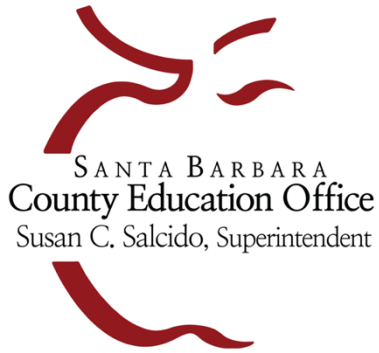
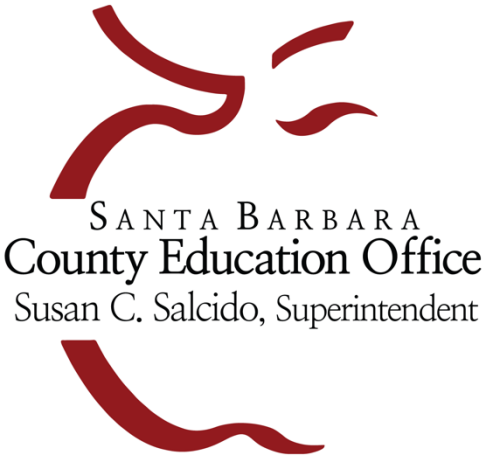


Santa Barbara County Education Office

Local Control and Accountability Plan (LCAP)

2025-26



Budget Overview

for Parents

LCFF Budget Overview for Parents

COE LCFF Budget Overview for Parents Template

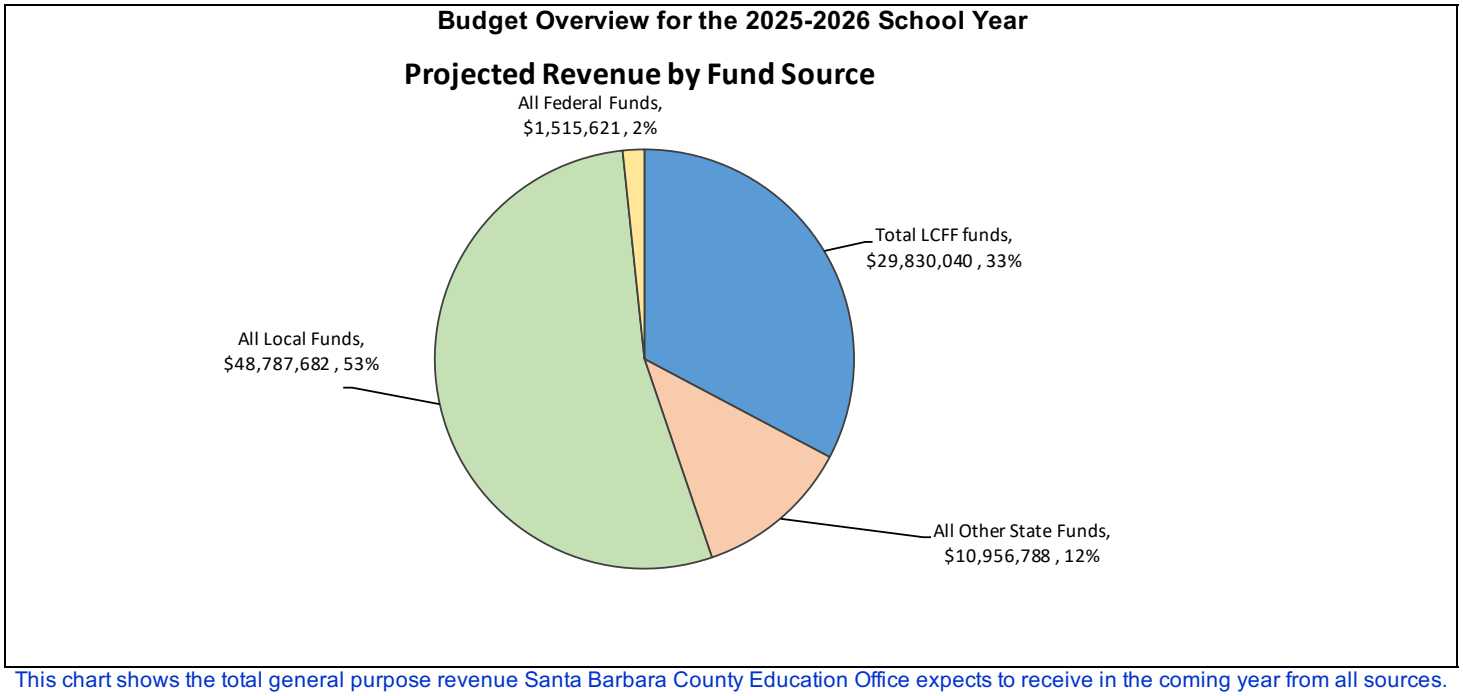
County Office of Education (COE) Name: Santa Barbara County Education Office

CDS Code: 42-10421-0000000

School Year: 2025-2026

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

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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).



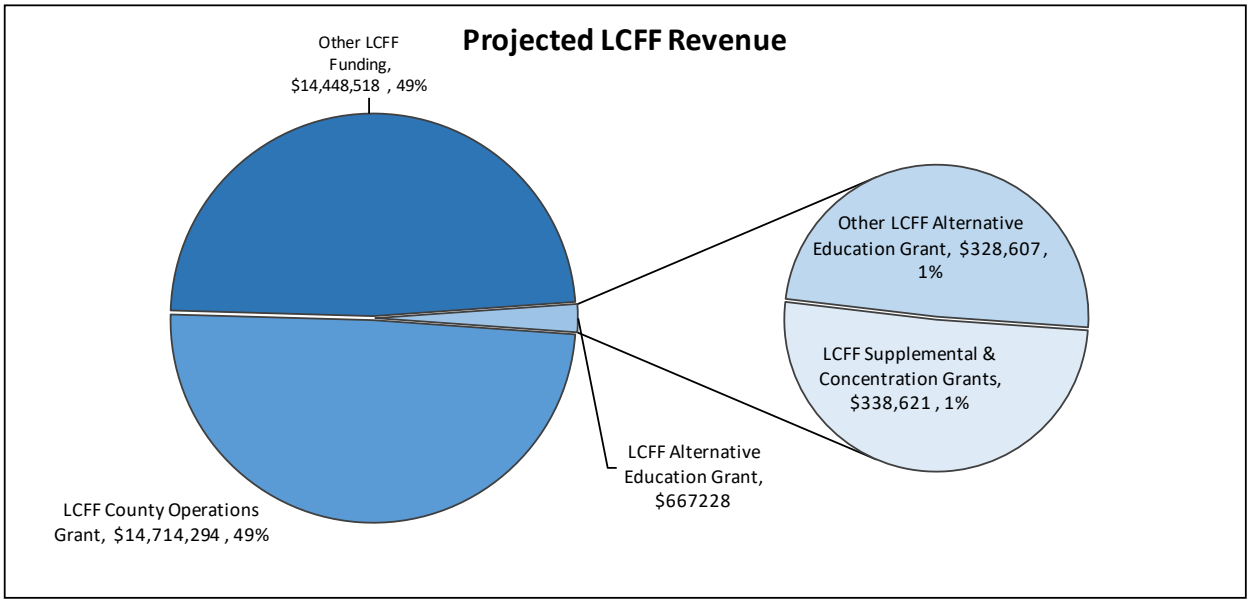
This chart shows the total general purpose revenue Santa Barbara County Education Office expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara County Education Office is $91,090,131.00, of which $29,830,040.00 is Local Control Funding Formula (LCFF), $10,956,788.00 is other state funds, $48,787,682.00 is local funds, and $1,515,621.00 is federal funds.

Of the $10,956,788.00 attributed to All Other State Funds, $192,840.00 are attributed to the Student Support and Enrichment Block Grant.

LCFF Budget Overview for Parents

LCFF Budget Overview for the 2025-2026 School Year

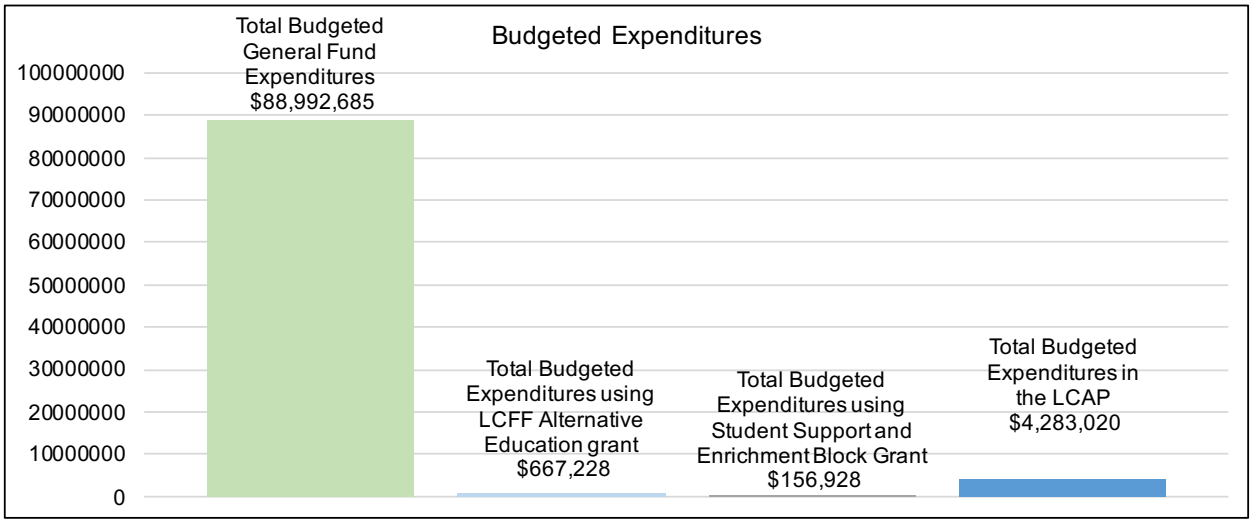


This chart shows the LCFF revenue Santa Barbara County Education Office expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Santa Barbara County Education Office is $29,830,040.00, of which $14,714,294.00 is attributed to the LCFF County Operations Grant, $667,228.00 is the attributed to the LCFF Alternative Education Grant, and $14,448,518.00 is other LCFF funds. Of the $667,228.00 attributed to the LCFF Alternative Education Grant, $338,621.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

SBCEO receives the Home-to-School Transportation add on, the add on for Community School, the add on for Court School, and Differentiated Assistance revenue. SBCEO is funded above the calculated "target" amount.

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.

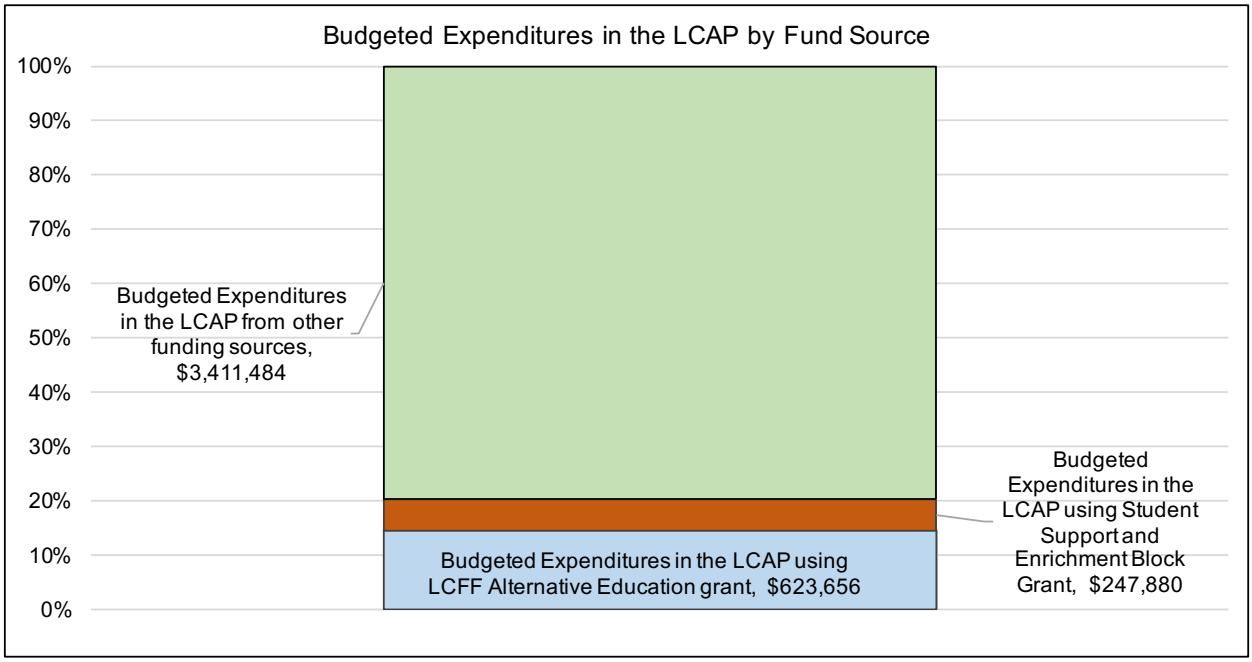


This chart provides a quick summary of how much Santa Barbara County Education Office plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Santa Barbara County Education Office plans to spend $88,992,685.00 for the 2025-2026 school year. Of that amount, $667,228.00 is attributed to the Alternative Education Grant and $156,928.00 is attributed to the Student Support and Enrichment Block Grant. $84,709,665.42 of the General Fund Budgeted Expenditures are 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, Title IIA, Child Welfare & Attendance, Career Technical Education, Transitional Youth). District & Teacher Services/Support (Curriculum & Instruction, Educational Technology, Teacher Induction, Financial Systems, Information Technology, School Business Advisory Services). Internal Services/Support (Fiscal Services, Human Resources, Maintenance & Operations). The Alternative Education Grant includes additional expenditures not captured in the 2025-26 LCAP. These include operational costs such as utilities (electricity, water), lease expenses and other facility related costs. In addition, administrative costs —such as salaries and benefits for staff not directly tied to the LCAP actions—are also funded through the Alterative Education Grant but not reflected in the LCAP budget.



This chart provides a quick summary of how much Santa Barbara County Education Office plans to spend for 2025-2026 for planned actions and services in the LCAP.

