Rate (DASS Indicator - Orange)

The students referred to FitzGerald Community School are typically referred for behavior issues. The community school is often the last intervention before expulsion, and is always the placement option for Santa Maria students who are expelled. We have done an exceptional job of working with students to modify and/or correct behaviors that led to their referral to our school.

To improve the suspension rate, we closely reviewed the incidents that led to suspensions and examined alternate means of corrections that could have been used. This led to greater emphasis on restorative practices (i.e., counseling, parent meetings, and improved use of after-school detention). Our analysis also revealed that in some cases we were incorrectly coding "alternate school setting" as "in-house suspension," which resulted in an inflated suspension rate. We improved our practices regarding the coding of suspensions. Our efforts are working, as our total days of suspension were greatly reduced this year.

4. Court schools: Suspension (DASS Indicator - Red)

We have revised our court school suspension policy multiple times throughout the past few years in an effort to protect instructional time for students. The first step was to eliminate the practice of automatically suspending students for multiple days per incident, and instead reviewing each incident separately to ensure appropriate administration of consequences. These steps initially helped reduce suspensions.

A change in the Probation booking policy greatly changed the student population at the hall. In 2018-19, all students were considered "high risk," which resulted in more volatile behaviors. There was an increase in gang fights at the hall, both in school and in the living units. Once again, the criteria for suspending a student needed to be re-examined. Previously students would be suspended for fighting or for assault due to the immediate danger this behavior posed in the classroom. In meeting with Probation, we realized we were duplicating efforts because Probation removed students from the classroom and placed them on "Room Confinement Status (RCS) after a fight. With the immediate danger under control, it was jointly determined that it didn't make sense for JCCS to suspend students from school once everyone was deemed safe. The next step was to determine how students would be provided instruction, since they were not allowed to engage with other students while on RCS. This issue was resolved by providing students with school work and asking JCCS teaching staff to work with the students at some point during each period. If a student required more assistance, Probation brought the individual student to the classroom after other students were dismissed at the end of the instructional day. In addition, Probation scheduled a restorative justice meeting for the student, which included both Probation and school staff. This process addressed the underlying issue, provided a vehicle for continued education, and allowed everyone to remain safe.

5. Community School - Chronic Absenteeism (DASS Indicator - Orange)

During the 2018-19 school year, we collaborated with our local school district to create a SARB process that mirrors what is being done in each student's home district. We generate reports following the same timeline, and participate in Truancy Mediation Meetings (TMM) with the district and families. Considerable time has been spent this year educating both the parent and student regarding the importance of school attendance and arriving to school on time. This is a new strategy, and we will likely not see improvement in chronic absenteeism until the 2020-21 school year.

6. Expulsion plans:

While we have made progress in Santa Barbara, we have work to do with respect to monitoring rehabilitation plans for progress, effectiveness, and completion rates countywide. This is something we do well within our JCCS system, and we plan to work with districts countywide to get a better picture of countywide effectiveness.

7. It continues to be important for our JCCS schools to become WASC accredited. Great strides have been made towards this goal, but more work remains in the areas of history/social studies and science. In 2019-20, our staff will focus on researching and adopting a social sciences curriculum; and in 2020-21 we will focus on science. The timeline for submitting the ACS WASC Affiliation Request has been revised to Fall 2020 to allow additional time for curriculum alignment.

Referring to the California School Dashboard, 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

JCCS is somewhat unique in that we do not have a typical subgroup of students. With 98.3% of our student population classified as low income, nearly all of our JCCS students are represented in this subgroup. Although 37.03% of our students are English Learners, and 12.34% are Students with Disabilities, neither group constitute a significant subgroup for state reporting purposes.

The California Dashboard does not identify any subgroup performing two or more performance levels below the "all student" group. This does not mean that we do not have groups performing well below average that need to be addressed. The two identified groups of underperforming students are:

English Learners - 37.03%

This past year considerable time was spent identifying best practices around the integration of ELD standards into our ELA curriculum, Character Based Literacy. While we did see some improvement in ELA assessment data, there is much more work to be done. We plan to utilize Instructional Rounds as a tool for improvement, as well as continued staff training and collaboration. As we enter into our second year of implementation of our new mathematics curriculum, Big Ideas, we will focus on more consistent utilization of embedded supports included in the curriculum; i.e.: flashcards, Spanish audio translation and the Multi-Language Glossary. For both ELA and Mathematics, we have adopted a prescriptive intervention program, Let's Go Learn, which provides targeted lessons specific to each student's area of need.

Students with Disabilities - 12.34%

JCCS maintains a least restrictive environment for students with disabilities by implementing a “push-in” model of support whenever possible. This model provides students access to the full range of content and curriculum of the program. A co-teaching model between special education and general education teachers is being successfully implemented for the Character Based Literacy program. The teachers have maintained a particular focus on written response and the writing process. As we enter the second year of implementation of our new mathematics curriculum, Big Ideas, an area of focus for special education will be implementation of embedded supports and interventions provided through the program, and development of a co-teaching model. The special education staff will continue to develop and address IEP goals that focus on individual student needs around core academic skills and strategies. For students requiring intensive academic intervention, special education staff will implement the prescriptive intervention program Let’s Go Learn to identify and target specific areas of need across. The Read 180 program, and accompanying System 44, will continue to be implemented for targeted literacy intervention. Special education staff continue to participate in collaborative problem solving through the Instructional Rounds process and will work through the IEP process to develop and modify individual support and service.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-19

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. (MET)

82.2% of long-term students earned credits at an accelerated pace, which is an 0.8% decrease (NOT MET)

Baseline: 83%

Students scoring nearly met or above in ELA:

18% Court (NOT MET)

8.6% Community (NOT MET)

Baseline: 26% Court / 28% Community; for 2018-10 - 28% Court / 30% Community

Students scoring nearly met or above in mathematics:

2.9% Court (NOT MET)

0% Community (NOT MET)

Baseline: 0% Court / 0% Community; for 2018-10 - 3% Court / 3% Community

The average SRI post-test Lexile level increased by 100 points. (MET)

Baseline: 10 points

The average SMI post-test Quantile level increased by 38 points (NOT MET)

Baseline: 55 points

100% of teachers review CBL implementation and Walkthrough Tool results during staff meetings (MET)

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 (MET)

Expected

18-19

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 1.5% 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 school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will increase by 3% from baseline.

The average Scholastic Reading Inventory (SRI) post-test Lexile level will increase by 15 Lexile points above the pre-test for long-term JCCS students.

The average Scholastic Math Inventory (SMI) post-test Quantile level will increase by 10 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% Court / 0% Community

Pre/Post Growth: 0

Pre/Post Quantile Growth: 55 Points

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

18-19

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.

Baseline

1.b Baselines:

Actual

Outcomes: 1.b

100% of teachers are highly qualified. (MET)

This year the CBL Workgroup engaged in "Instructional Rounds." Five sessions were conducted at rotating sites, allowing every CBL classroom to be visited multiple times. At the conclusion of each round of observations a summary was created which included evidence observed and identified next steps. This practice allowed all teachers to enhance their practice and increase the instructional rigor of the CBL program. (MET)

This was the first implementation year for the new math curriculum, "Big Ideas." Math teachers engaged in three full days of curriculum specific professional development, and an additional two days of training in the area of math reasoning and routines. (MET)

Expected

100%

100%

Metric/Indicator

1.c Metrics/Indicators:

CTE course completion rates

Participation in career awareness opportunities

Review of Individual Transition Plans (ITP)

18-19

Outcomes: 1.c

14% of Los Robles students will complete a direct instruction CTE courses.

It is expected that 100% of JCCS students will continue to 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.

Baseline

1.c

Baselines: 12%

100%

100%

Metric/Indicator

1.d Metrics/Indicators:

Actual

Outcomes: 1.c

42% of students completed CTE courses at Los Robles. (MET)

100% of JCCS students participated in career awareness opportunities. (MET)

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

Outcomes: 1.d

Expected

Training sign-in sheets

ELPAC Reports

CDE Reclassification
Rate

18-19

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).

The reclassification rate for JCCS English Learners will increase by 2% from the 2015-16 baseline.

Baseline

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

Actual

100% of JCCS teachers participated in professional development specific to English Learners. (MET)

As of May 10, we still do not have our 2019 ELPAC results back. We decided to go ahead and create a metric and baseline based on 2018. Our new metric will be to increase the percentage of students scoring at ELPAC Level 3 and above by 1%.

Baseline: 53.7% scored at ELPAC Level 3 and above in 2018

NOTE: we check daily to determine if ELPAC results are available and will immediately complete this section upon receipt.

Reclassification Rate:

It should be noted that with our transient population, we have completely different students from one year to the next. All four students who were eligible for reclassification were classified.

4.9% Court (NOT MET)

0% Community (NOT MET)

Baseline: 3.6% Court / 3.3% Community

Expected

Metric/Indicator

1.e Metrics/Indicators:

IEP goal progress

Review of IEP goals

18-19

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. (MET)

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

Metric/Indicator

1.f Metrics/Indicators:

Training sign-in sheets

18-19

Outcomes: 1.f

85% JCCS teachers will participate in study or training related to trauma informed care, resiliency, restorative practices.

Baseline

1.f Baseline:

Outcomes: 1.f

100% of JCCS teachers enhanced their learning in the Community Resiliency Model by attending training centered around brain-based science and Trauma Informed Care. (MET)

Expected

Actual

70% attendance

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 work toward submitting the ACS WASC Affiliation Request application by September 2019.	1.a.1 JCCS Leadership worked diligently toward completing the criteria needed for initial accreditation through WASC. With four of the five areas for initial candidacy focusing on curriculum, it became evident that curriculum needed to be our primary focus. Rather than rushing through to meet the expectation of required elements, the decision was made to focus on a solid implementation of math during the 2018-19 school year, and adopting social sciences in 2019-20 and science in 2020-21, which will delay submitting our ACS WASC Affiliation Request application by a year.	1000-1999: Certificated Personnel Salaries LCFF 1.a.1 No additional cost; part of regular staff duties	1.a.1 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0
1.a.2 JCCS staff will assign students to courses according to the approved course of study.	1.a.2 100% of students were assigned courses from the approved course of study.	1000-1999: Certificated Personnel Salaries LCFF 1.a.2 No additional cost; part of regular staff duties	1.a.2 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0
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.3 JCCS administrators and staff used the Credits Earned Policy as a guide when determining how many credits a student earned while in enrolled in	1000-1999: Certificated Personnel Salaries LCFF 1.a.3 No additional cost; part of regular staff duties	1.a.3 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0
1.a.4 JCCS staff will continue to implement Character Based Literacy and work toward improved practice and calibration.		1.a.4 CBL Licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000	1.a.4 CBL Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,000
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		1.a.4 CBL Books 4000-4999: Books And Supplies Supplemental and Concentration \$8,950	1.a.4 CBL Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,845.61
		1.a.5 IT Support 5700-5799: Transfers Of Direct Costs	1.a.5 IT Support 5700-5799: Transfers Of Direct Costs LCFF

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.

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.

a court or community school. Student progress was closely monitored, and class assignments were changed as students completed course credits, ensuring that time spent in JCCS was maximized.

1.a.4 JCCS CBL Workgroup met in July 2018 to create a Pacing Plan for the 2018-19 school year. On July 30, 2018, during the "Back to School" meeting, the placing plan was distributed along with all lesson plans for selected books. The CBL workgroup met 6 times on 10/8/18, 11/9/18, 1/25/19, 3/22/19, 5/17/19 and 6/3/19, and used the practice of Instructional Rounds to calibrate practice across all three school sites. Data from these rounds were shared with staff during weekly staff meetings and discussed during Leadership Meetings to improve instructional practice and calibration throughout JCCS.

1.a.5 Additional laptops were purchased this year for math workgroup members. JCCS has achieved a 1:1 student to Chromebook ratio allowing students to utilize Chromebooks during both core and intervention instruction.

Let's Go Learn was purchased as an ELA intervention this year.

In July 2019, Dos Puertas and FitzGerald received "High Speed"

Supplemental and Concentration \$25,500

1.a.5 Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration \$11,838

1.a.5 Big Ideas Workgroup Laptops 4000-4999: Books And Supplies Supplemental and Concentration \$8,162

1.a.5 E-Rate offset 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$49,006

1.a.5 Math intervention software 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$13,686

1.a.6 Big Idea Math Workgroup substitute salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,490

1.a.6 Big Idea Math Workgroup substitute benefits 3000-3999: Employee Benefits Supplemental and Concentration \$464

1.a.7 A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000

Supplemental and Concentration \$25,500

1.a.5 Chromebooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$9,603.47

1.a.5 Big Ideas Workgroup Laptops 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,289.86

1.a.5 E-Rate offset 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 24,691.72

1.a.5 Math intervention software 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,990

1.a.6 Big Idea Math Workgroup substitute salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,257.96

1.a.6 Big Idea Math Workgroup substitute benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$125.98

1.a.7 A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000

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.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

internet access. It took longer for Los Robles because of its remote geographical location and the unique challenges this posed. The Los Robles network upgrade was completed in January 2019. This long process involved multiple departments in SBCEO problem solving together for several years. This upgrade allowed teachers to plan classroom instruction based on student need rather than around available network bandwidth.

1.a.6 The Math Workgroup was created in August 2018. This group, along with teaching assistants, participated in two professional development sessions facilitated by trainers from "Big Ideas Math" on September 11, 2018 and October 23, 2018. This group participated in additional professional development hosted by SBCEO on October 17 and 18, 2018 and February 25 and 26, 2019. This training focused on teaching students "routines" for tackling problem solving. These two methodologies work in tandem to provide students with a solid foundation in math.

1.a.7 JCCS continued to offer an extensive menu of courses via Anywhere Learning Systems (A+).

1.a.8 The CBL Workgroup met on November 9, 2019 and March 22, 2019 to create new writing prompts aligned with CBL novels. These

1.a.8 CBL Workgroup Substitute Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,950

1.a.8 CBL Workgroup Substitute Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$364

1.a.9 SRI & SMI licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,100

1.a.10 JCCS Testing Coordinator 5800: Professional/Consulting Services And Operating Expenditures LCFF \$32,495

1000-1999: Certificated Personnel Salaries LCFF 1.a.11 No additional cost; part of regular staff duties

1000-1999: Certificated Personnel Salaries LCFF 1.a.12 No additional cost; part of regular staff duties

1.a.13 Additional teacher: Los Robles 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$96,668

1.a.13 Additional teacher: Los Robles 3000-3999: Employee Benefits Supplemental and Concentration \$46,560

1.a.8 CBL Workgroup Substitute Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,002.96

1.a.8 CBL Workgroup Substitute Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$153.17

1.a.9 SRI & SMI licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,270

1.a.10 JCCS Testing Coordinator 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$32,495

1.a.11 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

1.a.12 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

1.a.13 Additional teacher: Los Robles 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$98,117.40

1.a.13 Additional teacher: Los Robles 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$47,040.84

JCCS schools, and upon graduation).

prompts were administered in the fall and again in the spring. The JCCS Leadership team reviewed the results in April 2019 to identify growth and inform instruction.

1.a. 9 Upon entry into a JCCS school all students are given both the SRI & SMI. These scores are used to create each students' Individualized Learning Plan (ILP) and determine course placement. The SRI & SMI are given every 60 days thereafter to monitor progress and make mid-course corrections, as necessary.

