

**Santa Barbara County Education Office  
Local Control and Accountability Plan  
(LCAP)**

**2022-23**



**2022-23 Budget Overview  
for Parents**

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Barbara County Education Office

CDS Code: 42-10421-0000000

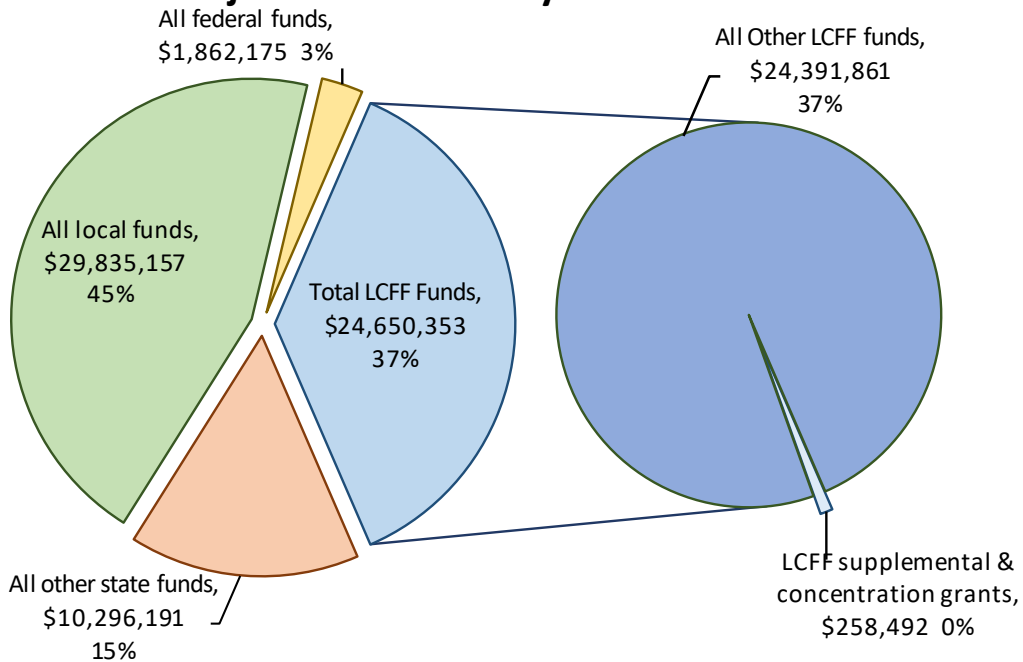
School Year: 2022 – 23

LEA contact information: Debbie Breck, 805-964-4711, Ext. 5227, dbreck@sbceo.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

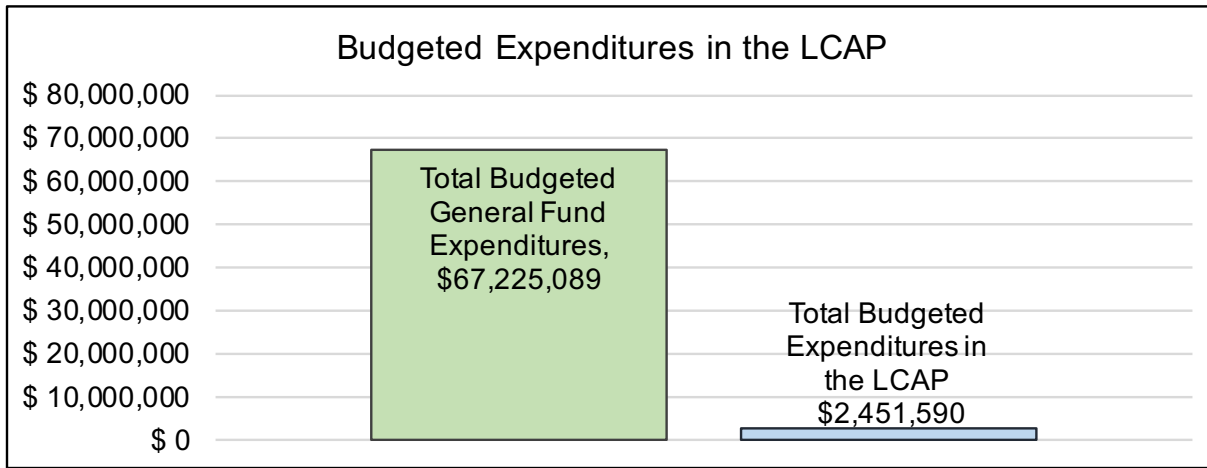


This chart shows the total general purpose revenue Santa Barbara County Education Office expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara County Education Office is \$66,643,876.00, of which \$24,650,353.00 is Local Control Funding Formula (LCFF), \$10,296,191.00 is other state funds, \$29,835,157.00 is local funds, and \$1,862,175.00 is federal funds. Of the \$24,650,353.00 in LCFF Funds, \$258,492.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Santa Barbara County Education Office plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

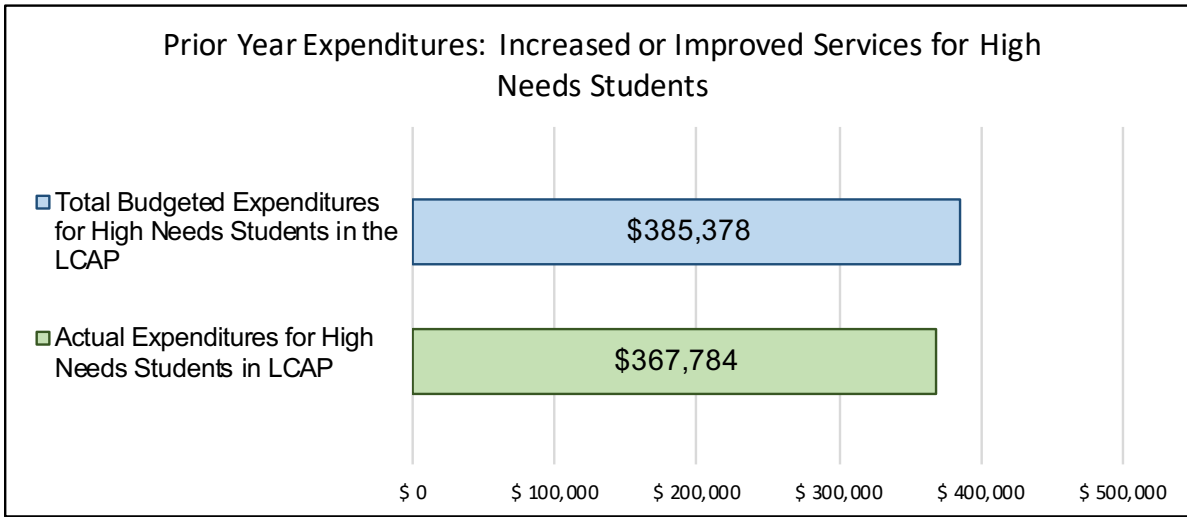
The text description of the above chart is as follows: Santa Barbara County Education Office plans to spend \$67,225,089.00 for the 2022 – 23 school year. Of that amount, \$2,451,590.36 is tied to actions/services in the LCAP and \$64,773,498.64 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Student Services/Support (Special Education; JCCS Base, Title ID, and IIA; Child Welfare & Attendance; Career Technical Education; Transitional Youth); District & Teacher Services/Support ( Curriculum & Instruction; Educational Technology; STRS Counseling; Teacher Induction; Financial Svstems; Information Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Santa Barbara County Education Office is projecting it will receive \$258,492.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Barbara County Education Office must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Barbara County Education Office plans to spend \$273,845.21 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Santa Barbara County Education Office budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Barbara County Education Office estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Santa Barbara County Education Office's LCAP budgeted \$385,378.00 for planned actions to increase or improve services for high needs students. Santa Barbara County Education Office actually spent \$367,783.55 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$17,594.45 had the following impact on Santa Barbara County Education Office's ability to increase or improve services for high needs students:

Our 2021-22 LCAP outlined services that were projected to be \$64,977 above the required base amount of \$320,400. Even though our actual expenditures in the 2021-22 LCAP were \$17,594.45 less than initially projected for high needs students, we still spent \$47,383.55 above the required amount. With our high commitment to students, we were able to provide the same level of services for our students despite the reduced costs. Below are the primary areas in which expenditures were reduced:

**Substitute salary and benefits:** Due to declining enrollment, we did not need to hire as many substitutes as initially planned. Therefore, we did not incur as many substitute costs for teachers to attend professional development trainings.

**Translation services:** The Office Assistant at Los Robles resigned in February and due to a significant decline in enrollment the decision was made to not refill the position. This employee received a bilingual stipend, so by not refilling her position we did not incur the cost of a full year's bilingual stipend. We were able to support the families who required translation services with existing staff.



**Supplement to the Annual Update to the  
2021-22 LCAP**

# 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 2020–21 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/LCPFinal-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](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](mailto: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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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



## **2022-23 Local Control and Accountability Plan (LCAP)**

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Santa Barbara County Education Office (SBCEO) 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 (FitzGerald), under an MOU between SBCEO and two school districts. Santa Maria Joint Union High School District (SMJUHSD) refers 9th-12th grade students, and Santa Maria-Bonita School District (SMBSD) refers 7th-8th grade students to attend school at FitzGerald.

One of our two court schools, Dos Puertas School (DPS), is located in the Santa Maria Juvenile Justice Center. DPS enrollment fluctuates daily, ranging in the 2021-22 school year from a low of 9 to a high of 25. Commitments of youth in 2021-22 ranged from one 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 (Camp). The Camp, set in the Los Padres National Forest twenty miles north of the city of Santa Barbara, offers 120-day and 240-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 2021-22, LRS enrollment ranged from a low of 3 to a high of 9. The continual impacts of the pandemic significantly reduced enrollment in our court schools.

