

# Local Control Accountability Plan (LCAP) 2023-24

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### **LCAP Overview**

- **Budget Overview for Parents**
- 2. 2023-24 LCAP
  - a. Summary, Reflections, Educational Partners
  - b. Goals, actions, and metrics
  - c. Increase and Improved Services
- 3. Action Tables
- Instructions

### **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).

### Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

### Goals and Actions

### Goal

Goal#

### Description

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)

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

### 2023-24 Total Expenditures Table

ı	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

### Instructions

Plan Summary

Engaging Educational Partners

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.

### 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
  - o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7])

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## **LCAP Highlights - Goals**



**MAINTENANCE GOAL** 

GOAL 4



## LCAP Highlights - Goal 1 and 2

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)

- Improving student academic achievement
- Providing credit recovery and intervention
- Obtaining WASC accreditation
- Expanding Career Technical Education (CTE) 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)

- Providing individual and group counseling
- Providing mental health support strategies and services for students and staff
- Partnering with community agencies to provide parent information nights
- Increasing communication between school and home



## LCAP Highlights - Goal 3 and 4

Goal 3: 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)

- Improving collaboration and coordination of supports among community partners
- Supporting youth in foster care by creating better school stability
- Involving youth and educational rights holders in decision making

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

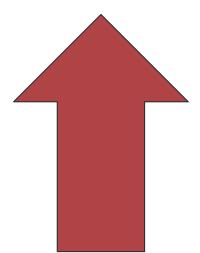
- Maintaining our robust base program for JCCS students
- Maintaining countywide services for expelled youth



## LCAP Highlights - Increased and Improved Services

Targeted support and services for English learners, foster youth, and socially-economically disadvantaged students

- 1. Additional Academic Support
- 2. Professional Development Workgroups
- 3. Teacher-Student Ratios
- 4. Credit Recovery Software
- 5. Mental Health and CPI Training
- 6. Supports for English Learners



**ABOVE THE BASE PROGRAM** 

## LCAP Year 3 (2023-24) Development Process

Educational **Analysis & Budget Partner Input Evaluation** Revise Goals, Actions, Metrics, & Budget as Needed





## **Analysis & Evaluation**

We analyze our progress

————— Identify Successes

————— Identify Areas of Need

We evaluate the effectiveness of our planned actions in meeting our goals

We consider the impact of a planned action on a metric

Metric Data - Year 2 Outcomes

We ask questions

## LCAP Highlights - Successes

- ELA/ELD In 2021-22 student scores increased. 37.5% of court school students and 50% of community school students nearly met or met standard in ELA.
- PARENT-TEACHER CONFERENCES In 2022-23, 87.69% of our parents attended parent-teacher conferences, which was a slight increase from the previous year.
- WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) In February 2023, we were granted an initial WASC accreditation for all of our school sites for three years.



## LCAP Highlights Areas of Identified Need

- MATH In 2021-22, our math CAASPP scores at the court school improved to 22.2% of students scoring nearly met or met standard. At the community school 0% of students scored nearly met or met standard in mathematics.
- CTE PROGRAM 0% of students met two College & Career Indicators on the dashboard.
- GRADUATION RATE In 2021-22 our graduation rate fell to 63.3% due to changes with how the way graduation rates were calculated for Dashboard for Alternative School Status (DASS) schools.

### LCAP Highlights - Year 3 Areas of Focus

### Goal 1

- Expanding CTE program
  - Hiring an Academic and Community Outreach Counselor
  - Offering a Manufacturing Capstone Course
- WASC Accreditation
  - Registering courses through University of California Office of the President (UCOP) Course
     Management Portal (CMP) that are A-G eligible

### Goal 2

- Broadening Behavioral Health Supports
  - Formation of the Family Navigator Team through the Student Behavioral Health Incentive
     Program (SBHIP) including: Youth Outreach Mentor, Substance Abuse Counselor, an Associate
     Clinical Social Worker, and a Promotora

## **Engaging Educational Partners**

### **Staff & Students**

- Special Education/SELPA 6
- Leadership team 5
- Bargaining units
  - SBCEA 5
  - o CSEA 9
- Students daily interactions, informal and formal data gathering
- Mental health staff- weekly
- CTE Director and Coordinators bi-weekly

### **Parents & Community Partners**

- Parent Student Advisory Committee (PSAC)- 4
- Probation administration and staff 17
- District partners 12
- Parents and guardians parent survey, conferences, phone calls
- Transitional Youth Services
  - Countywide liaisons 4
  - Foster Youth Coordinating
     Services Program Executive
     Advisory Committee 3

## LCAP Highlights - Educational Partners Parent Outreach



- New Parent Survey Format We contracted with SBCEO Promotoras Network and reached 36 out of 65 parents, which is 55% of parents
- Open Houses at Los Robles and FitzGerald
- Hosted a Parent Information Night on Youth Mental Health First Aid and Suicide Prevention at FitzGerald

## **Budget**

Calculate & Report Estimated Actuals for 2022-23 Budget
Expenditures for 2023-24

Increase and
Improve Services
for Unduplicated
Students based on
Supplemental and
Concentration
Grant Funding

**Budget Overview for Parents (BoP) & Action Tables** 



## **LCAP Highlights - Budget**

2022-23	Estimated Actuals - Base Program	\$2,199,807		
	Estimated Actuals - Increased and Improved services	\$254,152		
2023-24	Planned Expenditures - Base Program	\$2,857,015 - Includes 2 additional classrooms at FitzGerald & additional staffing		
	Planned Expenditures - Increased and Improved Services	\$299,946		