1.a.10 JCCS teachers administer Smarter Balanced Interim Assessments to their students throughout the year and utilize these results in their classrooms. In January, the Leadership Team identified a specific subtest to be administered in the spring, and results were analyzed JCCS-wide.

1.a.11 The 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

1.a.14 Teaching Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$81,386

1.a.14 Teaching Assistants 3000-3999: Employee Benefits Supplemental and Concentration \$16,718

1.a.15 Student Data Advisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$66,760

3000-3999: Employee Benefits Supplemental and Concentration \$13,736

1.a.14 Teaching Assistants 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85,561.70

1.a.14 Teaching Assistants 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$63,539.28

1.a.15 Student Data Advisor 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0

1.a.15 Student Data Advisor 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0

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 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 2018-19, SBCEO funded an additional teacher at Los Robles allowing for smaller class size and more individualized instructional support. Two positive outcomes from smaller class sizes include a reduction in negative behaviors and additional time for individualized instructional support.

1.a.14 In 2018-19, 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 We budgeted for a full-time Student Data Advisor who retired. Due to declining enrollment in JCCS, shifts were made in job duties and hours were added to the Office Assistant positions to ensure that transition services remained a priority. The Student Data Advisor thoroughly trained our Dos Puertas and Los Robles

Office Assistants to provide effective support to facilitate student transition as they enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and move into higher education). Our former Student Data Advisor has been contracted to provide on-going training and support to our two JCCS Office Assistants.

Transition supports provided to students (while still detained), home school districts, and parents include updated transcripts and guidance regarding academic progress, graduation status, and school placement options. Upon release, transition support includes follow up services with the receiving school district. In the event the student did not return to their home district as expected, the student's probation officer is contacted for assistance.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already highly qualified.</p>	<p>1.b.1 100% of JCCS teachers are appropriately credentialed or authorized for the subjects they teach.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1.b.1 No additional cost unless a new teacher is hired who needs additional coursework</p>	<p>1.b.1 No additional cost unless a new teacher is hired who needs additional coursework 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0</p>
<p>1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD, Mathematics and History/Social Studies.</p>	<p>1.b.2 During the 2018-19 school year, the JCCS Professional Development Plan was updated to include additional ELA/ELD,</p>	<p>1.b.2 Professional Development - Registration Costs 5000-5999: Services And Other Operating</p>	<p>1.b.2 Professional Development - Registration Costs 5000-5999: Services And Other Operating</p>

<p>1.b.3 To ensure continuity of instruction, JCCS will continue to utilize the Automated Substitute Placement and Absence Management (AESOP) system for arranging qualified substitutes.</p>	<p>Mathematics, and History/Social Science Trainings.</p> <p>80% of teachers attended a full day training on July 30, 2018. The pacing plan for CBL was reviewed, training and support for the coming school year was discussed, and "Instructional Rounds" was introduced.</p> <p>The JCCS Director, Special Education Coordinator, four teachers and three teaching assistants attended four days of mathematics training: (a) two days of curriculum specific training in Big Ideas Math on September 11, 2018 and October 23, 2018, and (b) two days in math reasoning routines that span all grade levels and curriculum on October 17, 2018 & February 25, 2019.</p> <p>On April 30, 2019, three teachers attended Implementing the California History/Social Science framework: Beyond the Rollout! training hosted by SBCEO.</p> <p>1.b.3 JCCS staff continue to utilize the Automated Substitute Placement and Absence Management (AESOP) system. This system has streamlined the process of securing the most appropriate substitute for each individual classroom, thereby freeing up instructional staff to focus on other tasks.</p>	<p>Expenditures Supplemental and Concentration \$9,595</p> <p>1.b.2 Substitutes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$372</p> <p>1.b.2 Professional Development Subs 3000-3999: Employee Benefits Supplemental and Concentration \$73</p> <p>1.b.2 Professional Development Mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$411</p> <p>1.b.3 AESOP 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$327</p>	<p>Expenditures LCFF Supplemental and Concentration \$3,000.00</p> <p>1.b.2 Substitutes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,291.65</p> <p>1.b.2 Professional Development Subs 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$184.88</p> <p>1.b.2 Professional Development Mileage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$409.11</p> <p>1.b.3 AESOP 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$306.90</p>
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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"> • 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 	<p>1.c.1 JCCS offered two CTE courses to students (i.e. Culinary Arts and Small Gas Engines). As previously noted, the Los Robles School enrollment decreased this year, creating a challenge in identifying enough eligible students to fill a class. The CTE/ROP and JCCS administrators held three advisory meetings this year with partner agencies on Sept. 18, 2018, Nov. 26, 2018, and Jan. 10, 2019.</p> <p>During the 2018-19 school year, the Culinary Arts program enrolled 35 students, 17 of whom completed the course, earning 10 credits per student. 23 students received their ServSafe certification in Culinary Arts.</p> <p>The Auto Body program enrolled 14 students, none of whom completed the 5 credit course due to transient enrollment. 10 students received safety certification in Small Gas Engines.</p>	<p>1.c.1 CTE Director (.2 FTE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,412</p> <p>1.c.1 CTE Director (.2 FTE) 3000-3999: Employee Benefits Supplemental and Concentration \$6,127</p> <p>CTE Courses through A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1.c.2 No additional Cost (included in 1.a.7 above)</p> <p>1.c.3 Sub for college field trips 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,139</p> <p>1.c.3 Sub for college field trips 3000-3999: Employee Benefits Supplemental and Concentration \$212</p>	<p>1.c.1 CTE Director (.2 FTE) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$26,456.02</p> <p>1.c.1 CTE Director (.2 FTE) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,632.38</p> <p>1.c.2 CTE Courses through A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0</p> <p>1.c.3 Sub for college field trips 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$807.96</p> <p>1.c.3 Sub for college field trips 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23.61</p>
<p>1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.</p>	<p>1.c.2 JCCS provides an extensive catalog of online CTE courses through Anywhere Learning.</p>	<p>1000-1999: Certificated Personnel Salaries Special Education 1.c.4 No additional cost; part of regular staff duties</p>	<p>1.c.4 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries Special Education \$0</p>
<p>1.c.3 JCCS staff will facilitate field trips to community college campuses in Santa Barbara County to provide an orientation</p>	<p>1.c.3 JCCS provides multiple opportunities for students to become familiar with local colleges.</p>		

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.

Santa Barbara City College provided workshops for Los Robles students on March 22, 2019. Additionally, students from Los Robles attended a field trip to SBCC on April 12, 2019.

On December 7, 2018, FitzGerald staff partnered with Santa Maria High school staff in taking a group of students to UCLA for an orientation tour.

Allan Hancock provided workshops for Los Robles students on March 22, 2019. On February 22, 2019, students from Los Robles participated in an orientation field trip to Allan Hancock.

1.c.4 Special education staff continue to work on improving ITPs. This year the special education staff has worked with the transition services support staff to identify transition assessments, tools and resources that are appropriate for the students in the court schools. Students with IEPs participate in all transition focused opportunities available to all students within the court schools. Special education staff support students' career preparation by providing support in core content, facilitating participation in CTE courses, supporting their participation in workshops on campus, and by connecting them to support agencies and programs such as the Department of

Rehabilitation and Center for Employment Training.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>1.d.1 JCCS staff attended ELPAC training on December 12, 2018. During 2017-18, a "Strike Team" was created with one staff member from each site. This collaborative approach worked well to ensure alignment and calibration throughout JCCS, and it is now our recognized process for the ELPAC.</p>	<p>1.d.1 STOT 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$585</p>	<p>1.d.1 STOT 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$585</p>
<p>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.</p>	<p>1.d.2 Teachers and teaching assistants collaborated to implement an effective Read 180 instructional program. Students were given the Scholastic Reading 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. In 2018-19, 104 students earned credits in Read 180 across JCCS sites. Only two students needed System 44 during the 2018-19 school year.</p>	<p>1.d.1 STOT mileage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$89</p>	<p>1.d.1 STOT mileage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$111.18</p>
<p>1.d.3 JCCS staff will continue to incorporate ELD strategies that promote linguistic and academic proficiency into Character Based Literature lessons.</p>	<p>1.d.2 Teachers and teaching assistants collaborated to implement an effective Read 180 instructional program. Students were given the Scholastic Reading 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. In 2018-19, 104 students earned credits in Read 180 across JCCS sites. Only two students needed System 44 during the 2018-19 school year.</p>	<p>1.d.1 STOT substitutes 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$372</p>	<p>1.d.1 STOT substitutes 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$261.10</p>
<p>1.d.4 JCCS staff will continue to systematically review and identify</p>	<p>1.d.3 In the 2017-18 school year, all teachers attended a full-day</p>	<p>1.d.2 READ 180 4000-4999: Books And Supplies Supplemental and Concentration \$1,450</p>	<p>1.d.2 READ 180 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,517.55</p>
		<p>1.d.2 READ 180 Facility Space 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,807</p>	<p>1.d.2 READ 180 Facility Space 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,807</p>
		<p>1.d.2 Teaching Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,173</p>	<p>1.d.2 Teaching Assistants 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,695.21</p>
		<p>1000-1999: Certificated Personnel Salaries LCFF 1.d.3</p>	<p>1.d.3 No additional cost; part of regular staff duties 1000-1999:</p>

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.

workshop that included a component on embedding ELD supports into the CBL curriculum. For the 2018-19 school year, these foundational strategies were strengthened by incorporating Instructional Rounds into our CBL workgroup process. These Instructional Rounds provided a consistent format for identifying strengths and gaps in order to provide targeted feedback throughout JCCS.

1.d.4 Four (4) students were reclassified this year. Progress of EL/RFEP students was routinely discussed at weekly staff meetings to ensure students continued to receive needed supports.

No additional cost; part of regular staff duties

1000-1999: Certificated Personnel Salaries LCFF 1.d.4 No additional cost; part of regular staff duties

2.d.2 STOT benefits 3000-3999: Employee Benefits Supplemental and Concentration \$73

1.d.2 Teaching Assistants 3000-3999: Employee Benefits Supplemental and Concentration \$2,090

Certificated Personnel Salaries LCFF \$0

1.d.4 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

1.d.1 (numbering discrepancy from last year -- incorrectly written as 2.d.2) STOT benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$39.36

1.d.2 Teaching Assistants 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,090

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>1.e.1 The special education and general education teachers have maintained a team teaching model of support. The educational team considered and ultimately rejected adding a Learning Center model to the master schedule. The reduction in overall population and special education student population specifically has established a general education environment that supports team teaching and a push-in model of support for most students with IEPs. Students with identified needs that require a separate</p>	<p>1000-1999: Certificated Personnel Salaries Special Education 1.e.1 No additional cost; part of regular JCCS and Special Education staff duties</p>	<p>1.e.1 No additional cost; part of regular JCCS and Special Education staff duties 1000-1999: Certificated Personnel Salaries Special Education \$0</p>
<p>1.e.2 Special education teachers will continue to implement System</p>		<p>1000-1999: Certificated Personnel Salaries Special Education 1.e.2 No additional cost; part of regular JCCS and Special Education staff duties</p>	<p>1.e.2 No additional cost; part of regular JCCS and Special Education staff duties 1000-1999: Certificated Personnel Salaries Special Education \$0</p>
		<p>1000-1999: Certificated Personnel Salaries Special Education 1.e.3 No additional</p>	<p>1.e.3 No additional cost; part of regular JCCS and Special Education staff duties 1000-1999:</p>

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.

setting and/or alternate curriculum are served through a collaborative model of support including special education, probation, and general education staff. At Dos Puertas, the revised master schedule and ELA and Math curriculum adoptions have supported inclusive practices. The special education Coordinator and JCCS Director continue to work collaboratively with all facility staff to refine and build capacity around inclusive supports and strategies aimed at improving academic and behavioral outcomes.

1.e.2 Special education teachers continue to implement System 44 for students who do not meet threshold criteria for Read 180. Special education teachers also have access to and implement as needed alternative standards-based curriculum, Unique Learning Systems, for students who meet criteria to participate in the California Alternate Assessment.

1.e.3 The special education Coordinator conducted classroom observations on a regular basis and worked with collaborative teams to refine instruction. A classroom team at Dos Puertas demonstrated success in increasing the utilization of instructional strategies that were appropriate to subject matter and increased student engagement.

cost; part of regular JCCS and Special Education staff duties

Certificated Personnel Salaries
Special Education \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>1.f.1 On July 30, 2018, a refresher "Community Resilience Model" (CRM) training was provided to all staff. Additionally, Dos Puertas School staff attended a four hour restorative justice training with juvenile hall Probation staff on March 27, 2019. JCCS staff collaborated with Probation staff throughout the year to hold restorative sessions when students were in crisis or exhibited inappropriate behaviors.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 1.f.1 No additional cost, part of regular staff duties</p>	<p>1.f.1 No additional cost, part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0</p>
<p>1.f.2 JCCS staff will continue to share-out best practices during staff meetings.</p>	<p>1.f.2 Best practices are frequently discussed at weekly staff meetings. This information is then shared during Leadership Team meeting in order to enhance best practices JCCS-wide. This information allowed us to create a very useful resiliency toolkit for use when students become disruptive and need to be refocused. JCCS Site Liaisons and the JCCS Director attended the Bridges to Resiliency Conference on October 11, 2018 to strengthen their skills in creating and fostering resiliency in students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 1.f.2 No additional cost, part of regular staff duties</p>	<p>1.f.2 No additional cost, part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0</p>

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 significant areas of LCAP emphasis throughout the 2018-19 school year, specifically: Mathematics, English Language Arts, Career Technical Education (CTE), WASC, Technology, and Restorative Practices/Trauma Informed Care.

MATHEMATICS: JCCS made some important shifts in 2018-19 with respect to curriculum and instruction. "Big Ideas Math" was a new program for JCCS this year, and our goal was to provide a strong foundation for implementation. The time we spent time studying mathematics standards in 2017-18 was foundational, allowing us to access and absorb the "Big Ideas Math" training we received in 2018-19. With all staff receiving training, we were able to learn together and calibrate practices. The SBCEO sponsored "Routines for Reasoning" training was an excellent follow-up, providing training around instructional routines that support the development of mathematical fluency.

ENGLISH/LANGUAGE ARTS: Our second curricular emphasis in 2018-19 was in the area of ELA. JCCS staff participated in training specific to Instructional Rounds and Integrated ELD. With an English Learner population of 37.3%, we recognized the need to integrate ELD strategies into core subject areas, and Instructional Rounds served as a mechanism to observe and reflect upon our own instructional practice. Using Instructional Rounds, we initially observed for evidence of academic supports and ELD strategies in place for English Learners throughout our programs.

CTE: This year, both CTE programs (Culinary Arts and Auto Tech) began incorporating Chromebooks into the instructional program, enabling more students to access course content and take certification exams. Additionally, both CTE programs extended into Los Robles classroom space rather than operating solely in the kitchen and the shop, improving access to technology during instructional time and enhancing overall supervision.