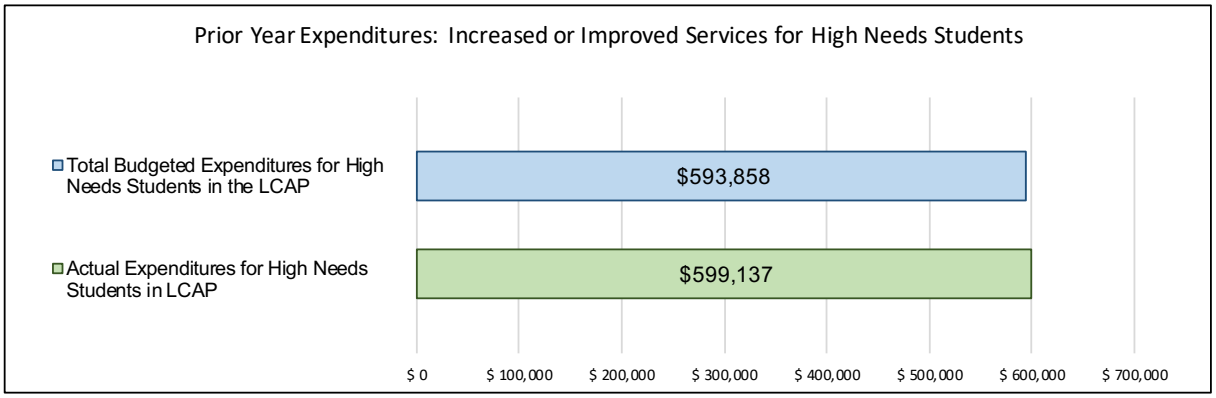
The text description of the above chart is as follows: Santa Barbara County Education Office plans to spend $4,283,019.58 on actions/services in the LCAP. Of those funds, $623,655.59 is attributed to the Alternative Education Grant and $247,880.44 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Santa Barbara County Education Office is projecting it will receive $338,621.00 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 $719,438.66 towards meeting this requirement, as described in the LCAP.

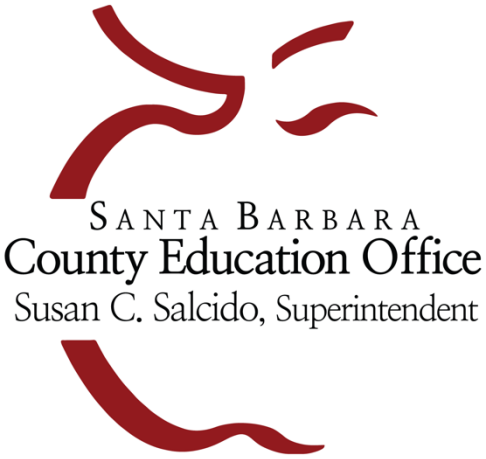
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



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 2024-2025, Santa Barbara County Education Office's LCAP budgeted $593,858.41 for planned actions to increase or improve services for high needs students. Santa Barbara County Education Office actually spent $599,136.57 for actions to increase or improve services for high needs students in 2024-2025.


SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

2025-26 LCAP

Local Control and 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, Student and Community Services	bbaublits@sbceo.org 805-964-4711

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Santa Barbara County Education Office (SBCEO) Juvenile Court and Community Schools (JCCS) includes two schools in the Santa Maria community: Dos Puertas School (Court School) and Peter B. FitzGerald (Community School). Santa Maria is a diverse and resilient community with significant needs. As compared to the two other largest cities in Santa Barbara County, the city of Santa Barbara and the city of Lompoc, Santa Maria has the highest percentage of foreign-born residents (27.8%) and households where a language other than English is spoken (54.9%). Educational attainment is the lowest of the three cities, with only 70.1% of residents age 25 and older having completed high school. While it has the lowest poverty rate among the county's three largest cities (11.1%), socioeconomic disparities persist. The city has faced the highest levels of violent and property crime in the region, correlating with elevated juvenile justice involvement. As such, it remains a priority area for youth-focused collaboration (2024–25 County Juvenile Justice Plan). Encouragingly, Part I crimes (i.e. homicide, rape, robbery, arson) decreased by 30% in early 2024 compared to the same period in 2023, following a 28% drop the year prior. Overall, crime fell 46% from 2022 to 2024 (Santa Maria News, May 16, 2024). Leveraging strong community partnerships and cultural strengths remains essential in supporting students and building a safer, more equitable future.

Peter B. FitzGerald (FitzGerald) is located at the SBCEO North County offices. FitzGerald has operated in partnership through a Memorandum of Understanding (MOU) with two local school districts for the past decade. 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. Both districts may refer students for reasons such as expulsion, behavior, and chronic absenteeism, although for the past couple of years, SMJUHSD has only referred expelled students. In 2024-25, FitzGerald enrollment ranged from a low of 21 students to a high

of 34 students as compared to last year's enrollment with a low of 14 students and a high of 57 students. The number of referrals from both SMJUHSD and SMBSD have been lower this year due to both districts implementing alternatives to exclusionary discipline at a higher rate, resulting in less suspensions and expulsions.

Dos Puertas School (DPS) is located in the Santa Maria Juvenile Justice Center and operates in partnership with the Santa Barbara County Probation Department. The school serves incarcerated youth ranging in age from 12-18 years old who have been removed from their home by the court. All youth under the age of 18 years old are required to attend school while detained, unless they are already high school graduates. DPS enrollment fluctuates daily, ranging in the 2024-25 school year from a low of 15 to a high of 34. This year's enrollment is almost identical to last year's, which was a low of 16 and a high of 36. Commitments of youth in 2024-25 ranged from one day to a full school year and beyond. DPS serves both male and female detainees. The students that are enrolled in Dos Puertas come from all over the Santa Barbara County.

The Local Control Funding Formula (LCFF) requires districts to identify an unduplicated count of students in the following subgroups: English learners, Long-term English learners, socio-economically disadvantaged students, 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 2024-25 was 100%.

Additionally, our October 2024 Cal-PADS demographics for JCCS were:

- Hispanic/Latino: 54/58 (93.1%);
- Black/African American: 1/58 (1.7%);
- White: 3/58 (5.2%);
- English Learners (EL): 18/58 (31%);
- Long Term English Learners (LTEL) (6+ years): 14/58 of all students (24.1%) and 14/18 English Learners (77.8%);
- Redesignated Fluent English Proficient (RFEP): 20/58 (34.5%);
- Limited English Proficient (EL + RFEP that are being monitored): 29/58 (50%);
- English Only: 20/58 (34.5%);
- Students with Disabilities (SWD): 14/58 (24.1%)
- Foster Youth: 4/58 (6.9%);
- Students Experiencing Homelessness: 19/58 (32.8%);
- Socio-Economically Disadvantaged (SED): 58/58 (100%).

Both schools serve a population of students that is fairly transitory. As of March 7, 2025, the average days of enrollment for students at DPS is 38 days and the average days of enrollment for students in FitzGerald is 78 days. Compared to last year, the average days of enrollment for DPS has been fairly stable (40 days); however, FitzGerald was 21 days less last year as compared to this year. In addition, as of March 7th, more than half of the students (58.8%) at DPS have been enrolled in the school more than once this school year.

Due to the low number of students in our schools, we generally do not report our student group data for the metrics. However, reporting on student group data is a requirement for Goal 5, the Equity Multiplier focus goal. This goal and the associated metrics and actions must meet the needs of the student groups in the lowest performance indicators on the California Dashboard. Both schools, DPS and FitzGerald, receive Equity Multiplier funding due to the high number of unduplicated students (100%) and the high non-stability rate (the court school is 96.1% and the community school is 94.2%). Therefore, in Goal 5, we will report our student group data.

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. At FitzGerald, students with Individual Education Plans (IEPs) are provided services through their home district in both a push-in and pull-out model. At DPS, students with IEPs are provided services through SBCEO Special Education staff in a push-in model only.

At JCCS, we value parent/guardian and student feedback and use it to shape the vision and mission of our schools as well as make programmatic decisions. One of the ways that we have consistently gathered parent/guardian and student feedback is through the California Healthy Kids student survey and the locally administered parent/guardian survey.

Below are responses from the most recent California Healthy Kids student survey and the locally administered parent survey:

2024-25 Student responses:

- 45% of students report that they have caring-relationships with adults in school;
- 55% of students believe their teachers have high expectations for their success;
- 50% of students report that they are academically motivated and try hard at their schoolwork;
- 67% of students feel our teaching staff treats students fairly;
- 57% of students feel very safe or safe in school.

2024-25 Parent/Guardian responses:

- 86.7% of parents believe our schools do a good job keeping students safe and secure;
- 93.3% of parents believe our schools do a good job of evaluating their children's academic needs;
- 43.3% of parents believe our schools do a good job of preparing students for a career in the Trades;
- 70% of parents believe our schools do a good job of preparing students for a career through college and/or community college;
- 90% of parents believe that school does a good job providing child positive support and good guidance.

After analyzing the current state and local data, it's evident that our students require support in various areas crucial to their overall well-being and academic success. These needs can be categorized into four distinct areas: academic, social-emotional, behavioral health/drug and alcohol counseling, and recreational/prosocial activities. Academically, there's a clear need for improvement in math skills and English Language proficiency. Social-emotionally, students are seeking a sense of purpose and relevance within the school environment, indicating a need for programs that foster connection and engagement. Ongoing access to behavioral health and substance abuse counseling services is also identified as crucial. Lastly, providing recreational and prosocial activities during the school day and beyond is essential to prevent negative behaviors associated with idle time. This LCAP is written to address these identified needs comprehensively and is vital to ensuring the holistic development and success of our students.

As a County Education Office, the SBCEO LCAP must also address the coordination of services for expelled youth (priority 9) and the coordination of services for foster youth (priority 10) in our county.

Coordination of Services for Expelled Youth:
Santa Barbara County is home to 20 school districts, 14 of which are small elementary districts located in rural areas. These districts

experience minimal expulsions, if any. When expulsions do occur, districts typically arrange educational placements within their own schools or neighboring districts through the suspended expulsion process outlined in Education Code 48917. Expulsions in our county have remained stable in recent years, with 86 students (0.1%) expelled in 2022-23 and 85 students (0.13%) expelled in 2023-24. The vast majority of expulsions involve high school-aged students.

Per Education Code 48916.1, when a student is expelled, the school district's governing board must ensure that the student has access to an educational program for the duration of the expulsion. While individual districts are responsible for providing these educational options, SBCEO supports them in reviewing and identifying appropriate placements.

In Santa Barbara County, two districts operate community day schools for expelled youth. In Santa Maria, students have access to the County Community School, Peter B. FitzGerald, while in Lompoc, students may attend the Bob Forinash Community Day School. SBCEO also assists districts in exploring options for establishing a community day school if they do not currently have one. Additionally, through the development of the Triennial Expelled Youth Plan (TEYP), districts have expressed a need for professional development and ongoing collaboration among administrators on student discipline practices. In response, during the 2024-25 school year, SBCEO facilitated workshops on student attendance procedures and interventions, as well as meetings to support the use of school climate survey data in fostering positive learning environments. Moving forward, SBCEO will continue to offer professional development focused on student engagement and strategies to support positive student behavior. Through these collective efforts, we aim to strengthen student connections to school and reduce suspensions and expulsions across the county.

The Coordination of Services for Foster Youth:
The Transitional Youth Services (TYS) Department operates within the Student and Community Services Division of the SBCEO, overseeing two key programs: the Education for Homeless Children and Youth (EHCY) program and the Foster Youth Services Coordinating Program (FYSCP). With a dedicated team of six, including a Director, Administrative Assistant, two Program Associates, a Student Information Specialist, and a part-time Health Advocate, TYS provides vital support to the county's 20 school districts and 10 charter schools, collectively serving approximately 70,000 students, including 316 identified foster youth.

Aligned with LCAP Goal 3, TYS plays a crucial role in coordinating services for foster youth by ensuring equitable access to education and support. The FYSCP facilitates the Executive Advisory Council (EAC), a collaborative body of educational partners that meets three times annually to assess countywide needs, establish goals, and monitor progress. Additionally, TYS fosters interagency collaboration through consistent communication and meetings, equipping resource parents and partner agencies with essential knowledge on foster youth education rights, School of Origin policies, community resources, and post-secondary opportunities.

To strengthen district coordination, TYS establishes standardized procedures, provides templates, distributes resource guides, and conducts targeted training for district liaisons. Staff members emphasize accessibility, responsiveness, and proactive support, ensuring they are trusted partners in advancing educational success for foster youth across the county.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The analysis and reflections related to student outcomes in the 2024-25 Local Control Accountability Plan (LCAP), and educational partner input informed the development of the 2025-26 LCAP by identifying areas of success, need, and improvement.

There are three California Dashboards that we use and reference throughout the LCAP. They are: SBCEO Dashboard, the Court School Dashboard, and the Community School Dashboard. Due to the small size of the Court and the Community Schools, student data on our Dashboards often show “no performance color,” making it challenging to identify student groups with the lowest performance levels on state indicators. As a result, determining performance levels and gaps in performance between student groups can be difficult. We frequently rely on local data to compare how our students within each group are faring compared to their peers. It's worth noting that all of our students are classified as socio-economically disadvantaged.

While 31% of our students are English Learners (EL) and 77.8% of ELs at JCCS are classified as Long Term English Learners (LTELs), and 24.1% are identified as Students with Disabilities, neither group is considered significant for state reporting purposes. On the 2023 Dashboard for SBCEO, we had one student group receive the lowest performance level on state indicators: students with disabilities who demonstrated a suspension rate in the red. Additionally, on the 2023 Dashboard for the Court School, we had one student group receive the lowest performance level on state indicators: Hispanic/Latino students who demonstrated disproportionately high rates of suspension. We are proud that due to the identified strategies and actions in the 2024-25 LCAP, we were able to improve the suspension rate for Hispanic/Latino students by 1.6% at the Court school, and on the 2024 Dashboard, this student group is now in yellow. However, students with disabilities in SBCEO continue to have a high suspension rate and remain in the red on the 2024 Dashboard.

Both the Court School and the Community School have received Equity Multiplier Funds. Beginning with the 2024–27 LCAP, Goal 5 has been added to address the needs of student groups performing at the lowest levels on state Dashboard indicators. Based on the 2023–24 Dashboard data, Goal 5 focuses on reducing suspension rates among English Learners (ELs), Long-Term English Learners (LTELs), Hispanic/Latino students, students experiencing homelessness, socioeconomically disadvantaged (SED) students, and students with disabilities (SWD) across the LEA. Through consultation with educational partners, including staff and parents/guardians, a shared priority emerged: the need to implement strategies that reduce suspensions and ensure students remain engaged in instruction and have continued access to resources.

Additionally, results from the 2024–25 California Healthy Kids Survey highlight student concerns about school connectedness, meaningful participation, and relationships with caring adults. Fewer than half of students reported feeling connected to school (41%), participating meaningfully (25%), or having a caring adult on campus (45%). In response, planned actions aim to strengthen student-staff relationships, increase opportunities for student-led campus projects, and introduce engaging extracurricular activities such as clubs. These efforts are designed to foster safe, inclusive learning environments that reduce behaviors leading to exclusionary discipline.

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

COLLEGE PREPARED: A-G COURSES:

Since becoming WASC accredited in 2023, we have registered nine (9) courses with the University of California Office of the President (UCOP) A-G Course Management Portal. These A-G courses range from in-person English Language Arts and Algebra to multiple courses through our online program (PEAK). As a result, we have seen a significant increase, just under 13%, in the number of students enrolled in A-G courses as well as students successfully completing these courses with a grade of a C or higher. In 2024-25, we had 90.4% of high school students enroll in an A-G course and 28.6% of students successfully completed a course.

