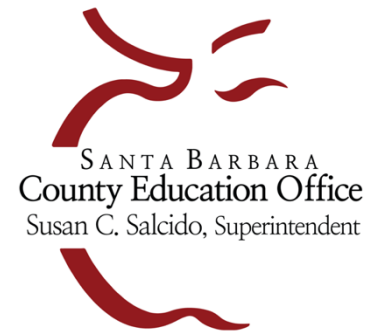


**2021–22 Local Control and Accountability Plan
Supplement to the Annual Update
and Mid-Year Progress Report**



**Supplement to the Annual Update to the
2021–22 Local Control and Accountability Plan**

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---------------------------------------|--|---|
| Santa Barbara County Education Office | Bridget Baublits Assistant Superintendent, Educational Services | bbaublits@sbceo.org 805-964-4710 ext. 5265 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Santa Barbara County Education Office (SBCEO) has and will continue to engage its educational partners on the utilization of funds that support internal student programs appropriated in the Budget Act of 2021. Methods of engagement with our educational partners include gathering input from survey data, informal discussions, meetings, anecdotal observation, and Parent Student Advisory Committee meetings.

SBCEO received new funding from the Budget Act of 2021, including the Educator Effectiveness Block Grant (EEG). In determining how best to use the EEG funds, the administration received input from each of the five division management teams. Management teams gathered input from certificated and classified staff through informal meetings, surveys, and anecdotal observation. Based on the information gathered, the administration developed the EEG plan to support the ongoing professional learning of the organization’s employees. The EEG plan was presented to the County Board in November and December of 2021.

Additionally, SBCEO will receive funds allocated for the A-G Completion Improvement Grant Program. In determining the best utilization of this funding to support student access to A-G courses at the Juvenile Court and Community Schools (JCCS), the JCCS leadership team will meet on 1/27/22 to review student data and discuss strategies to improve student access to A-G courses. One area of need previously identified in the Local Control Accountability Plan (LCAP), was the need to become Western Association of Schools and Colleges (WASC) accredited. JCCS intends to submit an application for WASC accreditation in February 2022. Becoming WASC accredited will directly impact student access to A-G courses. The A-G plan will be developed and submitted to the County Board in March and April of 2022.

SBCEO will receive funds allocated for the California PreKindergarten Planning and Implementation Grant Program to support our special education Transitional Kindergarten/ Kindergarten programs. A Universal PreKindergarten (UPK) team has been established at SBCEO. This team is meeting regularly to determine how this new funding can be used to support students entering transitional kindergarten and kindergarten in our special education program. The UPK team is collecting input from educational partners, including staff and parents on the best utilization of these funds. The program plan will be developed and presented to the County Board in June of 2022.

SBCEO was not eligible to receive the Expanded Learning Opportunities (ELO) Program funds included in the Budget Act of 2021.

If additional funds are received by SBCEO through the Budget Act of 2021, we will follow all legal requirements to involve our educational partners in the planning process.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Santa Barbara County Education Office (SBCEO) did not receive the concentration grant add-on funding. Therefore this prompt is not applicable to our LEA.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Santa Barbara County Education Office (SBCEO) met with and surveyed educational partners to gather information on how to best utilize the one-time federal funds received intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SBCEO developed several plans regarding the use of these funds, specifically the Learning Continuity and Attendance Plan (LCP) and the Expanded Learning Opportunities Grant (ELO-G) plan. The LCP can be accessed at (<https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/LCPFfinal-Nov2020.pdf>). The “Stakeholder Engagement” section referenced on pages 5-6 provides a detailed description of how our educational partners were involved in the development of the plan. The ELO-G plan can be accessed at (https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/2021_Expanded_Learning_Opportunities_Grant_Plan_SBCEO20210420.pdf). The “Plan Description” referenced on pages 1-2 describes the input our educational partners provided on how to best utilize the funding.

The allowable uses of the one-time federal funding allocation have evolved over time. Some funds (ELO-G) were initially allocated as state funds but have been changed to federal funds and additional funds have been received by SBCEO. Since we have received additional funding, we will continue to engage our educational partners in identifying the best utilization of these funds to support the ongoing impacts of the COVID-19 pandemic. If any funds remain unspent in 2022-23, we will reengage with our educational partners to determine how to spend the remaining funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Santa Barbara County Education Office (SBCEO) did not receive the Elementary and Secondary School Emergency Relief (ESSER III) funding. Therefore this prompt is not applicable to our LEA.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

SBCEO aligned its fiscal resources received during the 2021-22 school year to support the Safe Return to In-Person Instruction and Continuity of Services Plan (<https://www.sbceo.org/site/handlers/filedownload.ashx?moduleinstanceid=4207&dataid=4513&FileName=SBCEO-COVID-Safety-Plan-Aug2021.pdf>) with the 2021-22 Local Control Accountability Plan (LCAP). SBCEO’s 2021-22 LCAP can be accessed at (<https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/SBCEO2021-24LCAPsm.pdf>).