Our third school, FitzGerald, has operated in partnership with two local school districts for six consecutive years. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. In 2021-22, FitzGerald enrollment ranged from a low of 2 at the beginning of the school year to a high of 21. The continual impacts of the pandemic also affected the enrollment of FitzGerald during the 2021-22 school year.

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 unduplicated students in 2021-22 was 100% (100% in the court schools, and 100% in the community school).

The October 2021 CBEDS report included a total of 26 students enrolled in JCCS, 22 in the court schools, and 4 in the community school. CBEDS enrollment reflected the following demographics:

- Hispanic or Latino: 24 (92.31%);
- Black or African American: 0 (0%)
- White: 2 (7.69%)
- English Learners: 5 (19.23%)
- Redesignated Fluent English Proficient (RFEP): 10 (38.46%)
- LEP (EL + Selected RFEP): 13 (50.00%)
- Students with Disabilities: 11 (42.31%)
- Foster youth: 1 (2.70%)
- Socio-Economically Disadvantaged: 23 (88.46%)

The JCCS recidivism rate in 2021-22 reflected that 61.2% of court school students were repeated offenders, up from 29.91% in the 2020-21 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 toward high school graduation. We are proud to say that with our support, 72.6% of students worked at an accelerated pace in 2021-22 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 most recent 2020-21 California Healthy Kids student survey and the locally administered parent survey:

- 66% of students believe their teachers have high expectations for their success;
- 60% of students feel there is someone at their school they can trust and talk to when they have a problem;
- 47% of students feel our teaching staff treat students with respect;
- 62% of students report being motivated by earning credits/graduation;
- 68% 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;
- 81% of parents believe our schools do a good job of preparing students for work and/or careers;
- 100% of parents believe our schools do a good job of ensuring students feel safe and secure;
- 95% of parents believe our schools communicate well with them.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The analysis and reflections related to student outcomes in the 2021-22 Local Control Accountability Plan (LCAP), and local data informed the development of the 2022-23 LCAP by identifying areas of success, need, and improvement. The California Dashboard was suspended in 2021-22, therefore that data was not available.

Based on the analysis of our current data, we showed improvement in the following areas:

### GRADUATION RATE (One-Year Graduation Rate)

Although not mentioned in our 2019-20 LCAP, the graduation rate has been a concern for JCCS since the dashboard indicator showed SBCEO in the red in 2019-20. Upon analysis of our Grade Placement Policy, we realized that our practice of placing students by age was not accurately reflecting a student's high school credit accrual, therefore students were being placed in the 12th grade who were significantly deficient in credits. Based on guidance from the Alternative Schools Taskforce, we updated SBCEO's Grade Placement Policy to place students in a grade level in accordance with the number of high school credits earned. This change, in addition to enhanced transcript evaluation, has moved JCCS out of the red with a graduation rate of 44.2% in 2019 to 92.3% in 2020. We have continued to see improvement in our graduation rate since the changes were implemented. In 2020-21, the JCCS graduation rate was 100%.

### CREDIT RECOVERY

67.4% of students who enter our JCCS programs are credit deficient. By offering students credit recovery options through an online platform Anywhere Learning System, we had 72.6% of students earn credits at an accelerated rate. Continuing to provide students with the ability to earn credits independently assists them in meeting graduation requirements.



## CAREER TECHNICAL EDUCATION (CTE) INDUSTRY CERTIFICATIONS

While developing a CTE capstone course is still an identified need, we have made significant progress in having students complete CTE industry certifications. We implemented this goal in 2021-22 and started with a baseline of 0% of students completing a certification. In one year, we had 19.6% of students complete at least one CTE industry certification. We had 42.9% of students enrolled in a CTE course complete an Industry Certification. We hope to continue to build on this success.

## PARENT-TEACHER CONFERENCES

We continue to build relationships with our parent community. Since our student population is highly mobile, it can be challenging to make long-lasting relationships with our parent community. In 2020-21 we had 62.4% of parents attend parent-teacher conferences. We were pleased to discover that in 2021-22 we had 84.44% of our parents attend parent-teacher conferences. Our desired three-year outcome was to reach 75% of parents attending parent-teacher conferences. We exceeded that in 2021-22. We will continue to assess and monitor our success in maintaining this outcome before changing our desired three-year outcome.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

JCCS is somewhat unique in that we do not have a typical subgroup of students. With 88.46% of our student population classified as low-income, many of our JCCS students are represented in this subgroup. Although 19.23% of our students are English Learners, and 42.31% are Students with Disabilities, neither group constitutes a significant subgroup for state reporting purposes.

The California Dashboard was suspended in 2021-22, however, based on the 2021-22 CAASPP scores and local assessment data, we know that we have student groups performing well below average that need to be addressed.

Our data continues to demonstrate four areas that need significant improvement.

1. ELA/ELD - 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 Let's Go Learn and providing professional learning and coaching to our staff in ELD. We began this work in 2021-22 and will continue this in 2022-23.

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 are using Let's Go Learn as an intervention program for mathematics and providing professional learning and coaching to our staff in mathematics. We will continue this work in 2022-23.

3. CTE PROGRAM - Our dashboard analysis from 2019-20 indicated that we were red for the College and Career Indicator. While this is not uncommon for a JCCS program, we have spent significant time and attention addressing this identified need. We installed three CTE career exploration labs at each of our sites in 2020-21. In 2021-22 we hired a CTE Teacher on Special Assignment (TOSA) to help uniformly implement CTE throughout JCCS. The JCCS Director and CTE Director continue to collaborate to develop a capstone CTE course and identify industry certifications, internships, work-based learning, and dual enrollment opportunities. In 2022-23, we plan to send one CTE teacher to Amped in Algebra training with the goal of implementing a Manufacturing capstone CTE course.

4. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)- It continues to be important for our JCCS schools to become WASC accredited. We began this process in 2019 and discovered we needed additional time to adopt new social studies and science curriculum. Now that our curriculum is updated, we have begun this process. In February of 2022, we submitted an application to the ACS WASC, and we anticipate our site visit to be conducted in the fall of 2022.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022-23 SBCEO LCAP reflects the same four goals as the 2021-22 LCAP, which include three broad goals and one maintenance goal.

1. BROAD GOAL: 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).
2. BROAD GOAL: 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).
3. BROAD GOAL: Through improved collaboration and use of the Agreement to Ensure School Access in the Best Interest of Students in Foster Care (School Access Agreement), Santa Barbara County youth in foster care will have reduced suspension rates, attend school more often, and have increased graduation rates. (Priority 10)
4. MAINTENANCE GOAL: Continue to successfully implement programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9).

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

**IMPROVING ACADEMIC ACHIEVEMENT:** JCCS staff continue to participate in professional learning and coaching workgroups. This work is focused on deepening the staff's understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work includes the continual development of pacing guides for math and ELA/ELD. JCCS staff have been working closely with the California Department of Education (CDE) for Differentiated Assistance (DA) to identify interventions to assist us in improving student academic achievement. This work will continue into the 2022-23 school year.

**CREDIT RECOVERY AND INTERVENTION:** Time within the master schedule has been identified for intervention and/or credit recovery. Students in need of additional assistance are identified to participate in zero period, homework help, and/or one-on-one tutoring.

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION:** JCCS applied for WASC Accreditation in the spring of 2022, and a site visit is scheduled for the fall of 2022. Becoming WASC accredited will provide students the opportunity to complete A-G courses that satisfy the requirements for entrance to the University of California (UC) and California State University (CSU) systems.

**CAREER TECHNICAL EDUCATION (CTE) PROGRAM:** The JCCS Director and CTE Director continue to collaborate on developing a capstone CTE course, and identifying industry certifications, internships, work-based learning, and dual enrollment opportunities. Additionally, a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) meets regularly to uniformly implement CTE throughout JCCS. JCCS staff have been working closely with the California Department of Education (CDE) for Differentiated Assistance (DA) to address gaps in the CTE program. This work will continue into the 2022-23 school year.

**PARENT AND STUDENT ENGAGEMENT:** JCCS staff continue to use ParentSquare to enhance parent communication between school and home. JCCS staff and probation utilize restorative practices, Community Resiliency Model (CRM), and Crisis Prevention and Intervention (CPI) to deescalate student behaviors. Students receive individual and group counseling services to support mental health needs.

**STUDENTS IN FOSTER CARE:** A School Access Agreement will be implemented to improve collaboration by involving students and education rights holders in the decision-making process. This will improve school stability, ensure the timely transfer of records to support immediate enrollment, and connect students to resources and support.

**BASE PROGRAM:** JCCS provides a comprehensive, safe, and welcoming middle and high school educational program with significant support for at-risk students including teaching assistants in every classroom, robust access to technology with a one-to-one student to device ratio, mental health support and services for our students in partnership with the Department of Behavior Wellness, a career exploration lab at each site, and transitional supports that provide students a seamless reentry into their district of residence.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None of SBCEO operated schools were identified for comprehensive support and improvement. This section is not applicable.

## ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the 2021-22 school year, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process. Educational partners contributed by providing input and feedback in a variety of ways including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions reflected in 2022-23 LCAP. We found that having multiple modalities to collect information throughout the pandemic, and after a return to in-person learning, proved to provide successful ways of gathering feedback from our specific educational partner groups and assisted in meeting our obligation to consult with statutorily required educational partners.