PERFORMANCE ON CAASPP: MATHEMATICS:
JCCS administers the California Assessment of Student Performance and Progress (CAASPP) to all 7th, 8th, and 11th graders each spring. In the 2023-24 administration of the CAASPP mathematics, we had a 6.7% increase of students who nearly met or met the standard from 2022-23. Our teachers have continuously engaged in professional learning related to mathematics through a workgroup that is facilitated by our Curriculum and Instruction division at SBCEO. The workgroup meets six (6) times a year and provides teachers with an in-depth understanding of the content standards. In 2024-25, we researched, piloted, and selected a new curriculum. This critical professional development led by SBCEO Curriculum and Instruction staff will continue next year, with the addition of individual coaching to support the implementation of our new math curriculum.

PARENT/GUARDIAN ENGAGEMENT
We are proud of the increased and sustained parent/guardian engagement that we have experienced during the 2024-25 school year across JCCS. We increased our parent/teacher conference attendance rate by 2.3% from our baseline established in 2023-24 of 87%. We have also seen steady improvement in the number of parents signing up for ParentSquare from 80% to 96%. Through our California Community Schools Partnership Program (CCSPP) work and continued utilization of the Promotores Network, we have increased the number of Parent Information night offerings from three (3) in 2022-23 to ten (10) in 2024-25. And, our metrics show that we have consistently maintained a high level of parents involved in the IEP process, with 100% of our parents providing input during the assessment process and 88% of parents participating in the IEP meetings. We are also able to provide interpretation/translation services in Spanish and Mixteco at 100% of our events. In order to sustain this high level of parent/guardian engagement, the LCAP will continue to have actions that focus on providing outreach, language access, and a variety of opportunities to engage our families.

RECLASSIFICATION AND PROGRESS ON ELPAC:
In 2024-25, we had 40.6% (13/32) of EL students increase a proficiency level as measured on the ELPAC and we had one English Learner who was reclassified to fluent English proficient (RFEP). We are encouraged that the strategies that teachers are using in the classroom as well as the newly adopted English Language Development (ELD) curriculum is having a positive impact on ELs. We believe this incremental improvement will set our students up for success as they transition to their home school district.

Based on data gathered from the 2024-25 Dashboard and local assessment data, we identified three areas that need significant improvement to support students who are performing well below average.

CAREER PREPARED: ENROLLMENT OF STUDENTS IN A CAREER TECHNICAL EDUCATION (CTE) COURSE:
We had mixed success in student enrollment in CTE courses in 2024-25. For the second consecutive year, we had 100% of our high school students at the Community School enrolled in a CTE course. Unfortunately, we saw a decline in enrollment at the Court School of 18.5%. In order to ensure that we continue to improve the area of CTE, the JCCS Director, the JCCS Coordinator, and the CTE Director will continue to

collaborate with the goal to strengthen the CTE course offerings and to continue to identify industry certifications, internships, work-based learning, and dual enrollment opportunities for our students.

SUSPENSION RATE:
We have achieved some success in reducing our overall suspension rate by 6% from 20.1% to 14.1% in JCCS as well as reducing our suspension rate in our court school by 5.8% this year. Unfortunately, we have seen only a slight decrease in the suspension rate at the community school with a 0.7%, which is why we still see this as an area of needed improvement. The trend we identified in the 2024-2027 LCAP of having the majority of students referred to FitzGerald for fighting continued this year, which we believe contributed to the high suspension rate.

Since the identified actions for reducing suspensions in the court school were effective, we will continue to implement these actions at the community school. In particular, we will focus on de-escalation strategies, working with a restorative practitioner, and engaging in professional learning on PBIS. After having several trainers of PBIS back out for personal reasons in 2023-24 (health) and 2024-25 (retirement), we have found a trainer/consultant with experience working in JCCS programs in a neighboring county who has agreed to work with us in 2025-26.

We have received positive feedback from our students and staff about the creation of a calming space and implementing student led clubs at our community school so we will continue with these actions. Another promising practice this year has been using restorative circles and conflict resolution meetings with 23 of these interventions being held this year. In addition, we are adding Project Based Learning (PBL) so students are more engaged in learning and therefore less likely to engage in behavior that results in exclusionary discipline.

CONTENT MASTERY: MATHEMATICS:
Math continues to be an area in need of improvement. While we celebrate the fact that in the 2023-24 administration of the CAASPP, we had a 6.7% increase of students who nearly met or met the standard from 2022-23. We recognize that we still have considerable room for improvement to meet our goal of 35%. In addition, we saw a decline of -0.24 grade level growth on our local assessment, Adaptive Diagnostic Assessment of Mathematics (ADAM).

In the previous LCAP, we identified that the majority of our students come to us significantly deficient in Algebra credits. Which means their foundational skills of analysis, synthesis, problem-solving, communication, and critical thinking are below grade level, impacting their ability to perform complex tasks related to concepts, facts, and skills. To meet this need, we created a Math Workgroup, that receives professional learning and coaching through our Curriculum and Instruction division to address the student needs in the area of mathematics and to identify strategies that will work with our unique student population. Through this work, teachers identified that a new math curriculum was needed and it was purchased in May of 2025. Additionally, in 2025-26, the math workgroup will receive coaching in the implementation of this new curriculum. We believe that this new curriculum, along with increased use of interim assessment results, will provide students the opportunities to strengthen their digital literacy, test taking skills, and mathematical practices.

The Learning Recovery Emergency Block Grant (LREBG) funds have all been expended prior to June 30, 2025. Therefore, there was no need to conduct a needs assessment related to the expenditures of LREBG funds and there are no action items in the 2025-26 LCAP that are funded with LREBG.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

None of the SBCEO-operated schools were identified for technical assistance. This section is not applicable.

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 the 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.

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Committee(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. The membership of the EAC includes the following representatives and agencies: Child Welfare Services, Fighting Back Santa Maria Valley, Family Care Network Independent Living Program, Children's Resource Network, Santa Barbara City College, Cal State University Channel Islands and UCSB Guardian Scholars Staff, Court Appointed Special Advocates (CASA), Court Staff, Current Foster Youth, Former Foster Youth, SBCEO Early Childhood Education, Resource Parent, Director of TYS, Behavioral Wellness, Probation, School District Representatives, Short Term Residential Treatment Facility Staff, and SELPA. 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: 9/18/24, 1/15/25, 5/21/25
Transitional Youth Services (TYS) District Liaisons	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

Educational Partner(s)	Process for Engagement
	procedures; and learn about community resources from collaborative partner presentations. These meetings also include special topics as chosen by the liaisons. In 2024-25, the topics of Mental Health First Aid and Unaccompanied Youth were explored deeply through presentations by local nonprofits and community experts. Meeting Dates: 9/10/24, 10/11/24, 12/10/24, 1/7/25, 2/11/25, 3/11/25, 5/8/25, 5/13/25
Transitional Youth Services (TYS) Staff	TYS staff gather bi-weekly for comprehensive meetings that include a range of topics. Each session includes community building, dissemination of programmatic information, and fostering communication for effective inter-agency collaboration. Discussions are about legislative updates that directly impact the work with foster youth. Additionally, TYS staff share information related to the wide variety of training attended. Furthermore, TYS staff gather to review student information and needs. These sessions often involve collaboration with outside agencies such as CWS, Family Care Network - Independent Living Program, and local STRTP Staff. TYS staff also benefit from educational sessions led by SBCEO experts where topics related to foster youth are explored. Some such presentations include Special Education staff explaining the fundamentals of IEPs. Early Childhood Education staff also share information about topics like the Alternative Payment Plan which is relevant to foster youth who are also parents. All Staff Meeting Dates: 7/15/24, 7/29/24, 8/12/24, 8/26/24, 9/9/24, 9/23/24, 10/7/24, 10/21/24, 11/18/24, 12/2/24, 12/16/24, 1/21/25, 2/24/25, 3/10/25, 3/24/25, 4/21/25, 5/5/25, 5/19/25, 6/2/25, 6/16/25, 6/30/25

Educational Partner(s)	Process for Engagement
Former or Current Foster Youth Students	TYS understands how crucial it is to include foster youth input in setting LCAP goals and gathering data. Therefore, TYS makes it a priority to work with liaisons who have direct connections with foster youth students. Liaisons provide regular updates related to the educational needs of these students and TYS works to ensure the districts have what they need to support these students. Additionally, TYS collects data on the post-secondary aspirations and needs of foster youth including FAFSA/CHAFEE completion. This targeted effort involves partnerships with organizations like the Family Care Network Independent Living Program. TYS/ILP Collaboration Meetings: 1/9/25, 2/6/25, 3/6/25, 4/3/25, 5/29/25, 6/26/25 Moreover, the Director of TYS participates in regional and statewide FYSCP meetings. In addition, two TYS staff attended the annual Foster Youth Education Summit in Anaheim. This summit focused on the youth, featuring presentations by former foster youth who shared their experiences passionately, and current foster youth who actively engaged with attendees to convey a comprehensive understanding of the ongoing needs within the foster care system. Foster Youth Education Summit: 4/7/25 - 4/9/25
District and Charter School Leaders for the County Expelled Youth Plan	District and Charter School Leaders participated in a variety of ways in order to develop the Triennial Expelled Youth Plan. Collaborative meetings, both in person and virtual, were held throughout the 2023-24 school year to review data, gather feedback, and identify common practices as well as gaps in services. As the plan was developed, leaders were provided multiple opportunities to provide feedback and revisions to the plan. Meetings will resume in 2026-27.

Educational Partner(s)	Process for Engagement
JCCS Leadership Team	The JCCS Leadership Team (including administrators, general and special education teachers, a teaching assistant, and a student information specialist) collaborated on the Local Indicators and provided essential support in the annual review of the 2024-25 LCAP, which included an analysis of this year's data, as well as, mid-course corrections to maximize student outcomes. The leadership team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and the processes for student assessment and achievement. With assistance from the Leadership Team, the SBCEO LCAP writing team incorporated their input and analysis into the 2024-25 Annual Update as well as the development of the 2025-26 LCAP. Meeting dates: 12/5/24, 1/30/24, 3/10/25, 3/27/25, 4/8/25, 5/15/25
Students at JCCS	JCCS staff believes that students' voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was last administered in December 2024 and provided valuable feedback for JCCS staff. In addition to the CHKS data, the staff at FitzGerald conducted empathy interviews with the students who were transitioning back to their district. A total of four students were interviewed. The interviews took place in December and the staff members selected a student to interview. This process was very effective and moving forward we plan to conduct empathy interviews at both schools on an annual basis.
Parents at JCCS	JCCS used the staff from the Promotores Network to individually contact each JCCS family to obtain their survey responses. As of March 2025, we had 50% (30/60) of parents/guardians participate in the annual parent/guardian survey.

Educational Partner(s)	Process for Engagement
	This year's annual survey data reflected the following: 86.7% of parents believe our schools do a good job of keeping students safe and secure; 93.3% of parents believe our schools do a good job of evaluating their children's academic needs; 43.4% of parents believe our schools do a good job of preparing students for a career in the Trades; 70% of parents believe our schools do a good job of preparing students for a career through college and/or community college; 90% of parents believe that school does a good job providing children with positive support and good guidance. Survey window: December 2024 - March 2025 During parent/teacher conferences in March of 2025, Dos Puertas teachers had 88% (7 out of 8) of parents/guardians of students with a disability participate in their child's IEP meetings.
JCCS Staff, classified and certificated	At both campuses, there are weekly JCCS staff meetings with all staff as well as bi-weekly PLC collaboration time. The meetings consist of the sharing of information, discussion about student needs, and collaboration on programmatic issues. In addition, the meetings are also attended by staff from a variety of community-based organizations that support our students and families.
JCCS School Site Council (SSC)	The SSC meets quarterly and meetings were effectively used to engage school community members in the process of program review and planning. The SSC approved the 2025-26 LCAP at their May 15, 2025 meeting. Meeting dates: 9/26/24, 12/5/24, 2/27/25, 5/15/25
Special Education and SELPA	Our JCCS program serves a significant portion (24.1%) of students with disabilities, with most attending the court school. Regular

Educational Partner(s)	Process for Engagement
	collaboration with Special Education and SELPA staff is crucial to ensure these students receive necessary services. Given the frequent changes in our student population, with enrollments varying from a day to over a year, it's essential to continuously adjust our strategies. The SBCEO Special Education Team and Santa Barbara SELPA meet regularly to maintain a robust feedback loop. Furthermore, JCCS administrators regularly coordinate with Special Education/SELPA to focus on specific goals and actions tailored to the needs of these students. Meeting dates: 8/20/24, 11/19/24, 12/20/24, 2/11/25, 3/14/25, 3/17/25
Bargaining Units	Throughout the year, the SBCEO Administration engaged in multiple discussions with the Santa Barbara County Education Association (SBCEA) and the California School Employees Association (CSEA). These meetings were crucial in addressing and resolving various issues that emerged during the school year. SBCEA Meeting Dates: 10/9/2024, 11/15/2024,12/4/2024, 1/16/2025, 2/12/2025, 3/12,2025, 4/14/2025, 5/19/2025
Probation Administration	The Deputy Chief Probation Officer, Juvenile Hall Director, and Juvenile Hall Supervisor were contributors to the development of the LCAP, particularly in the areas of communication; processes and procedures; addressing instructional efforts; promoting on-task behaviors in the classroom; increasing college awareness efforts; and supporting parent involvement. Meeting Dates: 8/22/24, 9/9/24, 12/20/24, 1/14/25, 3/13/25, 4/18/25
Behavioral Health Staff	Strong collaboration occurred with the Department of Behavioral Wellness, which provided services in both of our schools, the Council

Educational Partner(s)	Process for Engagement
	on Alcohol and Drug Abuse (CADA) and Family Services Agency (FSA), which provide services at our community school. Additionally, staff from these agencies attend weekly staff meetings and provide updates on individual student concerns and overall trends. Meeting Dates: 7/11/24, 10/2/24, 11/1/24, 11/21/24, 12/4/24, 1/8/25, 3/3/25
District Partners with FitzGerald	The JCCS Director meets monthly with the Santa Maria-Bonita School District (SMBSD) to discuss referrals, student progress updates, and program services. Additionally, the JCCS Director met several times with the Santa Maria Joint Union School District (SMJUSD) to discuss referrals, student progress updates, and program services. Meeting Dates: 7/17/24, 7/30/24, 11/19/24.
CTE Advisory Committee	The CTE Advisory Committee met this year to solicit input and advice regarding CTE programming. The committee reviewed the curriculum to ensure alignment between pathways offered in JCCS schools and districts throughout the county and neighboring counties. 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. Meeting Date: 5/12/25
CTE Director and CTE Coordinator	The JCCS Director and Coordinator met with the CTE Department multiple times throughout the year to coordinate the CTE lab, Manufacturing Course implementation, and to begin the development of the Culinary Arts Pathway at Dos Puertas, as well as identify training needs and additional resources needed to ensure efforts would improve the CTE program.