Designated funds are being utilized to help mitigate student learning loss, to ensure the continuity of services, and to maintain the health and safety of students, educators, and other staff. Planned expenditures include general operating expenses, salary and benefit costs for custodial staff, salary and benefit costs for certificated teachers, and expenses associated with necessary personal protective equipment (PPE), COVID-19 testing, cleaning supplies and materials.

SBCEO did not receive any ESSER III funds.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

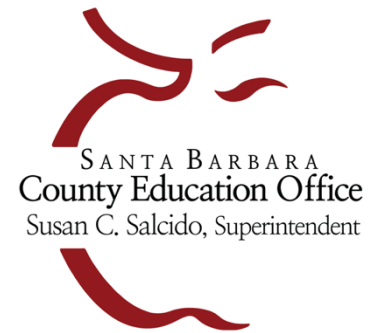
If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



**Mid-Year Progress Report on the
2021–22 Local Control and Accountability Plan**

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---------------------------------------|--|-------------------------------------|
| Santa Barbara County Education Office | Bridget Baublits Assistant Superintendent, Educational Services | bbaublits@sbceo.org 805-964-4711 |

Goal 1

All students will demonstrate mastery of grade-level content standards and upon graduation will be prepared and successful for college and/or career. (Priorities: 2, 4, 7, and 8)

Rationale

Based on the analysis of stakeholder input, local and state data, it was determined that students would benefit from additional opportunities that target individual learning gaps, credit recovery efforts, and prepare students for college and career.

Therefore this goal is primarily aimed at addressing:

- Improving student academic achievement
- Credit recovery and intervention
- WASC accreditation is required in order to register courses for A-G with UC/CSU and for students to qualify for state financial aid.
- Expanding Career Technical Education (CTE) program

The actions and metrics included in this goal are grouped together based on priorities: 2-state standards, 4-pupil achievement, 7-course access, and 8-pupil outcomes. Grouping these actions and metrics together will assist JCCS in assessing student mastery of grade-level content standards and prepare them for college and career.

Expected Annual Measurable Objectives for Goal 1

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|---|--|
| 4 | 1.a The percentage of students earning credits at an accelerated rate. | 48.4% of students earn credits at an accelerated rate. The baseline was established from 2020-21 data. | The metric outcome is in progress. From July 1 - December 31, 2021; 52.5% of students earned credit at an accelerated pace. | 80% of students will earn credits at an accelerated rate. |
| 4 | 1.a The percentage of students who score at nearly met or met | 18% Court / 8.6% Community of students score at nearly met or met standard in ELA. | The metric outcome is known. 14% Court / 38% Community students scored at nearly met | 40% of students will score at nearly met or met standard in ELA on the CAASPP. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|---|---|
| | standard in English Language Arts (ELA) on the CAASPP. | Due to the Pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018-19 administration. | standard in ELA on the CAASPP in 2020-21. | |
| 4 | 1.a The percentage of students who score at nearly met or met standard in mathematics on the CAASPP. | 0% Court / 0% Community of students score at nearly met or met standard in mathematics. Due to the Pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018-19 administration. | The metric outcome is known. 0% Court / 0% Community students scored at nearly met or met standard in mathematics on the CAASPP in 2020-21. | 35% of students will score at nearly met or met standard in mathematics on the CAASPP. |
| 4 | 1.a The average growth of students between the Diagnostic Online Reading Assessment (DORA) pre/post scores. | 0.70 average grade increase The baseline was established from 2020-21 data. | The metric outcome is in progress. The eight students tested had an average decrease of -0.45 between the DORA pre/post scores in 2021-22. | The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth. |
| 4 | 1.a The average growth of students between the Adaptive Diagnostic Assessment of Mathematics (ADAM) pre/post scores. | 0.85 average grade increase The baseline was established from 2020-21 data. | The metric outcome is in progress. The five students tested had an average increase of 0.27 between the ADAM pre/post scores in 2021-22. | The average growth of students between the ADAM pre/post scores will indicate 1 (one) year of growth. |
| 2 | 1.a The percentage of workgroup members who attend professional learning/coaching | 0% - This is a new metric therefore baseline will be established in 2021-22. | The metric outcome is in progress. Thus far in 2021-22, 80% of workgroup members have participated in all | 100% of workgroup members will participate in all professional learning sessions for ELD and mathematics. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|---|
| | sessions in mathematics and English Language Development (ELD) based on training sign-in sheets. | | professional learning sessions for ELD and mathematics that have been offered. | |
| 2 | 1.a All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS). | 100% The baseline was established from 2020-21 data. | The metric outcome is known. 100% of students have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS). | 100% of students will have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS). |
| 2 | 1.a All English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards. | 100% The baseline was established from 2020-21 data. | The metric outcome is known. 100% of English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards. | 100% of English learners will have access to curriculum and receive instruction aligned to CCSS and ELD standards. |
| 7 | 1.b The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU). | 0% - Since JCCS is not WASC accredited courses can't be registered with UC/CSU. The baseline was established from 2020-21 data. | The metric outcome is known. 0% of students have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU) because JCCS is not WASC accredited yet, so courses can't be registered with UC/CSU. | 10% of students will have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU). |
| 8 | 1.b. The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure | 100% The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | 100% of students will have a completed ILP to ensure they have a broad course of study. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|---|--|---|
| | students have a broad course of study. | | | |
| 8 | 1.c The percentage of students who meet two College and Career Readiness Indicators (CCI) for Dashboard for Alternative School Status (DASS). | 0% - This is a new metric therefore baseline will be established in 2021-22. | The metric outcome is unknown and can't be established at this time. | 25% of students will meet two CCI for DASS. |
| 8 | 1.c The percentage of students who are enrolled in a CTE course. | 24% The baseline was established from 2020-21 data. | The metric outcome is in progress. Thus far 40.6% of students are enrolled in a CTE course. | 75% of students will be enrolled in a CTE course. |
| 8 | 1.c The percentage of students who receive approved industry certifications. | 0% - This is a new metric therefore baseline will be established in 2021-22. | The metric outcome is in progress. Thus far 40.6% of the students enrolled in a CTE course received an industry-approved certification. | 25% of students will receive an approved industry certification. |
| 8 | 1.c The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks. | 0% - We are not currently offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks. The baseline was established from 2020-21 data. | The metric outcome is known. 0% - We are not yet offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks. | 15% of students will successfully complete courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks. |
| 4 | 1.d The percentage of English learner students who are Redesignated as English Fluent Proficient (RFEP). | 5.1% All 3.6% Court 9.1% Community The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | Overall 8% of EL students will be Redesignated English Fluent Proficient. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|---|--|---|
| 4 | 1.d The percentage of English learner students who have tested with JCCS for two consecutive cycles that make progress toward English proficiency as measured by the ELPAC. | 0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level. The baseline was established from 2018-19 and 2019-20 data. | The metric outcome is known. 37.5% of students improved a level. Eight students took the ELPAC with JCCS in two consecutive years (2019-20 & 2020-21). Three of the students improved a level and made progress toward English proficiency as measured by the ELPAC. | 10% of EL students that test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC. |
| 4 | 1.e The percentage of students who meet their Individual Education Plan (IEP) goal progress. | 100% The baseline was established from 2020-21 data. | The metric outcome is in progress. Thus far 100% of students have met their Individual Education Plan (IEP) goal progress. | 100% of students will meet their IEP goal progress. |
| 8 | 1.e The percentage of eligible students who have a completed Individual Transition Plan (ITP) as part of their IEP. | 100% The baseline was established from 2020-21 data. | The metric outcome is in progress. Thus far 100% of students have a completed Individual Transition Plan (ITP) as part of their IEP. | 100% of eligible students will complete their ITP as part of their IEP. |
| | The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. | This required state metric is not applicable to our JCCS Alternative Education Program. | N/A | N/A |
| | The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. | This required state metric is not applicable to our JCCS Alternative Education Program. | N/A | N/A |