- Educational partners included:
- Administrators- The JCCS Director, who serves as the principal for the three JCCS-operated school sites, and the Assistant Superintendent of Educational Services, are the writers of the LCAP.
- Special Education/ SELPA
- Parent Student Advisory Committee (PSAC)- JCCS is not statutorily required to operate a DELAC committee.
- Parents and guardians
- Leadership team and bargaining units
- Students
- Probation administration and staff
- Mental health staff
- District partners
- CTE Director and Coordinators
- Differentiated Assistance (DA) workgroups
- Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC) and the Transitional Youth Services (TYS) Program Manager, who contributes to the writing of the LCAP.

In addition, state data (generated through the Dashboard, CAASPP, ELPAC, DataQuest, CalPADS, and CBEDS), local data (generated through AERIES, Let's Go Learn, Anywhere Learning Systems, and formative assessments), surveys, CTE rubrics, and other assessment tools were used in a systematic way to help evaluate progress.

As part of the cycle of continuous improvement, we analyzed educational partner input along with state and local data, and recently adopted state plans including; the Supplement to the Local Control Accountability Plan, the A-G Completion Improvement Grant plan, the Educator Effectiveness Block Grant (EEBG) plan, and the 2020-21 Expanded Learning Opportunities Grant (ELO-G) plan. This analysis informed the writing of the LCAP to strategically identify areas of marked success and improvement, and develop specific goals and actions to meet the identified needs.

Delineated below are summaries of the feedback received from specific educational partner groups.

A summary of the feedback provided by specific educational partners.

#### SPECIAL EDUCATION/SELPA

Our JCCS program has a higher than average percentage of students with disabilities (42.31%), therefore meeting regularly as a team is a priority in order to ensure our students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate as our student population changes with some enrollments lasting only a day or two while some students are with us for a year or more. The SBCEO Special Education Team meets regularly with the Santa Barbara SELPA, thereby completing the feedback loop.

The JCCS administrators meet with the Special Education/SELPA regularly on goals and actions specifically related to serving the needs of the students with disabilities enrolled in the JCCS schools.

Meeting dates: 7/21/2021, 9/15/2021, 10/1/2021, 11/30/2021, 2/4/2022, 3/30/2022, 4/1/2022, 4/21/2022

#### PARENT SCHOOL ADVISORY COMMITTEE (PSAC)

The PSAC met four times throughout the 2021-22 school year, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was directly involved in the development and review of the parent survey. The annual survey showed that 100% of parents who participated in the survey agreed that the school does a good job evaluating their child's emotional needs and provides positive support and direction.

Meeting dates: 10/21/2021, 12/16/2021, 3/17/22, 5/19/22

#### PARENTS AND GUARDIANS

2021-22 was the second year JCCS used ParentSquare as a way to streamline and enhance communication with parents and guardians. With over 89% of our parents contactable in ParentSquare we are able to post the link to the parent survey which increases parent access to the survey. The parent survey was made available in both hard copy and online formats. Hard copies were mailed to parents.

Survey window: March 23, 2022 - April 28, 2022

#### LEADERSHIP TEAM AND BARGAINING UNITS

- **LEADERSHIP TEAM:** The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) collaborated on the Local Indicators, and provided essential support in the development of the 2022-23 LCAP. The leadership team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement. With assistance from the Leadership Team, the SBCEO LCAP writing team incorporated their input and analysis into the 2022-23 LCAP.

Meeting dates: 7/30/2021, 1/27/2022, 5/9/2022

- BARGAINING UNITS: SBCEO Administration met nine times with the Santa Barbara County Education Association (SBCEA) and eleven times with California School Employees Association (CSEA) to discuss concerns and problem solve throughout the year. These meetings were successful in addressing issues that arose throughout the school year.

SBCEA Meeting Dates: 8/24/21, 9/28/21, 10/26/21, 12/7/21, 1/8/22, 2/8/22, 3/22/22, 4/5/22, 5/3/22

CSEA Meeting Dates: 7/29/2021, 8/18/2021, 9/15/2021, 10/13/2021, 11/30/2021, 1/12/2022, 2/16/2022, 3/23/2022, 4/11/2022, 5/18/2022, 6/15/2022

## STUDENTS

We believe that students' voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was last administered in December 2020 and provided valuable feedback in the areas of:

- School engagement and support- 66% of students indicated there were high expectations from adults in school
- School safety- with 68% of students reporting they perceived school as very safe or safe
- Substance use- with 28% reporting current alcohol or drug use and 44% reporting being drunk or "high" at school,
- Established routines- 88% reporting that they routinely exercise
- Learning from home- 40% of students indicated they had an interest in schoolwork done from home
- Adult and peer relationships- with 77% reporting adult support and 59% having peer support
- Social and emotional health- with 78% reporting gratitude and 62% were optimistic

There was a strong trend that students felt support and encouragement from the adults at school and were minimally motivated to participate in instruction from home, therefore it was important for us to have daily in-person instruction as soon as it was safe to do so and to continue providing counseling support through CADA.

## PROBATION ADMINISTRATION AND STAFF

The Deputy Chief Probation Officer, 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.

Meeting Dates: 8/27/2021, 10/1/2021, 12/3/2021, 2/1/2022, 2/4/2022, 2/8/2022, 3/31/2022, 4/1/2022, 4/19/2022, 5/3/2022, 5/5/2022

## MENTAL HEALTH STAFF

Strong collaboration occurred with the Department of Behavioral Wellness, which provided services in all three of our schools, and the Council on Alcohol and Drug Abuse (CADA), which provides services at our community school. Staff from these agencies attended weekly



staff meetings and provided updates on individual student concerns and overall trends. Both agencies reported that drug use, depression, and anxiety have increased during the past year. This input reinforced that continued counseling through CADA and the Department of Behavior Wellness was a vital component of the LCAP.

## DISTRICT PARTNERS

- FITZGERALD COMMUNITY SCHOOL

The Assistant Superintendent of Educational Services and the JCCS Director met with the Santa Maria Joint Union High School District (SMJUHS) and the Santa Maria-Bonita School District (SMBSD) to discuss the continuation of services provided through a Memorandum of Understanding (MOU) for students to attend Peter B. FitzGerald Community School. Through the meetings, SBCEO staff and the districts developed operating agreements, identified student and program needs, and evaluated student and program effectiveness.

Meeting Dates: 9/23/2021, 11/18/2021, 12/8/2021, 1/26/2022, 2/8/2022, 3/8/2022, 3/25/2022, 5/11/2022

- CTE PROGRAM

A county-wide CTE Advisory Committee was established this spring to solicit input and advisement regarding CTE programming. The curriculum was reviewed to ensure alignment between pathways offered in JCCS schools and districts throughout the county. There was also discussion regarding flexible credit options, industry certifications, and early college credit for work education experience. Districts that participated included: Lompoc, Guadalupe, Santa Maria Joint Union High School District, as well as Allan Hancock College, the Santa Barbara County Probation Department, and industry partners. Most districts were supportive of efforts thus far and felt classroom visits between programs would assist with ongoing alignment efforts.

Meeting Dates: 11/9/2021 & 3/8/2022

## TRANSITIONAL YOUTH SERVICES

Transitional Youth Services (TYS) coordinates countywide district liaison meetings that started in May 2020 and continue to be held monthly. Through the meetings, liaisons share best practices; review and provide input on the FYSCP program plan, LCAP goals and actions, draft policies and procedures; and learn about community resources from collaborative partner presentations. YYS also coordinated needs assessments to be completed with several districts in order to incorporate recommended actions into LCAPs. Based on liaison feedback, a countywide agreement is being written and implemented to assist in improving school stability, ensure immediate enrollment in appropriate classes and services, and timely transfer of records. YYS will act as the lead on the agreement and train stakeholders in the process. The developed actions related to this work are described in Goal 3.

Meeting Dates: 08/24/2021, 10/06/2021, 10/26/2021, 11/23/2021, 12/28/2021, 01/25/2022, 02/22/2022, 03/22/2022, 05/24/2022

## CTE DIRECTOR AND CTE COORDINATOR

The JCCS Director met with the CTE team multiple times throughout the year to coordinate CTE lab implementation and identify training needs and additional resources needed to ensure efforts would improve the CTE program. A CTE Teacher on Special Assignment (TOSA)



was hired in 2021-22 to implement the program with fidelity. The TOSA met biweekly with CTE teachers to develop curriculum, provide coaching, and model best teaching practices.

#### DIFFERENTIATED ASSISTANCE WORKGROUPS

The Assistant Superintendent, Educational Services, and the JCCS Director met with the California Department of Education (CDE) on May 11, 2021, to discuss and engage in Differentiated Assistance (DA) work. A team of staff was identified to participate in a DA workgroup with CDE. The DA workgroup met multiple times throughout the year to analyze data, identify areas of improvement, and develop Plan Do Study Act (PDSA) cycles. The CDE team visited the JCCS sites on May 27, 2022.

Meeting dates: 6/22/21, 8/18/21, 9/9/21, 10/29/21, 11/19/21, 1/13/22, 4/21/22, 5/27/22

#### FOSTER YOUTH SERVICES COORDINATING PROGRAM (FYSCP) EXECUTIVE ADVISORY COUNCIL (EAC)

This council was an important contributor to the analysis of LCAP progress and the development of actionable work specific to students in foster care. Based on the council's feedback, the membership of the council was diversified for better cross-system collaboration, and a countywide agreement is being written and implemented to assist in improving school stability, ensuring immediate enrollment in appropriate classes and services, and timely transfer of records. These actions are outlined in more detail in Goal 3.

