

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

**2023-24**



## **2023-24 Budget Overview for Parents**

# LCFF Budget Overview for Parents

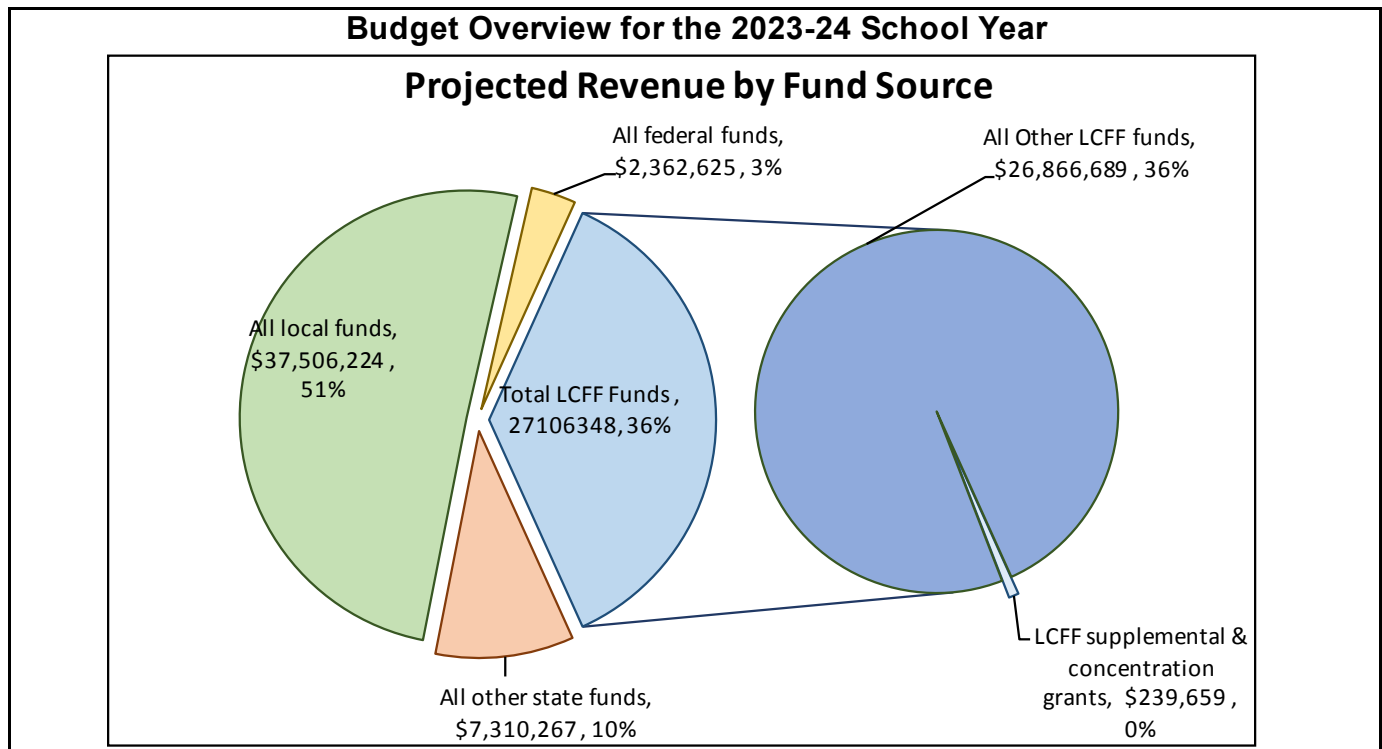
Local Educational Agency (LEA) Name: Santa Barbara County Education Office

CDS Code: 42-10421-0000000

School Year: 2023-24

LEA contact information: Nicole Evenson, 805-964-4711, Ext. 5227, nevenson@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).

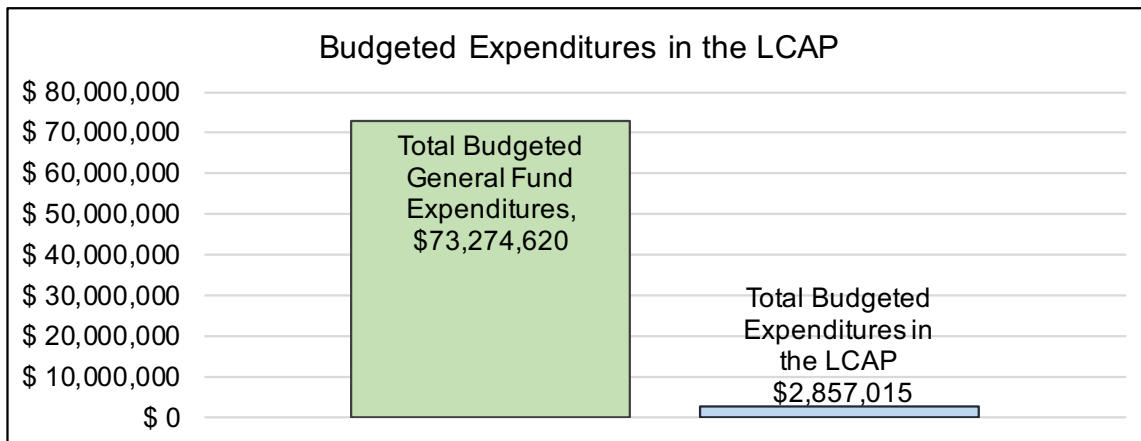


This chart shows the total general purpose revenue Santa Barbara County Education Office expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara County Education Office is \$74,285,464.00, of which \$27,106,348.00 is Local Control Funding Formula (LCFF), \$7,310,267.00 is other state funds, \$37,506,224.00 is local funds, and \$2,362,625.00 is federal funds. Of the \$27,106,348.00 in LCFF Funds, \$239,659.00 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 2023-24. 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 \$73,274,620.00 for the 2023-24 school year. Of that amount, \$2,857,015.00 is tied to actions/services in the LCAP and \$70,417,605.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

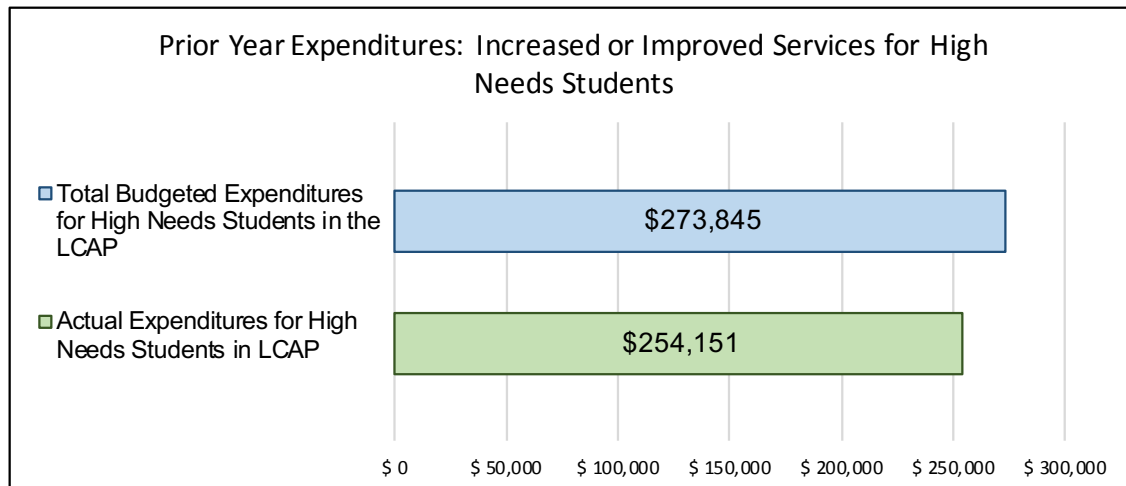
Student Services/Support (Special Education; JCCS Base, Title ID, and IIA; Child Welfare & Attendance; Career Technical Education; Transitional Youth); District & Teacher Services/Support ( Curriculum & Instruction; Educational Technology; STRS Counseling; Teacher Induction; Financial Systems; Information Technology; School Business Advisory); Internal Services/Support (Fiscal; Human Resources; Maintenance & Operations). SBCEO is funded above the calculated "target" amount.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Barbara County Education Office is projecting it will receive \$239,659.00 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 \$299,946.00 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 2022-23



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 2022-23, Santa Barbara County Education Office's LCAP budgeted \$273,845.00 for planned actions to increase or improve services for high needs students. Santa Barbara County Education Office actually spent \$254,151.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$19,694.00 had the following impact on Santa Barbara County Education Office's ability to increase or improve services for high needs students:

Our 2022-23 LCAP outlined services that were projected to be \$13,999 above the required base amount of \$259,846. Our estimated actual expenditures for high need students in the 2022-23 LCAP were \$254,151 which was \$5,694 less than the requirement for high needs students. With our high commitment to students, we were able to provide the same level of services for our students despite the reduced spending. Below are the primary areas in which expenditures were reduced:

**Professional Development Workgroups:** The cost of providing the professional learning workgroups was not as high as initially budgeted for. All staff still participated in the workgroups as planned however the overall estimated cost was reduced.