Actions and Services

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|---|----------|--------------|--|--|-------------|-----------------|
| 1.a.1 | <p>Additional Academic Supports Time within the master schedule will be identified for intervention and/or credit recovery.</p> <p>Students in need of additional assistance will be identified to participate in zero period, homework help, and/or one-on-one tutoring.</p> <p>Cost for Teaching Assistants and Let's Go Learn intervention program.</p> | Ongoing | Yes | LCFF 0 Other State 18,480 Local 0 Federal 0 | LCFF 11,400 Other State 0 Local 0 Federal 0 | \$29,880.00 | \$191.68 |
| 1.a.2 | <p>Professional Development Workgroups Workgroups will meet throughout the year in Mathematics and ELA/ELD for coaching to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work will include the development of pacing guides in math and ELA/ELD.</p> <p>Costs for coaching, training, and substitutes.</p> | Ongoing | Yes | LCFF 18,291 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 58,000 Local 0 Federal 0 | \$76,291.00 | \$809.87 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|---|---|----------------|-----------------|
| 1.a.3 | <p>Interim Assessments The JCCS Director and Leadership Team will identify and incorporate Smarter Balanced Interim and Block Assessments into the instructional program to inform instruction.</p> <p>No additional costs; part of the base program.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |
| 1.a.4 | <p>Data Analysis Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, interim and block assessments to inform instruction.</p> <p>No additional costs; part of the base program.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |
| 1.a.5 | <p>Teacher-Student Ratios JCCS will reduce student/teacher ratios at Dos Puertas and Los Robles to provide greater</p> | Ongoing | Yes | LCFF \$328,964 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$328,964.00 | \$106,531.58 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|---|---|----------------|-----------------|
| | access to direct instruction course offerings. Costs for two additional teacher salaries and benefits. | | | | | | |
| 1.a.6 | Instructional Staff Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. Costs for base program instructional staff; includes salaries and benefits. | Ongoing | No | LCFF 497,614 Other State 182,635 Local 470,602 Federal 138,187 | LCFF 0 Other State 0 Local 0 Federal 0 | \$1,289,038.00 | \$483,726.32 |
| 1.a.7 | Credit Recovery Software JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK). Cost for online software program. | Ongoing | Yes | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 3,300 Other State 0 Local 0 Federal 0 | \$3,300.00 | \$0.00 |
| 1.b.1 | WASC Accreditation JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of | 2 years | No | LCFF \$0 Other State \$0 Local \$0 | LCFF \$160 Other State \$0 Local \$0 | \$160.00 | \$0.00 |