Meeting Dates: 09/01/2021, 10/20/2021, 12/15/2021, 02/16/2022, 04/20/2022

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on our educational partner input we will continue with the three broad goals that were developed in 2021-22. Goal 1 is aimed at providing academic support and expanding educational opportunities for students to prepare them for college and careers. Goal 2 is designed to engage and provide targeted services and support for students and families. Goal 3 is focused on meeting the unique needs of students in foster care. Goal 4 is a maintenance goal focused on meeting basic conditions of learning and serving expelled youth.

GOAL 1: The actions included in goal 1 based on educational partner input include:

- 1.a.1 Additional Academic Supports
- 1.a.2 Professional Development Workgroups
- 1.a.4 Data Analysis
- 1.b.1 WASC Accreditation
- 1.b.2 WASC Accreditation and Leadership Team
- 1.c.2 CTE Course Development
- 1.c.3 CTE Teacher on Special Assignment
- 1.d.2 ELD Instruction

Goal 2: The actions included in goal 2 based on educational partner input include:

- 2.a.4 Translation Services
- 2.b.1 Restorative Practices
- 2.b.4 Mental Health and CPI Training
- 2.b.6 CADA Counselor
- 2.c.2 Wifi Hotspots

Goal 3: The actions included in goal 3 based on educational partner input include:

- 3.a.1 The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)
- 3.a.2 Improve Collaboration
- 3.a.3 Use School Access Agreement

Specific details for each action are described in the plan.

# Goals and Actions

## Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

Based on the analysis of educational partner 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 careers.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In 2021-22, 72.6% of students earned credits at an accelerated rate.			80% of students will earn credits at an accelerated rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP.	18% Court / 8.6% Community of students score at nearly met or met standard in ELA.  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.	In 2021-22, 14% Court / 38% Community students scored at nearly met standard in ELA on the CAASPP.			40% of students will score at nearly met or met standard in ELA on the CAASPP.
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.	In 2021-22, 0% Court / 0% Community students scored at nearly met or met standard in mathematics on the CAASPP.			35% of students will score at nearly met or met standard in mathematics on the CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In 2021-22, 0.21 was the average grade increase between the DORA pre/post scores.			The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
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.	In 2021-22, 0.37 was the average grade increase between the ADAM pre/post scores.			The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
1.a The percentage of workgroup members who attend professional learning/coaching sessions in mathematics and English Language Development (ELD) based on training sign-in sheets.	0% - This is a new metric therefore baseline will be established in 2021-22.	In 2021-22, 93.33% of workgroup members attended professional learning for ELD and mathematics.			100% of workgroup members will participate in all professional learning sessions for ELD and mathematics.
1.a All students have access to curriculum and receive instruction	100%	In 2021-22, 100% of students had access to the curriculum and received instruction			100% of students will have access to the curriculum and receive instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned to Common Core State Standards (CCSS).	The baseline was established from 2020-21 data.	aligned to Common Core State Standards (CCSS).			aligned to Common Core State Standards (CCSS).
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.	In 2021-22, 100% of English learners had access to the curriculum and received 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.
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.	In 2021-22, 0% of students 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).
1.b. The percentage of students who have a completed Individualized	100%  The baseline was established from 2020-21 data.	In 2021-22, 100% of students had a completed ILP.			100% of students will have a completed ILP to ensure they have a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learning Plan (ILP) to ensure students have a broad course of study.					
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.	In 2021-22, 0% of students met two CCI for DASS.			25% of students will meet two CCI for DASS.
1.c The percentage of students who are enrolled in a CTE course.	24%  The baseline was established from 2020-21 data.	In 2021-22, 39.3% of students were enrolled in a CTE course.			75% of students will be enrolled in a CTE course.
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.	In 2021-22, 19.6% of students received an approved industry certification.  In 2021-22, 42.9% of students enrolled in a CTE course received an approved industry certification.			25% of students will receive an approved industry certification.
1.c	0% - We are not currently offering a	In 2021-22, 0% - We are not yet offering a			15% of students will successfully complete

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	<p>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.</p> <p>The baseline was established from 2020-21 data.</p>	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.			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.
1.d The percentage of English learner students who are Redesignated as English Fluent Proficient (RFEP).	<p>5.1% All 3.6% Court 9.1% Community</p> <p>The baseline was established from 2020-21 data.</p>	In 2021-22, 0% of English Learner students were Redesignated English Fluent Proficient.			Overall 8% of EL students will be Redesignated English Fluent Proficient.
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.	<p>0%</p> <p>It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.</p> <p>The baseline was established from 2020-21 data.</p>	<p>37.5% of students improved a level. Eight students took the ELPAC with JCCS in two consecutive years (2019-20 &amp; 2020-21).</p> <p>Three of the students improved a level and made progress toward</p>			10% of EL students that test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English proficiency as measured by the ELPAC.			
1.e The percentage of students who meet their Individual Education Plan (IEP) goal progress.	100% The baseline was established from 2020-21 data.	In 2021-22, 100% of eligible students met their IEP goal progress			100% of students will meet their IEP goal progress.
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.	In 2021-22, 100% of eligible students completed their 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

Action #	Title	Description	Total Funds	Contributing
1.a.1	Additional Academic Supports	<p>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>	\$15,000.00	Yes
1.a.2	Professional Development Workgroups	<p>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>	\$49,074.00	Yes
1.a.3	Interim Assessments	<p>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>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.a.4	Data Analysis	<p>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>	\$0.00	No
1.a.5	Teacher-Student Ratios	<p>JCCS will reduce student/teacher ratios at Dos Puertas to provide greater access to direct instruction course offerings.</p> <p>Costs for one additional teacher salary and benefits.</p>	\$186,447.12	Yes
1.a.6	Instructional Staff	<p>Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction.</p> <p>Costs for base program instructional staff; includes salaries and benefits.</p>	\$1,194,391.55	No
1.a.7	Credit Recovery Software	<p>JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK).</p> <p>Cost for online software program.</p>	\$3,465.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.b.1	WASC Accreditation	<p>JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Affiliation Request by the fall of 2021 and the ACS WASC Initial Visit School Description application by the spring of 2022. This would prompt a fall 2022 site visit.</p> <p>Cost for application and site visit fees.</p>	\$1,100.00	No
1.b.2	WASC Accreditation and Leadership Team	<p>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.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
1.b.3	Course of Study Assignment	<p>JCCS staff will assign students to courses according to the approved course of study.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
1.c.1	Career Exploration Labs	<p>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>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.c.2	CTE Course Development	<p>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>	\$0.00	No
1.c.3	CTE Teacher on Special Assignment	<p>JCCS will create a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS.</p> <p>This workgroup will focus on the following:</p> <ul style="list-style-type: none"> <li>• Attend professional development training to deepen understanding of CTE standards</li> <li>• Attend advisory committee meetings</li> <li>• Uniform lesson planning</li> <li>• Align industry certifications with modules taught in career exploration and capstone courses</li> <li>• Coordinate college field trips</li> <li>• Form business/industry partnerships to create alignment between coursework and jobs available in the region</li> </ul> <p>Costs for CTE TOSA and substitutes.</p>	\$131,330.62	No
1.d.1	ELPAC Training	<p>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>Costs for ELPAC Coordinator stipends, mileage, and substitutes.</p>	\$6,846.73	No

Action #	Title	Description	Total Funds	Contributing
<b>1.d.2</b>	ELD Instruction	JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students.  Costs for Newslea subscriptions.	\$2,500.00	No
<b>1.d.3</b>	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.  No additional costs; part of the base program.	\$0.00	No
<b>1.e.1</b>	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.  No additional costs; part of the base program.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.e.2	Supports for Students with Disabilities	<p>The Special Education Director and JCCS Director will assist general education teachers to include supports and strategies for students with disabilities to improve academic and behavioral outcomes.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
1.e.3	Services for Students with Disabilities	<p>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.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The implementation of all planned actions continued to support the goal of student mastery of grade-level content standards and preparedness for college and/or career upon graduation.

The only substantive difference in our planned actions and actual implementation was not purchasing an ELD curriculum. We planned to purchase a new ELD curriculum to supplement our existing ELA curriculum. However, through our professional learning workgroups, we were able to develop lessons to support ELD development using our existing curriculum. Thereby, eliminating the need to purchase ELD supplemental curriculum.

SUCSESSES:

CTE: We hired a Teacher on Special Assignment in August of 2021 she immediately began holding bi-weekly meetings with our three CTE teachers. These meetings were integral in the uniform implementation of the CTE Exploratory class at all three sites. In addition, she worked with each teacher one-on-one at least one day a week to provide individualized support. Even though we have not yet started offering a capstone course we have made significant progress toward meeting this goal. This year we researched various pathways and identified a pathway that is a regional priority with an accompanying course that would be of high interest to our students. We also identified a CTE teacher who is appropriately credentialed to teach the course, and have enrolled the teacher in training this summer, with the goal of implementing the capstone course in 2023.

WASC: In February of 2022 we submitted our application for Initial WASC Accreditation. This has triggered a site visit in the Fall of 2022.

ACCELERATED CREDIT ACCRUAL: With students in-person for the entire school year, we were able to personalize a plan for each student's success by identifying appropriate courses that each student needed to complete to earn credits towards graduation. We were able to capitalize on having a Teaching Assistant in every classroom to assist and support students as needed with assignment completion.

WORKGROUP PARTICIPATION: This year we were able to meet monthly for professional development in math and ELA. This allowed teachers to learn new strategies before teaching them in their classrooms and then provided opportunities to debrief with the group within a couple of weeks. This continual feedback loop combined with quarterly coaching sessions proved to be instrumental in deepening staff content knowledge.