**Translation Services:** We over projected the costs of salary and benefits for the employees who provided translation services. We were still able to provide the services to all families who required translation services.



## **2023-24 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 Associate Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4711

## Plan Summary [2023-24]

### 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 their 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 2022-23 school year from a low of 12 to a high of 32. Commitments of youth in 2022-23 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 2022-23, LRS enrollment ranged from a low of 2 to a high of 10.

Our third school, FitzGerald, has operated in partnership with two local school districts for seven consecutive years. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. In 2022-23, FitzGerald enrollment ranged from a low of 5 at the beginning of the school year to a high of 32.

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 2022-23 was 100% (100% in the court schools, and 100% in the community school).

The October 2022 CBEDS report included a total of 28 students enrolled in JCCS, 19 in the court schools, and 9 in the community school. CBEDS enrollment reflected the following demographics:

- Hispanic or Latino: 24 (92.31%);
- Black or African American: 1 (3.57%);
- White: 1 (3.57%);
- English Learners: 10 (35.71%);
- Redesignated Fluent English Proficient (RFEP): 12 (42.86%);
- LEP (EL + Selected RFEP): 14 (50.00%);
- Students with Disabilities: 6 (21.43%);
- Foster youth: 0 (0%);
- Socio-Economically Disadvantaged: 22 (78.57%);

The JCCS recidivism rate in 2021-22 reflected that 61.2% of court school students were repeat 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, 66.7% of students worked at an accelerated pace in 2022-23 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 2022-23 California Healthy Kids student survey and the locally administered parent survey:

- 53% of students believe their teachers have high expectations for their success;
- 60% of students report that they try hard at their schoolwork;
- 60% of students feel our teaching staff treats students fairly;
- 60% of students report that they are always trying to do better at their schoolwork;
- 91% of students report that they have not been afraid at school in the past 12 months;
- 50% of students report that they would like to attend a 2-year or vocational school after high school;



- 86.1% of parents believe our schools do a good job of evaluating their children's academic needs;
- 83.3% of parents believe our schools do a good job of preparing students for work and/or careers;
- 86.1% of parents believe our schools do a good job keeping students safe and secure;
- 91.7% 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 2022-23 Local Control Accountability Plan (LCAP), and local data informed the development of the 2023-24 LCAP by identifying areas of success, need, and improvement.

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

1. ELA/ELD - The Smarter Balanced assessment is challenging for us because we do not test the same students year to year. However, over the past few years, we are starting to serve students for longer periods of time which has helped to stabilize some of our student population. We have spent significant investments in providing staff with professional learning and coaching in ELA/ELD. We have also provided our students with focused intervention in ELA/ELD. These efforts are starting to have a direct impact on student learning. In 2021-22, we saw an increase in our ELA CAASPP scores at both the court and community schools. Specifically, 37.5% of court school students and 50% of community school students nearly met or met standard in ELA. Our three-year goal is for 40% of students to score nearly met or met in ELA. In 2023-24, we will continue to provide opportunities for our staff to engage in professional learning and coaching for ELA/ELD, as well as provide our students with access to ELA/ELD intervention.

2. 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, 62.4% of parents attended parent-teacher conferences, and in 2021-22, 84.4% of parents attended parent-teacher conferences. We were pleased that in 2022-23, 87.69% of our parents attended parent-teacher conferences, which was a slight increase from the previous year. Our desired three-year outcome was to reach 75% of parents attending parent-teacher conferences. We exceeded that in 2021-22 and in 2022-23, and we hope to continue this positive trend in 2023-24.

3. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) - We began the process for JCCS schools to become WASC accredited in February of 2022. Last year, we submitted an application to the ACS WASC, and our site visit was conducted in November

2022. In February 2023, we learned we were granted an initial WASC accreditation for all of our school sites for three years. We are in the process of registering our courses with the University of California Office of the President (UCOP) through their Course Management Portal (CMP) and are excited to be able to offer A-G courses beginning in the fall 2023 term.

## 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.

Due to our relatively small size, we do not typically have performance gaps of significant subgroups of students identified on the Dashboard. Therefore determining performance gaps among subgroups can be difficult. We often rely on local data to compare how our students within a subgroup are performing compared to their peers. We do have 78.57% of our student population classified as low-income, so many of our JCCS students are represented in this subgroup. Although 35.71% of our students are identified as English Learners, and 21.43% are identified as Students with Disabilities, neither group constitutes a significant subgroup for state reporting purposes.

Based on data gathered from the 2021-22 CAASPP scores, the 2021-22 Dashboard, and local assessment data, we identified three areas that need significant improvement to support student groups performing well below average.

1. **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 mathematics-focused professional learning and coaching to our staff. We provided this support in 2021-22 and will continue this work in 2023-24. In 2021-22, our math CAASPP scores at the court school improved to 22.2% of students scoring nearly met or met standard. We hope that by continuing to provide professional learning and coaching for staff and math intervention opportunities for students we will see a greater impact on student test scores in 2022-23.
2. **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 a significant investment to address this identified need. We installed three CTE career exploration labs at each of our sites in 2020-21. For the 2021-22 and 2022-23 years, we hired a CTE Teacher on Special Assignment (TOSA) to help uniformly implement CTE throughout JCCS. In 2022-23 we were able to implement a Manufacturing concentrator course at one of the court schools. The JCCS Director and CTE Director continually collaborate with the goal to develop a CTE capstone course and identify industry certifications, internships, work-based learning, and dual enrollment opportunities. Beginning in the 2023-24 school year, we plan to hire a Counselor who will coordinate enrollment services, monitor progress for at-promise youth, and provide academic and CTE-specific counseling. In addition, the Counselor will ensure the coordination of transition services and provide continuous support to increase educational and career outcomes for at-promise youth.

3. GRADUATION RATE - The graduation rate has been a concern for JCCS since 2018-19 when the Dashboard indicator reflected SBCEO in red. 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 who were being placed in the 12th grade 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, moved JCCS from a graduation rate of 44.2% in 2018-19 to a graduation rate of 92.3% in 2019-20. We continued to see improvement in our graduation rate in 2020-21 when we reached 100% using the one-year cohort graduation rate (calculation is based on students who have been enrolled for at least 90 days) available to us as a Dashboard for Alternative School Status (DASS). On July 27, 2022, the United States Department of Education (ED) declined California's waiver request that would allow for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators. As a result of this waiver denial, the 2022 Dashboard was the first Dashboard without any modified methods applied to state indicators, and all Dashboard Alternative School Status (DASS) schools were treated the same as all other schools on the Dashboard.

As a result, we were required to use the same calculation as all other schools instead of the DASS one-year cohort graduation rate, and our graduation rate fell to 63.3%. We conducted an analysis of our local data, and we discovered that we had seven students graduate out of the 11 in our cohort. Of the four students who did not graduate, two were enrolled with us for one day, one was enrolled for a week, and one moved out of the country once released from the courts. If the DASS calculation for the one-year cohort graduation rate rule applied we would have retained a 100% graduation rate in 2021-22.