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|-----|------------------------|-----|-------------|-----------------|
| | Schools and Colleges (ACS WASC) Affiliation Request by fall of 2021 and the ACS WASC Initial Visit School Description application by spring of 2022. This would prompt a fall 2022 site visit. Cost for application fees. | | | Federal | \$0 | Federal | \$0 | | |
| 1.b.2 | WASC Accreditation and Leadership Team JCCS Director will meet with the JCCS Leadership Team to review the ACS WASC application to ensure previous work towards WASC accreditation is still applicable. JCCS Leadership Team will assist in preparing the ACS WASC Initial Visit School Description application. No additional costs; part of the base program. | 2 years | No | LCFF | \$0 | LCFF | \$0 | \$0.00 | \$0.00 |
| | | | | Other State | \$0 | Other State | \$0 | | |
| | | | | Local | \$0 | Local | \$0 | | |
| | | | | Federal | \$0 | Federal | \$0 | | |
| 1.b.3 | Course of Study Assignment JCCS staff will assign students to courses according to the approved course of study. No additional costs; part of the base program. | Ongoing | No | LCFF | \$0 | LCFF | \$0 | \$0.00 | \$0.00 |
| | | | | Other State | \$0 | Other State | \$0 | | |
| | | | | Local | \$0 | Local | \$0 | | |
| | | | | Federal | \$0 | Federal | \$0 | | |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|---|---|----------------|-----------------|
| 1.c.1 | <p>Career Exploration Labs JCCS students will be enrolled in a career exploration Career Technical Education (CTE) course utilizing the Paxton Patterson CTE labs at each site.</p> <p>No additional costs; part of the base program.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |
| 1.c.2 | <p>CTE Course Development JCCS Director and CTE Director will collaborate to develop a capstone CTE course, identify industry certifications, internships, work-based learning, and dual enrollment opportunities.</p> <p>No additional costs; part of the base program.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |
| 1.c.3 | <p>CTE Teacher on Special Assignment JCCS will create a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS.</p> | Ongoing | No | LCFF 5,302 Other State 128,062 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$133,364.00 | \$24,321.34 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|---|--|----------------|-----------------|
| | <p>This workgroup will focus on the following:</p> <ul style="list-style-type: none"> • Attend professional development training to deepen understanding of CTE standards • Attend advisory committee meetings • Uniform lesson planning • Align industry certifications with modules taught in career exploration and capstone courses • Coordinate college field trips • Form business/industry partnerships to create alignment between coursework and jobs available in the region <p>Costs for CTE TOSA and substitutes.</p> | | | | | | |
| 1.d.1 | <p>ELPAC Training JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure</p> | Ongoing | No | LCFF 8,873 Other State 0 Local 0 Federal 0 | LCFF 91 Other State 0 Local 0 Federal 0 | \$8,964.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|---|--|----------------|-----------------|
| | <p>administration and scoring practices are aligned and calibrated with state requirements.</p> <p>Costs for ELPAC Coordinator stipends, mileage, and substitutes.</p> | | | | | | |
| 1.d.2 | <p>ELD Instruction JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students.</p> <p>Costs for new ELD curriculum and Newslea subscriptions.</p> | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 2,160 Other State 20,000 Local 0 Federal 0 | \$22,160.00 | \$0.00 |
| 1.d.3 | <p>Reclassification of EL students JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students reclassified within four years will be monitored to ensure language and academic growth.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|---|---|----------------|-----------------|
| | No additional costs; part of the base program. | | | | | | |
| 1.e.1 | <p>Individual Transition Plans JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators 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 collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.</p> <p>No additional costs; part of the base program.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |
| 1.e.2 | <p>Supports for Students with Disabilities The Special Education Director and JCCS Director will assist general</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 | LCFF \$0 Other State \$0 Local \$0 | \$0.00 | \$0.00 |

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|-----|------------------------|-----|-------------|-----------------|
| | education teachers to include supports and strategies for students with disabilities to improve academic and behavioral outcomes. No additional costs; part of the base program. | | | Federal | \$0 | Federal | \$0 | | |
| 1.e.3 | Services for Students with Disabilities Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified supports in their IEP from special education staff. No additional costs; part of the base program. | Ongoing | No | LCFF | \$0 | LCFF | \$0 | \$0.00 | \$0.00 |
| | | | | Other State | \$0 | Other State | \$0 | | |
| | | | | Local | \$0 | Local | \$0 | | |
| | | | | Federal | \$0 | Federal | \$0 | | |

Goal 2

All students and parents will be provided targeted services that address student and family needs to support students in overcoming barriers impacting their education. (Priorities: 3, 5, and 6)

Rationale

Based on the analysis of stakeholder input, local and state data, and due to the fact that JCCS serves an at-risk student population who has experienced significant trauma prior to being enrolled in our schools, it is imperative for us to engage and support the whole family to address barriers impacting learning and to foster student success.