Educational Partner(s)	Process for Engagement
	Meeting Dates: 8/5/24, 8/20/24, 8/24, 9/9/24, 1/14/25, 1/28/25, 2/6/25, 3/17/25, 4/28/25
Allan Hancock Dual Enrollment	The JCCS Director met with the Early College Coordinator from Allan Hancock College to collaborate on dual enrollment courses that may be offered to JCCS students. These courses will be taught by a JCCS teacher that meets minimum qualifications. This proposal is still being evaluated for implementation so that we align with the Community College requirements of a minimum enrollment of 15 - 20 students. Meeting Dates: 7/2/24, 9/13/24
Intervention Team at FitzGerald	The Intervention Team is led by the JCCS Coordinator and includes the Substance Abuse Disorder counselor, School Based Therapist, Promotora representative, and the College / Career Guidance Counselor. This team meets weekly to discuss student and family needs along with identifying supports for the student/family. Common needs and supports were identified and incorporated into the LCAP.
Members of the Public	On June 12, 2025, the Santa Barbara County Board of Education conducted a public hearing to present the Local Control and Accountability Plan (LCAP). The public was encouraged to attend and offer their input and feedback. No comments were received from the public. Following the hearing, the LCAP was officially adopted at the County Board meeting on June 18, 2025.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Throughout the 2024-25 school year, SBCEO, along with staff from JCCS, Special Education, and TYS, created meaningful opportunities for educational partners to participate in the LCAP annual review process. These partners provided input and feedback through various methods, including virtual meetings, parent-teacher conferences, and surveys. Their contributions helped shape the goals and actions outlined in the 2025-26 LCAP.

We have found that offering multiple ways to gather input is an effective strategy for engaging our diverse educational partners. This

approach not only enhances participation but also ensures we fulfill our obligation to consult with all required stakeholders.

Educational partners included:

- Administrators- the JCCS Director, the JCCS Coordinator, the TYS Director, the Associate Superintendent of Student and Community Services, and the Director for Student and Community Services are the writers of the LCAP.
- Special Education / SELPA
- JCCS School Site Council (SSC)
- JCCS is not statutorily required to operate an ELAC committee
- Parents and guardians of JCCS
- JCCS Leadership team and bargaining units
- Students
- Probation administration and staff
- Behavioral health staff
- District partners
- CTE Director and Coordinators
- Community-Based Organizations that support our JCCS-operated school sites
- Foster Youth Coordinating Services Program (FYSCP) Executive Advisory Committee (EAC)
- Transitional Youth Services (TYS) Department staff and district liaisons
- District and Charter School leaders to inform supporting expelled youth

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 California Community School Partnership Program, Comprehensive School Safety Plan, A-G Completion Improvement Grant plan, Art, Music, and Instructional Supplies Grant, and the Educator Effectiveness Block Grant (EEBG) 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 educational partner groups.

Impact on Goal 3: Transitional Youth Services
Based on the feedback from our educational partners, it's clear that strengthening relationships, fostering collaboration and communication, and establishing consistent systems and procedures across all levels of support are ongoing priorities. In response, we made no changes to our overarching goal, which is to enhance collaboration between community-based organizations and districts to better support foster youth in our county. However, despite our ongoing efforts to enhance collaboration, foster youth still face barriers to education.

The TYS staff and the Executive Advisory Council (EAC) have pinpointed two main barriers: variability in the quality and variability in the quantity of services provided to foster youth. Discussions with TYS staff and the EAC suggest that district-level staff turnover and inconsistent training and communication with agencies and liaisons might be contributing to this variability.

Our educational partners have also evaluated the effectiveness of our actions and associated metrics. As a result, we're continuing with all of our metrics and all four of our action items with minor revisions:
3.a.1 - Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)
3.a.2 - Improve Interagency collaboration and efficacy
3.a.3 - Strengthening Collaboration with Districts
3.a.4 - Improve Collaboration within the Department

Impact on Goals 1, 2, 4, and 5: Juvenile Court and Community Schools
Based on the feedback from our educational partners, we will continue with no revisions to the two broad goals and one maintenance goal that were developed last year. However, we have made revisions to Goal 5, the Equity Multiplier focus goal based on student performance and we have revised the action items based on the analysis of student data and feedback from educational partners.

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 4 is a maintenance goal focused on meeting basic conditions of learning and serving expelled youth. Lastly, Goal 5 is a focus goal that outlines strategies to reduce the suspension rate for all student groups within JCCS.

Our educational partners reviewed each goal to ensure that they aligned with the vision, mission, and schoolwide learner outcomes that were developed in the fall of 2022 as part of the initial application for the Accrediting Commission for Schools Western Association of School and Colleges (ASC WASC). Additionally, educational partners reviewed the actions and the metrics associated with the actions to determine the effectiveness of the actions in meeting the goals and whether or not the action should be carried forward for additional years.

Goal 1: The actions included in goal 1 based on educational partner input include:
1.a.1 Embedded Intervention Academic Supports
1.a.2 Professional Development on Curriculum and Workgroups
1.a.5 Teacher-Student Ratios
1.b.2 WASC Accreditation and Leadership Team
1.b.3 A-G Courses
1.c.2 CTE Course Development and Implementation
1.c.3 Community Outreach and Career Counselors
1.d.2 ELD Instruction
1.d.3 Observation Protocol for Teachers of English Learners (OPTEL) Training
1.e.1 Individual Transition Plans

Goal 2: The actions included in goal 2 based on educational partner input include:
2.a.3 Parent Engagement Events
2.a.4 Translation Services
2.b.3 Community School Gym
2.b.5 Academic and Behavioral Support
2.b.6 Behavioral Health Counselors

2.b.7 Transition Support for Students
2.b.9 Implementation of the California Community School Partnership Program
2.b.10 Behavioral Support - Security Staff

Goal 4: The actions included in goal 4 based on educational partner input include:
4.b.1 Countywide Plan for Expelled Youth
4.b.2 Expelled Youth Rehabilitation Plans for JCCS Students

With educational partner input, we reviewed Goal 5, the goal that is aligned with the Equity Multiplier funds. Goal 5 focuses on reducing the suspension rate for Hispanic/Latino students, English Learners, Long-term English Learners, students with disabilities, socio-economically disadvantaged students, and students experiencing homelessness. In order to identify the actions and the associated metrics to measure the effectiveness of the actions, we worked closely with the JCCS Leadership Team and JCCS staff. In multiple meetings during the spring, the JCCS Leadership Team and JCCS Staff reviewed current suspension data and brainstormed actions that would reduce the suspension rate by fostering a school climate and culture that focuses on increasing student connectedness, a sense of belonging, and student voice. In addition, throughout the labor negotiation process this past spring, the need to address student and staff safety was a common topic. The discussions that took place during the labor negotiation process have influenced actions within Goal 5 as well.

Goal 5: The actions included in goal 5 based on educational partner input include:
5.a.1 Calming Space for Students
5.a.2 Staff Professional Development
5.a.3 JCCS Coordinator
5.a.4 Student Onboarding Process
5.a.5 Student Led Campus Beautification Projects and Clubs
5.a.6 Behavioral Health Support - Contracted Services

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate proficiency of grade-level content standards and will be prepared for college and/or career.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 and language proficiency for our English Learners
- Helping students get back on track towards graduation through credit recovery and interventions
- Improving preparation for college by developing dual enrollment opportunities and expanding access to A-G courses
- Expanding the CTE program with a focus on enrollment, pathway completion, and industry certification completion

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 proficiency of grade-level content standards and prepare them for college and careers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a	The percentage of students earning credits at an accelerated rate.	72% (72/99) of students earned credits at an accelerated rate.	79.6% (86/108) of students earned		80% of students will earn credits at	The current difference from baseline is +7.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Aeries data)	The baseline was established from 2023-24 data as of March 8, 2024.	credits at an accelerated rate.		an accelerated rate.	
1.a	The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP. (Aeries)	32% of students scored nearly met or met standard in ELA on the CAASPP. The baseline was established from 2022-23 data.	6.8% (3/44) of students scored nearly met or met standard in ELA on the CAASPP.		40% of students will score nearly met or met standard in ELA on the CAASPP.	The current difference from baseline is -25.2%.
1.a	The percentage of students who score at nearly met or met standard in mathematics on the CAASPP. (Aeries)	0% of students scored nearly met or met standard in math on the CAASPP. The baseline was established from 2022-23 data.	6.7% (3/45) of students scored nearly met or met standard in Math on the CAASPP.		35% of students will score nearly met or met standard in mathematics on the CAASPP.	The current difference from baseline is +6.7%.
1.a	The percentage of students who score at nearly met or met standard in science on the CAST. (Aeries)	0% of our students have scored nearly met or met standard in science. This is a new metric, measured by CAST, therefore the baseline will be established from the 2023-24 data.	19% (4/21) of students scored nearly met or met standard in science on the CAST.		35% of students will score nearly met or met standard in science on the CAST.	The current difference from baseline is +19%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a	The number of math Interim Block Assessments administered to students on an annual basis. (Smarter Balance - Toms)	0 math Interim Block Assessments have been administered. This is a new metric, therefore the baseline will be established from the 2024-25 data.	At the Community School, 4 math Interim Block Assessments have been administered. At the Court School, 2 math Interim Block Assessments have been administered.		4 math Interim Block Assessments will be administered annually to students.	The current difference from baseline is +4 for the Community School and +2 for the Court School.
1.a	The number of ELA Interim Block Assessments administered to students on a annual basis. (Smarter Balance - Toms)	0 ELA Interim Block Assessments have been administered to students This is a new metric, therefore the baseline will be established from the 2024-25 data.	At the Community School, 3 ELA Interim Block Assessments have been administered. At the Court School, 4 ELA Interim Block Assessments have been administered.		4 ELA Interim Block Assessments will be administered annually to students.	The current difference from baseline is +3 for the Community School and +4 for the Court School.
1.a	The average growth of students on the Diagnostic Online Reading Assessment (DORA) based on pre/post scores. (Let's Go Learn)	The average growth of students was 0.49 grade level increase in reading. The baseline was established from 2023-24 data as of March 8, 2024.	The average growth of students was 1.6 grade level increase in reading.		The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.	The current difference from baseline is +1.11.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a	The average growth of students on the Adaptive Diagnostic Assessment of Mathematics (ADAM) based on pre/post scores. (Let's Go Learn)	The average growth of students was 0.42 grade level increase in mathematics. The baseline was established from 2023-24 data as of March 8, 2024.	The average growth of students was a 0.18 grade level increase in math.		The average growth of students between the ADAM pre/post scores will indicate 1 (one) year of growth.	The current difference from baseline is -0.24.
1.a	Percent of students who score proficient (3 or higher) on the local writing assessment. (Local Benchmark Assessment)	57% (49/86) of our students have scored proficient on the local writing assessment. At the Community School, 53.1% (26/49) of students have scored proficient. At the Court School, 63.4% (26/41) of students have scored proficient. The baseline was established using data from the 2023-24 school year.	36.8% (29/79) of our students have scored proficiency on the local writing assessment. At the Community School, 24.3% (9/37)) of students have scored proficient. At the Court School, 47.6% (20/41) of students have scored proficient.		75% of our students will score proficient on the local writing assessment.	The current difference from the baseline is -20.2. At the Community School, the current difference from the baseline is -28.8%. At the Court School, the current difference from the baseline is -15.8%.
1.a	The percentage of workgroup members who attend professional learning/coaching sessions in mathematics, ELA, ELD and Ethnic Studies.	95% of workgroup members attended sessions. The baseline was established using data	86% of workgroup members attended sessions.		100% of workgroup members attend sessions.	The current difference from the baseline is -9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(sign-in sheets)	from the 2023-24 school year.				
1.a	All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS). (Adopted Curriculum)	100% of students have access to the curriculum and receive instruction aligned to the CCSS. The baseline was established using data from the 2023-24 school year.	100% of students have access to the curriculum and receive instruction aligned to the CCSS.		100% of students will have access to the curriculum and receive instruction aligned to the CCSS.	There is no difference from the baseline. We have maintained 100%.
1.a	All English Learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards. (CBL Workgroup Unit Plans)	100% of English Learners have access to the curriculum and receive instruction aligned to the CCSS and ELD standards. The baseline was established using data from the 2023-24 school year.	100% of students have access to the curriculum and receive instruction aligned to the CCSS.		100% of English Learners will have access to the curriculum and receive instruction aligned to the CCSS and ELD standards.	There is no difference from the baseline. We have maintained 100%.
1.b	The percentage of high school students who are enrolled in A-G courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU). (Aeries)	77.9% (102/131) of high school students were enrolled in A-G courses. The baseline was established using data from the 2023-24 school year.	90.4% (104/115) of high school students were enrolled in A-G courses.		95% of high school students will be enrolled in A-G courses.	The current difference from the baseline is +12.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.b	The percentage of high school students enrolled for 90% of the semester and who have successfully completed an A-G course with a C or higher. (Aeries)	15.8% (3/19) of high school students enrolled for 90% of the semester have successfully completed an A-G course with a C or higher. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	28.6% (6/21) of high school students enrolled for 90% of the semester have successfully completed an A-G course with a C or higher.		50% of high school students who are enrolled for 90% of the semester will have successfully completed an A-G course with a C or higher.	The current difference from the baseline is +12.8%.
1.b	The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study. (Aeries)	100% of students have a completed ILP to ensure they have a broad course of study. The baseline was established using data from the 2023-24 school year.	100% of students have a completed ILP to ensure they have a broad course of study.		100% of students will have a completed ILP to ensure they have a broad course of study.	There is no difference from the baseline. We have maintained 100%.
1.c	The percentage of high school students who are placed on the prepared level for the College and Career Indicator. (Dashboard)	0% of high school students were placed on the prepared level for the College and Career Indicator. This is a new metric, therefore baseline will be established from the 2024-25 data.	0% of high school students were placed on the prepared level for the College and Career Indicator		25% of high school students will be placed on the prepared level for the College and Career Indicator.	There is no difference from the baseline. We have not shown any growth in this metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.c	The percentage of high school students who are enrolled in a CTE course. (Aeries)	80.2% (105/131) of high school students were enrolled in a CTE course. This baseline was established using data from the 2023-24 school year as of March 8, 2024.	61.7% (71/115) of high school students were enrolled in a CTE course.		90% of students will be enrolled in a CTE course.	The current difference from the baseline is -18.5%.
1.c	The percentage of high school students who are enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. (Aeries)	26.1% (6/23) of high school students enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. This baseline was established using data from the 2023-24 school year as of March 8, 2024.	21.4% (3/14) of high school students enrolled for 90% of the semester in a CTE course and who received an approved industry certification.		75% of high school students enrolled for 90% of the semester in a CTE course will receive an approved industry certification.	The current difference from the baseline is -4.7%.
1.c	The percentage of high school students enrolled at the court school for 90% of the semester who have successfully completed 2 more courses within a CTE pathway. (Aeries)	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway. This baseline was established using data	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway.		15% of high school students enrolled at the court school for 90% of the semester will successfully complete 2 or more courses within a CTE pathway.	There is no difference from the baseline. We have not shown any growth in this metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from the 2023-24 school year.				
1.c	The percentage of the Court School graduates that remain at the Juvenile Justice Center after graduation and who are enrolled in Allan Hancock College. (local survey)	75% of students (four) that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College. The baseline was established using data from the 2023-24 school year.	70% (7/10) of students that have graduated from the Court School and remain at the Juvenile Hall are enrolled in Allan Hancock College.		100% of students that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College.	The current difference from the baseline is -5%.
1.d	The percentage of English Learner students who are Redesignated as English Fluent Proficient (RFEP). (Aeries)	4.0% (2/49) English Learners (EL) were Redesignated English Fluent Proficient (RFEP). Both English Learners that were redesignated were Long Term English Learners (LTELs). This baseline was established using data from the 2023-24 school year.	2.5% (1/40) of ELs were redesignated English Fluent Proficient (RFEP).		8% of EL students will be Redesignated English Fluent Proficient.	The current difference from the baseline is -1.5%.
1.d	The percentage of English Learner students who make progress	10% (5/10) of students improved a level on the ELPAC.	40.6% (13/32) of EL students have made progress		45% of EL students will make progress towards	The current difference from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	towards language proficiency by improving one level (ELPI). (ELPAC)	This baseline data was established using data from the 2022-23 school year.	towards language proficiency by improving one level.		language proficiency.	baseline is +30.6%.
1.d	The average number of English Learner students who improve their scores on both the receptive skills and the expressive skills as measured by the Observation Protocol for Teachers of English Learners (OPTEL). (OPTEL rubric)	0% of EL students who have improved their score on the OPTEL in both the receptive skills and the expressive skills. This is a new metric, therefore baseline will be established from the 2024-25 data.	0% of EL students who have improved their score on the OPTEL in both the receptive skills and the expressive skills.		80% of EL students will improve their score on the OPTEL in both the receptive skills and the expressive skills.	There is no difference from baseline as the action item related to this metric has not been implemented.
1.e	The percentage of students who have made progress on their Individual Education Plan (IEP) goals. (Siras)	63% of students have partially met their IEP goals, 0% of students have met their IEP goals. The baseline was established using data from the 2023-24 school year.	100% of students will have partially met their IEP goals.		100% of students will have partially met their IEP goals.	The current difference from the baseline is +37%.
1.e	The percentage of eligible students who have completed an Individual Transition Plan (ITP) and made progress on the ITP.	100% of students have completed an ITP and have made progress. The baseline was established using data	100% of students have completed an ITP and have made progress.		100% of students have completed an ITP and have made progress	There is no difference from the baseline. We have maintained 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Siras)	from the 2023-24 school year.				

