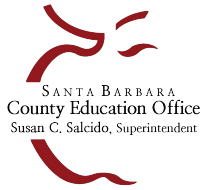


# Local Control Accountability Plan (LCAP)

2024-2025



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Rene Wheeler, Director, Juvenile Court and Community Schools

Amy Willis, Director, Transitional Youth Services

*Presented to the Santa Barbara County Education Office Board on June 14, 2024*

# Scope of the Work



## Mid-Year Update on LCAP 2023-24 (Year 3)

Provided updates on expenditures, level of implementation of actions, and metrics to date.

Presented to the Board on Feb. 8, 2024



## Annual Update on LCAP 2023-24 (Year 3)

Final expenditures, final metrics, and Goal Analysis. This information informed our new three-year LCAP.

Presented to the Board on June 14, 2024.



## New Three-Year LCAP 2024-27 (Year 1)

Refined Goals, Metrics, Actions with Expenditures, and Increased and Improved Services for our Unduplicated Students.

Presented to the Board on June 14, 2024.

# LCAP Overview



1. Budget Overview for Parents
2. 2023-24 Annual Update
3. 2024-25 LCAP
  - a. Summary, Reflections, Engaging Educational Partners
  - b. Goals, Metrics, and Actions
  - c. Increased and Improved Services
4. Expenditures and Contributing Action Tables
5. Instructions

**LCFF Budget Overview for Parents**

*Goals and Actions*

**Local Control and Accountability Plan**

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]**

**2024-25 Total Expenditures Table**

**Requirements and Instructions**

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

State Funds	Local Funds	Federal Funds	Total Funds
0.00	\$0.00	\$500.00	\$11,730.00
500.00	\$0.00	\$0.00	\$42,155.20
0.00	\$0.00	\$0.00	\$0.00
0.00	\$0.00	\$0.00	\$57,000.96
0.00	\$0.00	\$0.00	\$226,191.36
0.00	\$967,902.35	\$0.00	\$1,573,554.07
00.00	\$0.00	\$0.00	\$6,600.00
10.00	\$0.00	\$0.00	\$3,010.00
0.00	\$0.00	\$0.00	\$0.00
80.00	\$0.00	\$0.00	\$2,880.00

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# LCAP Goal Overview

## 3 BROAD

### Goal 1

All students will demonstrate proficiency of grade-level content standards and will be prepared for college and/or career.

(Priorities: 2, 4, 7, and 8)

### Goal 2

In collaboration with staff and the community, students and families will be provided with services to address individual needs and support students in overcoming barriers impacting their education.

(Priorities: 3, 5, and 6)

### Goal 3

All foster youth will be provided a system of support that includes targeted services that address barriers impacting their education. Strengthening the system of support for foster youth will result in reduced suspension rates, improved attendance, and increased graduation rate.

(Priority 10)

## 1 MAINTENANCE

### Goal 4

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

Juvenile Court & Community Schools (JCCS)

Transitional Youth Services (TYS)

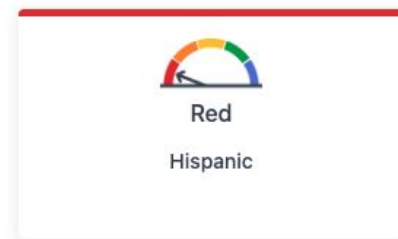
JCCS

# NEW Focus Goal - Equity Multiplier

## Requirement:

All student groups that have the lowest performance level on one or more state indicators on the Dashboard.

Court  
School -  
Suspension  
Rate



## 1 FOCUS

### Goal 5

Within three years, JCCS will reduce rates of suspension for Hispanic/Latino students by implementing actions that promote relationships, student connectedness, and student voice.