#### CHALLENGES:

We developed the LCAP to be a three-year plan, therefore some metrics and actions were not fully met. We still need time to fully implement our plan to become WASC accredited which will allow us to offer A-G courses, as well as the time to fully develop a robust capstone CTE course. Our school population includes students with significant academic needs and 67.4% who are credit deficient. In 2021-22, we experienced an increase in our special education population, resulting in 42.3% of students identified with disabilities. Finally, due to the nature of our school programs, we have a small percentage of students (6.9% Community and 3.37% Court) who attend school with us for an entire school year. All of these factors contribute to the challenges we have in making the kind of academic gains we hope to achieve.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In implementing the actions for goal one we expended approximately \$46,770 less than what was initially budgeted. We determined that the ELD curriculum did not need to be purchased as discussed in the above analysis, therefore we saved \$20,000. We spent approximately \$10,000 less than planned on professional development due to high COVID transmission rates in the community and/or staff being identified as a close contact, which resulted in the cancelation of five work sessions. The final \$16,000 material difference was in TA salary costs



planned to support student tutoring. Our enrollment declined significantly this year, creating lower class sizes which enabled the teaching staff to provide additional support to students during class time, eliminating the need for as much out-of-class tutoring as initially planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Being the first year of implementation, we experienced some increases and decreases in our metric data. Most notably, we saw a direct correlation between planned actions 1.a.1 through 1.a.7 and their effectiveness in improving our metric outcomes related to accelerated credit recovery, improvement in ELA CAASPP scores at the community school, and our staff participation rate in ELA and math workgroups. The accelerated credit recovery rate improved from 48.4% to 72.6%. The community school ELA CAASPP scores improved from 8.6% to 38%, some of which we can attribute to having the same group of students attend school with us for the entire 2020-21 school year. Our staff attendance at ELA and math workgroups was 93.3% for the year.

Analysis of the metrics and planned actions, also demonstrated that planned actions 1.c.1 and 1.c.3 had a direct impact on the number of students who completed a CTE exploratory course and earned an approved Industry Certification. We saw an increase from 25% to 39.3% of students who completed the CTE course. Additionally, 42.9% of students enrolled in a CTE course received an approved industry certification. These improvements were a direct result of installing the CTE labs at each of our three sites and providing support to our CTE teachers through the CTE TOSA.

We believe that planned action 1.d.2, impacted student performance on the ELPAC. We saw an increase in our ELPAC scores from 0% of students to 37.5% of students who made one level of progress.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We made one change to action 1.a.5 Teacher-Student Ratios as a result of impending programmatic changes to Los Robles School. The Los Robles School has experienced a significant decline in enrollment of approximately 64% since the 2019-20 school year, therefore we made the difficult decision to eliminate a classroom. In March of 2022, we were notified that Santa Barbara County Probation Department will be transitioning the Los Prietos Boys' Camp program to the Santa Maria Juvenile Justice Center tentatively in June of 2023. This announcement confirmed the need to reduce our court school staffing from two extra teachers to one extra teacher, as reflected in the planned action for 2022-23.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

Based on the analysis of educational partner input, local and state data, and due to the fact that JCCS serves an at-promise 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.a The percentage of Parent Staff Advisory Committee (PSAC)	94.4% of PSAC members attended the PSAC meetings.	In 2021-22, 93.75% of PSAC members attended the PSAC meetings.			100% of PSAC members will attend the PSAC meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
members who attend PSAC meetings.	The baseline was established from 2020-21 data.				
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.	In 2021-22, 84.44% of parents participated in parent/teacher conferences.			75% of parents will participate in parent/teacher conferences.
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.	In 2021-22, 89% of parents are signed up for ParentSquare.			100% of parents will sign-up for ParentSquare.
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.	In 2021-22, 0% of parents attended Parent Information Nights.			40% of parents will attend Parent Information Nights.
2.a The percentage of parents attending Open House.	11.76% of parents attended Open House.	In 2021-22, an Open House was not offered, therefore 0%			30% of parents will attend Open House.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The baseline was established from 2020-21 data.	of parents attended Open House.			
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.	In 2021-22, 100% of parents participated in their child's IEP meeting.			100% of parents will participate in their child's IEP meeting.
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.	In 2021-22, 100% of parents provided input during their child's IEP assessment.			100% of parents will provide input during their child's IEP assessment.
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.	In 2021-22, 75.2% of community school students attended school on a daily basis.  In 2021-22, 97.5% of court school students attended school on a daily basis.			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In 2021-22, 100% of the community school students were chronically absent.  In 2021-22, 0% of court school students were chronically absent.			Less than 10% of community school students will be considered chronically absent.  Less than 10% of court school students will be considered chronically absent.
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.	In 2021-22, 0% of middle school students dropped out.			0% of middle school students will drop-out.
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.	In 2021-22, 50% (2 students) of community high school students dropped out.  In 2021-22, 9.09% (2 students) of court high school students dropped out.			Less than 15% of community high school students will drop out.  Less than 50% of court high school students will drop out.
2.b The percentage of students who	92.3% of students graduated in 2019-20.	In 2020-21, 100% of students graduated			Maintain that at least 92% of students will graduate from high

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduate high school. (one-year graduation rate)	(one-year graduation rate (DASS))  The baseline was established from 2019-20 data.	(DASS-one-year graduation rate).			school. (one-year graduation rate)
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.	In 2021-22, 11.90% of students were suspended.			Less than 3% of students will be suspended for one or more days.
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.	In 2021-22, 0% of students were expelled from a JCCS school.			0% of students will be expelled.
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 baseline was established from 2020-21 data.	The data is the same as 2020-21 CHKS. 60% of students indicated they have a caring adult relationships. The CHKS will be administered in the fall of 2022.			70% of students will indicate they have caring adult relationships on the CHKS.

# Actions

Action #	Title	Description	Total Funds	Contributing
2.a.1	PSAC	JCCS staff will collaborate with the Parent School Advisory Committee (PSAC) to create, administer, and evaluate a parent survey.  Costs for meeting refreshments.	\$100.00	No
2.a.2	Parent-Teacher Conferences	JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs.  No additional cost; part of the base program.	\$0.00	No
2.a.3	ParentSquare Licenses	JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between school and home in their native language.  Cost for ParentSquare.	\$735.00	No
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.	\$16,837.60	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.a.5</b>	IEP Parent Attendance	<p>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>No additional cost; part of the base program.</p>	\$0.00	No
<b>2.a.6</b>	Parents Included in IEP Assessments	<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>	\$0.00	No
<b>2.b.1</b>	Restorative Practices	<p>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>	\$0.00	No
<b>2.b.2</b>	Positive Behavior Incentive Program	<p>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>	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
<b>2.b.3</b>	FitzGerald Gym	To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2022-23 school year for FitzGerald students.  Cost for gym lease.	\$33,102.06	No
<b>2.b.4</b>	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.	\$3,021.49	Yes
<b>2.b.5</b>	Academic and Behavioral Support	JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day.  Costs reflected in 1.b.6.	\$0.00	No
<b>2.b.6</b>	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.  Cost for CADA Counselor (YSS).	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.b.7	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).  Costs for office support staff.	\$54,455.11	No
2.c.1	SARB	JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance.  Cost for administration fees.	\$400.00	No
2.c.2	WiFi Hotspots	WiFi hotspots will be provided to students for online access after school to complete assignments.  Cost for data contract.	\$4,561.20	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All of the planned actions were carried out in 2021-22 to provide targeted services that address student and family needs to support students in overcoming barriers impacting their education.

Some of the challenges and successes experienced with the implementation process included:

**SUCSESSES:**

**PARENT-TEACHER CONFERENCES:** We continue to build relationships with our parent community. Since our student population is highly mobile, it can be challenging to make long-lasting relationships with our parent community. In 2020-21 we had 62.4% of parents attend parent-teacher conferences. We were pleased to discover that in 2021-22 we had 84.44% of our parents attend parent-teacher conferences. Our desired three-year outcome was to reach 75% of parents attending parent-teacher conferences. We exceeded that in 2021-22. We will continue to assess and monitor our success in maintaining this outcome before changing our desired three-year outcome.

**GRADUATION RATE (One-Year Graduation Rate):** Since updating the Grade Placement Policy to place students in a grade level in accordance with the number of high school credits earned, we have moved JCCS out of the red with a graduation rate of 44.2% in 2019 to 92.3% in 2020. We have continued to see improvement in our graduation rate since the change was implemented. In 2020-21, the JCCS graduation rate was 100%.

**CHALLENGES:** We experienced some challenges this year as we returned to a full year of in-person learning after the pandemic. We saw an uptick in the number of students being suspended (11.9%) and had 100% of our community school students in 7th-8th grades classified as chronically absent. We noticed an increase in student behavior issues and drug use. Unfortunately, we also struggled to provide CADA counseling services in person for the entire year. We were able to provide services through telehealth visits, and by utilizing small groups but this change impacted our ability to provide more intensive mental health services that our students needed.

We planned to host an Open House for our court school parent community but due to Probation's Institutional guidance, visitors including parents were not permitted to enter the facilities. In addition, our community school was not able to a set date for an Open House due to the fluctuating COVID case rates in our community. So efforts were doubled for parent outreach through parent-teacher conferences, and phone calls home to report on progress. We hope to hold an Open House at each of our sites in 2022-23 as conditions permit.