## LCAP Highlights

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

The 2023-24 SBCEO LCAP reflects four goals, 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: The School Access Guide will be used to continue to support the process of improved collaboration between schools, community partners, students, and education rights holders in the decision-making process as it relates to improving school stability for foster youth. Through the improved collaboration, Santa Barbara County youth in foster care will have reduced suspension rates, attend school more often, and have increased graduation rates. (Priority 10) - The wording of this goal was modified from the 2022-23 LCAP.

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:** In 2023-24, JCCS will 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. We plan to continue this work in 2023-24.

**CREDIT RECOVERY AND INTERVENTION:** Time within the master schedule will continue to be designated 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:** We began the process for JCCS schools to become WASC accredited in February 2022. Last year, we submitted an application to the ACS WASC, and our site visit was conducted in November 2022. In February 2023, we learned we were granted an initial WASC accreditation for all of our school sites for three years. We are in the process of registering our courses with the University of California Office of the President (UCOP) A-G Course Management Portal and are excited to be able to offer A-G courses beginning in the fall 2023 term.

**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. In 2021-22 and 2022-23, a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) met regularly to uniformly implement CTE throughout JCCS. Beginning in the 2023-24 school year, we plan to hire a Counselor who will coordinate enrollment services, monitor progress for at-risk youth, and provide academic and CTE-specific counseling. In addition, the Counselor will ensure the coordination of transition services and provide continuous support to increase educational and career outcomes for at-risk youth.

**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 de-escalate student behaviors. Students receive individual and group counseling services to support their mental health needs. JCCS was awarded \$419,000 by the Student Behavioral Health Incentive Program (SBHIP) based on a needs assessment conducted in September 2022. In 2023-24, these funds will support the creation and implementation of a Family Navigator Team which includes: the hiring of a Youth Outreach Mentor, a Licensed Clinical Social Worker, a Substance Use Disorder (SUD) Counselor, and a Health Linkages Navigator (Promotores). This team expands current behavioral health programs and services at all three campuses to meet the needs of students.

**STUDENTS IN FOSTER CARE:** A School Access Guide will be used to continue to support the process of improved collaboration between schools, community partners, students, and education rights holders in the decision-making process as it relates to improving school stability.

for foster youth. The improved collaboration will ensure the timely transfer of records to support immediate enrollment and connect foster youth students to resources and services in the community.

BASE PROGRAM: JCCS provides a comprehensive, safe, and welcoming middle and high school educational program with significant support for at-promise 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 2022-23 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 2023-24 LCAP. We continue to find that having multiple modalities to collect information provides successful ways of gathering feedback from our specific educational partner groups and assists 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, the Associate Superintendent of Educational Services, and the Coordinator for Education 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
- Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC)

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 previously adopted state plans including 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 21.43% of students identified with disabilities, 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: 7/12/2022, 8/2/2022, 9/6/2022, 9/15/2022, 1/6/2023, 1/25/2023

#### PARENT SCHOOL ADVISORY COMMITTEE (PSAC)

The PSAC met four times throughout the 2022-23 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 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.

Meeting dates: 9/22/2022, 12/15/2022, 3/16/2023, 5/17/2023

#### PARENTS AND GUARDIANS

In 2022-23, our school overhauled its annual parent survey. We contracted with the Promotores network to review and provide suggested changes to ensure that our parent survey was culturally and linguistically relevant for our parent population. We also used the Promotores to individually contact each family to obtain their survey responses. We were able to reach 36 out of 65 parents, which is 55% of our parent population. This is a significant increase in the number of parents who participated in the survey.

This year's annual survey data reflected that 86.1% of parents believe our schools do a good job of evaluating their children's academic needs. 83.3% of parents believe our schools do a good job of preparing students for work and/or careers. 86.1% of parents believe our schools do a good job of keeping students safe and secure. 91.7% of parents believe our schools communicate well with them.

Survey window: March 27- 30, 2023

#### 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 2023-24 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 2023-24 LCAP.

Meeting dates: 8/26/2022, 9/16/2022, 10/21/2022, 1/27/2023, 4/26/2023

- DOS PUERTAS STAFF: During the 2022-23 school year, Dos Puertas which operates in the Juvenile Justice Center had significant concerns related to staff safety, student behavior, instructional time, and communication between Probation and the school therefore we met with staff and Probation administration multiple times during the year to problem solve and address the issues raised.

Meeting dates: 7/14/2022, 8/23/2022, 10/11/2022, 10/18/2022, 10/28/2022, 11/15/2022, 11/29/2022, 1/5/2023, 1/25/2023, 1/31/2023, 2/7/2023, 2/8/2023, 2/9/2023, 2/14/2023, 3/6/2023, 3/7/2023, 4/13/2023, 4/18/2023

- BARGAINING UNITS: SBCEO Administration met several times with the Santa Barbara County Education Association (SBCEA) and 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: 10/10/2022, 12/12/2022, 1/30/2023, 3/20/2023, 4/17/2023

CSEA Meeting Dates: 8/12/2022, 9/14/2022, 10/20/2022, 11/30/2022, 1/18/2023, 2/15/2023, 3/16/2023, 4/19/2023, 5/18/2023

## STUDENTS

We believe that students' voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was last administered in November 2022 and provided valuable feedback. The data demonstrated that:

- 53% of students believe their teachers have high expectations for their success;
- 60% of students report that they try hard at their schoolwork;
- 60% of students feel our teaching staff treats students fairly;
- 60% of students report that they are always trying to do better at their schoolwork;
- 91% of students report that they have not been afraid at school in the past 12 months;
- 50% of students report that they would like to attend a 2-year or vocational school after high school;

## 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: 7/14/2022, 7/20/2022, 9/14/2022, 10/6/2022, 10/12/2022, 10/13/2022, 11/9/2022, 11/16/2022, 12/1/2022, 12/9/2022, 12/16/2022, 1/18/2023, 1/25/2023, 2/1/2023, 3/13/2023, 3/2/2023, 6/6/2023

#### 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. Planning for the 2023-24 school year SBHIP implementation, there have been multiple meetings with Flux Consulting and CenCal, our local Medi-Cal Managed Care Plan. These planning sessions are related to implementing identified intervention supports for students based on the needs assessment completed September 2022.

Meeting Dates: 9/19/2022, 1/30/2023, 3/13/2023, 4/20/2023, 4/27/2023

#### DISTRICT PARTNERS

- FITZGERALD COMMUNITY SCHOOL

The Associate Superintendent of Educational Services and the JCCS Director met with the Santa Maria Joint Union High School District (SMJUHSD) 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. The JCCS Director meets regularly with the district administrators to discuss referrals, student progress updates, and program services.

Meeting Dates: 9/21/2022, 9/28/2022, 10/18/2022, 10/27/2022, 12/9/2022, 1/23/2023, 1/27/2023, 2/14/2023, 3/6/2023, 3/22/2023, 5/1/2023, 5/2/2023

- CTE PROGRAM

The CTE Advisory Committee met this year, to solicit input and advisement regarding CTE programming. The committee reviewed the curriculum to ensure alignment between pathways offered in JCCS schools and districts throughout the county. There was a discussion regarding industry certifications, career interest surveys, and employability skills. The JCCS CTE teachers shared with advisory members the value of career interest survey data and how it is an integral part of their exploration courses. The advisory members shared which skills they felt are lacking in their younger employees and the importance of explicitly teaching employability skills. The members gave suggestions on potential strategies and completed a survey where they chose which Career Ready Practice standards (employability skills) they feel are

most important, resulting in a “top 5”. Based on feedback, instruction on employability skills has been a focus, including the implementation of a Career Ready Curriculum. Partners that participated included: Santa Maria Joint Union High School District, Allan Hancock College, the Santa Barbara County Probation Department, and industry partners.