WASC: Administrators and Leadership Team members thoroughly reviewed the Criteria for Initial Affiliation matrices to identify gaps. We found it essential to focus on curriculum, because four of the five categories examined for initial candidacy are directly related to curriculum and supports for academic growth. In the Standards-based Curriculum and Instruction category, our primary focus was on mathematics. Following our 2017-18 adoption of "Big Ideas Math," we turned our attention in 2018-19 to professional development and implementation. Our review of History/Social Science curriculum began in April 30, 2019 through the "Implementing the California History/Social Science Framework: Beyond the Rollout!" training provided by SBCEO.

TECHNOLOGY: In July 2018, Dos Puertas was upgraded from 6 Mbps to 200 Mbps and FitzGerald Community School was upgraded from 6 Mbps to 100 Mbps. It took a bit longer for Los Robles to be upgraded due to its remote location and the significant amount of construction that needed to occur. In January 2019, the final piece of construction was completed, increasing the bandwidth at Los Robles from 6 Mbps to 200 Mbps.

RESTORATIVE PRACTICES/TRAUMA INFORMED CARE: For the second consecutive year, members of the Leadership Team attended the "Bridges to Resiliency" conference to increase capacity for building resilient communities in our schools. Additional trainings provided to all JCCS staff included a review of the Community Resiliency Model and Restorative Practices, both of which were provided in affiliation with Fighting Back Santa Maria.

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

MATHEMATICS: JCCS made some important shifts in 2018-19 with respect to curriculum and instruction. Meaningful and consequential mathematics professional development occurred, resulting in our teachers feeling more comfortable and confident in teaching standards-based mathematics.

ENGLISH/LANGUAGE ARTS: The process of strategically observing instruction has been an important component of our professional development, and we will continue to engage in this type of work in the 2019-20 school year.

CTE: The Culinary Arts program continued to be an extremely popular course this year. Due to strong community connections created by the instructor, several of our Culinary Arts students were successfully placed in restaurant positions. The program also received numerous accolades from community sponsors. Thanks to our 1:1 Chromebook ratio, our students were able to complete ServeSafe at an increased rate this year.

This year the biggest challenge was due to a change in Probation booking criteria that reduced the overall student population at Los Robles, thereby making it difficult to fill two CTE classes. The camp population was as low as 15 - 17 students for several months. The low population also created a coordination issue between Probation and SBCEO in that Probation periodically pulled students from the Auto Tech class in order to fill their competing program mandates. In addition, a mud slide across highway 154, a major artery connecting Los Robles to the northern part of Santa Barbara County, restricted access to the camp for over a month. The Auto Tech teacher was unable to gain access to camp during this time. Even still, many AutoBody students were able to complete OSHA safety training for the first time during the 2018-19 school year.

WASC: All of the previously discussed work allowed JCCS to build capacity in working toward initial candidacy for WASC accreditation. Although we have made significant progress toward initial candidacy, a number of gaps remain in the areas of history/social science and science. In the category of Organization, JCCS staff focused on: (a) reviewing and revising our Mission and Vision statements; (b) developing learner outcomes and academic standards; (c) revising a very outdated JCCS Handbook; and (d) providing professional development specific to identified areas of student academic need. A number of gaps also remain in the area of Organizational Governance that need to be addressed prior to applying for Initial Candidacy.

TECHNOLOGY: This year has been a turning point with technology for JCCS. The increased bandwidth has meant teachers are free to plan their instruction based on student need rather available bandwidth. This year is also the first full year that JCCS has benefited

from dedicated IT staff on-site three half days per week. This has allowed teachers to focus on student learning rather than troubleshooting and maintaining technology.

RESTORATIVE PRACTICES/TRAUMA INFORMED CARE: We were very successful this year in continuing our professional learning and implementation in the area of community resilience. Attending the "Bridges to Resiliency" training, along with other workshop attendance throughout the year, enabled us to enhance our skills in working with at-risk youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.a.4 CBL books: we did not need to purchase as many books due to declining population.

1.a.5 Chromebooks: maintenance fees were not as high as anticipated

1.a.5 Workgroup laptops: the price of laptops was less than anticipated

1.a.5 E-rate: this was a substantial difference. We did not have to pay e-rate costs for 6 months of the school year at Los Robles because the work was not completed until July 2019.

1.a.5 Let's Go Learn: a determination was made that we needed a different software package than was originally quoted.

1.a.6 Big Idea Math substitute salaries & benefits: it was not necessary to hire substitutes on several of the dates, as we were able to combine classes due to low enrollment.

1.a.8 and 1.d.1 SBCEO raised the salary for substitute teachers after the LCAP was approved. The rate nearly doubled for substitutes who are retired employees.

1.a.9 SRI & SMI licenses: the increased cost was due to a rate increase.

1.a.13, 1.a.14, 1.c.1, and 1.d.2 – SBCEO completed negotiations after the LCAP was approved, which increased employee salaries and benefits.

1.a.15 Our Student Data Advisor retired and her work was distributed to other office staff.

1.b.2 We were planning to pay registration costs for special education staff to attend "Routines for Reasoning" training; however, the special education department paid for the trainings.

1.c.2 We were unable to attend one of the planned field trips due to Probation staffing issues.

1.d.2 We needed to replace all of our L-Books due to a new version release.

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.

Several factors led us to the decision to extend our timeline for submitting the WASC application for initial affiliation review until fall 2020 including a change to SBCEO Division administration and a need to continue alignment in the areas of curriculum adoption and Organizational Governance. (change noted in 1.a.1)

Our professional development efforts led us to begin conducting Instructional Rounds, which we plan to add to our LCAP actions and services for the 2019-20 school year. (changes noted in 1.a.4)

JCCS will review and adopt History/Social Science curriculum in 2019-20. (change noted in 1.a.6)

Upon review of JCCS student enrollment, a decision was made to reduce student/teacher ratio at Dos Puertas rather than Los Robles. Due to Los Robles enrollment one teacher will be moved to Dos Puertas; even with this shift, class sizes at Los Robles will continue to be low. (changes noted in 1.a.13)

When the Student Data Advisor retired, an enrollment-based decision was made to transfer transition responsibilities to the Dos Puertas and Los Robles Office Assistants. In 2019-20, transition services will continue to be provided by the Dos Puertas and Los Robles Office Assistants. (change noted in 1.a.15)

We revised the requirement for teachers to be Highly Qualified to reflect updated state and federal requirements. (change noted in 1.b.1)

We identified a metric for ELPAC assessments based on 2018 ELPAC outcomes. (change noted in 1.d.1)

Annual Update

LCAP Year Reviewed: **2018-19**

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
<p>Metric/Indicator Aeries Suspension and Attendance Reports</p> <p>Percent of students achieving at an accelerated rate</p> <p>California Healthy Kids Survey Response</p>	<p>Suspensions: 5.03%, a decrease of 14.77% (MET)</p> <p>Attendance Community School: 76.1%, an increase of 0.2% (NOT MET) Court School: 95.5, a decrease of 1.17% (NOT MET)</p> <p>Chronic Absenteeism Community School: 38.8, an decrease of 16.2 (MET) Court School: 0%, an decrease of 9.7% (MET)</p> <p>CHKS results indicate that 75% of students reported feeling there is a teacher or other adult who wants them to do their best and 67% reported they are being treated fairly by teachers. According to the JCCS school survey results, 79% of students feel that teachers encourage them to try new things/think independently and 83.9% believe that teachers have high expectations for their success. (MET)</p>

Expected

18-19

2.a From baseline scores:

- Decrease the number of suspensions by .4% per year
- Increase community school attendance by .6% per year and .2% at court schools
- Decrease chronic absenteeism by .4% per year
- Increase by 3% the percentage of students successfully reintegrating to their districts with accelerated progress toward high school graduation

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.

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

18-19

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

Percent of JCCS Long-Term Students Achieving at an Accelerated Rate: 82.2%, an increase of 11.2% above baseline (MET)

100% of school facilities are in compliance with Williams FIT. (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
2.a.1 The JCCS Safety Plan will be evaluated by staff and updated accordingly.	2.a.1 The JCCS Safety Plan was reviewed by JCCS and Special Education administration in January 2018. The Leadership Team reviewed and approved the Safety Plan in January 2018.	1000-1999: Certificated Personnel Salaries LCFF 2.a.1 No additional cost, part of regular staff duties	2.a.1 No additional cost, part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0
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 teaching assistants make a concerted effort to get to know their students well and are able to use this knowledge to individualize the assistance provided to students and support them as they transition through JCCS programs and back to their schools of residence. Our teaching assistants are invaluable members of the instructional staff, providing individualized support for students in both academics and behavior/emotional situations.	2.a.2 Aeries database 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,400	2.a.2 Aeries database 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,400
2.a.3 JCCS teachers, supported by teaching assistants, will continue to implement CHAMPS.	2.a.3 During the 2018-19 school year, the JCCS staff identified specific CHAMPS routines for implementation across our programs. For the past several years we have consistently embedded CHAMPS routines to the point we do not believe it needs to be called out as a separate action step. We will remove this as a stand alone item for the 2019-20 LCAP.	2.a.2 Aeries hosting 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000	2.a.2 Aeries hosting 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000
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.3 During the 2018-19 school year, the JCCS staff identified specific CHAMPS routines for implementation across our programs. For the past several years we have consistently embedded CHAMPS routines to the point we do not believe it needs to be called out as a separate action step. We will remove this as a stand alone item for the 2019-20 LCAP.	2.a.2 Counseling services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$50,000	2.a.2 Counseling services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$25,000
2.a.5 The JCCS Director will continue to work with Dos Puertas teachers and Probation to implement positive behavior incentives.	2.a.4 Fighting Back Santa Maria provided a workshop during the JCCS Back to School day on July	2.a.3 Teaching Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,173	2.a.3 Teaching Assistants 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,695.21
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.4 Fighting Back Santa Maria provided a workshop during the JCCS Back to School day on July	2.a.3 Teaching Assistants 3000-3999: Employee Benefits Supplemental and Concentration \$2,090	2.a.3 Teaching Assistants 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,942.41
		1000-1999: Certificated Personnel Salaries LCFF 2.a.4 No additional cost; part of regular staff duties	2.a.4 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

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

30, 2018. The workshop focused on conflict resolution strategies and teaching students how to identify their emotions. Fighting Back Santa Maria provided a parent workshop at FitzGerald on September 28, 2018 to teach these same strategies to parents for use in the home.

2.a.5 The school and probation staff at Dos Puertas met regularly regarding the incentive system to calibrate across units and between agencies. Based on these collaborative meetings, the incentive system was adjusted on August 16, 2018 and on August 24, 2018. An additional incentive was implemented each Friday to encourage perfect attendance.

In November 2018, a workgroup was established with a representative from Probation, general and special education staff to create a "Standard Operating Procedures" manual, with the goal of creating specific protocols, such as the correct process for youth entering and exiting a classroom, sitting in assigned seats, distribution/collection of pencils, etc. These protocols also include schooling for students on "Maximum Security/Room Confinement Status" (MS/RCS), including when youth are removed from the general population, time-outs, etc.

1000-1999: Certificated Personnel Salaries LCFF 2.a.5 No additional cost; part of regular staff duties

2.a.6 Gym lease 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$48,757

1000-1999: Certificated Personnel Salaries LCFF 2.a.7 No additional cost; part of regular staff duties

1000-1999: Certificated Personnel Salaries LCFF 2.a.8 No additional cost; part of regular staff duties

2.a.5 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

2.a.6 Gym lease 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$48,757

2.a.7 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

2.a.8 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

2.a.6 Gymnasium space continues to be leased at FitzGerald, allowing 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.

2.a.7 Staff certifications are consistently monitored. 100% of teachers and teaching assistants complete required certifications trainings.

2.a.8 Probation finished hiring their Management Team in May 2018 by hiring a Deputy Chief for Institutions who oversees the boys camp and juvenile hall. This is the first time since the fall of 2016 that all upper management positions in Probation have been filled. The period of transition within the Probation Department made it difficult for JCCS Administration to collaborate regarding pro-social behavior, processes and procedures and educational outcomes. Beginning this school year, JCCS Administration met quarterly with the Deputy Chief on September 21, 2018, February 2, 2019, April 5, 2019, and June 7, 2019. These meetings greatly enhanced communication.

JCCS, Probation and Behavior Wellness staff participated in productive and successful weekly "Treatment Team Meetings" in

order to support struggling students. This collaborative approach resulted in improved problem solving skills and pro-social behaviors among our students.

Probation continues to attend weekly staff meetings at both Los Robles and Dos Puertas, which positively affected communication and student behavior. At Dos Puertas, the weekly staff meetings were incorporated into "Rounds" with medical and Behavior Wellness, which enabled JCCS staff to voice concerns about specific students and gain insight from other departments regarding students' social/emotional state.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.b.1 JCCS staff will collaborate with Probation/SBCEO to ensure court/community school environments are well maintained in support of learning.</p>	<p>2.b.1 Throughout the school year, the JCCS Director worked with Probation and SBCEO to ensure that school facilities were in good repair. At Dos Puertas, security cameras were replaced and additional cameras were added to enhance security. These new cameras are high definition, providing better picture quality and more accurate identification, when needed.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 2.b.1 No additional cost; part of regular staff duties</p>	<p>2.b.1 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0</p>

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 JCCS Director facilitated discussions with Leadership team and staff regarding: (a.) court school suspensions (red), and (b.) community school chronic absenteeism and suspension (both orange). Multiple meetings were held to review data, examine processes, and identify changes for improved outcomes. We passionately believe that strong personal relationships are foundational to helping students reach positive academic, social and emotional outcomes, however, we understand that many students need additional supports. We have spent considerable time working to enhance our tiered system of support. We have worked diligently to improve our skills around restorative practices and trauma informed care, and for students needing intensive levels of intervention we have worked to enhance our collaborative treatment team processes and individual counseling supports. By providing multi-tiered, evidence based, data-driven systems of academic and behavioral supports, we believe student outcomes will improve and suspension rates and levels of chronic absenteeism will be reduced.

A decision was made in November 2018, in conjunction with Santa Maria Bonita School District (SMBSD), to pilot a formal School Attendance Review Board (SARB) program. Our program mirrors the program operated by SMBSD, and is facilitated the Director of Student Services for the district. We believe this program will help reduce absenteeism and tardiness.

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

Our court schools have been greatly affected by the change in Probation's booking criteria. While we are supportive of Probation's efforts to keep low-level youth offenders out of the system by providing them supports and programming rather than incarceration, this has greatly changed the student population enrolled in court schools. This change has impacted the court school program in several ways, the most immediate of which was a reduction in enrollment. Our student population has declined this year by 67%, creating a large fluctuation in population percentages relative to our baselines, since each student now accounts for a larger percentage to the whole.

Students are facing serious charges and have significantly more mental health issues than in the past. Attendance is impacted because of drawn-out court cases, the need for extensive mental health care, and increased fearfulness due to gang rivalries and targeting. All of this has had a tremendous affect on attendance.

Even with the dramatic change in student population (i.e.: serious offenses), we have been very successful in reducing our suspension rate. Our effective use of restorative practices and improved collaboration with Probation have resulted in a more proactive approach to resolving the underlying issues causing student misbehavior.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.a.3 – SBCEO completed negotiations after the LCAP was approved, which increased employee salaries and benefits.

2.a.2 Due to greatly reduced 2018-19 revenue (low enrollment) it was necessary to reduce expenditures, and a decision was made to discontinue counseling services. Knowing how important counseling is to the well-being of our at-risk students, we decided this would be an appropriate expenditure for Title I-D. Counseling services in 2018-19 were funded through Title I-D.