Therefore this goal is primarily aimed at addressing:

- Individual and Group Counseling
- Mental health support strategies and services
- Partnering with community agencies to provide parent information nights
- Increased communication between school and home

The actions and metrics included in this goal are grouped together based on priorities: 3-parent involvement and family engagement, 5-pupil engagement, and 6-school climate. Grouping these actions and metrics together will assist JCCS in assessing the number of targeted services that address student and family needs are provided annually, and evaluating how the services support students in overcoming barriers impacting their education.

Expected Annual Measurable Objectives for Goal 2

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|---|--|
| 3 | 2.a The percentage of Parent Staff Advisory Committee (PSAC) members who attend PSAC meetings. | 94.4% of PSAC members attended the PSAC meetings. The baseline was established from 2020-21 data. | The metric outcome is in progress. 93.75% of members have attended the two PSAC meetings thus far in 2021-22. | 100% of PSAC members will attend the PSAC meetings. |
| 3 | 2.a The percentage of parents who participate in parent/teacher conferences. | 62.4% of parents participated in parent/teacher conferences. The baseline was established from 2020-21 data. | The metric outcome is in progress. In October 2021, 81.25% of parents participated in parent/teacher conferences. | 75% of parents will participate in parent/teacher conferences. |
| 3 | 2.a The percentage of parents who sign-up for ParentSquare parent communication. | 88% of parents are signed up for ParentSquare. The baseline was established from 2020-21 data. | The metric outcome is in progress. 82% of parents are signed up for ParentSquare. | 100% of parents will sign-up for ParentSquare. |
| 3 | 2.a The percentage of parents attending Parent Information Nights. | 29.6% of parents attend Parent Information Nights. The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | 40% of parents will attend Parent Information Nights. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|--|
| 3 | 2.a The percentage of parents attending Open House. | 11.76% of parents attended Open House. The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | 30% of parents will attend Open House. |
| 3 | 2.a The percentage of parents that participate in their child's IEP meetings. | 96% of parents participated in their child's IEP meeting. The baseline was established from 2020-21 data. | The metric outcome is in progress. Thus far 100% of parents have participated in their child's IEP meetings. | 100% of parents will participate in their child's IEP meeting. |
| 3 | 2.a The percentage of parents that provide input during IEP assessment of child. | 100% of parents provided input during their child's IEP assessment. The baseline was established from 2020-21 data. | The metric outcome is in progress. Thus far 100% of parents have provided input during IEP assessment of child. | 100% of parents will provide input during their child's IEP assessment. |
| 5 | 2.b The percentage the students who are attending school on a daily basis. (school attendance rate) | Community = 68.8% Court = 97.5% The baseline was established from 2020-21 data. | The metric outcome is in progress. Thus far the attendance rate is: Community School = 74.4% Court School = 97.9% | 75% of community school students will attend school on a daily basis. Maintain 97.5% of student attendance at the court school on a daily basis. |
| 5 | 2.b The percentage of students who are absent 10 percent or more of the school days. (chronic absenteeism rate) | Community = 0% Court = 0% The baseline was established from 2020-21 data. | The metric outcome is in progress. Thus far the chronic absenteeism rate is: Community School = 0% Court School = 0% | Less than 10% of community school students will be considered chronically absent. Less than 10% of court school students will be considered chronically absent. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|--|--|--|
| 5 | 2.b The percentage of middle school students who drop out. (middle school dropout rate) | 0% of middle school students have dropped out. The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | 0% of middle school students will drop-out. |
| 5 | 2.b The percentage of high school students who drop out. (high school dropout rate) | Community = 16.67% (1 student) Court = 55.56% (5 students) The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | Less than 15% of community high school students will drop out. Less than 50% of court high school students will drop out. |
| 5 | 2.b The percentage of students who graduate high school. (one-year graduation rate) | 92.3% of students graduated in 2020-21. (one-year graduation rate (DASS)) The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | Maintain that at least 92% of students will graduate from high school. (one-year graduation rate) |
| 6 | 2.b The percentage of students suspended one or more days. (suspension rate) | 2.7 % of students were suspended in 2020-21. The baseline was established from 2020-21 data. | The metric outcome is in progress. 2.9% of students have been suspended in 2021-22. | Less than 3% of students will be suspended for one or more days. |
| 6 | 2.b The percentage of students expelled from a JCCS school. (expulsion rate) | 0% of students have been expelled from a JCCS school. The baseline was established from 2020-21 data. | The metric outcome is in progress. 0% of students have been expelled from a JCCS school. | 0% of students will be expelled. |
| 6 | 2.b The percentage of students who indicate they have caring adult relationships on the California Healthy Kids Survey (CHKS). | 60% of students indicated they have caring adult relationships on the 2020-21 CHKS. | The metric outcome is unknown and can't be established at this time. | 70% of students will indicate they have caring adult relationships on the CHKS. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|---|--------------------------|-----------------------------|
| | | The baseline was established from 2020-21 data. | | |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|---|---|-------------|-----------------|
| 2.a.1 | <p>PSAC JCCS staff will collaborate with the Parent School Advisory Committee (PSAC) to create, administer, and evaluate a parent survey.</p> <p>Costs for meeting refreshments.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$200 Other State \$0 Local \$0 Federal \$0 | \$200.00 | \$0.00 |
| 2.a.2 | <p>Parent-Teacher Conferences JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs.</p> <p>No additional cost; part of the base program.</p> | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$0.00 | \$0.00 |
| 2.a.3 | <p>ParentSquare Licenses JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between</p> | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 1,310 Other State 0 Local 0 Federal 0 | \$1,310.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|--|---|----------------|-----------------|
| | school and home in their native language. Cost for ParentSquare. | | | | | | |
| 2.a.4 | Translation Services JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual stipends to support translation services for EL students and families. Cost for bilingual stipends. | Ongoing | Yes | LCFF 23,213 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$23,213.00 | \$752.64 |
| 2.a.5 | IEP Parent Attendance 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. No additional cost; part of the base program. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$0.00 | \$0.00 |
| 2.a.6 | Parents Included in IEP Assessments | Ongoing | No | LCFF 0 Other State 0 | LCFF 0 Other State 0 | \$0.00 | \$0.00 |