(Priorities: 6)

JCCS

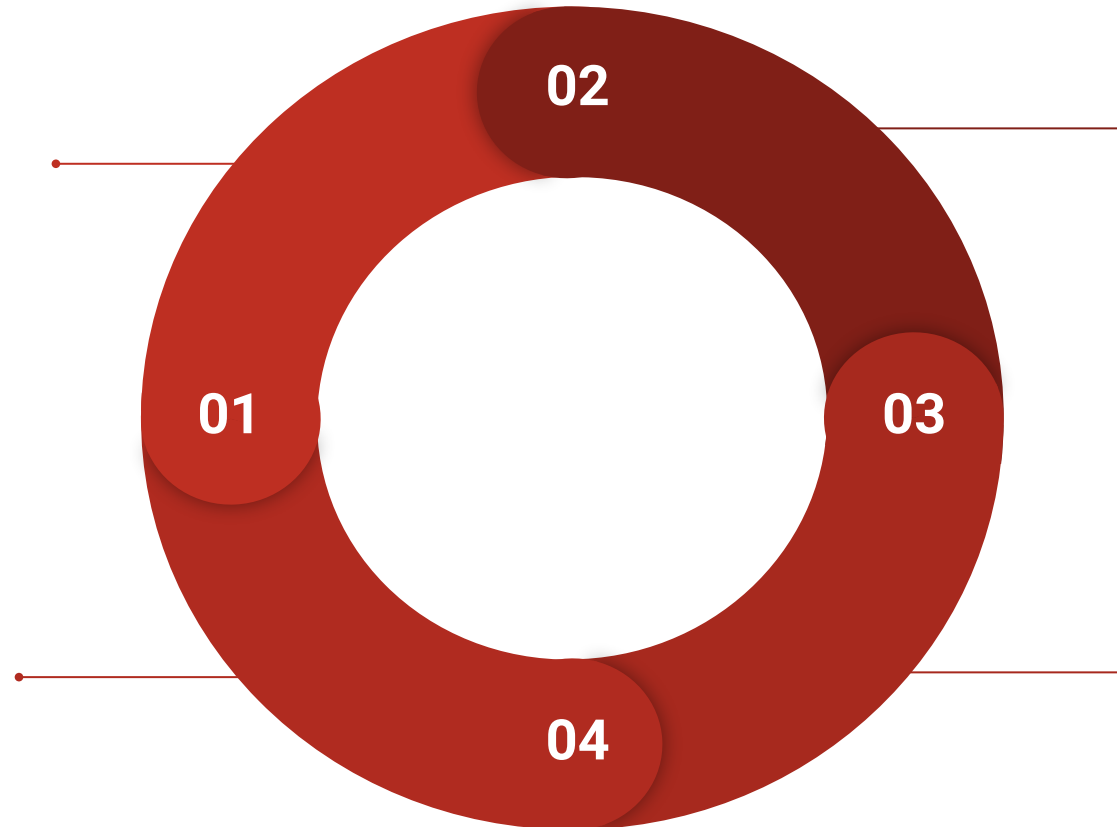
# LCAP 2024-2027 (Year 1) Development Process

## Analysis and Evaluation

For the Annual Update, we analyzed 3 years of metrics and evaluated the effectiveness of the actions.

## Budget

During the Annual Update, we reported and reflected on our actual expenditures. For the LCAP, we updated our estimated expenditures to support our goals and actions, including the increased and improved services for our unduplicated students.



## Educational Partner Feedback

Throughout the year, we met with a variety of educational partner groups to gather both formal and informal input.

## New Goals, Actions, Metrics, and Expected Outcomes

Through analysis, evaluation, and educational partner feedback, we created new goals, actions, metrics, and expected outcomes that will guide our work for the upcoming school year and beyond.

# Annual Update: Analysis and Evaluation

## Analyzed Our Progress

- Reviewed 3 Years of metrics
- Identified successes
- Identified areas of need

## Asked Questions

- Are there improvements in our metrics?
- Were there challenges in implementing a planned action?
- Do we need more time to fully implement the actions?
- Are there other supports needed to meet our intended goal?

## Evaluated Our Actions

What should we do with each action?