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.

A decision was made, in conjunction with Santa Maria Bonita School District (SMBSD), to operate a formal School Attendance Review Board (SARB) program in the 2019-20 school year. (change noted in 2.a.4)

Due to successful and consistent integration into the instructional program, we will be removing CHAMPS as a stand alone item for the 2019-20 LCAP.

Note: 2.a.3 from 2018-19 was removed for 2019-20.

2.a.3 Counseling services in 2019-20 will continue to be funded through Title I-D.

As previously mentioned, our student population has shifted significantly during the past two years due to Probation booking criteria. As a result, Probation has identified an increased need for treatment programs at Los Prietos Boys Camp. JCCS will work closely with Probation in 2019-20 to study program options, and upon approval of a treatment program, design an appropriate educational program. (change noted in 2.a.9)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Actual

Metric/Indicator

Santa Barbara County Plan for Expelled Youth

18-19

3.a 100% of districts within the County have a plan in conjunction with the Santa Barbara County Education Office to provide educational services

Baseline

100%

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

Metric/Indicator

Rate of students meeting the terms of their expulsions

18-19

3.b The percentage of JCCS expelled youth meeting the terms and conditions of their expulsions will increase by .7% from the baseline.

Baseline

71%

62.5% of JCCS expelled youth met the terms and conditions of their expulsion plans, a 8.5% decrease. ---Should be noted that with only 10 expelled students this decrease is representative of one student.--- (NOT 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
<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.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.</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: https://sbceo.org/child-welfare/</p> <p>3.a.2 During 2018-19, the CDE resumed the statewide Community Day School Network. The network is focused on bringing together educators who are responsible for working with students, including expelled youth, who have experienced behavioral and attendance challenges in all types of schools. This year the Central Region Summit was hosted by the San Luis Obispo County Office of Education on December 13, 2018. The JCCS Director attended the "Community Day School Field Colleague Network and California Association of Supervisors of Child Welfare and Attendance Regional Workshop," along with representatives from school districts in Santa Barbara and San Luis Obispo County. The JCCS Director coordinated attendance to</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 3.a.1 No additional cost; part of regular staff duties</p> <p>3.a.2 Refreshments for summit 4000-4999: Books And Supplies Supplemental and Concentration \$500</p>	<p>3.a.1 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>3.a.2 Refreshments for summit 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>

this event for school districts in Santa Barbara County.

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.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>3.b.1 District rehabilitation plans for students generally included the following areas: academic progress, behavior, attendance, and counseling. JCCS staff met with students upon enrollment to review rehabilitation plan requirements and develop a strategy for successful reintegration back to their home school. Periodic progress checks were conducted, and when necessary, mid-course corrections were incorporated into the plan. JCCS staff truly excel in this area. To facilitate the counseling component of district rehabilitation plans, JCCS contracted this year with the Council on Alcoholism and Drug Abuse (CADA) for a full time Youth Services Specialist.</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 ongoing meetings with students to review progress. 	<p>1000-1999: Certificated Personnel Salaries LCFF 3.b.1 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF 3.b.2 No additional cost; part of regular staff duties</p>	<p>3.b.1 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>3.b.2 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0</p>

- 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.

Goal 3 of this LCAP includes two components: (a.) countywide plans, and (b.) JCCS specific services and supports.

SBCEO worked collaboratively with local school districts and partner organizations to facilitate the development of effective rehabilitation services and social/emotional supports countywide. In this work we incorporated the CDE Examples of Model Practices, specifically focusing on:

- Improving the quality of rehabilitation plans to ensure they are realistic and appropriate;
- Individualizing plans based on the needs of the specific expelled students being served (e.g. drug rehabilitation, specific counseling, restorative practices, academic achievement, job training, or other rehabilitative programs);
- Supporting restorative justice and positive behavior practices.

JCCS administration and staff have continued to fine tune the process of assisting students in meeting the terms and conditions of their rehabilitation plans while enrolled at FitzGerald Community School. This process involves consistent communication with students, implementation of services and progress monitoring.

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

While we have made progress in Santa Barbara, we have work to do with respect to monitoring rehabilitation plans for progress, effectiveness, and completion rates countywide. This is something we do well within our JCCS system, and we plan to work with districts countywide to get a better picture of countywide effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.a.2 We attended a regionally administered meeting in San Luis Obispo County rather than hosting the event. JCCS did not provide refreshments for the regional meeting.

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.

No changes to the 2019-20 LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Actual

Metric/Indicator

4.a Metrics/Indicators

The number of active, registered Foster Focus users in Santa Barbara County

Sign in sheets
Percentage of new users attending at least one Foster Focus training

Annual Evaluation
Number of registered Foster Focus users who indicate they use the system on a regular basis

4.a Santa Barbara County registered a total of 20 new Foster Focus users in 2018-19. After accounting for users who were inactivated, our total number of registered users is 54. Of these 54 users, two are Senior CWS staff members. (MET)

90% of all new registered users attended at least one training. We exceeded our goal by 5%. (MET)

Our end of the year Foster Focus evaluation shows that 50% of the registered users are using the system on a regular basis. (MET)

Expected

18-19

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 2 senior CWS staff members to use Foster Focus.

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.

The number of users that regularly utilize the system will increase by 5% from baseline (to 50%).

Baseline

10 Active, Registered Foster Focus users

70% Foster Focus Training Attendance

45% of Foster Focus users regularly utilize the system

Metric/Indicator

4.b Metrics/Indicators

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)

18-19

Actual

4.b The FYSCP continues to collect data on the mobility of foster youth from 100% of the school districts (MET)

42% of districts provide local data on foster youth graduation rates. (MET)

20% of districts provide local data on attendance rates. (NOT MET)

20% of districts provide local data on suspension/expulsion rates. (NOT MET).

42% of districts provide local data on AB 167/216 approvals. (MET)

Locally collected data was presented to county stakeholders two times. (MET).

Local stakeholders were engaged in Executive Advisory Council (EAC) meetings. One district that regularly attended EAC meetings last year was unable to attend every meeting this year due to an unavoidable schedule conflict. Our calculation shows that attendance would have been 70.8% with this district included, but given the district's absence, our attendance rate was 64.5%. (NOT MET)

Expected

4.b

The FYSCP will continue to collect data on the mobility of foster youth from 100% of the school districts.

The FYSCP will increase the percentage of districts providing local data on foster youth graduation rates by 25% above baseline (to 35%).

The FYSCP will increase the percentage of districts providing local data on foster youth attendance rates by 25% above baseline (to 35%).

The FYSCP will increase the percentage of districts providing local data on foster youth suspension/expulsion rates by 25% above baseline (to 35%).

The FYSCP will increase the percentage of districts providing local data on AB 167/216 approvals by at least 5% above baseline (to 33%).

Locally collected data will be 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 from baseline (to 70%) in attendance at EAC meetings.

Baseline

100% of the districts provide mobility data for foster youth

10% of the districts provide high school graduation data for foster youth

10% of the districts provide attendance data for foster youth

10% of the districts provide suspension/expulsion data for foster youth

28% of the districts provide AB 167/216 data for foster youth

1 presentation of local data was made to the Executive Advisory Council

67% - Executive Advisory Council attendance rate

Actual

Expected

Metric/Indicator

4.c Metrics/Indicators

Number of foster youth attending the Community School

Percentage of students missing partial credits that were assisted by the FYSCP in recovering those credits

Percentage of referrals made on behalf of Community School students whose Foster Focus record had previous supportive services documented

Percentage of eligible students who were granted AB 216 exemptions by JCCS or previous schools

18-19

4.c JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School.

The FYSCP will ensure that 100% of the students due partial credits receive them.

The FYSCP will utilize information in Foster Focus to identify services that were provided at previous schools, and make referrals accordingly to ensure continuity of services.

The FYSCP will assist JCCS with identifying, screening and approving 100% of all AB 216 eligible youth (this includes honoring prior AB 216 exemptions granted by previous schools).

Baseline

4 foster youth enrolled in the Community School

100% of the students due partial credits were assisted in obtaining those credits

N/A - there were no supportive services recorded in Foster Focus

Actual

4.c The FYSCP partnered with JCCS to identify foster youth attending the Community School. One foster youth was enrolled in the community school in 2018-19 (MET)

The FYSCP ensured that 100% of community school students in foster care received all partial credits due to them. (MET)

The FYSCP utilized Foster Focus to identify services that were provided to foster youth at previous schools; no referrals were recorded. (MET)

The FYSCP assisted JCCS with identifying, screening, and approving AB 216 eligible youth. 100% of eligible foster youth in the court and community schools were screened and approved for AB 216. (MET)

Expected

Actual

100% of the students eligible for AB 216 were granted the exemption

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>4.a.1 JCCS and other district staff will utilize the Foster Focus system to coordinate support services for foster youth. Foster Focus will also serve as a mechanism for efficient and expeditious transfer of education records and health/education passports.</p>	<p>4.a.1 JCCS and other district staff utilized the Foster Focus system to identify foster youth, as well as their educational rights holders, social workers and probation officers, in order to more effectively coordinate services. Transcripts, Individual Education Plans, and AB 167/216 approvals were uploaded to Foster Focus, which then served as a source of educational records for receiving schools and allowed them to quickly determine students' appropriate educational placement in courses and Special Education programs.</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.a.1 No additional duties; part of regular staff duties</p>	<p>4.a.1 No additional duties; part of regular staff duties - Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0</p>
<p>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.</p>	<p>4.a.2 The FYSCP registered new users at local districts and at Santa Barbara Child Welfare Services. All users were invited to attend a training scheduled for a group of users, or given the opportunity to schedule a one-on-one training. Previously registered users were invited to attend any training at their district that was held for new users, and provided ongoing</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.a.2 No additional duties; part of regular staff duties</p>	<p>4.a.2 No additional duties; part of regular staff duties - Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0</p>
<p>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</p>	<p>4.a.2 The FYSCP registered new users at local districts and at Santa Barbara Child Welfare Services. All users were invited to attend a training scheduled for a group of users, or given the opportunity to schedule a one-on-one training. Previously registered users were invited to attend any training at their district that was held for new users, and provided ongoing</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.a.3 No additional duties; part of regular staff duties</p>	<p>4.a.3 No additional duties; part of regular staff duties - Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0</p>

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.

support via Zoom online meetings, in-person meetings, and phone calls.

4.a.3 The Foster Focus user survey revealed a 5% increase in users that use the system on a regular basis. This year, 75% of those surveyed responded that the number one use for the system is to obtain updated contact information, including new home addresses for students and caseworker information. All the database tools we listed were rated as "Very Useful" by the majority of those surveyed, but "Educational Rights Holder Information" was the only feature rated as "Very Useful" by 100% of the respondents. This confirms that Foster Focus users have moved beyond simply identifying foster youth, to using the system to contact other individuals involved in the education of these students in order to communicate and coordinate services.

4.a.4 FYSCP staff utilized Foster Focus to provide Educational Progress Summaries to social workers for court reports. These summaries contained up-to-date information on grades, as well as attendance and behavior information. FYSCP staff worked with Child Welfare Services to begin notifying schools when children in their district were removed from their home and entered foster care. We utilized

Other Source: Foster Youth Services Coordinating Program (FYSCP)
1000-1999: Certificated Personnel Salaries Other 4.a.4
No additional duties; part of regular staff duties

4.a.4 No additional duties; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP)
1000-1999: Certificated Personnel Salaries Other \$0

information in Foster Focus to help social workers and schools facilitate "best interest determinations" regarding whether or not a student would stay in their school of origin. Of the 28 notifications of entry into care sent out, only 8 students changed schools. Lastly, staff utilized the AB 167/216 report in Foster Focus to identify students that needed to be screened, then notified districts and provided technical assistance to counselors when necessary.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>4.b.1 The FYSCP participated in data collection webinars facilitated by the Foster Youth Services Technical Assistance team, as well as a pilot project to address data collection and analysis for school stability using Foster Focus.</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.b.1 No additional duties; part of regular staff duties</p>	<p>4.b.1 No additional duties; part of regular staff duties - Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0</p>
<p>4.b.2 FYSCP staff will collect foster youth educational data manually and electronically from participating districts.</p>	<p>4.b.2 FYSCP staff regularly collected foster youth educational data, both manually and electronically, from participating districts. Manual data collection was done on an individual basis, usually when a student transferred schools, had an upcoming court date, or when they were receiving FYSCP case management services. Electronic data was collected from 4 districts through Foster Focus links.</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.b.2 No additional duties; part of regular staff duties</p>	<p>4.b.2 No additional duties; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0</p>
<p>4.b.3 FYSCP will utilize Foster Focus to compile reports on school mobility, academic achievement, and other available measures.</p>			
<p>4.b.4 FYSCP will convene Executive Advisory Council meetings, and other</p>		<p>Other Source: Foster Youth Services Coordinating Program (FYSCP)</p>	<p>4.b.3 No additional duties; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP)</p>

subcommittees to discuss foster youth needs as demonstrated by data, and work toward coordinated solutions with stakeholders.

4.b.3 The FYSCP utilized the Foster Focus school mobility report to inform districts of any upward and downward mobility trends in their district. We utilized the Grade 12 academic snapshot to review completed A-G requirements for seniors (in and out of county, as well as the Financial Aid Checklist report to track FAFSA completion.

4.b.4 The FYSCP convened 4 Executive Advisory Council meetings and 1 higher education subcommittee meeting in 2018-19.

1000-1999: Certificated Personnel Salaries Other 4.b.3 No additional duties; part of regular staff duties

1000-1999: Certificated Personnel Salaries Other \$0

Other Source: Foster Youth Services Coordinating Program (FYSCP)

1000-1999: Certificated Personnel Salaries Other 4.b.4 No additional duties; part of regular staff duties

4.b.4 No additional duties; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.c.1 JCCS will notify the Foster Youth Services Coordinating Program (FYSCP) when a foster youth enrolls or disenrolls in the Community School.</p> <p>4.c.2 The FYSCP will provide transition support to incoming and outgoing Community School students in foster care by taking the following steps:</p> <ul style="list-style-type: none"> • Reviewing transcripts • Requesting partial credits owed from previous schools • Utilizing Foster Focus to identify previously provided services that should be continued, and notifying JCCS or caseworker of findings 	<p>4.c.1 JCCS notified the FYSCP when foster youth enrolled in the community school. The one community school student enrolled this year is still attending and does not yet need support for transition back into his school of residence .</p> <p>4.c.2. The FYSCP requested transcripts for the one community school student, and will request partial credits if needed by the end of June. There were no services for the student recorded in Foster Focus. Outgoing transition support is not applicable at this point, and AB 216 does not apply to this student.</p> <p>4.c.3 JCCS staff counseled 100% of the AB 216 eligible foster youth</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.1 No additional cost; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.2 No additional cost; part of regular staff duties</p> <p>4.c.3 Student Data Advisor 2000-2999: Classified Personnel</p>	<p>4.c.1 No additional duties; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0</p> <p>4.c.2 No additional duties; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other \$0</p> <p>4.c.3 No additional charge; part of regular staff duties. 2000-2999:</p>

- 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.

and forwarded documentation to the FYSCP for upload into Foster Focus.

4.c.4 The FYSCP forwarded available information on local college and career resources for foster youth to JCCS.