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|--------------|---|----------|--------------|--------------------|---------------|------------------------|-----------|-------------|-----------------|
| | <p>Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires.</p> <p>No additional cost; part of the base program.</p> | | | Local 0 | Federal 0 | Local 0 | Federal 0 | | |
| 2.b.1 | <p>Restorative Practices JCCS administrators, staff, and partner agencies will utilize restorative practices and Help Now! strategies from the Community Resiliency Model (CRM) to regulate behavior, de-escalate and resolve conflict, and foster a positive school environment.</p> <p>No additional cost; part of the base program.</p> | Ongoing | No | LCFF 0 | Other State 0 | Local 0 | Federal 0 | \$0.00 | \$0.00 |
| 2.b.2 | <p>Positive Behavior Incentive Program JCCS staff in collaboration with Probation will utilize a positive behavior incentive program at both court schools to reinforce positive choices.</p> <p>No additional cost; part of the base program.</p> | Ongoing | No | LCFF 0 | Other State 0 | Local 0 | Federal 0 | \$0.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|---|---|----------------|-----------------|
| 2.b.3 | FitzGerald Gym To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2021-22 school year for FitzGerald students. Cost for gym lease. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 57,000 Federal 0 | \$57,000.00 | \$18,678.00 |
| 2.b.4 | Mental Health and CPI Training JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI). Costs for registration, training, and substitute costs. | Ongoing | Yes | Other State 0 Local 0 Federal 0 | LCFF 210 Other State 5,000 Local 0 Federal 0 | \$5,210.00 | \$279.37 |
| 2.b.5 | Academic and Behavioral Support JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$0.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|--|--|----------------|-----------------|
| | Costs reflected in 1.b.6. | | | | | | |
| 2.b.6 | <p>CADA Counselor Identified students will participate in individual and group counseling sessions with the Council on Alcohol and Drug Abuse (CADA) Youth Support Specialist (YSS) to support mental wellness.</p> <p>Cost for CADA Counselor (YSS).</p> | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local \$45,000 Federal 0 | \$45,000.00 | \$0.00 |
| 2.b.7 | <p>Transition Support for Students JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation).</p> <p>Costs for office support staff.</p> | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 79,130 | LCFF 0 Other State 0 Local 0 Federal 0 | \$79,130.00 | \$18,827.22 |
| 2.c.1 | <p>SARB JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance.</p> | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 400 Other State 0 Local 0 Federal 0 | \$400.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|---|----------|--------------|---|---|-------------|-----------------|
| | Cost for administration fees. | | | | | | |
| 2.c.2 | WiFi Hotspots WiFi hotspots will be provided to students for online access after school to complete assignments. Cost for data contract. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 4,561 Federal 0 | \$4,561.00 | \$1,140.30 |

Goal 3

Through improved collaboration and use of the Agreement to Ensure School Access in the Best Interest of Students (School Access Agreement), Santa Barbara County youth in foster care will have reduced suspension and chronic absenteeism rates and increased graduation rates. (Priority 10)

Rationale

Annually, students in foster care have the lowest academic outcomes of all student populations, and few continue their education after high school. In comparison to other student populations, students in foster care have higher rates of suspension, higher rates of chronic absenteeism, and lower graduation rates.

The actions and metrics included in this goal are grouped together based on priority 10 coordination of services for foster youth. Grouping these actions and metrics together will assist FYSCP in assessing the outcomes for students in foster care.