Meeting Dates: 11/9/2022 and 3/8/2023

#### CTE DIRECTOR AND CTE COORDINATOR

The JCCS Director met with the CTE team multiple times throughout the year to coordinate CTE lab and Manufacturing Course 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 weekly with each CTE teachers to develop curriculum, provide coaching, and model best teaching practices. TOSA facilitated bi-monthly CTE meetings and actively participated in CTE Workdays; these meetings included all JCCS CTE teachers.

CTE Lab and Manufacturing Meeting Dates: 9/14/2022, 9/28/2022, 10/12/2022, 1/11/2023, 2/8/2023, 3/8/2023, 3/22/2023, 4/26/2023, 5/24/2023

TOSA and CTE Teacher Bi-monthly meeting facilitated by CTE TOSA

Meeting dates: 10/4/22, 12/6/22, 2/7/23, 4/18/23, 6/6/23

Description/Purpose

10/4/22: Overview of the California Career Resource Network (CalCRN) website/resource; presenters John Merris-Coots and Hannah Stier

12/6/22: Career Interest Survey, CalCRN, Employability Skills, and Q&A session

2/7/23: Implementation status of career interest surveys and employability skills lessons. March Advisory Board Meeting agenda and presentation discussion

4/18/23: Review/Revision of Who am I? and Investigating Career student assignment templates

6/6/23: Reflection of the 2022-23 school year and identification of areas of focus for the 2023-24 school year

JCCS CTE Workdays facilitated by CTE Coordinator

Meeting dates: 9/1/22, 11/3/22, 5/4/23

Description/Purpose

9/1/22: Introduction to Occupational Identity, Career Interest Surveys, and RealCareer Employability Skills Program. Teacher worktime.

11/3/22: Introduction of fostering student self-awareness, review of curriculum, and development of implementation plan for Career Interest Surveys and Employability Skills Program. Teacher worktime.

3/9/23: Deeper dive into “Building Student’s Self-Awareness”, implementation status, and revisions. Teacher work time

5/4/23: Review the updated Career Self-Awareness and Development plan. Teacher worktime.

Planned Back-to-School CTE Staff Presentation

Meeting Date: 7/29/23

Topic/Purpose: Preparing JCCS Students to be Future Ready, the importance of integration of Career Ready Skills into the academic content

area, discussion of classroom applications, and CTE Lab/Manufacturing updates.

#### TRANSITIONAL YOUTH SERVICES

Transitional Youth Services (TYS) coordinates countywide district liaison meetings. 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.

Meeting Dates: 9/27/22, 10/25/22, 2/28/23, 4/25/23

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

This council is 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. This council also assists in improving collaboration among agencies to increase school stability, ensure immediate enrollment in appropriate classes and services, and timely transfer of records of foster youth.

Meeting Dates: 10/19/22, 2/15/23, 4/19/23

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

Based on our educational partner's 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 - This Action is Completed
- 1.b.2 WASC Accreditation and Leadership Team - This Action is Completed
- 1.c.2 CTE Course Development
- 1.c.3 Community Outreach and Career Counselor - New Action Item
- 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 Guide - New Action Item

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.	In 2022-23, 66.7% 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 2020-21, 14% Court / 38% Community students scored at nearly met standard in ELA on the CAASPP.	In 2021-22, 37.5% of Court / 50% of Community students scored at nearly met or 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 2020-21, 0% Court / 0% Community students scored at nearly met or met standard in mathematics on the CAASPP.	In 2021-22, 22.2% of Court / 0% of 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.	In 2022-23, 1.36 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.	In 2022-23, 0.68 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.	In 2022-23, 96.55% 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	In 2022-23, 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).		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.	In 2022-23, 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.	In 2022-23, 0% of students successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).  JCCS became WASC accredited in the spring of 2023 and has begun the process to register its courses with UCOP.		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	100%	In 2021-22, 100% of students had a completed ILP.	In 2022-23, 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
Individualized Learning Plan (ILP) to ensure students have a broad course of study.	The baseline was established from 2020-21 data.				
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.	In 2022-23, 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.	In 2022-23, 67.5% 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.	In 2022-23, 13.5% of students received an approved industry certification.  In 2022-23, 20% of students enrolled in a CTE course received an approved industry certification.		25% of students will receive an approved industry certification.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.c The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	0% - We are not currently offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.  The baseline was established from 2020-21 data.	In 2021-22, 0% - We are not yet offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	In 2022-23, 0% - We are offering a CTE concentrator course that satisfies the first requirement for the CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks. We have not had a student complete the concentrator course yet, as we haven't had a student enrolled in the concentrator course remain in the school for more than 90+ days.		15% of students will successfully complete courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.
1.d The percentage of English learner students who are Redesignated as English Fluent Proficient (RFEP).	5.1% All 3.6% Court 9.1% Community  The baseline was established from 2020-21 data.	In 2021-22, 0% of English Learner students were Redesignated English Fluent Proficient.	In 2022-23, 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	0% It should be noted that 3 of the 7 students raised their overall scores, but not	37.5% of students improved a level. Eight students took the ELPAC with JCCS in two consecutive	60% of students improved a level.  Five students took the ELPAC with JCCS in		10% of EL students that test with JCCS for two consecutive cycles will make progress toward

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
two consecutive cycles that make progress toward English proficiency as measured by the ELPAC.	<p>enough to increase their level.</p> <p>The baseline was established from 2020-21 data.</p>	<p>years (2019-20 &amp; 2020-21).</p> <p>Three of the students improved a level and made progress toward English proficiency as measured by the ELPAC.</p>	<p>two consecutive years (2020-21 &amp; 2021-22).</p> <p>Three of the five students improved a level and made progress toward English proficiency as measured by the ELPAC.</p>		English proficiency as measured by the ELPAC.
1.e The percentage of students who meet their Individual Education Plan (IEP) goal progress.	<p>100%</p> <p>The baseline was established from 2020-21 data.</p>	In 2021-22, 100% of eligible students met their IEP goal progress	In 2022-23, 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.	<p>100%</p> <p>The baseline was established from 2020-21 data.</p>	In 2021-22, 100% of eligible students completed their ITP as part of their IEP.	In 2022-23, 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		N/A
The percentage of pupils who	This required state metric is not	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	applicable to our JCCS Alternative Education Program.				

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.a.1</b>	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
<b>1.a.2</b>	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>	\$44,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.a.3</b>	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
<b>1.a.4</b>	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
<b>1.a.5</b>	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>	\$201,735.45	Yes
<b>1.a.6</b>	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>	\$1,313,960.89	No

Action #	Title	Description	Total Funds	Contributing
<b>1.a.7</b>	Credit Recovery Software	JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK).  Cost for online software program.	\$6,600.00	Yes
<b>1.b.1</b>	WASC Accreditation	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. This was completed in 2022-23 and we were granted an initial three-year accreditation for all school sites.  Cost for WASC fees.	\$1,610.00	No
<b>1.b.2</b>	WASC Accreditation and Leadership Team	JCCS Director will meet with the JCCS Leadership Team to review the ACS WASC application to ensure previous work toward WASC accreditation is still applicable. JCCS Leadership Team will assist in preparing the ACS WASC Initial Visit School Description application. This action has been completed.  No additional costs; part of the base program.	\$0.00	No
<b>1.b.3</b>	Course of Study Assignment	JCCS staff will assign students to courses according to the approved course of study.  No additional costs; part of the base program.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.c.1</b>	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
<b>1.c.2</b>	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
<b>1.c.3</b>	Community Outreach and Career Counselor	<p>For the 2023-24 school year, JCCS plans to hire a Community Outreach and Career Counselor. This person will be responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post-secondary college and career planning. The Counselor will ensure coordination of transition services among Local Education Agencies and provide continuous support aiming to increase educational and career outcomes for at-promise youth. In addition, the counselor will coordinate the California Community Schools Framework implementation among staff and community partners.</p> <p>Costs for Counselor; includes salary and benefits</p>	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.d.1</b>	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>	\$7,719.95	No
<b>1.d.2</b>	ELD Instruction	<p>JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students.</p> <p>Costs for Newslea subscriptions.</p>	\$2,613.00	No
<b>1.d.3</b>	Reclassification of EL students	<p>JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students reclassified within four years will be monitored to ensure language and academic growth.</p> <p>No additional costs; part of the base program.</p>	\$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	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.</p> <p>No additional costs; part of the base program.</p>		
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 [2022-23]

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.