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, our efforts have been effective in supporting students in mastering grade-level content standards and preparing for college and career success, with all but one planned action item successfully implemented (1.d.4). We saw progress in several key areas, including increased language proficiency among English Learners (ELs), higher A-G course completion rates, improved reading comprehension, and stronger performance on the California Science Test (CAST). As this is the first year of a three-year plan, we prioritized the rollout of our new EL curriculum, Vista. Once implementation is complete, we will shift our focus to professional development on the Observation Protocol for Teachers of English Learners (OPTEL).

SUCCESSES
EL Progress: For the 2023-24 year, we saw a 30.6% increase in the number of English Learner (EL) students making progress toward language proficiency by improving at least one level on the ELPAC as compared to the baseline data from 2022-23. We attribute this success to the implementation of our new EL curriculum, Vista (1.d.2), and the focused efforts of our EL Strike Team (1.d.1). Composed of three staff members, the Strike Team regularly monitors EL progress and ensures a supportive ELPAC testing environment. Next year, we plan to implement the Observation Protocol for Teachers of English Learners (OPTEL) to more accurately assess students' receptive and expressive language skills.

College Prepared: A-G Courses: Since receiving WASC accreditation in 2022–23, we have steadily expanded our A-G course offerings by developing and submitting new courses for A-G approval (1.b.2). Our offerings now include core subjects such as English Language Arts and Algebra, along with multiple courses available through our online platform, PEAK. As a result, we increased student enrollment in A-G courses by 12.5% in 2024–25 and saw a 12.8% increase in students successfully completing an A-G course with a grade of C or better.

Diagnostic Online Reading Assessment (DORA): Despite the short average length of student enrollment, 38 days in the Court School and 78 days in the Community School, our students demonstrated significant growth in reading. On average, students gained 1.6 grade levels, which is 1.11 grade levels above our baseline established in 2023–24. This growth reflects the impact of embedded academic support (1.a.1) and professional development (1.a.2) provided to ELA teachers. As part of this development, a JCCS ELA unit plan was created, incorporating targeted strategies that are continuously refined through bi-monthly PLCs and workgroup sessions.

California Science Test (CAST): This year marked our first reporting of CAST results, and we are encouraged by the progress made: 19% of students (4 out of 21) scored "Nearly Met" or "Met" the standard in science. This is a strong start from a baseline of 0% in 2023–24, and we

are on our way toward our 2026–27 goal of 35%. We believe this improvement is directly linked to key actions including Embedded Academic Supports (1.a.1), improved Teacher-Student Ratios (1.a.5), and enhanced Instructional Staff support (1.a.6).

CHALLENGES
Career Technical Education (CTE): This year, our CTE program faced a major setback with the unexpected retirement of our sole Manufacturing teacher in February 2025. As a result, we were unable to produce any pathway completers and had a decrease in students earning certifications. We are actively recruiting a new teacher to restore this pathway. At the same time, we are exploring best practices from across the state to guide the development of a Culinary Arts program (1.c.2), recognizing the strong demand for skills in the Hospitality Industry, which is a major employer in our region. Despite these challenges, we remain committed to expanding and strengthening CTE opportunities for our students.

Math Proficiency: Math proficiency continues to be an area of need. Only 6.7% of our students scored “Nearly Met” on the CAASPP, and we observed a decline in student progress on the local ADAM math assessment. While we established a math workgroup to refine instructional strategies (1.a.2), we recognize the need for deeper support. To strengthen our approach, we will be adding one-on-one coaching for math teachers and implementing a new math curriculum supported by additional professional learning. One promising strategy has been the consistent use of interim assessments (1.a.3), which align more closely with CAASPP content. We are optimistic that increased familiarity with test-aligned content will lead to greater student understanding and improved outcomes on both the CAASPP and ADAM assessments.

Writing Assessment: Although we improved the frequency of administering our local writing assessment, proficiency rates declined this year. Only 36.8% of students (29 out of 79) scored proficient, a 20.2% decrease from the previous year. With assessment administration now more consistent, our focus is shifting toward instructional improvement. We will use our CBL Workgroup professional development (1.a.2) to identify effective writing strategies and review their impact through ongoing PLC discussions (1.a.4).

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.

During the implementation of Goal 1 actions, we experienced a budget change of approximately $56,096.04 less than budgeted, primarily due to staffing changes under action 1.a.6. A teacher’s retirement in February and the separation of a teaching assistant, previously on industrial injury leave, in March accounted for the majority of the savings even though we saw a slight increase in salary for action 1.c.4.

Additional savings included $3,840.00 under action 1.a.7 due to a pricing adjustment by Anywhere Learning Systems, which allowed us to maintain the same number of credit recovery software licenses at a reduced cost. A further $3,000 was saved by deferring OPTEL training (action 1.d.4) in order to prioritize English Language Development (ELD) curriculum implementation. Finally, $1,270.00 was saved under action 1.b.1 by incorporating WASC-related work into regular Leadership Team meetings instead of issuing stipends.

Since the increased and improved services for Goal 1 are not based on planned percentages, there are no variances between the planned actions and the estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions within Goal 1 have proven to be effective this year in making progress toward our goal of all students demonstrating proficiency of grade-level content standards and preparedness for college and/or career. Goal 1 actions are divided into five categories: academic standards and pupil progress (1.a.1–1.a.7), course access (1.b.1–1.b.3), college and career readiness (1.c.1–1.c.2), English Learner progress (1.d.1–1.d.4), and students with disabilities progress (1.e.1–1.e.3).

Academic Standards and Pupil Progress (1.a.1–1.a.7)
These seven actions have shown to be partially effective. We were partially effective in implementing embedded intervention academic supports (1.a.1) as the local assessment results indicate mixed outcomes. On the Diagnostic Online Reading Assessment (DORA), students demonstrated an average growth of 1.11 grade levels in reading comprehension, compared to a baseline of 0.49. This is a notable success, especially considering our average student enrollment is just 78 days at the Community School and 38 days at the Court School. On the Adaptive Diagnostic Assessment of Mathematics (ADAM), students showed an average decrease of 0.24 grade levels, indicating a need for improved math instructional resources. Through our data analysis action (1.a.4), we identified the need for a more robust, standards-aligned math curriculum with embedded assessments. We have completed a pilot of a new math program and will implement the adopted curriculum in 2025–26. In conjunction with Teacher-Student ratios (1.a.5) and Instructional Staff (1.a.6), the PEAK credit recovery program (1.a.7) showed positive results, with a 7.6% increase over our baseline of 72.7% of students earning credits at an accelerated rate. This highlights the effectiveness of combining instructional support with accessible, self-paced credit recovery options. However, we had mixed outcomes on the CAASPP with a 6.7% increase of students earning nearly met or met standard in Math, but a 25.2% decrease of students earning nearly met or met standard in ELA. And, an increase of 19% of students earning nearly met or met standard on the CAST. We believe the conflicting trends between local assessments and state testing highlight the need for better alignment. To address this, we increased the number of interim assessments (1.a.3), adjusted the CAASPP testing schedule, and implemented a CAASPP Strike Team, modeled after our successful EL Strike Team.

Course Access (1.b.1–1.b.3)
These three actions have shown to be partially effective. The WASC accreditation work (1.b.1) has shown steady and ongoing progress. In 2024–25, our focus shifted toward drafting the WASC self-study report, which addresses areas of improvement identified in the 2022–23 initial report. The Leadership Team continues to meet regularly to monitor and advance WASC-related goals. A-G course registration (1.b.3) is tied to our WASC accreditation. This year, we uploaded additional social studies and English courses for A-G approval, indicating forward movement toward expanded college-preparatory offerings. We saw an increase in student enrollment in A-G courses of 12.5% and students successfully completing an A-G course of 12.8%. Lastly, Individualized Learning Plans (ILP) (1.b.2) continue to be highly effective. 100% of students continue to have an ILP, enabling strategic course placement aligned with graduation goals.

College and Career Readiness (1.c.1–1.c.2)
These two actions have shown to be partially effective. CTE development (1.c.1) was partially effective. JCCS leadership and Probation partners collaborated with three neighboring counties and visited a successful County Office of Education Culinary Arts program to gather best practices. The next step is to finalize plans around staffing and space needs for implementation. The Community Outreach and Career Counselor (1.c.2) is a key member of the Intervention Team and promotes restorative practices across sites. This year, 23 restorative circles

and conferences were held by our counselor, 22 at the Community School and 1 at the Court School, demonstrating progress in supporting social-emotional learning and alternatives to exclusionary discipline. However, these numbers also highlight the need for additional counseling staff, especially at Court School site.

English Learner Progress (1.d.1–1.d.4)
These four actions have shown to be effective. 40.6% of EL students improved at least one level on the ELPAC, a 30.6% increase over the 2022-23 baseline. This success is attributed to the adoption of a more appropriate EL curriculum and consistent monitoring throughout the year. Next year, we will incorporate the Observation Protocol for Teachers of English Learners (OPTEL) to better inform instruction and support continued growth toward reclassification. We believe that by taking these incremental steps we will be able to help more students achieve English fluency and be redesignated.

Students with Disabilities Progress (1.e.1–1.e.3)
These three actions have shown to be effective. Our students with disabilities represent a significant portion of our population (24.1% with IEPs). Despite short enrollment durations, we achieved 100% compliance in developing transition plans (1.e.1) and 100% of students partially met their IEP goals. ILPs (1.e.1) also support this student group by ensuring appropriate course placement, and general and special education teachers collaborate weekly to align supports and services (1.e.2 and 1.e.3).

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

Based on our analysis of data, we are not making any revisions to Goal 1 or the expected outcomes. However, we are making a small revision to our metrics and we have updated our actions to reflect a strengthened approach. In order to streamline the disaggregation of data, we will report our community and court school data separately. This will allow us to more accurately track growth and areas of need within each school.

We have made additions to the action associated with Professional Development on Curriculum and Workgroups (1.a.2). We are adding professional development in Project-Based Learning (PBL) and on the new math curriculum, that will include individual coaching. We will also combine the ethnic studies workgroup and Character Based Literacy (CBL/ELA) workgroup since we decided to integrate the ethnic studies standards into our ELA curriculum.

An analysis of data related to (1.c.3) highlighted the need for an additional Community Outreach and Career Counselor. This will allow us to have a dedicated counselor at each of our schools. Having a Community Outreach and Career Counselor at each site will allow us to increase the number of students who are career and college ready, increase the number of restorative circles and conferences held with students, and ensure that families and students have a smooth onboarding process (5.a.4).