We scheduled a Parent Information Night for our Junior High School students to receive information and guidance about how to enroll their 8th-grade students into high school, with a focus on supports available to students on campus. Due to the availability of the local high school representative who provides the training it had to be scheduled after the writing of this year's LCAP was completed so attendance data is not yet available. Historically we have had approximately 30% of parents attend this event and based on conversations with parents of current 8th-grade students we anticipate attendance will be slightly higher this year.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

The implementation of our actions for goal 2 resulted in a material difference of \$68,014 between budgeted expenditures and estimated actual expenditures. A large portion of this difference, \$28,000 was due to a cost reduction for leased gym space at the community school. The CADA counselor transferred to a different position in October resulting in a three-month vacancy, which reduced our MOU with CADA by \$13,500. Our Office Assistant at Los Robles resigned in February and with our declining enrollment, the decision was made to not refill the

position. Her transition duties were shifted to the Office Assistant at Dos Puertas resulting in a salary reduction of \$16,921. This employee also received a bilingual stipend which resulted in a salary reduction of \$5,419. We also experienced cost savings for mental health training. We were able to provide a full day training for all staff in the Community Resiliency Model for \$3,000 instead of the \$5,000 that was originally budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

In analyzing our data we found that parent engagement overall increased. Parent participation in Parent/Teacher Conferences (action 2.a.2) increased from 62.4% to 84.44%. The ability to communicate with parents using ParentSquare is at 89% (action 2.a.3) and 100% of parents participated in their child's IEP (action 2.a.6). We contribute these successes to our ability to offer parents multiple ways to engage with the school including calls home, in-person meetings, and virtual (Zoom) meetings.

Unfortunately, our student community is suffering and finding it difficult to re-engage with school after nearly two years of distance learning. We saw an increase in severe behaviors resulting in the need to remove students from the classroom and/or school for everyone's safety, causing a jump in our suspension rate from 2.7% to 11.9%. This is highly concerning since significant strategies were implemented in 2017-18 after reaching a high of 19.8% in 2016-17. The JCCS Leadership Team identified strategies to reduce our suspension rate that was implemented in the 2017- 2020 LCAP, which was very successful as evidenced by our current baseline of 2.7% established in 2020-21. We acknowledge that the uptick this past year in suspensions is concerning, but we also recognize it is significantly lower than the high in 2016-17. Since we have done the work of analyzing strategies to engage with our students we believe that our planned actions of 2.b.1-5 of using Restorative Practices, Trauma-Informed approaches, CPI, and behavioral supports along with having a Youth Support Specialist are still the best course of action.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The baseline year for graduation rate in the 2021-22 LCAP was documented incorrectly. The actual year for the baseline data is 2019-20, which has been corrected in the 2022-23 LCAP. No other changes were made to the planned goals, metrics, desired outcomes or actions for the 2022-23 year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.a Suspension rate of students in foster care	The suspension rate was 10.8% for students in foster care.  The baseline was established from 2019-20 data.	In 2020-21, the suspension rate was 0.8% for students in foster care.			Decrease suspension rate of students in foster care to 8% or lower
3.a Graduation rate of students in foster care	The graduation rate for students in foster care was 70.3%.	In 2020-21, the graduation rate was 68.1% for students in foster care.			Increase graduation rate of students in foster care to 84% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The baseline was established from 2019-20 data.				
3.a Chronic absenteeism rate of students in foster care	The chronic absenteeism rate for students in foster care was 35.1%.  The baseline was established from 2018-19 data.	In 2020-21, the chronic absenteeism rate for students in foster care was 27.4%.			Reduce chronic absenteeism rate of students in foster care to 25%
3.a School stability rate of students in foster care	The school stability rate of students in foster care was 63.2%.  The baseline was established in 2019-20.	In 2020-21, the school stability rate of students in foster care was 65.5%.			Increase the school stability rate of students in foster care to 68%.
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.	In 2021-22, 62 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.			Increase the number of freshman students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care to 25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In 2021-22, 86.7% of seniors in foster care completed the FAFSA.			95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA)
3.a The percentage of seniors in foster care who complete the Chafee grant	84% of seniors in foster care completed the Chafee grant.  The baseline was established from 2020-21 data.	In 2021-22, 86.7% of seniors in foster care completed the Chafee grant.			95% of seniors in foster care will complete the Chafee grant
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.	In 2021-22, 20 supportive services were provided to six (6) JCCS students in foster care.			At least two (2) supportive services will be provided to every JCCS student in foster care.
3.a The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court	100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.	In 2021-22, 100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.			100% of Educational Records for students in foster care will be provided to Child Welfare Services (CWS) and Juvenile Court

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The baseline was established from 2020-21 data.				

## Actions

Action #	Title	Description	Total Funds	Contributing
3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	<p>The FYSCP EAC will meet every other month to identify countywide needs, develop and prioritize goals, and monitor progress.</p> <p>No additional cost; part of the Transitional Youth Services program duties.</p>	\$0.00	No
3.a.2	Improve Collaboration	<p>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 (BWell), 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"> <li>• Recruiting resource parents.</li> <li>• Educating on:</li> <li>• Creating positive experiences</li> <li>• Education rights</li> <li>• School of Origin and Best Interest Determination Procedure</li> <li>• Immediate enrollment</li> </ul>	\$457,400.00	No



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Least restrictive environment</li> <li>• FAFSA &amp; Chafee grant</li> <li>• AB waivers</li> <li>• Available resources</li> <li>• Mental health</li> <li>• Childcare</li> <li>• Post-secondary programs and transition support</li> </ul> <p>Costs for Transitional Youth Services staff salaries and benefits.</p>		
3.a.3	Use School Access Agreement	<p>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, plan for graduation and transition from high school, and ensure immediate enrollment in school and appropriate classes and timely transfer of records.</p> <ul style="list-style-type: none"> <li>• Create templates and scripts.</li> <li>• Train district liaisons, social workers, juvenile court and community school staff, and probation staff.</li> </ul> <p>Costs for Transitional Youth Services staff salaries and benefits.</p>	\$134,478.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The planned actions were implemented to carry out the goal as described.

### Action 3.a.1

The FYSCP EAC met every other month to identify countywide needs, develop and prioritize goals, and monitor progress. Based on countywide needs, the EAC determined the priority goals to improve school stability and prioritize students with the greatest need. To

improve school stability, the EAC directed the FYSCP to update the transportation agreement (see School Access Agreement action) as well as to explore transportation support options. Updating the transportation agreement has been successful, as the new School Access Agreement is near finalization; however, finding transportation support has been challenging, because Hop, Skip, Drive does not want to operate in Santa Barbara County, and since COVID there are staffing shortages, especially in transportation. The FYSCP is continuing to explore other options to present to the EAC. Within the priority goal of prioritizing students with the greatest need, the EAC identified students placed in STRTPs as the highest priority. To learn about the needs of the STRTPs and the students they care for, the FYSCP started facilitating listening sessions to hear from staff and students separately, which has been both a success, as the sessions have been extremely beneficial, and also a challenge, as sessions have been repeatedly canceled due to COVID. Another success is a monthly Providers Roundtable meeting at which STRTPs and other providers share resources, best practices, and concerns to collaboratively improve. The monthly meeting has been well-attended, and participants report it is beneficial.

#### Action 3.a.2

The FYSCP successfully improved cross-collaboration with Child Welfare Services (CWS), school districts, charter schools, juvenile court and community schools, juvenile probation, students, post-secondary education, Behavioral Wellness (BWell), and Short Term Residential Therapeutic Placements (STRTP), so students and families are more easily connected to appropriate housing, health and personal care, education, and career resources. To build trust and improve relationships for improved cross-collaboration, the FYSCP attends and facilitates many community meetings and trainings. In October, the FYSCP hosted a Youth Empowerment Summit, where more than 400 parents, educators, students, and service providers learned about creating positive experiences, FAFSA and Chafee grant, available community resources, and post-secondary programs and transition support. From November until May, the FYSCP led a FAFSA/Chafee Grant Challenge Planning Committee consisting of members from post-secondary education, school counseling, and ILP, resulting in Santa Barbara County winning the JBAY FAFSA Challenge with an 86.7% FAFSA completion rate. In December and January, the FYSCP visited STRTPs to learn about the needs of the students and how the FYSCP can better support the STRTP. The FYSCP now has ongoing communication with all STRTPs and leads education discussions at the monthly Providers Roundtable meeting the STRTPs attend. At the January Countywide Liaisons meeting, CWS spoke about the need for additional resource parents, so students can be placed in a culturally and linguistically appropriate home near their school of origin. The FYSCP shared that other counties report successful resource parent recruitment through schools and districts and asked if any district was interested in piloting a recruitment process. The FYSCP then coordinated a meeting so the district and CWS could create the action plan that was implemented in March. In February, the FYSCP assisted BWell in implementing a countywide calendar sharing system, so Child and Family Team (CFT) facilitators can easily schedule CFTs at a time when members are available. In April and May, the FYSCP coordinated with school districts, charter schools, CWS, juvenile court and community schools, and juvenile probation to distribute bags of educational supplies that will be given to students.

Cross-collaboration still needs to be improved with the juvenile justice system, regional center, CommUnify, parents, Court Appointed Special Advocate (CASA), and the Special Education Local Plan Area (SELPA). The greatest challenge has been collaborating with the juvenile justice system; however, the FYSCP learned of a successful partnership in another county and will work with them to duplicate their work to improve our local collaboration.

#### Action 3.a.3

Throughout the year, the FYSCP and collaborative partners updated the countywide transportation agreement to a new School Access Agreement that provides countywide processes and procedures 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, plan for graduation and transition from high school, and ensure immediate enrollment in school and appropriate classes and timely transfer of records. The draft agreement has been successfully serving all its intended purposes. It is now ready for final approvals and will be implemented in the 2022-23 school year along with scripts that will be used to train district liaisons, social workers, juvenile court and community school staff, and probation staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Foster Youth Services Coordinating Program (FYSCP) funding amount increased; therefore, the Estimated Actual Expenditures is \$37,373 more than the Budgeted Expenditures. The extra funding was used to support staff salaries and benefits.