COMMUNITY OUTREACH AND CAREER COUNSELOR

For the 2023-24 school year, JCCS plans to hire a Community Outreach and Career Counselor. This person will be responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post-secondary college and career planning. The Counselor will ensure coordination of transition services among Local Education Agencies and provide continuous support aiming to increase educational and career outcomes for at-promise youth. In addition, the counselor will coordinate the California Community Schools Framework implementation among staff and community partners. We decided to shift staffing from a CTE Teacher on Special Assignment (TOSA) to a Community Outreach and Career Counselor. Teachers have had substantial individualized support for implementing our CTE program across all three campuses with support from the TOSA. Now that implementation has been completed, we see a need to shift our focus on providing individualized counseling services to students. This is based on our commitment to supporting students with college and career opportunities and ensuring students are taking coursework that aligns with their post-secondary goals.

#### SUCSESSES:

##### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

We have increased our CAASPP scores in ELA from 14% of Court and 38% of Community students scoring nearly met in 2020-21 to 37.5% of Court and 50% of Community 2021-22. We saw a similar increase in our Math scores with 0% of students scoring at nearly met in 2020-21 to 22.2% of Court and 0% of Community In 2021-22. We contribute this average increase of 20% to our extensive professional development and coaching in the past two years. There has also been a dramatic change in the length of enrollment in our court schools. In 2020-21 we had one (1) student enrolled for the entire year, in 2021-22, this increased to three (3) students and this year we have had five (5) students enrolled the entire school year. The ability to teach and assess the same cohort of students, in combination with professional development, has had a positive impact on student outcomes. At FitzGerald, our student population is dynamic and we do not have a cohort of students consistently enrolled over the course of the academic year. Unfortunately, we do not see the same positive increase in our CAASPP scores at FitzGerald as we do at our Court schools, which could be attributed to this lack of a consistent cohort of students.

##### CTE: ENROLLMENT OF STUDENTS IN A CTE COURSE

Due to intentional focus and support, we have seen an increase in enrollment in our CTE courses, from 39.3% in 2021-22 to 67.5% in 2022-23. In 2022-23 we were able to implement a Manufacturing concentrator course at one of the court schools. The JCCS Director and CTE Director continually collaborate with the goal to develop a CTE capstone course and identify industry certifications, internships, work-based learning, and dual enrollment opportunities. These hands-on learning opportunities provide students with industry-specific learning to promote postsecondary career goals.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION: We began the process for JCCS schools to become WASC accredited in February 2022. Last year, we submitted an application to the ACS WASC, and our site visit was conducted in November 2022. In February 2023, we learned we were granted an initial WASC accreditation for all of our school sites for three years. We are in the process of registering our courses with the University of California Office of the President (UCOP) A-G Course Management Portal and are excited to be able to offer A-G courses beginning in the fall 2023 term.

#### 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 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 who are credit deficient.

#### ENTRANCE REQUIREMENTS FOR UC and CSU

We are in the process of registering our school and courses through the University of California Office of the President (UCOP) Course Management Portal (CMP). Once courses are added to the portal, they will contribute to our students A-G eligibility. Since accreditation is a requirement prior to maintaining an eligible course list, submission to the UCOP CMP is a remaining focus area for metric 1.b.

#### RECLASSIFICATION

Reclassification rates continue to be an area of focus. 0% of English Learner students were redesignated as proficient in the 2022-23 school year in large part due to overall ELPAC scores. One contribution may be our high percentage of 74% of Long Term English Learners (LTELs), compared to the county average of 25%. However, additional data analysis reveals that we see an improvement in student's ELPAC scores over time. Of the students that took the ELPAC for two consecutive years with JCCS, there was a level increase in cohort data from 37.5% (2019-2020 to 2020-21) to 60% (2020-21 to 2021-22). Similarly to CAASPP improvements, we contribute this to our extensive professional development efforts and teacher developed ELD supports.

#### PATHWAY COMPLETION

CTE Pathway Completion continues to be an unmet desired outcome. While we have seen increases in students enrolling in CTE courses, we do not have any students able to complete the pathway at this time as we have not been able to offer the Capstone course in the Manufacturing Pathway. We are looking forward to the 2023-24 school as our first year offering all three levels of CTE coursework so students will have the opportunity to be pathway completers.

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 \$151,722 less than what was initially budgeted. In action 1.a.2 we over estimated the cost of the professional learning workshops, which resulted in a \$15,000 savings. Additionally, we actualized a significant savings in salary and benefit projections for actions 1.a.6 and 1.c.3. We had a teacher retire in December of 2022, which resulted in a savings of about \$120,000 in action 1.a.6, as we hired a new teacher at a lower pay rate. For action 1.c.3, the CTE TOSA went out on a medical leave in March 2023, and this position remained vacant for the remainder of the school year. Therefore we experienced about a \$20,000 savings in action 1.c.3.

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

We experienced some increases and decreases in our metric data. Most notably, we saw a significant increase in our Diagnostic Online Reading Assessment (DORA), which is linked to actions 1.a.1 and 1.a.4. Through these actions, students are provided with intervention time during the school day, in which students are able to earn credit at an accelerated rate, thereby assessing grade-level curriculum. In doing so, DORA assessments provide formative assessment metrics on student growth. This work is completed by staff weekly during staff meetings. We see an increase of student performance on DORA, from 0.21 grade level increase in 2021-2022, to a 1.36 grade level increase 2022-23. The desired outcome was set at a 1.0 grade level increase, so we are pleased with our student's results. 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 course and earned an approved Industry Certification. We saw an increase from 39.3% to 67.5% of students who completed the CTE course. This improvement is a direct result of installing the CTE labs at each of our three sites and providing support to our CTE teachers. We believe that planned action 1.d.2, impacted student performance on the ELPAC. We saw an increase in our ELPAC scores from 37.5% of students to 60% 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.

As described under substantive differences, action 1.c.3 has changed significantly for the 2023-24 school year. It was changed from "JCCS will create a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS" to "JCCS plans to hire a Community Outreach and Career Counselor. This person will be responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post-secondary college and career planning." The CTE TOSA supported the CTE workgroup through two-years of implementation, professional development, uniform lesson planning, and advisory committee meetings. The CTE workgroup will continue to have ongoing support by the CTE Director now that implementation is underway. Given this, we plan on focusing on individualized CTE, college and career planning for students with the new Community Outreach and Career Counselor. Not only will this provide students with the opportunity to explore realistic post-secondary options, the Counselor will monitor student progress and support through guiding students to achieve A-G eligibility.

Additionally, we received our WASC accreditation in 2022-23, therefore actions 1.b.1 and 1.b.2 have been completed. We are in the process of registering our courses through UCOP and anticipate that we may incur some expenses related to action 1.b.1. Therefore, we slightly modified the action 1.b.1 to reflect that change and the costs that we anticipate to spend in 2023-24.