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.a.1	Embedded Intervention Academic Support	Students in need of intervention support will receive assistance during the school day in English and math using the Let's Go Learn intervention program. Cost for Let's Go Learn intervention program.	$10,190.00	Yes
1.a.2	Professional Development on Curriculum and Workgroups	Workgroups in Mathematics, ELA, and ELD will meet throughout the year to deepen staff understanding of Common Core standards, lesson planning, assessment strategies, instructional practices, and classroom routines, all aimed at improving student engagement and achievement. This work will also focus on strengthening the implementation of the new ELD curriculum (Vista), supporting the adoption of a new math curriculum, and integrating Ethnic Studies standards into the ELA curriculum. Additionally, staff will engage in professional learning centered on schoolwide instructional strategies, such as Project-Based Learning (PBL). Costs for coaching, training, and substitutes.	$39,500.00	No
1.a.3	Interim Assessments	The JCCS Director and Leadership Team will identify and incorporate Smarter Balanced Interim Assessment Blocks into the instructional program to inform instruction. No additional costs; part of the base program.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.a.4	Data Analysis	Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, interim and block assessments to inform instruction. Student Information Specialist provides relevant data for staff to analyze. Cost for salary and benefits Student Information Specialist.	$61,307.36	No
1.a.5	Teacher-Student Ratios	JCCS will reduce student/teacher ratios at Dos Puertas to provide greater access to direct instruction course offerings. Costs for one additional teacher's salary and benefits.	$242,374.12	Yes
1.a.6	Instructional Staff	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. Costs for base program instructional staff; includes salaries and benefits.	$1,696,869.09	No
1.a.7	Credit Recovery Software	JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK). Cost for online software program and staff training.	$2,760.00	No
1.b.1	WASC Accreditation and Leadership Team	JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Self Study by the end of the school year 2024- 2025. JCCS Staff will begin the	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		writing of the Self Study in the fall of 2024 and complete the writing in the fall of 2025. Self Study visit will be during the 2025-26 school year. Cost for WASC fees and cost of substitutes for Focus Group Chairs		
1.b.2	Course of Study Assignment	JCCS staff will assign students to courses according to the approved course of study that includes enrollment in A-G and CTE courses. No additional costs; part of the base program.	$0.00	No
1.b.3	A-G Courses	JCCS Director and Coordinator will continue to update and upload courses into the UC Course Management Portal. When needed, teachers will be given release time to write-up course descriptions. Cost for substitutes for release time.	$3,520.00	No
1.c.2	CTE Course Development and Implementation	JCCS Director and CTE Director will collaborate to develop CTE courses in the Culinary Arts pathway, which includes industry certifications, internships, work-based learning, and dual enrollment opportunities. Staff will work together on implementing the Manufacturing pathway at Dos Puertas. Cost for substitutes for work groups and salary of CTE teacher	$157,768.00	No
1.c.3	Community Outreach and Career Counselors	The Community Outreach and Career Counselors are responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post-secondary	$265,006.96	Yes

Action #	Title	Description	Total Funds	Contributing
		college and career planning. The Counselors 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, one of the counselors will support the implementation of California Community Schools Framework at FitzGerald. Costs for two PPS credentialed Counselors; includes salary and benefits		
1.d.1	ELPAC Training	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. Costs for ELPAC Coordinator stipends, mileage, and substitutes.	$5,648.56	No
1.d.2	ELD Curriculum and Instruction	JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students. Cost of Newsela subscription and Vista curriculum materials/professional learning.	$11,245.00	No
1.d.3	Reclassification of EL students	JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students who are reclassified will be monitored for four years to ensure language and academic growth. No additional costs; part of the 1.d.1.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.d.4	Observation Protocol for Teachers of English Learners (OPTEL) Training	JCCS staff will participate in OPTEL training. The training will support staff in administering the tool as a formative assessment as well as designing lessons aligned with the skills measured by the OPTEL. The formative assessment tool will measure English Learners' growth in receptive and expressive skills. Cost for a full day of OPTEL training, materials, mileage, and substitutes.	$3,380.00	No
1.e.1	Individual Transition Plans	JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators using career interest assessment tools that are current and reflective of individual learning styles; expanding options for work experience and job coaching in school and community settings; providing updated training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management. No additional costs; part of the base program.	$0.00	No
1.e.2	Supports for Students with Disabilities	The Special Education Director and JCCS Director will assist general education teachers to include support and strategies for students with disabilities in order to improve academic and behavioral outcomes. No additional costs; part of the base program.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.e.3	Services for Students with Disabilities	Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified support in their IEP from special education staff. No additional costs; part of the base program.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Through educational partner input, as well as a review of local and state data, JCCS continues to be committed to achieving this goal. While JCCS has made considerable efforts to address student and family needs, there continues to be barriers that impact our students and parents/guardians ability to engage in the educational program.

We originally developed this goal in response to insights gleaned from educational partners, as well as local and state data. It is evident that JCCS serves a student population facing significant challenges, often stemming from trauma experienced before enrollment. Recognizing this, the JCCS emphasizes the importance of engaging and supporting the entire family to address barriers to learning and promote student success. Thus, this goal is centered around:
-Providing individual and group counseling services.
-Implementing mental health support strategies.
-Collaborating with community agencies for parent information nights.
-Enhancing communication between the school and families.

By prioritizing parent involvement, pupil engagement, and school climate, the JCCS aims to ensure that targeted services are provided annually to effectively address student and family needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.a	The percentage of School Site Council (SSC) members who attend SSC meetings. (sign-in sheets)	71% of SSC members attended the meetings. The baseline was established using data from the 2023-24 school year.	75% of SSC members attended the meetings.		100% of SSC members will attend the meetings.	The current difference from baseline is +4%.
2.a	The percentage of parents who participate in parent/teacher conferences. (Tracking Spreadsheet)	87% of parents participated in parent/teacher conferences. The baseline was established using data from the 2023-24 school year.	89.38% of parents participated in parent/teacher conferences.		95% of parents will participate in parent/teacher conferences.	The current difference from baseline is +2.38%.
2.a	The percentage of parents who are contactable through ParentSquare (parent communication portal). (ParentSquare)	96% of parents are contactable. The baseline was established using data from the 2023-24 school year.	96% of parents are contactable.		100% of parents will be contactable in ParentSquare.	There is no difference from the baseline, we maintained 96%.
2.a	The percentage of parents attending Parent Information Nights, including Back to School Night and Open House. (sign-in sheets)	34% of parents attended Parent Information Nights, including Back to School Night and Open House. The baseline was established using data from the 2023-24 school year.	34% of parents attended Parent Information Nights, including Back to School Night and Open House.		50% of parents will attend Parent Information Nights, including Back to School Night and Open House.	There is no difference from the baseline, we maintained 34%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.a	The percentage of Court School parents/guardians that participate in their child's IEP meetings. (Siras)	100% of parents/guardians participate in their child's IEP meetings. The baseline was established using data from the 2023-24 school year.	88% (7/8) of parents/guardians participate in their child's IEP meetings.		100% of parents/guardians will continue to participate in their child's IEP meetings.	The current difference from the baseline is -12%.
2.a	The percentage of Court School parents/guardians that provide input during IEP assessment of their child. (Siras)	100% of parents/guardians provided input during the IEP assessment of their child. The baseline was established using data from the 2023-24 school year.	100% of parents/guardians provided input during the IEP assessment of their child.		100% of parents/guardians will continue to provide input during the IEP assessment of their child.	There is no difference from the baseline. We have maintained 100%.
2.a	The percentage of parents/guardians that complete the annual parent/guardian survey. (local survey)	79.7% (47/59) of parents/guardians participated in the annual parent/guardian survey. The baseline was established using data from the 2023-24 school year.	50% (30/60) of parents/guardians participated in the annual parent/guardian survey.		85% of parents/guardians will participate in the annual parent/guardian survey.	The current difference from baseline is -29.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.b	The percentage of the students who are attending school on a daily basis. (school attendance rate) (Aeries)	89% of students attend school on a daily basis. 82.4% of Community School students attended school on a daily basis. 94.3% of Court School students attended school on a daily basis. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	86.1% of students attend school on a daily basis. 75% of Community School students attended school on a daily basis. 95.8% of Court School students attended school on a daily basis.		95% of students will attend school on a daily basis. 90% of Community School students will attend school on a daily basis. 97% of Court School students will attend school on a daily basis.	The current difference from the baseline is -2.9%. -7.4% for the Community School. +1.5% for the Court School.
2.b	The percentage of junior high students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	58.3% of junior high students in JCCS are chronically absent. In the Community School, 63.6% (14/22) are chronically absent. In the Court School, 0% (0/2) are chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	69.6% (16/23) of junior high students in JCCS are chronically absent. In the Community School, 72.7% 16/22 have been chronically absent. In the Court School, 50.0% (1/2) have been chronically absent.		Less than 10% of junior high school students will be chronically absent.	The current difference from the baseline is +11.3%. +9.1% for the Community School. +50% for the Court School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.b	The percentage of high school students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	22.9 % (30/131) of high school students have been absent 10% or more of the school days. In the Community School, 55.9% (19/34) have been chronically absent. In the Court School, 14.9% (15/101) have been chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	26.3% (15/57) of high school students who are absent 10% or more of the school days. In the Community School, 68.8% (11/16) have been chronically absent. In the Court School, 11.9% (5/42) have been chronically absent.		Less than 10% of high school students will be chronically absent.	The current difference from the baseline is +3.4%. +12.9% for the Community School. -3% for the Court School.
2.b	The percentage of middle school students who drop out. (Aeries)	0% of middle school students dropped out. The baseline was established using data from the 2023-24 school year.	0% of middle school students dropped out.		0% of middle school students dropped out.	There is no difference from the baseline. We have maintained 0%.
2.b	The percentage of high school students who drop out. (Aeries)	0% (0 students) of Community School high school students dropped out. 17.2% (5 students) of Court School high	9.1% (1/11 students) of Community School high school students dropped out.		Less than 5% of high school students dropped out.	The current difference from the baseline is: +9.1% for the Community School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school students dropped out. The baseline was established using data from the 2023-24 school year.	33.3% (10/30 students) of Court School high school students dropped out.			+16.1% for the Court School
2.b	The percentage of students who graduated high school as measured by the one-year graduation rate. (Aeries)	85% (6/7) graduated high school as measured by the one-year graduation rate. The baseline was established using data from the 2023-24 school year.	85.7% (6/7) students graduated high school as measured by the one-year graduation rate.		90% of students graduate from high school as measured by the one-year graduation rate.	The current difference from the baseline is +0.7%.
2.b	The percentage of students suspended one or more days. (Aeries)	20.1% (31/154) students were suspended one or more days. In the Community School, 39.3% (22/56) were suspended. In the Court Schools, 8.7% (9/103) were suspended. The baseline was established using data from the 2023-24	14.1% (20/142) students were suspended one or more days. In the Community School, 38.6% (17/44) were suspended. In the Court Schools, 2.9% (3/102) were suspended.		Less than 5% of students will be suspended one or more days.	The current difference from the baseline is -6%. -0.7% for the Community School. -5.8% for the Court School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school year as of March 8, 2024.				
2.b	The percentage of students expelled from a JCCS school. (Aeries)	0% of students expelled from a JCCS school. The baseline was established using data from the 2023-24 school year.	0% of students expelled from a JCCS school.		0% of students expelled from a JCCS school.	There is no difference from the baseline. We have maintained 0%.
2.b	The percentage of students that report that they feel very safe or safe in school. (California Healthy Kids Survey)	59% of students reported that they feel very safe or in school. The baseline was established using data from the 2023-24 school year.	57% of students report that they feel very safe or safe in school.		70% of students report that they feel safe in school.	The current difference from the baseline is -2%.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We have successfully implemented the planned actions outlined in the adopted LCAP, with the exception of those related to Positive Behavior Interventions and Supports (2.b.1). In doing so, we have effectively collaborated with staff, students, and families to deliver services tailored to individual needs, helping students overcome barriers to their education.

Successes
Parent Engagement: Our ongoing partnership with the Promotores Network has significantly supported the successful implementation of actions related to family engagement (2.a.1 – 2.a.7). This partnership continues to provide valuable services, including conducting our annual parent survey, personally inviting families to Information Nights, and offering translation/interpretation for Spanish and Mixtec-speaking families. Thanks to outreach from both school staff and the Promotores staff, we successfully provided translation services in Spanish and Mixteco for every parent-teacher conference and at 100% of our family events. For the 2024–25 school year, we expanded our parent/guardian workshops from six (6) to ten (10), responding directly to topics requested in the annual parent survey. These workshops

have included sessions on navigating the school system, drug awareness, suicide prevention, and high school registration. This collaborative, needs-based approach has led to highly relevant and impactful sessions. As a result, we've seen a 3.9% increase in parent workshop attendance compared to the 2023–24 baseline of 34%. Parent-teacher conference attendance also rose by 2.38%, from 87% to 89.38%. Additionally, we've maintained a 96% sign-up rate for ParentSquare for the second year in a row, further strengthening home-school communication.

Facility Upgrades at the Community School: In response to widespread dissatisfaction with the gym voiced by students and staff last year, we prioritized facility improvements. By Fall 2024, we completed a comprehensive gym clean-up and purchased new equipment (2.b.2). Upgrades included repainting the entire gym and adding items such as a ping pong table, exercise bike, volleyball net, and various interactive games. These improvements have revitalized the space and supported our Physical Education program by providing students with more options for daily physical activity.

Enhanced Campus Security at the Community School: Concerns about school safety expressed by parents, students, and staff led to the hiring of a Quest Security officer (2.b.10). His presence has significantly improved the school climate by fostering a sense of safety and trust. Actively involved in daily school life and attending weekly staff meetings, he has become an integral part of the school community. We intend to continue contracting with Quest Security and, if possible, retain the same officer to maintain consistency and build on existing relationships.

Crisis Prevention Intervention (CPI): To support student behavior more effectively, 100% of JCCS staff have now completed CPI training. This training emphasizes de-escalation strategies and proactive responses to challenging behaviors, helping staff better recognize and address student triggers. As a result, we've seen a reduction in suspensions and have aligned this action with Goal 5 to further strengthen our behavioral support systems. As of March 7, 2025, suspensions at JCCS has decreased overall by 6%, including a 0.7% reduction at the Community School and a 5.8% reduction at the Court School.

Challenges
Attendance Rate: In 2023–24, the Community School's average daily attendance rate was 82.4%. However, by mid-year in 2024–25, this rate has declined by 7.4%, dropping to 75%. To address this decline, we have introduced a student incentive program as part of our academic and behavioral supports (2.b.4). For example, students earn tickets for arriving on time or maintaining full attendance during the week. These tickets can then be redeemed for prizes from the student store. In addition to this incentive system, we continue to utilize the School Attendance Review Board (SARB) process (2.b.7), which provides opportunities to meet with students and families to identify personalized strategies for improving attendance.

Drop Out Rate: One of the most significant challenges this year has been the rise in dropout rates at both the Community School and the Court School. At the Community School, the dropout rate increased to 9.1% in 2024–25 (1 out of 11 students), up from 0% the previous year. While this appears substantial, the small student population means a single withdrawal significantly affects the overall percentage. At the Court School, the dropout rate rose to 33.3% (10 out of 30 students), compared to 17.2% (5 students) in 2023–24. This increase is primarily attributed to the transient nature of the student population, as students often exit the program upon release from the Juvenile Justice Center and may not immediately re-enroll in school. To address this issue, we are strengthening our collaboration with probation partners to better support students' transition and re-enrollment into their home districts once they return to their communities (action 2.b.6). Additionally, we

have adjusted staff responsibilities to improve communication and timely record sharing with districts, ensuring smoother transitions for students entering and exiting JCCS programs.

Positive Behavior Interventions and Supports (PBIS): This year, we have encountered difficulties in identifying a trainer or coach to support the implementation of a schoolwide PBIS framework. This initiative is crucial to improving instruction and proactively addressing student behavior (2.b.4). After delays, we gained momentum in spring 2025 when 90% of JCCS staff received an initial PBIS overview, and we have since identified an educational partner who will provide continued professional development. Our goal for the 2025-26 year is to implement a comprehensive, schoolwide PBIS program at both schools.

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.