4.c.5 The FYSCP responded to 2 requests for delivery and coordination of educational services for Foster Youth. Specifically, the FYSCP assisted with 1 issue involving the assignment of education rights for a foster youth, as well as with completing financial aid applications for one senior in juvenile court school.

Salaries Supplemental and Concentration \$1,362

4.c.3 Student Data Advisor 3000-3999: Employee Benefits Supplemental and Concentration \$280

Other Source: Foster Youth Services Coordinating Program (FYSCP)
1000-1999: Certificated Personnel Salaries Other 4.c.4
No additional cost; part of regular staff duties

Other Source: Foster Youth Services Coordinating Program (FYSCP)
1000-1999: Certificated Personnel Salaries Other 4.c.5
No additional cost; part of regular staff duties

Classified Personnel Salaries LCFF \$0

4.c.3 No additional charge; part of regular staff duties. 3000-3999: Employee Benefits LCFF \$0

4.c.4 No additional charge; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP)
1000-1999: Certificated Personnel Salaries Other \$0

4.c.5 No additional duties; part of regular staff duties - Other Source: Foster Youth Services Coordinating Program (FYSCP)
1000-1999: Certificated Personnel Salaries Other \$0

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.

Implementation of the Foster Focus system is continuing at a steady pace. We registered new users who hold various positions at school sites, but the primary users of the system are staff members who are specifically assigned to work with the foster youth population. After giving two senior staff members at Child Welfare Services (CWS) access to Foster Focus, we were asked to register and train a CWS Administrative Assistant who is now utilizing the system to update educational information in the Child Welfare database.

In regard to collecting local data on foster youth, we have continued to consult with other county offices of education as well as the Foster Youth Services Technical Assistance team. Due to the many challenges associated with collecting meaningful local data for this population, most counties are currently utilizing Dataquest and the District Dashboards to measure outcomes for their foster youth. Meanwhile, many of the questions we posed regarding local data collection are still being addressed in meetings and webinars. The Technical Assistance leaders have formed 5 teams to conduct pilot projects, 3 of which have a strong data collection component. Santa Barbara's FYSCP is a lead for one of the pilots, and we will have new baseline data related to school stability from this pilot in 2019-20. In 2018-19 we focused our attention on collecting data through Foster Focus, although we also collected data manually by requesting records for 181 unduplicated students in foster care. These records were provided to social workers to inform the juvenile court and facilitate the provision of support services. However, because these records were in alignment with upcoming court dates, the outcome data obtained from them does not represent 100% of any of the unlinked district's foster youth population, and therefore did not help us reach all of our data collection goals this year. Lastly, we presented data on current demographics, school mobility, and financial aid access to our Executive Advisory Council members twice this year.

We continue to partner with JCCS to support foster youth transitions in and out of the community school. There are challenges to identifying foster youth in court schools because their foster care cases are suspended soon after they are incarcerated, however, Foster Focus allows us to track these youth and to work efficiently with JCCS to ensure that they are approved for AB 216 if they are eligible.

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

We were successful in increasing access to Foster Focus and in identifying several strategies that will help ensure that the system is used more often to increase support and coordinate services for foster youth. For example, we found that smaller group trainings allow for more exploration of the system and demonstration of how it can be utilized, thus increasing the chances that users will return to the system when they need information. Additionally, when we registered an Administrative Assistant at Child Welfare Services, that person was able to get a large number of case files updated with current educational information, including information on Special Education eligibility, which can now be accessed by social workers. The end of the year survey revealed that overall users are utilizing

a variety of features in the system, but future trainings should include more information regarding how to access reports, which is the least understood function.

Overall we are continuing to increase our communication with districts through our use of Foster Focus, and we have much more valuable information in the system due to our partnership with Child Welfare Services, which allows us to update Educational Rights Holder information and coordinate with schools prior to placement changes. We did not meet all of our data collection goals because we are being cautious about overburdening districts with new requirements that may change after we receive more guidance from our Technical Assistance team. The creation of the new pilot projects only confirmed that this strategy is warranted because it highlighted the questions that all of the FYSCPs have regarding how to gather information on specific measures. We continue to collect and upload individual records for students, including transcripts, attendance, and behavioral reports. We were able to meet several of our data collection goals due to our linked districts, but we did not begin to systematically collect data manually for any single (non-linked) district, which is why we have not reached the goal of collecting data from 35% of our local districts.

We provided transition support to the 1 community school student in foster care this year, and responded to two specific requests for support on behalf of court school students. Additionally, our records show that our monitoring of students in Foster Focus lead to us providing at least one type of support service to 100% of the court school students in foster care. These support services included help obtaining partial credits, financial aid assistance, and technical assistance provided to caseworkers in support of educational issues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.c.3 Due to the early retirement of our Student Data Advisor, there was no charge. Her duties were distributed to other school staff and will be part of their regular duties in the future.

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.

Four of the expected annual measurable outcomes in 4b. were adjusted to reflect only the increase in data collection that will occur when we link a 5th district to Foster Focus, but will not include a projected increase in data collection based on manual collection of data. This will bring the graduation data to 56%, attendance data collection to 25%, the suspension/expulsion data to 25%, and the AB 216 data to 56%. The planned actions and services in 4.a.1 were modified to show our plan to complete the last (5th) district link with Foster Focus, and the budgeted expenditures for 4.a.1 was modified to show the cost of \$5,000 to create the link.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Actual

PSAC:

Percent present for all four meetings: 96.9% (MET)
Baseline based on 2017-18: 87.5%

Parent Information Nights:

Parents in attendance: 15 of 35 attended = 43% (MET)
Baseline: 16 of 55 = 29% / metric indicator was to increase by 5 parents (or 9%), for an overall attendance rate of 38% in 2018-19

Transition Conferences:

DPS, Phone 23, In-Person 11, Schools 39 (39 total) 97% (MET)
LRS, In-Person, 43, Schools 43 (43 total) 100% (MET)
Baseline: DPS - 96%; LRS: 100%

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

Fall October 15-19, 2018: 21 total (23 enrolled) 91% (MET)
Spring March 11-15, 2019: 43 total (26 enrolled) 81% (MET)
Baseline: Fall: 77% Spring: 81%

Parent/Teacher Conferences- Court Schools (by phone):

Fall November 5-9, LRS, 13 total (17 enrolled) 77% (NOT MET)
Fall November 5-9, 2018, DPS, 35 total (41 enrolled) 85% (MET)

Expected

18-19
5.a

PSAC/DELAC: increase baseline by 3%

2017-18 Parent Information Nights: increase baseline by 5 parents

Transition Conferences: maintain baseline progress

Parent/Teacher Conferences
(in person) - FitzGerald: increase baseline for each semester by 2%

Parent/Teacher Conferences
(by phone) - Court Schools:
increase baseline for each semester by 1%

Baseline

Upon review of 2017-18 data, the following baseline measures were established:

PSAC/DELAC:
75% parent/community participation rate

2017-18 Parent Information Nights:
Parent/community members present: 16

Transition Conferences:
DPS: 96%
LRS:100%

Parent/Teacher Conferences
(in person) - FitzGerald:
Fall: 75%
Spring: 79%

Parent/Teacher Conferences
(by phone) - Court Schools:
Fall: 85%
Fall : 85%

Metric/Indicator

Actual

Baseline: Our first ever Court Schools P/T Conferences were held in fall of 2017. Our fall baseline was 85%.

JCCS added spring P/T Conferences in 2019, and baselines are as follows:
Spring March 11-15, 2019, LRS, 10 total (15 enrolled) 67% (NEW BASELINE)
Spring March 11-15, 2019, DPS, 24 total (35 enrolled) 69% (NEW BASELINE)
Baseline indicator for 2020-21: increase by 1% to: LRS - 77%; DPS - 70%

Attendance at Open House:
Average attendance: 13 of 44 = 29.6% (MET)
Baseline: average = 28.6%; Increase by 1% for 2018-19 to 29.6%

On the parent survey, 55.6% responded they are aware of specific community and agency trainings. (MET)

Expected

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

18-19

5.b Baseline will increase by 5%

Baseline

Upon review of 2017-18 data, the following baseline measure was established:

18% of parents responded the school does a good job of informing parents of community and agency training opportunities.

Metric/Indicator

Parent participation in IEP meetings and assessment process.

18-19

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%

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

Baseline: 23%

The percentage of parents who attended IEP meetings increased to 100% (MET)

Baseline: 80%; for 2018-19: 90%

Parent reported having the opportunity to provide input during IEP meetings was maintained at 100% (MET)

Baseline: 96%; for 2018-19: 100%

The percentage of parents who provided input to assessment increased to 100% (MET)

Baseline: 83%; for 2018-19: 90%

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.

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.

5.a.1 JCCS provided the following opportunities for parents to participate in decision-making activities. PSAC meetings were held on; September 26, 2018, February 13, 2019 (rescheduled from January 30, 2019), March 27, 2019 and May 15, 2019, and outcomes were reviewed during Leadership Team meetings. Additional decision-making activities included (a.) the parent survey, in which numerous ideas were elicited reviewed during Leadership Team meetings, and (b.) a shift in process for parent teacher conferences, allowing parents expanded opportunities to provide input regarding school-wide supports and services.

5.a.2 JCCS held quarterly parent information nights at the community school on September 25, 2018, March 25, 2019 and May 14, 2019. Topics included getting to know the school, curriculum and policies, VAPAing and teenage health (provided by Fighting Back Santa Maria), and High School Orientation (provided by SMJUHSD Student Services).

Last year JCCS court schools piloted parent teacher conferences via telephone as a way to update parents on their students' progress and to elicit parent participation. This method was highly successful, and this year the Leadership Team decided to hold

1000-1999: Certificated Personnel Salaries LCFF 5.a.1 No additional cost; part of regular staff duties

5.a.2 Refreshments - Parent Education 4000-4999: Books And Supplies Supplemental and Concentration \$100

5.a.3 Refreshments - PSAC 4000-4999: Books And Supplies Supplemental and Concentration \$100

1000-1999: Certificated Personnel Salaries LCFF 5.a.4 No additional cost; part of regular staff duties

5.a.1 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

5.a.2 Refreshments - Parent Education 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$105.80

5.a.3 Refreshments - PSAC 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$96.74

5.a.4 No additional cost; part of regular staff duties 1000-1999: Certificated Personnel Salaries LCFF \$0

phone conferences twice during the year, in the fall and spring.

5.a.3 JCCS administration and Leadership Team worked with the Parent School Advisory Committee (PSAC) to revise questions and discuss outreach in order to increase the number of survey responses. At the community school, parents completed the survey by computer prior to meeting with teachers. This process was attempted at the court schools, however, parents were not as comfortable or proficient with technology. Instead, the parent survey was mailed, and responses were hand entered by JCCS staff.

5.a.4 JCCS staff provided translation services for 100% of district and school committee meetings, events and functions. At the community school, JCCS collaborated with Santa Maria-Bonita School District and Santa Maria Fighting Back to provide Mixteco translators for enrollment, SARB meetings, and parent presentations.

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.	5.b.1 JCCS continued to regularly disseminate information regarding community-based events, and the school office maintained a	5.b.1 Postage and Printing 5000-5999: Services And Other Operating Expenditures	5.b.1 Postage and Printing 5000-5999: Services And Other Operating Expenditures LCFF

<p>5.b.2 To enhance communication between school and home, Los Robles students will create a quarterly newsletter to be distributed to parents.</p>	<p>designated area in which flyers and other communications were posted and distributed. Parents were routinely encouraged to take advantage of the information.</p> <p>5.b.2 Los Robles distributed two student-created newsletters to parents, one in the fall and one in the spring. Due to decreased student enrollment, it was challenging to create a full student writing team.</p>	<p>Supplemental and Concentration \$200</p>	<p>Supplemental and Concentration \$213.58</p>
		<p>Not Applicable Not Applicable 5.b.2 No additional cost; Santa Barbara Probation Department will pay for printing and postage</p>	<p>5.b.2 No additional cost; Santa Barbara Probation Department will pay for printing and postage Not Applicable Not Applicable \$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5.c.1 Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.</p>	<p>5.c.1 Special education staff contact parents upon enrollment via phone to inform them that their student is enrolled at the court school and receiving special education services. When scheduling IEPs, staff connect with parents first to arrange a time and method for attending that is convenient to them. Parents have participated in IEP meetings by phone and in person with a 100% participation rate.</p>	<p>1000-1999: Certificated Personnel Salaries Special Education 5.c.1 No additional cost; part of Special Education staff duties</p>	<p>5.c.1 No additional cost; part of Special Education staff duties 1000-1999: Certificated Personnel Salaries Special Education \$0</p>
<p>5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.</p>	<p>5.c.2 100% of parents participated in all assessment through interview, parent questionnaire, and rating scales. When necessary, staff facilitated completion of parent questionnaires and rating scales either in person or over the phone.</p>	<p>1000-1999: Certificated Personnel Salaries Special Education 5.c.2 No additional cost; part of Special Education staff duties</p>	<p>5.c.2 No additional cost; part of Special Education staff duties 1000-1999: Certificated Personnel Salaries Special Education \$0</p>
<p>5.c.3 Special education staff will post up-to-date parent information in English and Spanish on the SBCEO Special Education Website related to common core standards and students with</p>		<p>1000-1999: Certificated Personnel Salaries Special Education 5.c.3 No additional cost; part of Special Education staff duties</p>	<p>5.c.3 No additional cost; part of Special Education staff duties 1000-1999: Certificated Personnel Salaries Special Education \$0</p>
		<p>1000-1999: Certificated Personnel Salaries Special Education 5.c.4 No additional</p>	<p>5.c.4 No additional cost; part of Special Education staff duties 1000-1999: Certificated</p>

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.

5.c.3 The special education website went through a large revision to update content and format. All content is presented in both English and Spanish and includes information regarding the programs and services provided by the SBCEO special education division, parent resources, and community resources.

5.c.4 All written parent communication is produced and distributed in both English and Spanish and includes information related to instructional programs, parent resources, and community resources.

cost; part of Special Education staff duties

Personnel Salaries Special Education \$0

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.

Given the nature of court and community schools, we continue to struggle with parent involvement; however, we implemented a few new strategies in 2018-19 that yielded positive outcomes. Parent/teacher conferences have continued to be our most powerful resource for reaching the greatest number of parents, and therefore we expanded our outreach efforts. Parents consistently shared their appreciation about how well we know their children; that we communicate with them not only about negative behaviors, but we also provide positive feedback and helpful guidance; and that we share strategies that have worked in the classroom for them to try at home. The majority of JCCS parents are English-learners, and our consistent translation services provided a critical tool for communication and resource for problem solving.

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

Parents of court school students continue to appreciate teacher contact via phone updating them on the progress of their children while incarcerated. Based on the overwhelmingly positive comments from parents, we decided to double our efforts this year by calling parents both in the fall and in the spring. We were initially discouraged when it appeared the percentage of parents contacted had declined; however, we realized the 10-16% decline was due to lower enrollment. At Los Robles, each student accounts for 15% of the population, so the decline is representative of one unreachable parent during the week of conferences. We take pride in our outreach to parents, as 100% of parents are contacted prior to the student exiting Los Robles and 97% of parents at Dos Puertas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in this section.

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.