**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.	In 2022-23, 81.25% 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.	In 2022-23, 87.69% 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.	In 2022-23, 77% 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.	In 2022-23, 22% 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%	In 2022-23, 32.56% of parents attended Open House.		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.	In 2022-23, 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.	In 2022-23, 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.	In 2022-23, 72.4% of community school students attended school on a daily basis.  In 2022-23, 96.8% 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.	In 2022-23, 60% of the community school students were chronically absent.  In 2022-23, 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.	In 2022-23, 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.	In 2022-23, 33.3% (3 students) of community high school students dropped out.  In 2022-23, 57.87% (11 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	In 2021-22, 63.3% 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, 11.9% of students were suspended.	In 2022-23, 11.4% of students were suspended.		Reduce suspension rate by 10%.
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.	In 2022-23, 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 2021-22 CHKS.  The baseline was established from 2020-21 data.	The data is the same as 2021-22 CHKS. 60% of students indicated they have a caring adult relationships. The CHKS will be administered in the fall of 2022.	On the 2022-23 CHKS 39% of students indicated they have a caring adult relationships.		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.	\$29,389.45	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	<p>To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2023-24 school year for FitzGerald students.</p> <p>Cost for gym lease.</p>	\$64,161.84	No
<b>2.b.4</b>	Mental Health and CPI Training	<p>JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention &amp; Intervention (CPI).</p> <p>Costs for registration, training, and substitute costs.</p>	\$3,021.49	Yes
<b>2.b.5</b>	Academic and Behavioral Support	<p>JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day.</p> <p>Costs reflected in 1.b.6.</p>	\$0.00	No
<b>2.b.6</b>	CADA Counselor	<p>Identified students will participate in individual and group counseling sessions with the Council on Alcohol and Drug Abuse (CADA) Youth Support Specialist (YSS) to support mental wellness.</p> <p>Cost for CADA Counselor (YSS).</p>	\$71,928.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.b.7</b>	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.	\$58,547.19	No
<b>2.c.1</b>	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
<b>2.c.2</b>	WiFi Hotspots	WiFi hotspots will be provided to students for online access after school to complete assignments.  Cost for data contract.	\$5,000.00	No

## Goal Analysis [2022-23]

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 2022-23 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, 62.4% of parents attended parent-teacher conferences, and in 2021-22, 84.4% of parents attended parent-teacher conferences. We were pleased that in 2022-23, 87.69% of our parents attended parent-teacher conferences, which was a slight increase from the previous year. Our desired three-year outcome was to reach 75% of parents attending parent-teacher conferences. We exceeded that in 2021-22 and in 2022-23, and we hope to continue this positive trend in 2023-24.

## OPPORTUNITIES FOR PARENT INVOLVEMENT -

### Parent Survey

In 2022-23, our school overhauled its annual parent survey. We contracted with the Promotores network to review and provide suggested changes to ensure that our parent survey was culturally and linguistically relevant for our parent population. We also used the Promotores to individually contact each family to obtain their survey responses. We were able to reach 36 out of 65 parents, which is 55% of our parent population. This is a significant increase in the number of parents who participated in the survey as compared to previous years.

**Open House** - In 2022-23 we were able to resume hosting an in-person Open House at Los Robles and enjoyed 87.5% of parent attendance, which was a steep increase from 11.76% of parent attendance in 2021. FitzGerald hosted an open house event on May 17, 2023 with an attendance of 22.22%. For an overall attendance of 32.56% which surpassed our goal of 30%. Outreach for both the Los Robles and FitzGerald Open Houses included distributing flyers via Parent Square and making phone calls home to individual parents/guardians to invite them to the events.

**Parent Nights** - Similar to the work that was done to overhaul our annual parent survey, we worked with the Promotores to revamp Parent Information Nights. Using our CHKS survey data and in speaking with our School-Based Therapist we provided topics to the Promotores and asked them to develop information night presentations that were culturally responsive and could be delivered in Spanish. Topics included were Stressbusters, Youth Mental Health First Aid, and community resources/services. The redesigned Parent Nights will commence later in May.

## CHALLENGES:

**GRADUATION RATE** -The graduation rate has been a concern for JCCS since the dashboard indicator showed SBCEO in red in 2018-19. 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 who were being placed in the 12th grade 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, moved JCCS from a graduation rate of 44.2% in 2018-19, to a graduation rate of 92.3% in 2019-20. We continued to see improvement in our graduation rate in 2020-21 when we reached 100% using the one-year cohort graduation rate (calculation is based on students who have been enrolled for at least 90 days) available to us as a Dashboard for Alternative School Status (DASS). On July 27, 2022, the US Department of Education (ED) declined California's waiver request that would allow for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators. As a result of this waiver denial, the 2022 Dashboard was the first Dashboard without any modified methods applied to state indicators and all Dashboard Alternative School Status (DASS) schools will be treated the same as all other schools on the Dashboard.

As a result, our graduation rate fell to 63.3% because we were required to use the same calculation as all other schools instead of the DASS one-year cohort graduation rate. However, upon analyzing our local data we had seven students graduate out of the 11 in our cohort. Of the four students who did not graduate, two were enrolled with us for one day, one was enrolled for a week, and one moved out of the country once released from the courts. If the DASS calculation for the one-year cohort graduation rate rule applied we would have retained a 100% graduation rate in 2021-22.

**SUSPENSION RATE** - 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. We have seen a similar pattern of volatile behaviors exhibited by students so far in 2022-23, and our local data reflects a suspension rate of 11.4% for 2022-23.

Therefore, we are continuing to provide our staff with professional development training in trauma-informed practices and will be adding Positive Behavior Intervention Support (PBIS), so they can utilize the tools and strategies learned to support restorative justice and de-escalation techniques to support our students. Since all of our students could benefit from PBIS, de-escalation, and restorative justice strategies, we will provide all teachers and support staff with this professional development.

#### 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 \$25,150.89 between budgeted expenditures and estimated actual expenditures. A large portion of this difference, \$30,000 was due to a cost increase for leased gym space at the community school (action 2.b.3). We also experienced an increased cost of \$7,000 for the CADA counselor (action 2.b.6).

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 84.44% to 87.69%, open house attendance increased from 11.97% to 32.56%, 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 still impacted by the pandemic and we are seeing a rise in behavioral health needs. These needs are manifesting in severe student behaviors which have resulted in the need to remove students from the classroom and/or school for everyone's safety, causing our suspension rate to remain higher than expected at 11.4%. 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 to take to help reduce suspension rates. Additionally, through our planned implementation of the Student Behavioral Health Incentive Program (SBHIP), California Community Schools Partnership Program (CCSPP), and Positive Behavior Intervention System, we anticipate these supports will reduce our suspension rate in 2023-24.

Students reported through the CHKS that 39% felt they have caring adult relationships. This is a decrease from 2021-2022 when the rate was 60%. This may be the result of a rise in severe student behaviors that result in student consequences, suspension, or other negative relationships that are occurring outside of the school day. This further demonstrates our need to support students through planned actions of 2.b.1-5, and to promote healthy relationships among staff, students and families. As a result of this data, staff will conduct surveys with students to elicit feedback on how we can promote ways to build more positive relationships with adults both on campus and in their personal lives.

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 the 2.b desired outcome metric. In lieu of "Less than 3% of students will be suspended for one or more days" it was changed to "Reduce suspension rate by 10%." This change reflects post-pandemic increases in suspension seen locally and across the state, and is a realistic 3-year desired outcome.