An explanation of how effective the specific actions were in making progress toward the goal.

Improving cross-collaboration has been extremely effective in making progress toward students in foster care having reduced suspension and chronic absenteeism rates and increased graduation rates. Through attendance at and facilitation of community meetings and trainings, the FYSCP improves collaboration, trains on how to create positive spaces where students feel safe and supported, and gets invited to present at additional meetings. While the FYSCP knows that creating positive spaces is the foundation to reducing suspension and chronic absenteeism rates, and the data shows reduced suspension and chronic absenteeism rates, the data is skewed, as it was during distance learning. The improved collaboration of the FAFSA Challenge Planning Committee led to the FYSCP winning the JBAY FAFSA Challenge with a FAFSA completion rate of 86.7%. To reach the desired outcome of a 95% completion rate, the completion rate only needs to increase by 8.3% over the next two years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

3.a "The number of school placement changes for youth in foster care" with a baseline that was going to be established in 2021-22 was changed to "School stability rate of students in foster care" with a baseline of 63.2% that was established in 2019-20, because CDE's new School Stability Report was released, allowing us to easily track stability rates.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Based on the analysis of educational partner input, and 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a The percentage of students that have sufficient access to the standards-aligned instructional materials.	100% of students have sufficient access to the standards-aligned instructional materials.  The baseline was established from 2020-21 data.	100% of students have sufficient access to the standards-aligned instructional materials.			100% percentage of students will continue to have sufficient access to the standards-aligned instructional materials.
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.	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.
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.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In 2021-22, we had 87.5% of district referred JCCS expelled youth meet the terms and conditions of their expulsions.			85% percentage of district-referred JCCS expelled youth will meet the terms and conditions of their expulsions.

## Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$0.00	No
4.a.2	Standards-aligned Curriculum	JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials.  No additional costs; part of the base program.	\$0.00	No
4.a.3	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.	\$48,860.03	No

Action #	Title	Description	Total Funds	Contributing
		Costs for custodial/maintenance staff.		
<b>4.b.1</b>	Countywide Plan for Expelled Youth	<p>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> <p>Cost for CWA Director salary and benefits.</p>	\$62,484.85	No
<b>4.b.2</b>	Expelled Youth Rehabilitation Plans	<p>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"> <li>• Review rehabilitation plans with students upon entry</li> <li>• Monitor progress to foster success, including but not limited to, counseling, academics, and attendance</li> <li>• Provide transitional support for students who are ready to return to their districts</li> </ul> <p>Associated costs listed above in 4.b.1.</p>	\$0.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All of the planned actions were carried out in 2021-22 to support the continued success in implementing programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9). SBCEO JCCS did not experience any challenges in maintaining this goal or planned actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The planned actions were effective in maintaining the progress towards the goal. Our teaching staff were 100% appropriately credentialed, we provided 100% of students with standards aligned curriculum, and our facilities were maintained in good repair. Additionally, we were 100% effective in providing services and supports to expelled youth. We had 87.5% of expelled youth meet the terms and conditions of their expulsion, as related to action 4.b.2. Of the eight students who were district referred for expulsion, seven met the terms and conditions of their expulsion.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the planned goal, metrics, desired outcomes, or actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$258,492.00	\$0.00

**Required Percentage to Increase or Improve Services for the LCAP Year**

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.94%	0.00%	\$0.00	2.94%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The 2022-23 LCAP describes \$273,845.21 of actions and services that are above and beyond the base program which surpasses our increased apportionment. Described below are each of the targeted actions designed to increase or improve services for our at-promise students. The listed actions are principally directed toward, and effective in, meeting our goals for low-income, English learners and foster youth.

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)

1.a.1 ADDITIONAL ACADEMIC SUPPORTS- Our data demonstrates that 100% of our low-income students are underachieving in mathematics and 73.3% are underachieving in ELA. Much of this is due to their inconsistent attendance in their traditional public schools, lack of consistent academic intervention instruction throughout their school careers, and their inability to access the curriculum at their grade level. The Let's Go Learn intervention curriculum program provides consistent intervention instruction and is designed to meet students at their individual learning levels, which allows them to stay more engaged and become less discouraged than with traditional intervention curriculum. Because the Let's Go Learn intervention program is designed to meet the unique needs of our low-income students, we anticipate that our low-income students will make an average growth of one year on both reading and math assessments (DORA and ADAM) by 2023-24. However, we will be providing the Let's Go Learn intervention program on an LEA-wide basis to all students because we anticipate all students who are not achieving at grade level will benefit from the program.

1.a.2 PROFESSIONAL DEVELOPMENT WORKGROUPS- Our data demonstrates 100% of our EL students are underachieving in

mathematics and 75% are underachieving in ELA. Much of this is due to a lack of academic vocabulary. Our teachers have expressed the need for additional training in scaffolding and academic vocabulary development in both ELA and math to better serve our EL students. In the 2022-23 school year our ELA/ELD and math teachers will engage in monthly professional development and coaching with subject matter experts to help identify specific strategies that support our English learner students in academic vocabulary development and scaffolding techniques.

Additionally, 100% of our low-income students are underachieving in mathematics. Much of this is due to their inconsistent attendance in their traditional public schools, lack of consistent academic intervention instruction throughout their school careers, their inability to access the curriculum at their grade level, and their lack of access to an Algebra course. Our teachers have also expressed the need for additional training in identifying key mathematics standards and scaffolding mathematics lessons to meet the unique needs of our low-income students. The planned mathematics professional development/coaching will support our low-income students in mastering grade-level content standards and other scaffolding techniques.

By engaging in professional development as a group we can identify specific standards and strategies to implement JCCS wide. Because the professional development/coaching is designed to meet the unique needs of our EL students and low-income students, we anticipate that our EL and low-income students' achievement on state assessments in both ELA and math will increase. However, because all of our students could benefit from improved scaffolding and increased academic vocabulary development strategies, we will provide all teachers with this professional development/coaching.

1.a.5 TEACHER-STUDENT RATIOS- Our data demonstrates that 100% of our low-income students are underachieving in mathematics and 73.3% are underachieving in ELA. Much of this is due their inconsistent attendance in their traditional public schools, lack of consistent academic intervention instruction throughout their school careers, and their inability to access the curriculum at their grade level. In the 2022-23 school year, we will have one extra court school teacher on staff, which will lower all class sizes to a maximum of 1:20. A lower teacher-student ratio will provide our low-income students access to individualized intervention instruction. Because the lower teacher-student ratio is designed to meet the unique needs of our low-income students, we anticipate that our low-income students will make academic progress on statewide (CAASPP) and local assessments (DORA and ADAM). However, because all of our students could benefit from individualized intervention instruction and reduced class sizes, we will provide smaller class sizes to all court school students.

1.a.7 CREDIT RECOVERY SOFTWARE- Our data demonstrates that 67% of our low-income students enter the JCCS programs as credit deficient. Much of this is due to their inconsistent attendance in their traditional public schools, lack of consistent academic intervention instruction throughout their school careers, and their inability to access the curriculum at their grade level. The Anywhere Learning System online program provides our low-income students access to credit recovery courses. Offering our low-income students the ability to earn credits independently assists them in meeting graduation requirements. Because the Anywhere Learning System is designed to meet the unique needs of our low-income students we anticipate that 80% of our students will earn credits at an accelerated rate by 2023-24. However, we will be providing the Anywhere Learning System program on an LEA-wide basis to all students, because all students who are credit deficient could benefit from the program.

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)

2.b.4 MENTAL HEALTH AND CPI TRAINING- According to the Santa Barbara County Department of Behavioral Wellness 100% of our low-

income court school students have experienced trauma. Much of this is due to their inconsistent support system and an unstable home environment. In 2021-22, we experienced an increase in student volatility resulting in a suspension rate of 11.9%; 100% of the students suspended were low-income. The Juvenile Justice Center in particular was impacted this past year, with students booked in for more violent offenses, and an increase in the number of assaults occurring in the classroom leading to twelve student suspensions.

Our teachers have expressed the need to have refresher professional development training in trauma-informed practices, so they can update their tools and strategies in restorative justice and de-escalation techniques to support our low-income students. Because the professional development training is designed to meet the unique needs of our low-income students, we expect our suspension rate to return to below 3% by 2023-24. However, since all of our students could benefit from de-escalation and restorative justice strategies, we will provide all teachers with this professional development.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

**2.a.4 ENGLISH LEARNERS-** In assessing the needs, conditions, and circumstances of our English Learners and families we learned that 50% of our student population is considered Limited English Proficient (LEP) and English Learners comprise 19.23% of our student population. It is vital to have native speakers available to assist them, therefore 33.3% of our teachers and 83% of our TAs are bilingual. Additionally, 100% of our clerical staff are bilingual to facilitate communication with our parents and community. Our educational partner feedback indicated that having staff on-site that can fluently communicate with our students' parents is invaluable. We expect that having staff who are bilingual will increase the number of parents who attend parent-teacher conferences to 75%, that 100% of our parents will sign-up for ParentSquare, and that 40% of our parents will attend Parent Information Nights.