Our implementation of Goal 2 actions resulted in actual expenditures that were $104,251 less than budgeted. Last year, in response to increased campus conflicts at the Community School, we contracted with a local security firm specializing in school safety. Although we budgeted for two security officers (2.b.10), we ultimately needed only one, resulting in savings of $33,974.50. Additionally, JCCS is still in the planning phase of implementing PBIS (2.b.1). We contracted with an outside agency to provide staff training this spring at an estimated cost of $12,600, $7,400 less than the budgeted amount. Other initiatives also came in under budget. For Mental Health and CPI Training (2.b.4), we saved $5,500 because the training provider, SELPA, covered tuition through a grant. For translation services (2.a.4), we spent $3,823.35 less than expected due to lower salary costs for newly hired bilingual staff, which reduced the payroll-based bilingual differentials. Finally, we saved $46,649.60 in salary costs for the Transition Support staff position (2.b.6), as fewer student transitions occurred at the Court School. This role is billed only for tasks directly related to student transitions.

Because the increased and improved services under Goal 2 are not tied to planned expenditure percentages, there are no variances between planned actions and estimated actual expenditures.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions within Goal 2 have proven to be effective this year in making progress toward our goal of removing barriers for students and families that were impacting their education.

Specifically, actions 2.a.1 through 2.a.7, which focused on parent and guardian engagement, proved highly successful. The School Site Council (SSC) (2.a.1), met regularly to review and offer feedback on key plans such as the Comprehensive School Safety Plan, the Single Plan for Student Achievement, and the LCAP. A central focus of our efforts was to strengthen communication with students' families (2.a.3 - 2.a.5). This included improving our use of ParentSquare to share school updates, hosting evening workshops to provide detailed information to parents, and ensuring appropriate language translation/interpretation was available at events and during teacher-parent conferences. We have made meaningful strides in increasing parent and guardian engagement across both the Community School and the Court School (2.a.3). At the Community School, parent participation in events such as Back-to-School Night and Open House has remained consistent

from last year to this year, with 34% of parents attending. Parent attendance at parent-teacher conferences (2.a.2) continues to rise, reaching 89.38% in 2024–25, up from an already strong baseline of 87%. In the Court School, parent and guardian involvement has also improved, particularly in Individualized Education Program (IEP) meetings (2.a.7). As of March 28, 2025, 88% (7 out of 8) of parents attended their child's IEP meetings, and 100% provided input during the IEP assessment process. This progress is largely due to the proactive outreach efforts of the Promotores and the strong relationships our Counselor has built with families.

Family engagement has also been supported through the parent/guardian survey, conducted in collaboration with the Promotores Network. This tool, along with conferences and council meetings, has helped ensure that families are heard and supported, especially through comprehensive translation services (2.a.5). We are currently reassessing the frequency of the survey to further boost participation. To support engagement and student success, we've increased the number of evening parent workshops, focusing on practical strategies for addressing student behavior at home and in school. Additionally, re-entry meetings following suspensions now involve students, their parent/guardian (when possible), a teacher, and/or an administrator. These meetings are essential for reflecting on behavior, establishing improvement plans, and ensuring a smooth return to the school environment.

The implementation of the Positive Behavior Incentive Program (PBIS) has been somewhat effective (2.b.1). As part of the initial rollout, a trainer conducted two days of training focused on trauma-informed classrooms and provided an overview of what a schoolwide PBIS implementation would entail. Moving forward, all JCCS staff will receive training on PBIS and will actively use the program to reinforce positive student behavior. When combined with Restorative Approaches, this initiative is expected to enhance the way teachers interact with students and foster a more supportive and constructive learning environment.

The use of the FitzGerald gym (2.b.2) has proven to be very effective in promoting physical and mental wellness, as well as fostering teamwork, cooperation, and student engagement. During the 2024-25 school year, the gymnasium space was leased specifically for Community School students, providing them with a dedicated area for physical activity. In addition, new physical education equipment was purchased to support these efforts. Currently, the entire gym is being utilized daily by students for physical activities and interactive games, contributing positively to their overall well-being and school experience.

Behavioral Health and CPI Training (2.b.3) has been effective in promoting a proactive approach to addressing student needs and reducing safety concerns for both students and staff. JCCS teachers and teaching assistants have received training in key areas such as behavioral health, substance abuse, trauma-informed practices, and Crisis Prevention & Intervention (CPI). These trainings equip staff with the tools and strategies necessary to respond appropriately to student behaviors, de-escalate situations, and create a safer, more supportive learning environment.

Academic and Behavioral Support (2.b.4) has been effective in providing consistent academic and behavioral support to students. It aligns closely with our Restorative Approaches and PBIS, creating a cohesive strategy to address student needs. JCCS teachers and teaching assistants play a key role by delivering targeted support throughout the school day, while the addition of extra staff has further strengthened the program's impact and contributed to its overall success.

The implementation of school-based Behavioral Health Counselors (2.b.5) has been effective in reducing student misbehavior and addressing the social-emotional learning (SEL) needs of our students. As of March 7, 2025, our overall suspension rate has decreased to 14.1% (20 out of 142 students), representing a 6% drop from the 2023–24 baseline. This includes a 0.7% reduction at the Community School

and a significant 5.8% reduction at the Court School. Our multidisciplinary school-based Intervention Team, comprising a Substance Use Disorder (SUD) counselor, PPS Counselor, Associate Marriage and Family Therapist (AMFT), and a Promotora representative, has played a critical role in this improvement. Weekly Intervention Meetings ensure timely referrals to support services, while ongoing individual and group sessions help students manage challenges that affect their behavior and academic performance. The most notable progress has been seen at the Court School (Dos Puertas), where the suspension rate for one or more days dropped from 8.7% in 2023–24 to just 2.9% as of March 2025. This success is largely due to our intentional focus on identifying alternatives to suspension and equipping staff with proactive strategies to manage behavior before it escalates. In addition, we have partnered with an external agency to implement Restorative Approaches (5.a.2), providing staff with instructional and SEL tools to embed into daily practices. At the Community School, the counseling team has also contributed to ensuring that district-referred, expelled JCCS students meet the terms of their expulsions. As of this year, 100% (8 out of 8) of these students have satisfied their expulsion requirements through mandatory counseling participation. Of the nine students referred, only one did not complete the process due to relocating out of the country.

Transition Support for Students (2.b.6) has been somewhat effective in supporting students as they transition into, within, and out of JCCS programs. JCCS staff are actively working to ensure smooth transitions by maintaining timely communication and record sharing with home districts. This includes students returning to their home schools, transferring between JCCS campuses, or exiting the system upon graduation. While progress has been made, continued refinement and collaboration with partner districts is necessary to improve consistency and effectiveness in these transitions.

The use of the SARB process (2.b.7) this year has been somewhat effective in addressing chronic absenteeism among JCCS students. Staff engaged in the SARB process by referring students and families to the program, participating in meetings aimed at identifying barriers to attendance, and developing support plans. While these efforts reflect a commitment to improving attendance, the impact has been limited, as there has not been a significant improvement in student attendance during the school year. Continued refinement of the process and increased collaboration with families and support agencies may be necessary to achieve better outcomes.

WiFi hotspots (2.b.8) have been implemented to support reliable internet access at the Court School. This has been an effective measure as these hotspots are provided to staff to ensure students can participate in state and local assessments that require online connectivity. Additionally, they serve as a backup resource for staff at the Community School, helping to maintain instructional continuity and access to digital tools when the primary WiFi network experiences outages.

The planning for the implementation of the California Community Schools Partnership Program (CCSPP) (2.b.9) at the Community School has been effective. Staff have begun putting in place key action items aligned with the program's four foundational pillars: Collaborative Leadership Practices, Extended and Enriched Learning Opportunities, Integrated Student Supports, and Family and Community Engagement. Additionally, insights gained from site visits to other community schools across the state have informed and strengthened our planning process, helping to ensure a thoughtful and comprehensive approach to implementation.

We began contracting with Quest Security to provide security staff that will help to improve the safety of our Community School in April of 2024, and we plan to continue with this contract for 2025-26 school year as it has proven to be an effective measure in maintaining a safe school environment (action 2.b.10). The presence of the same individual as our security guard has greatly increased the actual and perceived sense of security for both students and staff.

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

Based on our analysis of data, we are not making any revisions to Goal 2, the expected outcomes, or the metrics. However, we have updated one of our actions to reflect a strengthened approach.

To better support student relationships, connectedness, and voice, we have moved PBIS (2.b.1) from Goal 2 to Goal 5, aligning it with broader efforts to foster a positive school climate. PBIS will continue to serve as a key strategy for guiding how teachers engage with students, especially considering the high levels of trauma many of our students face daily. We have partnered with an educational consultant experienced in supporting both our student population and our unique school setting. Approximately 90% of JCCS staff participated in a professional development with the contracted PBIS coach during the 2024–25 school year. This collaboration will also support the development of trauma-informed practices to be implemented schoolwide, with full implementation anticipated in the 2025–26 school year. Our PBIS efforts will be closely aligned with our ongoing work in Restorative Approaches.

We have also moved CPI (2.b.3) out of Goal 2 and into Goal 5 as a way to meet the needs of our student population and to address student behavior. As a continued part of the professional development action, our aim is to provide instructional staff with strategies for intervention, especially with our students who are most in need of support.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.a.1	School Site Council	JCCS staff will collaborate with the School Site Council (SSC) to create, administer, and evaluate a parent survey, and develop and review the School Plan for Student Achievement, (SPSA) the Local Control Accountability Plan (LCAP), and the Comprehensive School Safety Plan (CSSP) along with other required documents. Costs for meeting refreshments.	$350.00	No

Action #	Title	Description	Total Funds	Contributing
2.a.2	Parent-Teacher Conference	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	Parent Engagement Events	On a regular basis, parent/guardian engagement events will be held. These events will include educational opportunities and input sessions. The Promotores will conduct outreach and provide language access. Additionally, dinner will be provided for evening events. Costs for the contracted services provided by the Promotores and food for events.	$61,500.00	Yes
2.a.4	ParentSquare Licenses	JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between school and home in the native language of the families. Cost for ParentSquare.	$1,100.00	No
2.a.5	Translation Services	JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual differentials to support translation services for EL students and families. Cost for bilingual differentials.	$25,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.a.6	IEP Parent Attendance	Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent. No additional cost; part of the base program.	$0.00	No
2.a.7	Parents Included in IEP Assessments	Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires. No additional cost; part of the base program.	$0.00	No
2.b.1	Community School Gym	To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2025-26 school year for FitzGerald students. Additionally, physical education equipment will be purchased. Cost for gym lease and PE Equipment.	$74,684.00	No
2.b.2	Academic and Behavioral Support	JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day. Costs reflected in 1.a.6.	$0.00	No
2.b.3	Behavioral Health Counselors	Identified students will participate in individual and group counseling sessions with the Substance Use Disorder Counselor and Mental Health and Social Worker to support behavioral health and wellness. Cost for contracted services.	$350,637.40	Yes

Action #	Title	Description	Total Funds	Contributing
2.b.4	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) through timely communication and record sharing with districts. Costs for .5 FTE office support staff.	$64,413.17	No
2.b.5	School Attendance Review Board (SARB)	JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance. Cost for administration fees.	$400.00	No
2.b.6	WiFi Hotspots	WiFi hotspots will be provided to students for online access to participate in state and local assessments, in addition to support to staff when the WiFi network goes down. Cost for data contract.	$4,560.00	No
2.b.7	Planning for the Implementation of California Community School Partnership Program (CCSPP)	FitzGerald staff will continue to plan for the implementation of CCSPP. The implementation plan includes action items related to the four pillars - Collaborative Leadership Practices, Extended and Enriched Learning Opportunities, Integrated Student Supports, and Family and Community Engagement. Cost for staffing, transportation, and parent education.	$152,978.52	No

Action #	Title	Description	Total Funds	Contributing
2.b.8	Behavioral Support - Security Staff	To maintain a safe and secure school campus a security guard will be utilized at the Community School. The security guard is employed for seven (7) hours a day and provides additional support to students and staff. In particular, the security guard supervises students before, during, and after school. They may also intervene and help de-escalate student interactions. Cost for contract services.	$56,070.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The 2024-2027 LCAP was developed through active engagement with our educational partners and a thoughtful reflection on past practices. Its primary goal is to strengthen collaboration between TYS, community-based partners, and districts to enhance the support system for foster youth across our county.

Ongoing needs assessments and data analysis continue to reveal persistent barriers to the educational progress of foster youth. Discussions with TYS staff and the Executive Advisory Council (EAC) have identified gaps in services, largely due to inconsistencies in service quality and availability, varying practices and procedures, and the frequent movement of foster youth.