Expected Annual Measurable Objectives for Goal 3

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|---|
| 10 | 3.a Suspension rate of students in foster care. | The suspension rate was 10.8% for youth in foster care. The baseline was established from 2019-20 data. | The metric outcome is in progress. For the 2020-21 school year, the suspension rate of students in foster care was 0.8%. | Decrease suspension rate of students in foster care to 8% or lower. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|---|--|--|
| 10 | 3.a Graduation rate of students in foster care. | The graduation rate for youth in foster care was 70.3%. The baseline was established from 2019-20 data. | The metric outcome is in progress. For the 2020-21 school year, the graduation rate of students in foster care was 75.0%. | Increase graduation rate of students in foster care to 84% or higher. |
| 10 | 3.a Chronic absenteeism rate of students in foster care. | The chronic absenteeism rate for youth in foster care was 35.1%. The baseline was established from 2018-19 data. | The metric outcome is in progress. For the 2020-21 school year, the chronic absenteeism rate of students in foster care was 27.4%. | Reduce chronic absenteeism rate of students in foster care to 25%. |
| 10 | 3.a The number of school placement changes for youth in foster care. | This is a new metric: baseline will be established in 2021-22. | The metric outcome is unknown and can't be established at this time. | Reduce the number of school placement changes for youth in foster care. |
| 10 | 3.a The number of freshman students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care. | Approximately 18 freshmen enrolled in a Santa Barbara County community college were marked as being in or formerly in foster care. The baseline was established from 2020-21 data. | The metric outcome is unknown and can't be established at this time. | Increase the number of freshmen students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care to 25. |
| 10 | 3.a The percentage of seniors in foster care who complete the Free Application Federal Student Aid (FAFSA). | 84% of seniors in foster care completed the FAFSA. The baseline was established from 2020-21 data. | The metric outcome is in progress. 20% of seniors in foster care completed the FAFSA. | 95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA). |
| 10 | 3.a | 84% of seniors in foster care completed the Chafee grant. | The metric outcome is in progress. 20% of seniors in | 95% of seniors in foster care will complete the Chafee grant. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|--|---|
| | The percentage of seniors in foster care who complete the Chafee grant. | The baseline was established from 2020-21 data. | foster care completed the Chafee grant. | |
| 10 | 3.a The number of supportive services provided to JCCS students in foster care. | Six (6) supportive services were provided to four (4) JCCS students in foster care. The baseline was established from 2020-21 data. | The metric outcome is in progress. Three (3) supportive services have been provided to two (2) JCCS students in foster care. | At least two (2) supportive services will be provided to every JCCS student in foster care. |
| 10 | 3.a The percentage of Educational Records for youth in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. | 100% of Educational Records for youth in foster care were provided to Child Welfare Services (CWS) and Juvenile Court. The baseline was established from 2020-21 data. | The metric outcome is in progress. 100% of Educational Records for youth in foster care have been provided to Child Welfare Services (CWS) and Juvenile Court. | 100% of Educational Records for youth in foster care will be provided to Child Welfare Services (CWS) and Juvenile Court. |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|---|---|-------------|-----------------|
| 3.a.1 | The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC) The FYSCP EAC will meet every other month to identify countywide needs, develop and prioritize goals, and monitor progress. No additional cost; part of the Transitional Youth Services program duties. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$0.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|---|---|----------------|-----------------|
| 3.a.2 | <p>Improve Collaboration FYSCP will create a system of cross-collaboration, with Child Welfare Services, school districts, charter schools, juvenile court and community schools, juvenile probation, parents, students, post-secondary education, Court Appointed Special Advocate (CASA), Special Education Local Plan Area (SELPA), Behavioral Wellness (BeWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), so students and families can be easily connected to appropriate housing, personal care, education, and career resources.</p> <p>The collaboration will be attained through:</p> <ul style="list-style-type: none"> • Recruiting resource parents. • Educating on: • Creating positive experiences • Education rights • School of Origin and Best Interest Determination Procedure | Ongoing | No | LCFF 0 Other State 184,514 Local 0 Federal 105,484 | LCFF 0 Other State 0 Local 0 Federal 0 | \$289,998.00 | \$137,117.10 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|---|---|----------------|-----------------|
| | <ul style="list-style-type: none"> • Immediate enrollment • Least restrictive environment • FAFSA & Chafee grant • AB waivers • Available resources • Mental health • Childcare • Post-secondary programs and transition support <p>Costs for Transitional Youth Services staff salaries and benefits.</p> | | | | | | |
| 3.a.3 | <p>Use School Access Agreement FYSCP and collaborative partners will use the School Access Agreement to keep students in foster care in their school of origin unless it's in their best interest to transfer, connect them to resources and support, and ensure immediate enrollment in school and appropriate classes and timely transfer of records.</p> <ul style="list-style-type: none"> • Create templates and scripts. • Train district liaisons, social workers, juvenile court and community | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$0.00 | \$0.00 |

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|--------------------|------------------------|-------------|-----------------|
| | school staff, and probation staff. Costs listed above in 3.a.2. | | | | | | |

Goal 4

Continue to successfully implement programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9).

Rationale

Based on the analysis of stakeholder input, local and state data, SBCEO consistently met and maintained progress in both state priorities 1 and 9. It was determined that these two priorities could be implemented without significant changes and therefore met the requirements for a maintenance goal. The actions and metrics will be monitored for sustained progress in meeting the state requirements described in priorities 1 and 9.