**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	<p>The School Access Guide will be used to continue to support the process of improved collaboration between schools, community partners, students, and education rights holders in the decision-making process as it relates to improving school stability for foster youth. Through the improved collaboration, Santa Barbara County youth in foster care will have reduced suspension rates, attend school more often, and have increased graduation rates. (Priority 10) -</p> <p>The wording of this goal was modified from the 2022-23 LCAP.</p>

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	<p>The suspension rate was 10.8% for students in foster care.</p> <p>The baseline was established from 2019-20 data.</p>	In 2020-21, the suspension rate was 0.8% for students in foster care.	In 2021-22, the suspension rate was 14.5% for students in foster care.		Decrease suspension rate of students in foster care to 8% or lower

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.a Graduation rate of students in foster care	The graduation rate for students in foster care was 70.3%.  The baseline was established from 2019-20 data.	In 2020-21, the graduation rate was 68.1% for students in foster care.	In 2021-22, the graduation rate was 70.2% for students in foster care.		Increase graduation rate of students in foster care to 84% or higher
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%.	In 2021-22, the chronic absenteeism rate for students in foster care was 45.8%.		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%.	In 2021-22, the school stability rate of students in foster care was 64.1%.		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	Approximately 18 freshmen enrolled in a Santa Barbara County community college were marked as being in or formerly in foster care.	In 2021-22, 62 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.	In 2022-23, 42 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.		Increase the number of freshmen students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care to 25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
being in or formerly in foster care	The baseline was established from 2020-21 data.				
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.	In 2022-23, 72% 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.	In 2022-23, 72% 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.	In 2022-23, 25.5 supportive services were provided to four (4) 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	100% of Educational Records for students in foster care were provided to Child	In 2021-22, 100% of Educational Records for students in foster care were provided to	In 2022-23, 100% of Educational Records for students in foster care were provided to		100% of Educational Records for students in foster care will be provided to Child

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
care that are provided to Child Welfare Services (CWS) and Juvenile Court	<p>Welfare Services (CWS) and Juvenile Court.</p> <p>The baseline was established from 2020-21 data.</p>	Child Welfare Services (CWS) and Juvenile Court.	Child Welfare Services (CWS) and Juvenile Court.		Welfare Services (CWS) and Juvenile Court

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.a.1</b>	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
<b>3.a.2</b>	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> </ul>	\$618,483.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Creating positive experiences</li> <li>• Education rights</li> <li>• School of Origin and Best Interest Determination Procedure</li> <li>• Immediate enrollment</li> <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>		
<b>3.a.3</b>	Use School Access Guide	<p>FYSCP and collaborative partners will use the School Access Guide 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>	\$139,558.00	No

## Goal Analysis [2022-23]

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.

The FYSCP EAC met three times this year to identify countywide needs, develop and prioritize goals, and monitor progress. Based on countywide needs, the EAC continued to prioritize ways to improve school stability and support students with the greatest need. To improve school stability, the FYSCP coordinated and facilitated Best Interest Determination (BID) meetings to support students remaining in their School of Origin (SOO). Additionally, to better support foster youth throughout the county, the FYSCP provided outreach and resources, as well as, worked collaboratively with LEAs and community partners to find solutions to transportation and access to services.

The FYSCP fosters 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 training. improve our local collaboration.

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 FYSCP program had several staffing changes during the 2022-23 fiscal year, two of the program associates resigned in September 2022, and then the program manager left in December 2022. These changes resulted in a decrease in salary and benefits as positions sat vacant until new staff was hired. The program manager duties were filled by the Educational Services, Associate Superintendent from December 2022 to June 2023. Additionally, one of the program associate positions was vacant from September 2022 to February 2023. These staffing challenges resulted in a material difference of \$109,465 from the budgeted expenditure amount of \$457,400 to the estimated actual expenditure amount of \$347,935.

The staffing challenges also impacted action 3.a.3, as initially we budgeted to have two Youth Support Specialists (YSS) hired as reflected in the budgeted expenditure amount of \$134,478. We were only able to fill two positions from July 2022 through November of 2022. One of the two YSS transitioned into the program associate role, at which time we reviewed the program needs and determined that the Best Interest Determination meetings could be facilitated with only one Youth Support Specialist. Therefore, for the remainder of the 2022-23 fiscal year, we only had one Youth Support Specialist in place, which resulted in a material difference of \$21,549 as reflected in the estimated actual expenditure amount of \$112,929.

Because the vacant positions were covered by internal employees, we did not experience a decrease in the level of services we were able to provide as an FYSCP. We have been busy this spring hiring new employees, so that we will be fully staffed for the upcoming 2023-24 school year.

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 increased graduation rates, improving school stability, and ensuring records are transferred in a timely manner to support the immediate enrollment of foster youth. The data reflected a slight improvement in countywide graduation rates to 70.2%, the school stability rate remained fairly consistent with the previous year at 64.1%, and 100% of Educational Records for students in foster care were provided to educational partners. Through the facilitation of the FYSCP EAC meetings, attendees are provided opportunities for collaboration, training, and conversations about the particular needs and possible solutions of foster youth.

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 goal language was slightly modified from “The School Access Agreement” to “The School Access Guide will be used to continue to support the process of improved collaboration between schools, community partners, students, and education rights holders in the decision-making process as it relates to improving school stability for foster youth. Through the improved collaboration, Santa Barbara County youth in foster care will have reduced suspension rates, attend school more often, and have increased graduation rates.” (Priority 10)

After consulting with the LEAs and reviewing Education Code section 48853.5 a decision was made to change the “School Access Agreement” to a “School Access Guide” to provide LEAs greater flexibility to better meet the needs of their foster students. This change allows LEAs to determine the appropriateness of holding a Best Interest Determination meeting when the educational placement of a foster youth changes rather than requiring a Best Interest Determination meeting to be held in every instance.

**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 based on California Education Code 44865.  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 based on California Education Code 44865.	100% of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on California Education Code 44865.		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 based on California Education Code 44865.



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% 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.	Based on the December 2022 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.	In June of 2021, 100% of districts within the county adopted a three year 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.	In 2022-23, we had 81.8% 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.	\$54,000.00	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>	\$68,251.75	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 [2022-23]

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 2022-23 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 toward the goal. Our teaching staff were 100% appropriately credentialed, for the subjects they are teaching based on California Education Code 44865. We provided 100% of students with a standards-aligned curriculum, and our facilities were maintained in good repair.

Additionally, we were 100% effective in providing services and support to expelled youth. We had 81.8% of expelled youth meet the terms and conditions of their expulsion, as related to action 4.b.2. Of the 22 students who were district referred for expulsion, 18 met the terms and conditions of their expulsion. 100% (5/5) of students met the terms and conditions of their expulsions this fall. 76% (13/17) of students are on track to meet the terms and conditions of their expulsions this spring and will return to their district of residence at the end of the school year.

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 changed metric 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", to include a reference to the California Education section 44865, which allows a provision for juvenile court and county community school teachers to be deemed qualified for their assignment.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$259,846	\$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
2.96%	0.06%	\$5,694.24	3.02%

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 2023-24 LCAP describes \$299,946.39 of actions and services that are above and beyond the base program which surpasses our projected increased apportionment of \$259,846 and our carry-over amount of \$5,694.24. 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 100% 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 a traditional intervention

curriculum. Because the Let's Go Learn intervention program is designed to meet the unique needs of our low-income students, we anticipated that our low-income students would make an average growth of one year on both reading and math assessments (DORA and ADAM) by 2023-24. Our 2022-23 data reflected that 1.36 was the average grade increase between the DORA pre/post scores and 0.68 average grade increase between the ADAM pre/post scores. The data reflected shows this intervention is working to increase student achievement scores. We plan to continue to provide 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 100% are underachieving in ELA. Much of this is due to a lack of academic vocabulary. Our teachers have continued to express the need for additional training in scaffolding and academic vocabulary development in both ELA and math to better serve our EL students. In the 2023-24 school year, our ELA/ELD and math teachers will continue to 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 continued to express 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. In 2021-22, we had 37.5% of court school and 50% of community school students score at nearly met standard in ELA on the CAASPP. Additionally, we had 22.2% of court school students score at nearly met or met standard in mathematics on the CAASPP. We believe that this intervention is incrementally contributing to improved student achievement. Therefore, we plan to continue this planned action in 2023-24 and 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 100% 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. In the 2023-24 school year, we will have one extra court school teacher on staff, which will maintain a lower class size ratio of a maximum of 1:20. A lower teacher-student ratio provides 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). In the 2022-23 school year, our data demonstrated an improvement of 1.36 average grade increase between the DORA pre/post scores and 0.68 average grade increase between the ADAM pre/post scores. This data reflects that the intervention is incrementally working to increase student achievement scores. Since 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 62.3% 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. In 2022-23 we had 66.7% earn credits at an accelerated rate. We are making progress towards our goal of 80%. In the 2023-24 school year, 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. We have seen a similar pattern of volatile behaviors exhibited by students so far in 2022-23, and our local data reflects a suspension rate of 11.4% for 2022-23.