In addition, our assessment of the unique needs, conditions, and circumstances of our English Learners demonstrated that 100% of ELs are reading below grade level. To support the reading development of our EL students, we have purchased a subscription to Newsela, which is aligned to the ELA/ELD standards allowing teachers to search articles by standard and then adjust the reading level for students so that the content is accessible for our English Learners and our struggling readers. As previously described in 1.a.2, staff will participate in professional development and coaching with subject matter experts to identify specific strategies that assist our English learners in mastering ELD standards and making progress towards English proficiency as measured by the ELPAC. We expect that by providing these principally directed supports for our English Learners, the percentage of students who are redesignated as Fluent English Proficient will increase to 8% and that 10% of English Learners who test with us for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.

The actions described in the Increased or Improves Services section were designed to improve services for English learners, foster youth, and socio-economically disadvantaged students by 3.11% which is greater than the 2.94% threshold required by statute.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SBCEO does not receive the concentration grant add-on funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		



**Action Tables  
for the 2022-23 LCAP**

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$923,107.23	\$615,423.82	\$560,169.04	\$352,890.27	\$2,451,590.36	\$2,304,505.61	\$147,084.75

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.a.1	Additional Academic Supports	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.a.2	Professional Development Workgroups	English Learners Foster Youth Low Income	\$49,074.00				\$49,074.00
1	1.a.3	Interim Assessments	All					\$0.00
1	1.a.4	Data Analysis	All					\$0.00
1	1.a.5	Teacher-Student Ratios	English Learners Foster Youth Low Income	\$186,447.12				\$186,447.12
1	1.a.6	Instructional Staff	All	\$523,934.61		\$477,505.78	\$192,951.16	\$1,194,391.55
1	1.a.7	Credit Recovery Software	English Learners Foster Youth Low Income	\$3,465.00				\$3,465.00
1	1.b.1	WASC Accreditation	All		\$1,100.00			\$1,100.00
1	1.b.2	WASC Accreditation and Leadership Team	All					\$0.00
1	1.b.3	Course of Study Assignment	All					\$0.00
1	1.c.1	Career Exploration Labs	All					\$0.00
1	1.c.2	CTE Course Development	All					\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.c.3	CTE Teacher on Special Assignment	All	\$3,400.80	\$127,929.82			\$131,330.62
1	1.d.1	ELPAC Training	English Learners All	\$6,846.73				\$6,846.73
1	1.d.2	ELD Instruction	English Learners All	\$2,500.00				\$2,500.00
1	1.d.3	Reclassification of EL students	English Learners All					\$0.00
1	1.e.1	Individual Transition Plans	Students with Disabilities					\$0.00
1	1.e.2	Supports for Students with Disabilities	Students with Disabilities					\$0.00
1	1.e.3	Services for Students with Disabilities	Students with Disabilities					\$0.00
2	2.a.1	PSAC	All	\$100.00				\$100.00
2	2.a.2	Parent-Teacher Conferences	All					\$0.00
2	2.a.3	ParentSquare Licenses	All	\$735.00				\$735.00
2	2.a.4	Translation Services	English Learners	\$16,837.60				\$16,837.60
2	2.a.5	IEP Parent Attendance	Students with Disabilities					\$0.00
2	2.a.6	Parents Included in IEP Assessments	Students with Disabilities					\$0.00
2	2.b.1	Restorative Practices	All					\$0.00
2	2.b.2	Positive Behavior Incentive Program	All					\$0.00
2	2.b.3	FitzGerald Gym	All			\$33,102.06		\$33,102.06
2	2.b.4	Mental Health and CPI Training	English Learners Foster Youth Low Income	\$3,021.49				\$3,021.49
2	2.b.5	Academic and Behavioral Support	All					\$0.00
2	2.b.6	CADA Counselor	All			\$45,000.00		\$45,000.00
2	2.b.7	Transition Support for Students	All				\$54,455.11	\$54,455.11

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.c.1	SARB	All	\$400.00				\$400.00
2	2.c.2	WiFi Hotspots	All			\$4,561.20		\$4,561.20
3	3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	Foster Youth All					\$0.00
3	3.a.2	Improve Collaboration	Foster Youth All		\$351,916.00		\$105,484.00	\$457,400.00
3	3.a.3	Use School Access Agreement	Foster Youth All		\$134,478.00			\$134,478.00
4	4.a.1	Teacher Credentials	All					\$0.00
4	4.a.2	Standards-aligned Curriculum	All					\$0.00
4	4.a.3	School Facilities	All	\$48,860.03				\$48,860.03
4	4.b.1	Countywide Plan for Expelled Youth	Expelled Youth All	\$62,484.85				\$62,484.85
4	4.b.2	Expelled Youth Rehabilitation Plans	Expelled Youth All					\$0.00



## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$8,791,794.00	\$258,492.00	2.94%	0.00%	2.94%	\$273,845.21	0.00%	3.11 %	<b>Total:</b>	\$273,845.21
								<b>LEA-wide Total:</b>	\$70,560.49
								<b>Limited Total:</b>	\$16,837.60
								<b>Schoolwide Total:</b>	\$186,447.12

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.a.1	Additional Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.a.2	Professional Development Workgroups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,074.00	
1	1.a.5	Teacher-Student Ratios	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Court School: Dos Puertas School	\$186,447.12	
1	1.a.7	Credit Recovery Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,465.00	
2	2.a.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$16,837.60	
2	2.b.4	Mental Health and CPI Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,021.49	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,505,011.00	\$2,427,378.26

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.a.1	Additional Academic Supports	Yes	\$29,880.00	\$14,007.28
1	1.a.2	Professional Development Workgroups	Yes	\$76,291.00	\$53,624.72
1	1.a.3	Interim Assessments	No	\$0.00	\$0.00
1	1.a.4	Data Analysis	No	\$0.00	\$0.00
1	1.a.5	Teacher-Student Ratios	Yes	\$328,964.00	\$329,517.82
1	1.a.6	Instructional Staff	No	\$1,289,038.00	\$1,314,753.53
1	1.a.7	Credit Recovery Software	Yes	\$3,300.00	\$3,300.00
1	1.b.1	WASC Accreditation	No	\$160.00	\$160.00
1	1.b.2	WASC Accreditation and Leadership Team	No	\$0.00	\$0.00
1	1.b.3	Course of Study Assignment	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.c.1	Career Exploration Labs	No	\$0.00	\$0.00
1	1.c.2	CTE Course Development	No	\$0.00	\$0.00
1	1.c.3	CTE Teacher on Special Assignment	No	\$133,364.00	\$121,285.40
1	1.d.1	ELPAC Training	No	\$8,964.00	\$6,326.24
1	1.d.2	ELD Instruction	No	\$22,160.00	\$2,376.00
1	1.d.3	Reclassification of EL students	No	\$0.00	\$0.00
1	1.e.1	Individual Transition Plans	No	\$0.00	\$0.00
1	1.e.2	Supports for Students with Disabilities	No	\$0.00	\$0.00
1	1.e.3	Services for Students with Disabilities	No	\$0.00	\$0.00
2	2.a.1	PSAC	No	\$200.00	\$0.00
2	2.a.2	Parent-Teacher Conferences	No	\$0.00	\$0.00
2	2.a.3	ParentSquare Licenses	No	\$1,310.00	\$735.00
2	2.a.4	Translation Services	Yes	\$23,213.00	\$17,793.07

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.a.5	IEP Parent Attendance	No	\$0.00	\$0.00
2	2.a.6	Parents Included in IEP Assessments	No	\$0.00	\$0.00
2	2.b.1	Restorative Practices	No	\$0.00	\$0.00
2	2.b.2	Positive Behavior Incentive Program	No	\$0.00	\$0.00
2	2.b.3	FitzGerald Gym	No	\$57,000.00	\$28,932.15
2	2.b.4	Mental Health and CPI Training	Yes	\$5,210.00	\$3,279.37
2	2.b.5	Academic and Behavioral Support	No	\$0.00	\$0.00
2	2.b.6	CADA Counselor	No	\$45,000.00	\$31,500.00
2	2.b.7	Transition Support for Students	No	\$79,130.00	\$62,208.43
2	2.c.1	SARB	No	\$400.00	\$0.00
2	2.c.2	WiFi Hotspots	No	\$4,561.00	\$4,561.00
3	3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	No	\$0.00	\$0.00
3	3.a.2	Improve Collaboration	No	\$289,998.00	\$327,371.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.a.3	Use School Access Agreement	No	\$0.00	\$0.00
4	4.a.1	Teacher Credentials	No	\$0.00	\$0.00
4	4.a.2	Standards-aligned Curriculum	No	\$0.00	\$0.00
4	4.a.3	School Facilities	No	\$47,608.00	\$46,947.69
4	4.b.1	Countywide Plan for Expelled Youth	No	\$59,260.00	\$58,699.56
4	4.b.2	Expelled Youth Rehabilitation Plans	No	\$0.00	\$0.00

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$258,492.00	\$385,378.00	\$367,783.55	\$17,594.45	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.a.1	Additional Academic Supports	Yes	\$11,400.00	\$11,400.00		
1	1.a.2	Professional Development Workgroups	Yes	\$18,291.00	\$5,493.29		
1	1.a.5	Teacher-Student Ratios	Yes	\$328,964.00	\$329,517.82		
1	1.a.7	Credit Recovery Software	Yes	\$3,300.00	\$3,300.00		
2	2.a.4	Translation Services	Yes	\$23,213.00	\$17,793.07		
2	2.b.4	Mental Health and CPI Training	Yes	\$210.00	\$279.37		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$8,791,794.00	\$258,492.00	0.00%	2.94%	\$367,783.55	0.00%	4.18%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## **Plan Summary**

### **Purpose**

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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 has or will support 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.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions 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 percent or more enrollment of unduplicated pupils:** Describe how these actions 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 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022