We plan to decrease student-created Los Robles parent newsletters from quarterly to twice annually due to decreased student enrollment. (change noted in 5.b.2)

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Throughout the 2018-19 school year, SBCEO, JCCS and Special Education staff created meaningful opportunities for stakeholders to contribute to the LCAP process. Parents, guardians, school staff, students, probation staff, mental health staff, the TYS Program Manager, and agency representatives played meaningful roles throughout the process. The Assistant Superintendent and JCCS Director created a work plan to cover 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 the Dashboard, 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 2018-19 LCAP. With assistance from the Leadership Team, the SBCEO LCAP writing team incorporated input from stakeholder meetings to create an LCAP that will serve as a blueprint for the 2019-20 school year.

Dates: 9/20/18, 10/11/18, 11/29/18, 1/17/19, 4/11/19, 5/16/19, 6/20/19

PROBATION DEPARTMENT

The Camp Director, Camp Supervisor, Hall Director, and Hall Supervisor were valuable contributors to the development of the LCAP, particularly in the areas of 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: 8/20/18, 9/21/18, 10/12/18, 12/7/18, 2/1/19, 4/5/19, 4/26/19, 6/7/19

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

Each committee met four times throughout the 2018-19 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 2019-20.

PSAC Dates: 9/26/18, 2/13/19, 3/27/19, 5/15/19
DELAC Dates: 9/25/18, 2/12/19, 3/26/19, 5/14/19

PARENTS

The Parent survey was available in both hard copy and online formats. Hard copies were mailed to parents.
Survey window: March 1-29, 2018

SBCEO INFORMATIONAL TECHNOLOGY (IT) DEPARTMENT

Several collaboration meetings were held this year between the SBCEO IT Department, JCCS Director, JCCS staff, and the Assistant Superintendent of Educational Services to analyze needs, create work plans, and identify expenditure requirements related to infrastructure, support and training. SBCEO IT provided ongoing weekly support to each of the JCCS schools throughout the 2018-19 school year, creating a smooth and streamlined approach that greatly reduced the need for formal problem solving meetings.

Dates: 8/31/18, 9/4/18, 9/27/18, 2/11/19, 4/17/19

DISTRICT PARTNERS: Santa Maria Joint Union High School District (SMJUHS) and Santa Maria-Bonita School District (SM-BSD) Numerous meetings were held this year involving district staff, FitGerald Community School 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: 8/14/18, 10/16/18, 11/14/18, 11/8/18, 12/5/18, 12/11/18, 12/17/18, 1/9/19, 2/27/19, 4/5/19

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: 8/29/18, 10/24/18, 2/27/19

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: 8/29/18, 10/24/18, 2/27/19, 4/24/19, 6/19/19

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: 11/6/18, 11/13/18, 11/27/18, 12/4/18, 12/11/18, 1/8/19, 1/15/19, 1/22/19, 1/29/19, 2/12/19, 2/19/19, 2/26/19, 3/5/19, 3/19/19, 3/26/19, 4/2/19, 4/9/19, 4/16/19, 4/23/19, 4/30/19, 5/7/19, 5/14/19, 5/21/19, 5/28/19

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. Two meetings were held this year to communicate about services.

Dates: 2/13/19, 3/6/19

SBCEO PARTNERS IN EDUCATION

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

Dates: 8/18/19, 12/13/19, 3/21/19

BARGAINING UNITS: The SBCEO Assistant Superintendent of Human Resources facilitated problem solving meetings with both associations - Santa Barbara County Education Association (SBCEA) and California School Employees Association (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.

SBCEA: 8/30/18, 10/23/19, 11/13/18, 2/19/19, 4/9/19

CSEA: 7/11/18, 9/24/18, 10/18/18, 11/27/18, 1/22/19, 2/25/19, 3/18/19, 4/15/19, 5/13/19, 6/17/19

COMMUNITY ACTION COMMISSION (CAC)

A cross-agency meeting was held regarding information sharing and student support programs.

Date: 2/20/19

SBCEO BOARD OF TRUSTEES

LCAP Updates: 5/2/19

LCAP Public Hearing: 6/6/19

LCAP Approval: 6/13/19

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. 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.

- Move forward with curriculum adoption and implementation
- Provide meaningful and appropriate professional development
- Fully integrate technology into the instructional program
- Focus on credit recovery to help students get back on track toward high school graduation
- Expand opportunities for career technical education
- Increase behavioral, mental health and substance abuse supports
- Improve transitional support services for students returning to home districts
- Continue working with feeder districts to improve the transfer of student records and analyze outcome data to improve services and communicate with district Boards
- Identify creative strategies for increasing parental involvement
- Continue to support Foster Youth by improving data sharing and transition supports

PLEASE NOTE, THE FOLLOWING METRICS ARE NOT APPLICABLE TO OUR JCCS SYSTEM:

- Advanced Placement Exams: Coursework and exams are not offered through JCCS, but rather by the district of residence.
- EAP assessment
- 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%	The percentage of long-term students earning credits at an accelerated pace will increase by 1% from baseline.	The percentage of long-term students earning credits at an accelerated pace will increase by 1.5% from baseline.	The percentage of long-term students earning credits at an accelerated pace will increase by 2% from baseline.
CAASPP ELA reports	26% Court / 28% Community	The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 1% from baseline.	The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 2% from baseline.	The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 3% from baseline.
CAASPP Math reports	0% Court / 0% Community	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
SRI Lexile Pre/Post Report	Pre/Post Growth: 0			
SMI Quantile Pre/Post Report will	Pre/Post Quantile Growth: 55 Points			
Completed Walkthrough Tools	100%			
ILP completion rates	100%			

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>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>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Individual Transition Plan (ITP), inclusive of goals and services that address students' post-secondary goals, and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</p>	<p>100% of students with disabilities who are 15 years or older will have as part of their IEP a comprehensive Individual Transition Plan (ITP), inclusive of goals and services that address students' post-secondary goals, and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</p>	<p>100% of students with disabilities who are 15 years or older will have as part of their IEP a comprehensive Individual Transition Plan (ITP), inclusive of goals and services that address students' post-secondary goals, and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</p>
<p>1.d Metrics/Indicators: Training sign-in sheets ELPAC Reports CDE Reclassification Rate</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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. Increase the percentage of students scoring at</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2015-16 Reclassification Rates:</p> <p>3.6% Court / 3.3% Community</p>	<p>administration cycles will demonstrate annual progress in English.</p> <p>The reclassification rate for JCCS English Learners will increase by 1% from the 2015-16 baseline.</p>	<p>The Metric/Baseline will be adjusted according to CDE guidelines for the English Language Proficiency Assessment for California (ELPAC).</p> <p>The reclassification rate for JCCS English Learners will increase by 2% from the 2015-16 baseline.</p>	<p>ELPAC Level 3 and above by 1%. Baseline: 53.7% scored at ELPAC Level 3 and above in 2018</p> <p>The reclassification rate for JCCS English Learners will increase by 6% from the 2015-16 baseline.</p>
<p>1.e Metrics/Indicators:</p> <p>IEP goal progress</p> <p>Review of IEP goals</p>	<p>1.e Baseline:</p> <p>100%</p> <p>100%</p>	<p>Outcomes: 1.e</p> <p>100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.</p> <p>All special education students will have IEP goals that reflect alignment with CCSS.</p>	<p>Outcomes: 1.e</p> <p>100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.</p> <p>All special education students will have IEP goals that reflect alignment with CCSS.</p>	<p>Outcomes: 1.e</p> <p>100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications.</p> <p>All special education students will have IEP goals that reflect alignment with CCSS.</p>
<p>1.f Metrics/Indicators:</p> <p>Training sign-in sheets</p>	<p>1.f Baseline:</p> <p>70% attendance</p>	<p>Outcomes: 1.f</p> <p>80% of JCCS teachers will attend training to deepen their</p>	<p>Outcomes: 1.f</p> <p>85% JCCS teachers will participate in study or training related to</p>	<p>Outcomes: 1.f</p> <p>90% JCCS teachers will participate in study or training related to</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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.	trauma informed care, resiliency, restorative practices.	trauma informed care, resiliency, restorative practices.

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)

[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)

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

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

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

Unchanged 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.

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

Modified Action

2018-19 Actions/Services

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

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

Modified Action

2019-20 Actions/Services

1.a.1 JCCS staff will submit the ACS WASC Affiliation Request application by September 2020 and work toward submitting the ACS WASC Initial Visit School Description application by December 2020. This would prompt a spring 2021 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 utilize Instructional Rounds to improve practice and strengthen calibration system-wide.

1.a.5 JCCS will continue to incorporate technology into the instructional program by: providing technology-based core, credit recovery, and intervention programs, and providing laptops for curriculum workgroup members. In 2019-20, laptops will be purchased for history/social studies workgroup members. We will continue to use E-rate funds to offset internet costs.

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.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

"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.

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.6 JCCS will review and adopt a 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 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 incorporate Smarter Balanced Interim Assessments 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.

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.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).

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.13 SBCEO will reduce student/teacher ratio at Dos Puertas 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.15 Hours were added to the Dos Puertas and Los Robles Office Assistants positions to facilitate effective transitions as students enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and move into higher education). Transition services were formerly provided by a Student Data Advisor, who will continue to provide on-going training and support to our Office Assistants.

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).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	1.a.3 No additional cost; part of regular staff duties	1.a.3 No additional cost; part of regular staff duties	1.a.3 No additional cost; part of regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$6,000	\$6,000	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.4 CBL Books	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	\$5,630
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.4 CBL Licenses	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	1.a.5 No additional cost; part of regular staff duties
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs 1.a.5 IT Support	5700-5799: Transfers Of Direct Costs 1.a.5 IT Support	1000-1999: Certificated Personnel Salaries 1.a.5 IT Support
Amount	\$14,400	\$11,838	\$267
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.5 Chromebooks	4000-4999: Books And Supplies 1.a.5 Chromebooks	4000-4999: Books And Supplies 1.a.5 Chromebooks

Amount	\$8,000	\$8,162	\$5,300
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.5 Laptops for CBL Workgroup	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	\$31,200
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.5 Software – enhance CBL	5000-5999: Services And Other Operating Expenditures 1.a.5 E-Rate offset	5000-5999: Services And Other Operating Expenditures
Amount	\$34,267	\$13,686	\$10,990
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.a.5 10% E-Rate offset	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	\$20,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.a.6 Math books and licenses	1000-1999: Certificated Personnel Salaries 1.a.6 Big Idea Math Workgroup substitute salaries	4000-4999: Books And Supplies 1.a.6 History/Social Science materials

Amount	\$5,000	\$464	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.7 A+ Anywhere Learning	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	\$2,250
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.7 Odysseyware	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	\$155
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.a.8 CBL Workgroup Substitutes (3 teachers/2 days each)	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	\$3,270
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.9 SRI/SMI	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	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.a.10 Testing Coordinator	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	1.a.11 No additional cost; part of regular staff duties	\$32,495	1.a.11 No additional cost; part of regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	0001-0999: Unrestricted: Locally Defined	5800: Professional/Consulting Services And Operating Expenditures 1.a.10 JCCS Testing Coordinator	1000-1999: Certificated Personnel Salaries
Amount	1.a.11 No additional cost; part of regular staff duties	1.a.11 No additional cost; part of regular staff duties	1.a.12 No additional cost; part of regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$141,313	1.a.12 No additional cost; part of regular staff duties	\$63,866
Source	Supplemental and Concentration	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.a.13 Los Robles Teacher	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 1.a.13 Dos Puertas Teacher Salary

Amount	\$89,526	\$96,668	\$24,240
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.a.13 Dos Puertas Teacher	1000-1999: Certificated Personnel Salaries 1.a.13 Additional teacher: Los Robles	3000-3999: Employee Benefits 1.a.13 1.a.13 Dos Puertas Teacher Benefits
Amount	\$145,465	\$46,560	\$88,240
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.a.14 TAs	3000-3999: Employee Benefits 1.a.13 Additional teacher: Los Robles	2000-2999: Classified Personnel Salaries 1.a.14 Teaching Assistant Salaries
Amount	\$77,335	\$81,386	\$73,913
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.a.15 Student Data Advisor	2000-2999: Classified Personnel Salaries 1.a.14 Teaching Assistants	3000-3999: Employee Benefits 1.a.14 Teaching Assistant Benefits
Amount		\$16,718	1.a.15 No additional cost; part of regular staff duties
Source		Supplemental and Concentration	LCFF
Budget Reference		3000-3999: Employee Benefits 1.a.14 Teaching Assistants	2000-2999: Classified Personnel Salaries
Amount		\$66,760	\$50,331
Source		Supplemental and Concentration	Title I
Budget Reference		2000-2999: Classified Personnel Salaries 1.a.15 Student Data Advisor	2000-2999: Classified Personnel Salaries 1.a.15 Office Assistants

Amount		\$13,736	\$33,048
Source		Supplemental and Concentration	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

[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)

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.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.

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.

2019-20 Actions/Services

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

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 begin to utilize the Automated Substitute Placement and Absence Management (AESOP) system for arranging qualified substitutes.

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.

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
Amount	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
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$10,000	\$9,595	\$1,755
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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	\$1,350
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 Substitute Salaries

Amount	\$500	\$73	\$93
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 Substitute Benefits
Amount	\$276	\$411	\$100
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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	\$286
Source		Supplemental and Concentration	LCFF 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)

[Add Students to be Served selection here]

[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)

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

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:

- 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.

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.

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

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.
- Oversee any K12 Strong Workforce grant activities provided at Los Robles School.

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.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	\$26,985
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 CTE Director (.2 FTE)	5800: Professional/Consulting Services And Operating Expenditures 1.c.1 CTE Director (.2 FTE)

Amount	1.c.2 CTE Odysseyware (included in 1.a.7 above)	\$6,127	\$10,616
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800	3000-3999: Employee Benefits 1.c.1 CTE Director (.2 FTE)	3000-3999: Employee Benefits 1.c.1 CTE Director (.2 FTE)
Amount	1.c.3 No additional cost; part of regular staff duties	1.c.2 No additional Cost (included in 1.a.7 above)	1.c.2 No additional Cost (included in 1.a.7 above)
Source	Special Education	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures CTE Courses through A+ Anywhere Learning	5800: Professional/Consulting Services And Operating Expenditures CTE Courses through A+ Anywhere Learning
Amount		\$1,139	\$300
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		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	\$24
Source		Supplemental and Concentration	LCFF 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

Amount		1.c.4 No additional cost; part of regular staff duties	1.c.4 No additional cost; part of regular staff duties
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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

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.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.

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.

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.

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

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$855	\$585	\$585
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 ELPAC training
Amount	\$150	\$89	\$100
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 ELPAC mileage
Amount	\$375	\$372	\$392
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 ELPAC Substitute Salaries
Amount	\$5,250	\$1,450	\$3,517
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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, System 44, L-Books

Amount	\$35,528	\$5,807	\$5,807
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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	\$22,060
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 Assistant Salaries
Amount	1.d.3 No additional cost; part of regular staff duties	1.d.3 No additional cost; part of regular staff duties	\$18,478
Source	LCFF	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits 1.d.2 Teaching Assistant Benefits
Amount	1.d.4 No additional cost; part of regular staff duties	1.d.4 No additional cost; part of regular staff duties	\$40
Source	LCFF	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	3000-3999: Employee Benefits 1.d.1 ELPAC Substitute Benefits (this item is out of order)
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)

[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

Unchanged Action

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

Modified 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,

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.