Expected Annual Measurable Objectives for Goal 4

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|---|--|
| 1 | 4.a The percentage of teachers in the LEA that appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. | 100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching. The baseline was established from 2020-21 data. | The metric outcome is known. 100% of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching. | 100% of the teachers in the LEA will continue to be appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching. |
| 1 | 4.a The percentage of pupils that have sufficient access to the standards-aligned instructional materials. | 100% of pupils have sufficient access to the standards-aligned instructional materials. The baseline was established from 2020-21 data. | The metric outcome is known. 100% percent of pupils have sufficient access to the standards-aligned instructional materials. | 100% percentage of pupils will continue to have sufficient access to the standards-aligned instructional materials. |

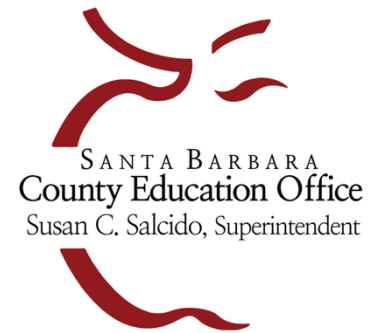
| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|---|--|---|
| 1 | 4.a The percentage of school facilities that are maintained in good repair. | 100% of school facilities are maintained in good repair. The baseline was established from 2020-21 data. | The metric outcome is known. Based on the December 2021 Facility Inspection Tool (FIT), 100% percent of the school facilities are maintained in good repair. | 100% percentage of the school facilities will continue to be maintained in good repair. |
| 9 | 4.b The percentage of districts within the county that have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students. | 100% of districts within the county have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students. The baseline was established from 2020-21 data. | The metric outcome is known. In June of 2021, 100% of districts within the county adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. | 100% of districts within the county will continue to adopt a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. |
| 9 | 4.b The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions. | 71% of district-referred JCCS expelled youth met the terms and conditions of their expulsions. The baseline was established from 2020-21 data. | The metric outcome in unknown and can't be established at this time. | 85% percentage of district-referred JCCS expelled youth will meet the terms and conditions of their expulsions. |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|---|---|-------------|-----------------|
| 4.a.1 | Teacher Credentials SBCEO will require that JCCS teachers are appropriately credentialed and/or authorized for the subjects they teach. No additional costs; part of the base program. | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|--|---|-------------|-----------------|
| 4.a.2 | <p>Standards-aligned Curriculum JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials.</p> <p>No additional costs; part of the base program.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |
| 4.a.3 | <p>School Facilities SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at all three school sites.</p> <p>Costs for custodial/maintenance staff.</p> | Ongoing | No | LCFF 47,608 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$47,608.00 | \$32,978.22 |
| 4.b.1 | <p>Countywide Plan for Expelled Youth SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within Santa Barbara County Plan for Expelled Youth.</p> | Ongoing | No | LCFF \$59,260 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$59,260.00 | \$19,680.02 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|---|---|----------------|-----------------|
| | Cost for CWA Director salary and benefits. | | | | | | |
| 4.b.2 | <p>Expelled Youth Rehabilitation Plans Under the direction of the CWA Director, JCCS staff will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans by doing the following:</p> <ul style="list-style-type: none"> • Review rehabilitation plans with students upon entry • Monitor progress to foster success, including but not limited to, counseling, academics, and attendance • Provide transitional support for students who are ready to return to their districts <p>Associated costs listed above in 4.b.1.</p> | Ongoing | No | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | LCFF \$0 Other State \$0 Local \$0 Federal \$0 | \$0.00 | \$0.00 |



Mid-Year Budget Overview Changes
2021–22 Local Control and Accountability Plan

2021-22 SBCEO Budget Overview Changes

| Summary of Budget Changes Since 2021-22 Adopted Budget (Includes Impact of 2021 Budget Act) | | | | |
|--|-------------------------------|---|--------------|---|
| Budget Item | 2021-22 Adopted Budget Amount | 2021-22 Revised Budget Amount (First Interim) | Difference | Summary of Differences |
| Total LCFF funds | \$ 23,808,145 | \$ 23,966,914 | \$ 158,769 | Increase in excess property taxes |
| LCFF supplemental and concentration grants (Included in Total LCFF funds above) | \$ 320,400 | \$ 178,249 | \$ (142,151) | Decrease in JCCS ADA funding |
| All other state funds | \$ 7,927,963 | \$ 11,619,593 | \$ 3,691,630 | <u>Increase In-Person Instruction Grant, Expanded Learning Opportunity Grant, Safe Schools For All Grant</u> , K12 Strong Workforce Program, Special Education Infant Program Funding |
| All local funds | \$ 27,529,776 | \$ 28,048,441 | \$ 518,665 | Increase in Special Education, Children's Creative Project, and C&I CA School Leadership Academy funding |
| All federal funds | \$ 2,008,153 | \$ 2,018,006 | \$ 9,853 | <u>Increase in Governor's Emergency Education Relief funds</u> and Transitional Youth Homeless Youth funds, net of decrease in Special Ed funding |
| Total projected revenue | \$ 61,274,037 | \$ 65,652,954 | \$ 4,378,917 | |
| Total budgeted general fund expenditures | \$ 61,485,602 | \$ 65,372,475 | \$ 3,886,873 | Increased salary and professional services expenditures in the following programs: K12 Strong Workforce, Transitional Youth, District Support, Special Education |