Therefore, we are continuing to provide our staff with professional development training in trauma-informed practices and will be adding Positive Behavior Intervention Support (PBIS), so they can utilize the tools and strategies learned to support restorative justice and de-escalation techniques to support our low-income students. The professional development training is designed to meet the unique needs of our low-income students, therefore we hope to reduce our suspension rate by 10% by 2023-24. Since all of our students could benefit from PBIS, de-escalation, and restorative justice strategies, we will provide all teachers and support staff 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 35.71% of our student population. It is vital to have native speakers available to assist them, therefore 50% 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 2023-23, the number of parents who attended parent-teacher conferences increased to 87.69%.

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 Improved Services section were designed to improve services for English learners, foster youth, and socio-economically disadvantaged students by 3.41%, which is greater than the 3.02% (2.96% of the projected percentage of increase, and the 0.06% of the carry-over percentage of increase) 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		



## **Tables for the 2023-24 LCAP**

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$917,726.36	\$907,164.91	\$652,918.78	\$379,204.96	\$2,857,015.01	\$2,647,745.68	\$209,269.33

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	\$0.00	\$0.00	\$0.00	\$15,000.00
1	1.a.2	Professional Development Workgroups	English Learners Foster Youth Low Income	\$44,200.00	\$0.00	\$0.00	\$0.00	\$44,200.00
1	1.a.3	Interim Assessments	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.a.4	Data Analysis	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.a.5	Teacher-Student Ratios	English Learners Foster Youth Low Income	\$201,735.45	\$0.00	\$0.00	\$0.00	\$201,735.45
1	1.a.6	Instructional Staff	All	\$483,960.27	\$218,288.91	\$511,828.94	\$99,882.77	\$1,313,960.89
1	1.a.7	Credit Recovery Software	English Learners Foster Youth Low Income	\$6,600.00	\$0.00	\$0.00	\$0.00	\$6,600.00
1	1.b.1	WASC Accreditation	All	\$0.00	\$1,610.00	\$0.00	\$0.00	\$1,610.00
1	1.b.2	WASC Accreditation and Leadership Team	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.b.3	Course of Study Assignment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.c.1	Career Exploration Labs	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.c.2	CTE Course Development	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.c.3	Community Outreach and Career Counselor	All	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00
1	1.d.1	ELPAC Training	English Learners All	\$7,719.95	\$0.00	\$0.00	\$0.00	\$7,719.95
1	1.d.2	ELD Instruction	English Learners All	\$2,613.00	\$0.00	\$0.00	\$0.00	\$2,613.00
1	1.d.3	Reclassification of EL students	English Learners All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.e.1	Individual Transition Plans	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.e.2	Supports for Students with Disabilities	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.e.3	Services for Students with Disabilities	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.a.1	PSAC	All	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00
2	2.a.2	Parent-Teacher Conferences	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.a.3	ParentSquare Licenses	All	\$735.00	\$0.00	\$0.00	\$0.00	\$735.00
2	2.a.4	Translation Services	English Learners	\$29,389.45	\$0.00	\$0.00	\$0.00	\$29,389.45
2	2.a.5	IEP Parent Attendance	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.a.6	Parents Included in IEP Assessments	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.b.1	Restorative Practices	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.b.2	Positive Behavior Incentive Program	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.b.3	FitzGerald Gym	All	\$0.00	\$0.00	\$64,161.84	\$0.00	\$64,161.84
2	2.b.4	Mental Health and CPI Training	English Learners Foster Youth Low Income	\$3,021.49	\$0.00	\$0.00	\$0.00	\$3,021.49
2	2.b.5	Academic and Behavioral Support	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.b.6	CADA Counselor	All	\$0.00	\$0.00	\$71,928.00	\$0.00	\$71,928.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.b.7	Transition Support for Students	All	\$0.00	\$0.00	\$0.00	\$58,547.19	\$58,547.19
2	2.c.1	SARB	All	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00
2	2.c.2	WiFi Hotspots	All	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
3	3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	Foster Youth All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.a.2	Improve Collaboration	Foster Youth All	\$0.00	\$397,708.00	\$0.00	\$220,775.00	\$618,483.00
3	3.a.3	Use School Access Guide	Foster Youth All	\$0.00	\$139,558.00	\$0.00	\$0.00	\$139,558.00
4	4.a.1	Teacher Credentials	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.a.2	Standards-aligned Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.a.3	School Facilities	All	\$54,000.00	\$0.00	\$0.00	\$0.00	\$54,000.00
4	4.b.1	Countywide Plan for Expelled Youth	Expelled Youth All	\$68,251.75	\$0.00	\$0.00	\$0.00	\$68,251.75
4	4.b.2	Expelled Youth Rehabilitation Plans	Expelled Youth All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## 2023-24 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	\$259,846	2.96%	0.06%	3.02%	\$299,946.39	0.00%	3.41 %	<b>Total:</b>	\$299,946.39
								<b>LEA-wide Total:</b>	\$68,821.49
								<b>Limited Total:</b>	\$29,389.45
								<b>Schoolwide Total:</b>	\$201,735.45

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	\$44,200.00	
1	1.a.5	Teacher-Student Ratios	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Court School: Dos Puertas School	\$201,735.45	
1	1.a.7	Credit Recovery Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,600.00	
2	2.a.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$29,389.45	
2	2.b.4	Mental Health and CPI Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,021.49	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,451,590.36	\$2,199,807.26

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	\$15,000.00	\$12,506.84
1	1.a.2	Professional Development Workgroups	Yes	\$49,074.00	\$34,153.73
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	\$186,447.12	\$190,347.26
1	1.a.6	Instructional Staff	No	\$1,194,391.55	\$1,072,510.49
1	1.a.7	Credit Recovery Software	Yes	\$3,465.00	\$6,600.00
1	1.b.1	WASC Accreditation	No	\$1,100.00	\$1,610.00
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	\$131,330.62	\$111,177.95
1	1.d.1	ELPAC Training	No	\$6,846.73	\$6,912.95
1	1.d.2	ELD Instruction	No	\$2,500.00	\$2,613.60
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	\$100.00	\$18.64
2	2.a.2	Parent-Teacher Conferences	No	\$0.00	\$0.00
2	2.a.3	ParentSquare Licenses	No	\$735.00	\$675.00
2	2.a.4	Translation Services	Yes	\$16,837.60	\$10,522.44

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	\$33,102.06	\$62,927.94
2	2.b.4	Mental Health and CPI Training	Yes	\$3,021.49	\$21.49
2	2.b.5	Academic and Behavioral Support	No	\$0.00	\$0.00
2	2.b.6	CADA Counselor	No	\$45,000.00	\$52,124.00
2	2.b.7	Transition Support for Students	No	\$54,455.11	\$54,457.53
2	2.c.1	SARB	No	\$400.00	\$54.75
2	2.c.2	WiFi Hotspots	No	\$4,561.20	\$4,561.56
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	\$457,400.00	\$347,935.62

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	\$134,478.00	\$112,929.55
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	\$48,860.03	\$51,492.45
4	4.b.1	Countywide Plan for Expelled Youth	No	\$62,484.85	\$63,653.47
4	4.b.2	Expelled Youth Rehabilitation Plans	No	\$0.00	\$0.00

## 2022-23 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)
\$259,846	\$273,845.21	\$254,151.76	\$19,693.45	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	\$15,000.00	\$12,506.84		
1	1.a.2	Professional Development Workgroups	Yes	\$49,074.00	\$34,153.73		
1	1.a.5	Teacher-Student Ratios	Yes	\$186,447.12	\$190,347.26		
1	1.a.7	Credit Recovery Software	Yes	\$3,465.00	\$6,600.00		
2	2.a.4	Translation Services	Yes	\$16,837.60	\$10,522.44		
2	2.b.4	Mental Health and CPI Training	Yes	\$3,021.49	\$21.49		

## 2022-23 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	\$259,846	0.00%	2.96%	\$254,151.76	0.00%	2.89%	\$5,694.24	0.06%

# 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).

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