2019-20 Actions/Services

1.e.1 Special education and general education teachers will continue implementing a team teaching model. The Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.

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.

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.

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. Special education teachers will utilize the standards-based alternate curriculum Unique Learning Systems for students who meet criteria for the California Alternate Assessment.

1.e.3 Special education administrators will continue to conduct classroom observations at least one time per trimester and work with collaborative teams to refine instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	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
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	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
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	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
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

[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)

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
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	1.f.2 No additional cost, part of regular staff duties	1.f.2 No additional cost, part of regular staff duties	1.f.2 No additional cost, part of regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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	<p>Suspension Rate: 19.8%</p> <p>Attendance Rate:</p> <p>Community School: 75.9%</p>	<p>2.a From baseline scores:</p> <ul style="list-style-type: none"> • Decrease the number of suspensions by .3% per year • Increase community 	<p>2.a From baseline scores:</p> <ul style="list-style-type: none"> • Decrease the number of suspensions by .4% per year • Increase community 	<p>2.a From baseline scores:</p> <ul style="list-style-type: none"> • Decrease the number of suspensions by .5% per year • Increase community

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p data-bbox="107 412 386 516">Percent of students achieving at an accelerated rate</p> <p data-bbox="107 704 432 776">California Healthy Kids Survey Response</p>	<p data-bbox="485 155 821 188">Court Schools: 96.67%</p> <p data-bbox="485 228 806 261">Chronic Absenteeism:</p> <p data-bbox="485 302 770 373">Community School: 55%</p> <p data-bbox="485 414 793 446">Court Schools: 9.7%</p> <p data-bbox="485 558 821 701">Percent of JCCS Long-Term Students Achieving at an Accelerated Rate: 71%</p> <p data-bbox="485 813 558 846">70%</p>	<p data-bbox="972 155 1182 334">school attendance by .5% per year and .1% at court schools</p> <ul data-bbox="926 342 1192 959" 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 <p data-bbox="869 997 1203 1365">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.</p>	<p data-bbox="1352 155 1562 334">school attendance by .6% per year and .2% at court schools</p> <ul data-bbox="1306 342 1572 959" 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 <p data-bbox="1249 997 1583 1365">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.</p>	<p data-bbox="1732 155 1942 334">school attendance by .7% per year and .3% at court schools</p> <ul data-bbox="1686 342 1953 959" 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 <p data-bbox="1629 997 1963 1365">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.</p>
Williams Facilities Report	100% Compliance	2.b Continue to inspect and maintain school	2.b Continue to inspect and maintain school	2.b Continue to inspect and maintain school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		facilities and make repairs, as needed, to ensure 100% compliance with Williams FIT.	facilities and make repairs, as needed, to ensure 100% compliance with Williams FIT.	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)

[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)

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

New Action
Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

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:

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 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.2 JCCS will utilize progressive discipline data to track behavior and provide necessary supports.

2.a.3 JCCS administrators, staff and counselor will continue to incorporate restorative practices to regulate behavior, deescalate and resolve conflict, and foster a positive school environment.

2.a.4 NEW: The 2018 Dashboard reflects a Chronic Absenteeism indicator of orange for FitzGerald Community School. To address this issue JCCS, in conjunction with the Santa Maria Bonita School District (SMBSD), will operate a formal SARB program at FitzGerald Community School.

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.

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

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.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.9 JCCS will work collaboratively with Probation to study and potentially develop a treatment program at Los Prietos Boys Camp. If a treatment program is developed JCCS will design an appropriate educational program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1,100	\$2,400	\$2,600
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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 - prior year database

Amount	\$4,500	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF 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	5000-5999: Services And Other Operating Expenditures 2.a.2 Aeries hosting - maintenance and support
Amount	\$45,000	\$50,000	\$56,000
Source	Supplemental and Concentration	Supplemental and Concentration	Title I
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.3 Counseling services
Amount	\$18,183	\$10,173	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2.a.3 TAs	2000-2999: Classified Personnel Salaries 2.a.3 Teaching Assistants	5800: Professional/Consulting Services And Operating Expenditures 2.a.4 SARB Membership fee
Amount	\$250	\$2,090	2.a.5 No additional cost; part of regular staff duties
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.a.4 Restorative training	3000-3999: Employee Benefits 2.a.3 Teaching Assistants	1000-1999: Certificated Personnel Salaries

Amount	\$645	2.a.4 No additional cost; part of regular staff duties	\$48,757
Source	Supplemental and Concentration	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.a.4 Restorative substitutes	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures 2.a.6 Gym lease
Amount	\$135	2.a.5 No additional cost; part of regular staff duties	\$90
Source	Supplemental and Concentration	LCFF	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.a.4 Restorative mileage	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures 2.a.7 Registration fees for CPI Training
Amount	2.a.5 No additional cost; part of regular staff duties	\$48,757	2.a.8 No additional cost; part of regular staff duties
Source	LCFF	Supplemental and Concentration	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures 2.a.6 Gym lease	1000-1999: Certificated Personnel Salaries
Amount	\$43,954	2.a.7 No additional cost; part of regular staff duties	2.a.9 No additional cost, part of regular staff duties
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.a.6 Gym lease	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	2.a.7 No additional cost; part of regular staff duties	2.a.8 No additional cost; part of regular staff duties	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	2.a.8 No additional cost; part of regular staff duties		
Source	LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries		

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)

[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)

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

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

Modified Action

2018-19 Actions/Services

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

Modified Action

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.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2.b.1 No additional cost; part of regular staff duties	2.b.1 No additional cost; part of regular staff duties	2.b.1 No additional cost; part of regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

[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

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

<p>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>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.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.</p>	<p>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>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
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:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>Specific Student Groups: Expelled Youth</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
---	--

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

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
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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
<p>4.a Metrics/Indicators</p> <p>The number of active, registered Foster Focus users in Santa Barbara County</p>	<p>10 Active, Registered Foster Focus users</p> <p>70% Foster Focus Training Attendance</p>	<p>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</p>	<p>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 2 senior CWS staff members to use Foster Focus.</p>	<p>4.a The FYSCP will register new Foster Focus users in local districts, as determined by district needs.</p> <p>At least 85% of all new registered users will</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Sign in sheets</p> <p>Percentage of new users attending at least one Foster Focus training</p> <p>Annual Evaluation</p> <p>Number of registered Foster Focus users who indicate they use the system on a regular basis</p>	<p>45% of Foster Focus users regularly utilize the system</p>	<p>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>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.</p> <p>The number of users that regularly utilize the system will increase by 5% from baseline (to 50%).</p>	<p>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.</p> <p>The number of users that regularly utilize the system will increase by 10% from baseline (to 55%).</p>
<p>4.b Metrics/Indicators</p> <p>Percentage of districts providing data on foster youth school mobility rates</p> <p>Percentage of districts providing data on foster</p>	<p>100% of the districts provide mobility data for foster youth</p> <p>10% of the districts provide high school graduation data for foster youth</p>	<p>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.</p>	<p>4.b</p> <p>The FYSCP will continue to collect data on the mobility of foster youth from 100% of the school districts.</p> <p>The FYSCP will increase the percentage of districts providing local data on foster</p>	<p>4.b</p> <p>The FYSCP will continue to collect data on the mobility of foster youth from 100% of the school districts.</p> <p>The FYSCP will increase the percentage of districts providing local data on foster</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
youth high school graduation rates			youth graduation rates by 25% above baseline (to 35%).	youth graduation rates by 46% above baseline (to 56%).
Percentage of districts providing data on foster youth attendance rates	10% of the districts provide attendance data for foster youth	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.	The FYSCP will increase the percentage of districts providing local data on foster youth attendance rates	The FYSCP will increase the percentage of districts providing local data on foster youth attendance rates
Percentage of districts providing data on foster youth suspension/expulsion rates	10% of the districts provide suspension/expulsion data for foster youth		The FYSCP will increase the percentage of districts providing local data on foster youth suspension/expulsion rates	The FYSCP will increase the percentage of districts providing local data on foster youth suspension/expulsion rates
Percentage of districts providing data on the number of youth screened and approved for AB167/216	28% of the districts provide AB 167/216 data for foster youth		The FYSCP will increase the percentage of districts providing local data on AB 167/216 approvals by at least 5% above baseline (to 33%).	The FYSCP will increase the percentage of districts providing local data on AB 167/216 approvals by at least 28% above baseline (to 56%).
Number of times local foster youth data was presented to the Executive Advisory Council	1 presentation of local data was made to the Executive Advisory Council		Locally collected data will be analyzed and presented to county stakeholders two times	Locally collected data will be analyzed and presented to county
Executive Advisory Council meeting	67% - Executive Advisory Council attendance rate			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
attendance rate (by member agency)			<p>per year to facilitate further discussion and action toward efforts to increase targeted services and support.</p> <p>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 from baseline (to 70%) in attendance at EAC meetings.</p>	<p>stakeholders two times per year to facilitate further discussion and action toward efforts to increase targeted services and support.</p> <p>Presentation of local data to stakeholders at the Executive Advisory Council (EAC) meetings will increase the engagement of council members, resulting in a 4% increase above baseline (to 71%) in attendance at EAC meetings.</p>
<p>4.c Metrics/Indicators</p> <p>Number of foster youth attending the Community School</p> <p>Percentage of students missing partial credits</p>	<p>4 foster youth enrolled in the Community School</p> <p>100% of the students due partial credits were</p>	<p>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</p>	<p>4.c JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School.</p> <p>The FYSCP will ensure that 100% of the</p>	<p>4.c JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School.</p> <p>The FYSCP will ensure that 100% of the</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
that were assisted by the FYSCP in recovering those credits	assisted in obtaining those credits	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.	students due partial credits receive them.	students due partial credits receive them.
Percentage of referrals made on behalf of Community School students whose Foster Focus record had previous supportive services documented	N/A - there were no supportive services recorded in Foster Focus		The FYSCP will utilize information in Foster Focus to identify services that were provided at previous schools, and make referrals accordingly to ensure continuity of services.	The FYSCP will utilize information in Foster Focus to identify services that were provided at previous schools, and make referrals accordingly to ensure continuity of services.
Percentage of eligible students who were granted AB 216 exemptions by JCCS or previous schools	100% of the students eligible for AB 216 were granted the exemption		The FYSCP will assist JCCS with identifying, screening and approving 100% of all AB 216 eligible youth (this includes honoring prior AB 216 exemptions granted by previous schools).	The FYSCP will assist JCCS with identifying, screening and approving 100% of all AB 216 eligible youth (this includes honoring prior AB 216 exemptions granted by previous schools).

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)

[Add Students to be Served selection here]

[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)

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: Participating Districts

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.

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

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.

4.a.2 FYSCP will register new users at local districts and child welfare agencies. All new users will be invited to attend at

2019-20 Actions/Services

4.a.1 FYSCP will establish the final data link with a local K-12 district.

4.a.2 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.3 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-

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.

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.

one training. Previously registered users will be invited to attend all scheduled trainings, and provided ongoing training and support.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4.a.1 No additional duties; part of regular staff duties	4.a.1 No additional duties; part of regular staff duties	5,000
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	5800: Professional/Consulting Services And Operating Expenditures 4.a.1 Other Source: Foster Youth Services Coordinating Program (FYSCP)
Amount	4.a.2 No additional duties; part of regular staff duties	4.a.2 No additional duties; part of regular staff duties	4.a.2 No additional duties; part of regular staff duties
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)
Amount	4.a.3 No additional duties; part of regular staff duties	4.a.3 No additional duties; part of regular staff duties	4.a.3 No additional duties; part of regular staff duties
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)

Amount		4.a.4 No additional duties; part of regular staff duties	4.a.4 No additional duties; part of regular staff duties
Source		Other	Other
Budget Reference		1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)

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)

[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)

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

Unchanged Action

2017-18 Actions/Services

4.b.1 Foster Youth Services Coordinating Program (FYSCP) staff will collect foster youth educational data manually and electronically from participating districts.

2018-19 Actions/Services

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

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.

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.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
Amount	4.b.1 No additional duties; part of regular staff duties	4.b.1 No additional duties; part of regular staff duties	4.b.1 No additional duties; part of regular staff duties
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)

Amount	4.b.2 No additional duties; part of regular staff duties	4.b.2 No additional duties; part of regular staff duties	4.b.2 No additional duties; part of regular staff duties
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)
Amount	4.b.3 No additional duties; part of regular staff duties	4.b.3 No additional duties; part of regular staff duties	4.b.3 No additional duties; part of regular staff duties
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)
Amount		4.b.4 No additional duties; part of regular staff duties	
Source		Other	
Budget Reference		1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	

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)

[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)

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
- Utilizing Foster Focus to identify previously provided services that should be continued, and

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
- Utilizing Foster Focus to identify previously provided services that should be continued, and

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.

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.

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
Amount	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
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)
Amount	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
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)
Amount	\$1,578	\$1,362	4.c.2 No additional cost; part of regular staff duties
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 4.c.3 Student Data Advisor	2000-2999: Classified Personnel Salaries 4.c.3 Student Data Advisor	2000-2999: Classified Personnel Salaries
Amount	\$310	\$280	4.c.2 No additional cost; part of regular staff duties
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF
Budget Reference	3000-3999: Employee Benefits 4.c.3 Student Data Advisor	3000-3999: Employee Benefits 4.c.3 Student Data Advisor	3000-3999: Employee Benefits

Amount	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
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)
Amount	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
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)	1000-1999: Certificated Personnel Salaries Other Source: Foster Youth Services Coordinating Program (FYSCP)

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 	Upon review of 2017-18 data, the following baseline measures were established: PSAC/DELAC:	5.a The baseline will be established in 2017-18.	5.a PSAC/DELAC: increase baseline by 3%	5.a PSAC/DELAC: increase baseline by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Council (DELAC)</p> <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>75% parent/community participation rate</p> <p>2017-18 Parent Information Nights:</p> <p>Parent/community members present: 16</p> <p>Transition Conferences:</p> <p>DPS: 96%</p> <p>LRS:100%</p> <p>Parent/Teacher Conferences</p> <p>(in person) - FitzGerald:</p> <p>Fall: 75%</p> <p>Spring: 79%</p> <p>Parent/Teacher Conferences</p> <p>(by phone) - Court Schools:</p>		<p>2017-18 Parent Information Nights: increase baseline by 5 parents</p> <p>Transition Conferences: maintain baseline progress</p> <p>Parent/Teacher Conferences</p> <p>(in person) - FitzGerald: increase baseline for each semester by 2%</p> <p>Parent/Teacher Conferences</p> <p>(by phone) - Court Schools:</p> <p>increase baseline for each semester by 1%</p>	<p>2017-18 Parent Information Nights: increase baseline by 10 parents</p> <p>Transition Conferences: maintain baseline progress</p> <p>Parent/Teacher Conferences</p> <p>(in person) - FitzGerald: increase baseline for each semester by 3%</p> <p>Parent/Teacher Conferences</p> <p>(by phone) - Court Schools:</p> <p>increase baseline for each semester by 2%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Fall: 85%</p> <p>Fall : 85%</p>			
<p>Percentage of parents who indicate their awareness of community and agency trainings on the parent survey.</p>	<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>	<p>5.b The baseline will be established in 2017-18.</p>	<p>5.b Baseline will increase by 5%</p>	<p>5.b Baseline will increase by 10%</p>
<p>Parent participation in IEP meetings and assessment process.</p>	<p>Parent attendance at child's IEP: 80%</p> <p>Parent reports opportunity to provide input during the IEP: 96%</p> <p>Parent provides input during assessment of child: 83%</p>	<p>5.c The percentage of parents who attend IEP meetings will increase to 85%.</p> <p>Parents reporting opportunity to provide input during an IEP meeting will increase to 100%.</p> <p>Parents providing input to an assessment will increase to 85%</p>	<p>5.c The percentage of parents who attend IEP meetings will increase to 90%.</p> <p>Parents reporting opportunity to provide input during an IEP meeting will maintain at 100%.</p> <p>Parents providing input to an assessment will increase to 90%</p>	<p>5.c The percentage of parents who attend IEP meetings will increase to 95%.</p> <p>Parents reporting opportunity to provide input during an IEP meeting will maintain at 100%.</p> <p>Parents providing input to an assessment will increase to 95%</p>

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.