- Keep
- Revise
- Eliminate
- Add

# Engaging Our Educational Partners

## Students & Staff

- Students - empathy interviews, focus groups, survey data
- Staff - weekly meetings
- Special Education/ SELPA
- Leadership team
- Bargaining units - SBCEA & CSEA
- Mental health staff
- CTE Director and Coordinator

## Parents & Community Partners

- Parents/guardians - parent surveys, conferences, phone calls
- School Site Council
- Probation administration and staff
- District partners
- Transitional Youth Services - Liaisons and Foster Youth Coordinating Services Program Executive Advisory Committee
- Expelled Youth - District Leaders & Charter School Leaders



# LCAP Highlights - Educational Partners

## Centering Students

- Empathy Interviews
- Focus Groups
- Local Surveys
- California Healthy Kids Survey



# LCAP Highlights - Successes

- College Prepared - A-G Courses
- Career Prepared - CTE Course Enrollment
- Content Proficiency - English Language Arts
- Parent/Guardian Engagement



# LCAP Highlights - Areas of Identified Need



- Content Proficiency - Math
- English Learners -  
Reclassification and Progress  
on ELPAC
- Suspension Rate

# LCAP Highlights - Goal 1

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

- Implementing Cycles of Inquiry Using Assessment and Data
- Community Outreach and Career Counselor
- Development of a Culinary Arts Pathway and Transitioning the Manufacturing Pathway to Dos Puertas
- Increasing Language Proficiency of English Learners



# LCAP Highlights - Goal 2

**In collaboration with staff and the community, students and families will be provided with services to address individual needs and support students in overcoming barriers impacting their education. (Priorities: 3, 5, and 6)**

- Providing individual and group counseling services.
- Collaborating with community agencies for parent information nights.
- Enhancing communication between the school and families.
- Planning for the Implementation of California Community Schools Partnership Program



# LCAP Highlights - Goal 4

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

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

# LCAP Highlights - Goal 5

**Within three years, JCCS will reduce rates of suspension for Hispanic/Latino students by implementing actions that promote relationships, student connectedness, and student voice. (Priority 6).**

- Restorative Approaches Training & Implementation of Practices
- Calming Spaces
- Student Led Beautification Projects and Clubs
- Student Onboarding Process

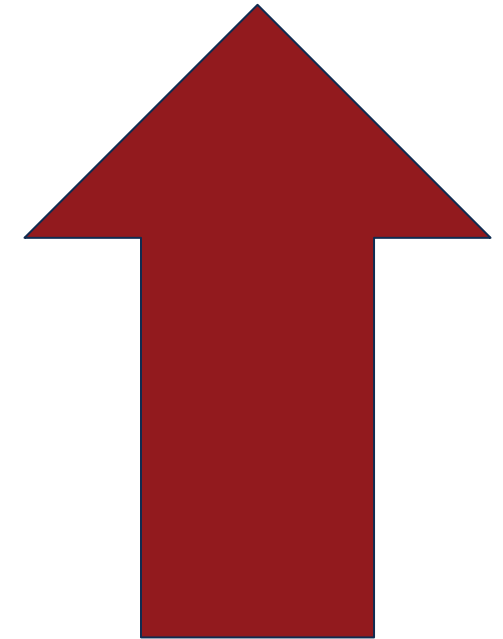


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# LCAP Highlights - Increased and Improved Services

**Targeted support and services for English Learners, Foster Youth, and Socially-Economically Disadvantaged Students**

1. Additional Academic Support
2. Community Outreach and Career Counselor
3. Teacher-Student Ratios
4. Parent Engagement Events
5. Translation Services
6. Behavioral Health Counselors
7. Behavioral Support - Security Staff



**ABOVE THE BASE PROGRAM**



# LCAP Highlights - Goal 3

**All foster youth will be provided a system of support that includes targeted services that address barriers impacting their education. Strengthening the system of support for foster youth will result in reduced suspension rates, improved attendance, and increased graduation rate. (Priority 10)**

- Improve Interagency Collaboration and Efficacy
- Strengthening Collaboration with Districts
- Improve Collaboration within Department



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# Budget

**Calculate &  
Report  
Estimated  
Actuals for  
2023-24**



**Include  
Adopted  
Budget  
Expenditures  
for 2024-25**



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

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

# LCAP Highlights - Budget

2023-24	Estimated Actuals - Base Program	\$3,106,385.71
	Estimated Actuals - Increased and Improved services	\$359,485.05
2024-25	Planned Expenditures - Base Program (includes new Equity Multiplier Funds)	\$3,529,762.00
	Planned Expenditures - Increased and Improved Services	\$593,858.41

# Board Meeting on June 20th

- Local Indicators
- Revised Federal Addendum
- Local Control Accountability Plan

# Santa Barbara County Education Office



**Thank you**