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.

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.

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

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
Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	5.a.2 No additional cost; part of regular staff duties	\$100	\$100
Source	LCFF	Supplemental and Concentration	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies 5.a.2 Refreshments - Parent Education	4000-4999: Books And Supplies 5.a.2 Refreshments - Parent Education
Amount	5.a.3 No additional cost; part of regular staff duties	\$100	\$100
Source	LCFF	Supplemental and Concentration	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies 5.a.3 Refreshments - PSAC	4000-4999: Books And Supplies 5.a.3 Refreshments - PSAC

Amount	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
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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.

5.b.2 To enhance communication between school and home, Los Robles

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 fall and spring newsletter to be distributed to parents.

students will create a quarterly newsletter to be distributed to parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5.b.1 No additional cost; part of regular staff duties	\$200	\$200
Source	LCFF	Supplemental and Concentration	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	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
Amount		5.b.2 No additional cost; Santa Barbara Probation Department will pay for printing and postage	5.b.2 No additional cost; Santa Barbara Probation Department will pay for printing and postage
Source		Not Applicable	Not Applicable
Budget Reference		Not Applicable	Not Applicable

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)

[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

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

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

Unchanged Action

Unchanged Action

Modified 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 instructional programs, parents rights and responsibilities in special education, and community resources for students with disabilities.

5.c.4 Special education staff will mail parent newsletters and correspondence in English and Spanish. Newsletters may include information related to the instructional program, parent programs, parent training opportunities, and community resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	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
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	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
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	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
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	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
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$508,012

Percentage to Increase or Improve Services

4.14%

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).

SBCEO Juvenile Court and Community School base program costs for 2019-20 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, and contracts for services

The 2019-20 LCAP describes \$662,130 of actions and services that are above and beyond the base program. These targeted approaches are designed to increase or improve services for high needs students.

The following actions were written to support our effectiveness in meeting GOAL 1 ANNUAL MEASURABLE OUTCOMES:

Action 1.1: A review of Low Income assessment data (i.e., Smarter Balanced ELA/ELD and Mathematics, accelerated credits earned, SRI/SMI, ILP completion rates, CTE completion rates, English proficiency, reclassification rates, progress toward IEP goals) reveals our students need targeted direct support and intervention to fill in the significant learning gaps they face. These types of targeted supports require our teachers to be well trained and current in their methodologies. We believe the actions included in 1.1 will be

effective in meeting this goal for Low Income students because they are designed to specifically address the academic identified needs of our population.

Action 1.2: A review of teacher coursework and professional development (including substitute teachers) revealed specific areas in which teachers need additional expertise in order to meet the needs of our Low Income students in the areas addressed above in 1.1. In consideration of these areas, we have identified trainings that will need to be provided in the 2019-20 school year. We believe that providing these professional development opportunities will enable our teachers to better support our students academically, socially and emotionally.

Action 1.3: Based on currently proposed DASS college and career measures (e.g., International Baccalaureate Exams, Smarter Balanced "meets or exceeds", Advanced Placement Exams, CTE Pathways, College Credit Coursework, and A-G Completion) it is clear that the majority of our JCCS students will have difficulty meeting many of the measures. We have determined that we can best assist our students by helping them complete CTE Pathways. We believe this action will help prepare our students to transition back to their districts with necessary coursework toward pathway completion.

Action 1.4: A review of English Learners' assessment data (i.e., individualized Smarter Balanced scores, writing assessment, Read 180/System 44, ELPAC, reclassification rates) reveals our English Learners need support with English language development and academic support through the use of targeted ELD strategies. In consideration of these identified needs, we decided to focus on providing research-based instructional programs and scaffolding instruction in order to help our students gain proficiency and academic knowledge, which will also assist them in attaining criteria necessary for reclassification.

Action 1.6: A review of brain-based research has helped us recognize the significant trauma many of our students have faced in their lives. Through targeted training, we will be more effective in utilizing restorative practices to help foster resiliency in our students. We believe that supporting students in becoming healthy, strong and better prepared to access the core curriculum will help enhance their academic achievement and well-being.

The following actions were written to support our effectiveness in meeting GOAL 2 ANNUAL MEASURABLE OUTCOMES:

Action 2.1: A review of data related to school climate, culture and safety (e.g., attendance, chronic absenteeism, suspension, and student and parent survey responses) reveals our need to focus on strategies that will increase student attendance, decrease student misbehavior, and enhance positive school culture, climate and safety. In consideration of these needs, we decided to enhance our incentive programs, provide training specific to conflict resolution, participate in a formal School Attendance Review Board, and increase collaboration with Probation in the areas of pro-social behavior and calibration of processes and procedures. We believe these actions will improve outcomes related to attendance, absenteeism, suspension, misbehavior, perceptions around school safety, and school connectedness.

Action 2.2 Our Williams Facility report shows that we take pride in our schools. Well maintained and safe environments are essential components to learning. In order to continue to provide the most appropriate learning environments possible, we will continue to collaborate closely with Probation to ensure our shared facility spaces remain in good and safe repair. We believe these actions will improve outcomes related to student learning and well being.

The following actions were written to support our effectiveness in meeting GOAL 4 ANNUAL MEASURABLE OUTCOMES:

Action 4.1: A review of research clear demonstrates that foster youth benefit from well-coordinated services provided by professionals who communicate regularly and work expeditiously to ensure proper rights and services. Linking districts and agencies to Foster Focus and providing proper training to the adults who serve foster youth is essential to these efforts. We believe that expanding and enhancing the use of Foster Focus will assist with provision of services, transfer of records, successful transitions, and continuity of service for foster youth.

Action 4.2: Our review of data specific to foster youth (i.e., mobility, graduation, attendance, suspension/expulsion, and AB 167/216) clearly reflects that: (1) we need to enhance support services to districts in collecting and analyzing these data, and (2) our Foster Youth Services Coordinating Program (FYSCP) should to continue to analyze data in order to identify effective means of supporting foster youth. We believe these efforts will result in improved academic achievement and outcomes for our foster youth.

Action 4.3 A review of JCCS foster youth enrollment, owed partial credits, support services and AB 216 exemptions reveals a need for continued communication. The Foster Youth Services Coordinating Program (FYSCP) will communicate regularly with JCCS staff regarding enrollment/disenrollment, student transitions (i.e., transcripts, awarding of partial credits, continuation of services, assisting with enrollment, and awarding of AB 216 exemptions), college and career resources, and educational services. We believe this will ensure improved educational and support outcomes for our foster youth.

LEA-wide and Schoolwide use of funds:

The great majority of our students are unduplicated, with 98.3% identified as low income, 37.03% identified as English Learners and 6.18% identified as foster youth. With such a high concentration of unduplicated students, virtually everything we do above and beyond the base program is targeted to our unduplicated student population and provided LEA-wide.

Our data demonstrates that virtually all of our students are underachieving, credit deficient, traumatized, and even at this young age, exposed to the criminal justice system. We know their best hope of leading positive, productive lives lies in their educational success, which requires us to be proactive and highly strategic in our work. In this plan, we have written specific goals to address the unique

needs of our students. In actions 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 4.1, 4.2, and 4.3 we have identified effective strategies that will help us achieve these goals. The strategies focus on instructional practices that are well honed; curriculum that is standards-aligned; teaching staff that is well trained; practices that are calibrated across sites; opportunities that promote career awareness and readiness; academic and language support for English Learners; effective transitioning of students to their home districts or on to post-graduate work; and effective use of trauma informed care and restorative practices. To limit on-going contact with law enforcement, it is essential to closely collaborate with our probation partners to find effective programming that teaches students how to make positive choices, and our plan focuses on the development of close, collaborative, student-focused relationships with our partner agencies. After carefully reviewing our data, studying our own strengths and needs, and analyzing best-practice research, we believe that doing all of this work will have a direct and substantive outcome for the unduplicated student population we serve.

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

SBCEO Juvenile Court and Community School 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 great majority of our students are unduplicated, with 98% identified as low income, 36% identified as English Learners and 5.6% identified as foster youth; With such a high concentration of unduplicated students, virtually everything we do above and beyond the base program is targeted to unduplicated students and provided LEA-wide. Our data demonstrates that virtually all of our students are underachieving, credit deficient, traumatized, and even at this young age, exposed to the criminal justice system. We know their best hope of leading positive, productive lives lies in their educational success, which requires us to be proactive and highly strategic in our work. In this plan, we have written specific goals to address the unique needs of our students. In actions 1.1, 1.2, 1.3, 2.1 and 2.2, we have identified effective strategies that will help us achieve these goals. The strategies focus on instructional practices that are well honed; curriculum that is standards-aligned; teaching staff that is well trained; practices that are calibrated across sites; opportunities that promote career awareness and readiness; academic and language support for English Learners; effective transitioning of students to their home districts or on to post-graduate work; and effective use of trauma informed care and restorative practices. To limit on-going contact with law enforcement, it is essential to closely collaborate with our probation partners to find effective programming that teaches students how to make positive choices, and our plan focuses on the development of close, collaborative, student-focused relationships with our partner agencies. After carefully reviewing our data, studying our own strengths and needs, and analyzing best-practice research, we believe that doing all of this work will have a direct and substantive outcome for the unduplicated student population we serve.

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

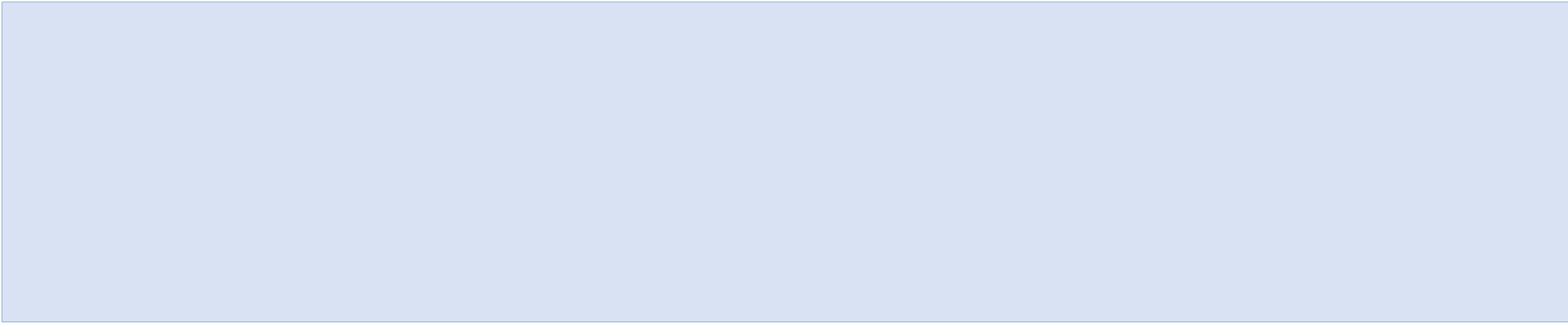
Textbooks and instructional materials

Facility leases, security systems, equipment leases, software, licenses, and contracts for services

The LCAP describe 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	665,102.00	586,914.60	867,235.00	665,102.00	662,530.00	2,194,867.00
LCFF	32,495.00	0.00	0.00	32,495.00	400.00	32,895.00
LCFF Supplemental and Concentration	0.00	586,914.60	0.00	0.00	517,751.00	517,751.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	5,000.00	5,000.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	632,607.00	0.00	867,235.00	632,607.00	0.00	1,499,842.00
Title I	0.00	0.00	0.00	0.00	139,379.00	139,379.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	665,102.00	586,914.60	867,235.00	665,102.00	662,530.00	2,194,867.00
1000-1999: Certificated Personnel Salaries	102,619.00	103,477.93	269,581.00	102,619.00	67,766.00	439,966.00
2000-2999: Classified Personnel Salaries	170,226.00	107,213.22	261,119.00	170,226.00	161,023.00	592,368.00
3000-3999: Employee Benefits	88,787.00	124,771.91	310.00	88,787.00	160,607.00	249,704.00
4000-4999: Books And Supplies	31,100.00	25,459.03	62,600.00	31,100.00	34,914.00	128,614.00
5000-5999: Services And Other Operating Expenditures	116,850.00	85,974.59	126,604.00	116,850.00	96,194.00	339,648.00
5700-5799: Transfers Of Direct Costs	25,500.00	25,500.00	30,000.00	25,500.00	0.00	55,500.00
5800: Professional/Consulting Services And Operating Expenditures	130,020.00	114,517.92	117,021.00	130,020.00	142,026.00	389,067.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	665,102.00	586,914.60	867,235.00	665,102.00	662,530.00	2,194,867.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	103,477.93	0.00	0.00	67,766.00	67,766.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	102,619.00	0.00	269,581.00	102,619.00	0.00	372,200.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	107,213.22	0.00	0.00	110,692.00	110,692.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	170,226.00	0.00	261,119.00	170,226.00	0.00	431,345.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	50,331.00	50,331.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	124,771.91	0.00	0.00	127,559.00	127,559.00
3000-3999: Employee Benefits	Supplemental and Concentration	88,787.00	0.00	310.00	88,787.00	0.00	89,097.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	33,048.00	33,048.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	200.00	200.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	25,459.03	0.00	0.00	34,714.00	34,714.00
4000-4999: Books And Supplies	Supplemental and Concentration	31,100.00	0.00	62,600.00	31,100.00	0.00	93,700.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	200.00	200.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	85,974.59	0.00	0.00	95,994.00	95,994.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	116,850.00	0.00	126,604.00	116,850.00	0.00	243,454.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	25,500.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	25,500.00	0.00	30,000.00	25,500.00	0.00	55,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	32,495.00	0.00	0.00	32,495.00	0.00	32,495.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	114,517.92	0.00	0.00	81,026.00	81,026.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	97,525.00	0.00	117,021.00	97,525.00	0.00	214,546.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	56,000.00	56,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	544,140.00	486,703.86	751,580.00	544,140.00	544,183.00	1,839,903.00
Goal 2	118,420.00	99,794.62	113,767.00	118,420.00	112,947.00	345,134.00
Goal 3	500.00	0.00	0.00	500.00	0.00	500.00
Goal 4	1,642.00	0.00	1,888.00	1,642.00	5,000.00	8,530.00
Goal 5	400.00	416.12	0.00	400.00	400.00	800.00

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