Further examination with TYS staff and the EAC suggests that district staff turnover, along with the need for consistent training and communication among agencies and liaisons, contributes to these service inconsistencies. These barriers have led to troubling trends, including increased suspension rates, rising chronic absenteeism, and a foster youth graduation rate of 61.7%, significantly lower than the state average of 86.4% and the Santa Barbara County average of 91.4%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	Suspension rate of Santa Barbara County foster youth.	The suspension rate was 15.4% (111/402) for Santa Barbara County foster youth.	The suspension rate was 18.1% (68/376) for Santa		Decrease the suspension rate for Santa Barbara County foster	The current difference from baseline is +2.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Dataquest)	The baseline was established from 2022-23 data.	Barbara County foster youth.		youth to 8% or lower.	
3.a	Percentage of Santa Barbara County foster youth with multiple suspensions. (Dataquest)	41.9% (26/62) of Santa Barbara County foster youth have multiple suspensions. The baseline was established from 2022-23 data.	39.7% (27/68) of Santa Barbara County foster youth have multiple suspensions.		Decrease the percentage of Santa Barbara County foster youth who have multiple suspensions to 30%.	The current difference from baseline is -2.2%.
3.a	Adjusted four-year cohort graduation rate of Santa Barbara County foster youth. (Dataquest)	The adjusted four-year cohort graduation rate was 73.6% (39/53) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The adjusted four-year cohort graduation rate was 61.7% (37/60) for Santa Barbara County foster youth.		Increase adjusted four-year cohort graduation rate of Santa Barbara County foster youth to 86% or higher.	The current difference from baseline is -11.9%.
3.a	Five-year cohort graduation rate of Santa Barbara County foster youth. (Dataquest)	The adjusted five-year cohort graduation rate was 70.2% (33/47) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The adjusted five-year cohort graduation rate was 75.5% (40/53) for Santa Barbara County foster youth.		Increase the five-year graduation rate of Santa Barbara County foster youth to 86% or higher.	The current difference from baseline is +5.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	Chronic absenteeism rate of Santa Barbara County foster youth. (Dataquest)	The chronic absenteeism rate was 41.1% (158/384) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The chronic absenteeism rate was 32.8% (117/357) for Santa Barbara County foster youth.		Reduce chronic absenteeism rate of Santa Barbara County foster youth to 25%.	The current difference from baseline is -8.3%.
3.a	Unexcused Absenteeism rate of Santa Barbara County foster youth. (Dataquest)	The unexcused absenteeism rate of Santa Barbara County foster youth was 54.4% (201/357). The baseline was established from 2022-23 data.	The unexcused absenteeism rate of Santa Barbara County foster youth was 33.1% (118/357).		Reduce the unexcused absenteeism rate of Santa Barbara County foster youth to 39%.	The current difference from baseline is -21.3%.
3.a	School stability rate of Santa Barbara County foster youth. (Dataquest)	The school stability rate was 62.9% for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The school stability rate was 62.5% for Santa Barbara County foster youth.		Increase the school stability rate of Santa Barbara County foster youth to 68%.	The current difference from baseline is -0.4%.
3.a	The percentage of Santa Barbara County foster youth who are	0% of Santa Barbara County foster youth are connected to resources	56% of Santa Barbara County foster youth are		100% of Santa Barbara County foster youth will be	The current difference from baseline is 56%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	connected to resources within their community for the purpose of post secondary planning. (local survey)	within their community for the purpose of post secondary planning. This is a new metric, measured by local survey, therefore baseline will be established in 2024-25.	connected to resources within their community for the purpose of post secondary planning.		connected to resources within their community for the purpose of post secondary planning.	
3.a	The percentage of Santa Barbara County foster youth seniors who complete the Free Application Federal Student Aid (FAFSA) (Foster Focus and Web Grants)	64.7% (11/17) of Santa Barbara County foster youth seniors have completed the FAFSA. The baseline was established from 2023-2024 data.	20% (6/30) of Santa Barbara County foster youth seniors have completed the FAFSA. Point in time data as of 4/18/2025. (FAFSA deadline has been extended)		95% of Santa Barbara County foster youth seniors will complete the FAFSA	The current difference from baseline is -44.7%.
3.a	The percentage of Santa Barbara County foster youth seniors who complete the Chafee grant (Foster Focus)	64.7% (11/17) of Santa Barbara County foster youth have completed the Chafee grant. The baseline was established from 2023-2024 data.	Unable to collect the Chafee data this year due to not having access to the WebGrants system for Chafee data. For future years, staff will collect the data through a local survey.		95% of Santa Barbara County foster youth seniors will complete the Chafee grant	There is no difference from the baseline as data was not collected this year due to not having accessing to the WebGrants systems for Chafee data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	The number of supportive services provided to JCCS students in foster care. (Foster Focus)	Thirty-six (36) supportive services were provided to eight (8) JCCS students in foster care. The baseline was established from 2023-2024 data.	Five (5) supportive services were provided to four (4) JCCS foster youth.		Continue to provide at least four (4) supportive services to every JCCS student in foster care.	The current difference from baseline is that there were 3 less supportive services provided to each JCCS foster youth.
3.a	The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. (data from CWS/CMS Report)	100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. The baseline was established from 2022-2023 data.	91.9% (295/321) of Educational Records for foster youth in Santa Barbara County have been provided to Child Welfare Services (CWS) and Juvenile Court.		100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court.	The current difference from baseline is -8.1%.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, the implementation of planned actions was highly successful, with all initiatives carried out as described in the adopted LCAP. Key efforts focused on improving school stability, enhancing cross-collaboration, upholding legal protections for foster youth, and reinforcing our mission and values. While minimal challenges arose, adjustments were made to optimize support structures, ensuring continued alignment with LCAP goals.

Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC) (3.a.1)
The FYSCP Executive Advisory Council (EAC) convened three times throughout the year to assess countywide needs, establish priorities, and monitor progress. The EAC remained committed to improving school stability and ensuring targeted support for students with the greatest needs. Discussions informed the Transitional Youth Services (TYS) approach to enhancing school stability, particularly through the

FYSCP-facilitated Best Interest Determination (BID) meetings, which aim to help students remain in their School of Origin (SOO). Additionally, FYSCP expanded outreach and strengthened collaboration with districts and community partners to address transportation challenges and increase access to services for foster youth.

Improve Interagency collaboration and efficacy (3.a.2)
The FYSCP deepened collaboration with key stakeholders, including Child Welfare Services (CWS), school districts, charter schools, juvenile court and community schools, juvenile probation, post-secondary institutions, Behavioral Wellness (BWell), and Short-Term Residential Therapeutic Placements (STRTP). This year, TYS further solidified three major partnerships. The collaboration with Family Care Network Independent Living Program improved access to post-secondary education and career resources for high school foster youth. A strategic partnership with Our County. Our Kids led to TYS staff playing a primary role in training prospective resource families on the educational rights of foster youth. Additionally, a new partnership with YouthWell resulted in a full-day Mental Health First Aid training for all Foster Education Liaisons. Continued discussions aim to expand collaborative efforts to enhance youth support systems.

Strengthening Collaboration with Districts (3.a.3)
TYS and district liaisons maintained a strong commitment to enforcing protections under AB490, ensuring school stability, immediate enrollment, credit protection, and essential resource connections. The Student Information Specialist significantly enhanced our ability to collect, analyze, and report on foster youth data. These insights enabled districts to set data-driven goals and measure progress in supporting foster youth. Regular discussions with district partners allowed for the refinement of strategies and the identification of areas needing additional resources.

Improve Collaboration within Department (3.a.4)
Building upon last year’s development of the TYS vision, mission, and core values, this year’s efforts emphasized deepening alignment with these principles. The TYS vision—ensuring that youth in foster care or experiencing homelessness have equitable educational opportunities and supportive services—continues to drive our work. Our mission is to provide a comprehensive support system for these students, grounded in legal frameworks, core principles, and collaborative approaches.

TYS core values include:
- Clear, respectful, and open-minded communication
- Consistency, accountability, and integrity
- Innovative solutions aligned with our mission
- Strategic collaboration and teamwork
- Self and collective care to promote balance and well-being

These principles are integrated into bi-weekly meetings and daily operations, ensuring our team remains focused on the needs of foster youth and the overall impact of our work.

Challenges and Adjustments in Implementation
While all planned actions were successfully implemented, a few challenges emerged, prompting strategic adjustments. The resignation of two program associates in the fall provided an opportunity to reassess department structure. As a result, the Student Information Specialist was able to absorb some of those duties thereby enhancing data-driven decision-making and targeted support. The onboarding process for a

new program associate was expedited due to our clearly defined vision, mission, and core values.

Additionally, variability in how districts structure their foster youth support services remains an ongoing challenge. This requires continued adaptability and strengthened collaboration with district leaders to ensure consistency in service delivery across the county.

Overall, our ability to navigate challenges and make informed adjustments contributed to the successful implementation of planned actions. Through strong stakeholder engagement, data-informed decision-making, and adherence to our mission, we continue to enhance educational stability and support for foster youth.

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.

For the 2024–25 fiscal year, the FYSCP is funded by two sources: the FYSCP grant and Title IV. When the 2024–25 LCAP was developed, we had just submitted the FYSCP grant application and had not yet received the Grant Award Notification (GAN), which arrived in September 2024. At that time, Title IV allocations had also not been released. As a result, the LCAP's budgeted expenditure of $618,483 was based on incomplete information.

The adopted budget now reflects updated funding, totaling $706,905: $394,275 from the FYSCP grant and $312,630 from Title IV. The estimated actual expenditure is $643,193.78, which is $63,711.22 less than budgeted. This difference is primarily due to staffing changes. One program associate resigned in November and the position remained vacant following a reassessment of program needs. Additionally, another associate worked part-time for several months before being replaced by a full-time employee.

In summary, the estimated actual expenditures are $63,711.22 lower than the adopted budget of $706,905, due to these staffing adjustments. However, the LCAP reflects a material difference of $24,710.78 less in overall spending for this goal.

None of the actions under Goal 3 contribute to the Increase or Improved Services requirement.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Identifying countywide needs, developing and prioritizing goals and monitoring progress through the FYSCP EAC (Action 3.a.1) has proven partially effective in advancing outcomes for students in foster care. These efforts have resulted in an 8.3% decrease in chronic absenteeism and a 21.3% reduction in unexcused absenteeism. Data analysis also reveals a notable decline in countywide multiple suspension rates for foster youth, from 41.9% to 39.7%. In addition, educational partners within the EAC received targeted training and opportunities for discussion on topics specifically addressing the unique needs of foster youth, fostering a deeper understanding and shared commitment to supporting the challenges these students face.

Improving inter-agency collaboration and effectiveness (Action 3.a.2) has significantly enhanced the efficiency of educational record transfers to Child Welfare Services (CWS), supporting timely enrollment and smoother transitions for foster youth. As a result, 91.9% of educational records were successfully provided to our educational partners. While our efforts have been partially effective in meeting student needs, demonstrated by the delivery of five supportive services to four JCCS to foster youth, we continue to expand and strengthen our outreach. In partnership with CWS, we participated in 20 out of 20 resource parent training courses as of today, providing caregivers with vital information on foster youth educational rights, the Best Interest Determination (BID) process, and Assembly Bill 490.

Strengthening collaboration with districts (Action 3.a.3) has proven partially effective, as the FYSCP successfully partnered with districts to verify that 20% of high school seniors completed the Free Application for Federal Student Aid (FAFSA). Additionally, our Student Information Specialist contributed to updating Summary Reports, and the FYSCP team engaged with high school districts across the county to review and analyze the Summary Reports. These collaborative meetings enabled districts to review the Summary Reports and compare the educational outcomes of foster youth within their schools to countywide data, identify successful practices, address emerging challenges, and pinpoint areas in need of targeted support. These discussions led to the implementation of meaningful resources, including staff training, customized Excel tracking templates, and the distribution of foster youth resource guides to bolster district-level support. As a result of these efforts, our five-year cohort graduation rate increased by 5.3%, bringing the overall rate to 75.5% and moving us closer to our target goal.

Improving collaboration within the department (Action 3.a.4) has proven effective. Our team has worked closely together to streamline policies and procedures, ensuring alignment with our department’s mission, vision, and values. As part of this effort, TYS printed and distributed the mission, vision, and values statements to every desk, serving as a daily reminder of our shared purpose. This consistent alignment has strengthened our internal collaboration and reinforced our commitment to delivering outstanding service and leadership to the districts we support.

While the results of these initiatives may not yet fully reflect the desired outcomes, the ongoing focus on fostering collaboration among districts, community organizations, and the networks directly supporting foster youth is essential. These efforts have established a solid foundation for future progress, with all parties involved showing a strong commitment to continuously adapt and refine strategies to meet the needs of foster youth. The collaboration between support networks has grown stronger, creating a more interconnected system that sets the stage for lasting, positive changes in the educational experiences and overall well-being of these students.

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

Adjustments have been made to several of our established metrics and actions based on a comprehensive analysis of current data. Informed by insights from Foster Education Liaisons, strategic partners, and the voices of foster youth across Santa Barbara County, these modifications are designed to better align our efforts with the real needs. These changes reflect our commitment to effectively strengthen the system of support for foster youth.

Action 3.a.2, which aims to enhance interagency collaboration and effectiveness, has been strengthened by the addition of two key partnerships: the Family Care Network's Independent Living Program (ILP) and the County of Santa Barbara Department of Social Services’

Child Welfare Division program, Our County. Our Kids (OC.OK). ILP's mission is to support foster and probation youth ages 14–21 by connecting them with resources that promote a successful transition to adulthood. As a voluntary program, ILP offers current and former foster and probation youth access to services from local organizations and agencies. Through an MOU with Family Care Network, we are now able to share information on students related to academic support, housing resources, FAFSA and Chafee grant completion, and post-secondary planning. This collaboration helps ensure better tracking and support for high school-aged foster youth. Additionally, this partnership has resulted in the revision of metric 3.a as described below in more detail.

Our County. Our Kids. (OC.OK.) is the resource family and kinship caregiver recruitment, support, and training program within Santa Barbara Child Welfare Services. Through our partnership with OC.OK., we have the opportunity to meet with new resource parents during their Resource Family Approval (RFA) process to share critical information about foster youth education, legal rights, and related laws. These sessions include dedicated time for resource sharing, questions, and open dialogue. This collaboration helps ease the transition for caregivers, equipping families with the knowledge and tools they need from the start.

In response to valuable feedback from district liaisons, metric 3.a has been revised to more accurately reflect the true post-secondary priorities of many foster youth. Santa Barbara foster youth share different goals, placing greater importance on preparation for independent living and pursuing career opportunities in the trades or other non-college-based paths. To align with this feedback, we are shifting the focus of the metric. Instead of reporting on the percentage of Santa Barbara County foster youth who have college and career plans, we will now track the percentage who are connected to resources that support post-secondary planning, regardless of the path they choose. This includes access to services that help with life skills, vocational training, apprenticeships, and employment preparation.

This updated approach is being implemented in collaboration with the Independent Living Program (ILP), allowing for more targeted and meaningful data collection. Rather than relying on a student survey, which may not capture the full picture, we will use ILP engagement data to better understand how foster youth are being supported in planning for their futures.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	The FYSCP EAC will meet three times a year to identify countywide needs, develop and prioritize goals, and monitor progress. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.a.2	Improve Inter-agency collaboration and efficacy	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), Family Care Network, Independent Living Program, Our County. Our Kids, and YouthWell so students and families can be easily connected to appropriate housing, personal care, education, and career resources. The collaboration will be attained through: • Supporting and Educating resource parents. • Educating educational partners on: • Creating positive experiences • Education rights • School of Origin and Best Interest Determination Procedure • Immediate enrollment • Least restrictive environment • FAFSA & Chafee grant • AB waivers • Available resources • Mental health • Childcare • Post-secondary programs and transition support Costs for Transitional Youth Services staff salaries and benefits.	$685,117.18	No
3.a.3	Strengthening Collaboration with Districts	TYS and district liaisons are committed to maintaining the protections afforded to foster youth under AB490. This involves ensuring that students in foster care remain at their School of Origin unless a transfer is in their best interest, immediate enrollment of students, safeguarding student	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		credits, connecting students with necessary resources and support, and assisting with their graduation and transition from high school. To support these goals, TYS prioritizes the development of efficient procedures, the creation of helpful templates, the distribution of resource guides, and the delivery of relevant training sessions for liaisons. To stay accessible, approachable, and communicative, TYS staff conduct in-person visits with liaisons three times a year. During these visits, data is shared, goals are set, and emerging trends are discussed. These meetings are supported by current data, which is analyzed and presented by the Student Information Specialist. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).		
3.a.4	Improve Collaboration within the Department	The TYS department will regularly collaborate to streamline policies and procedures, enhance internal teamwork, and define and implement core values. This effort aims to deliver outstanding service and leadership to districts while aligning priorities with the TYS mission and vision. Additionally, the TYS department will represent SBCEO consistently by aligning with the SBCEO's mission, vision, and values. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Continue to successfully implement programs that support basic conditions for learning and expelled youth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

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 to ensure sustained progress in meeting the state requirements described in priorities 1 and 9.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	The percentage of teachers in the LEA that are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. (Dataquest)	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 2023-24 data.	87.5% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on CA Ed Code 44865.		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 current difference from baseline is -12.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	The percentage of students that have sufficient access to the standards-aligned instructional materials. (Williams Review)	100% of students will continue to have sufficient access to the standards-aligned instructional materials. The baseline was established from 2023-24 data.	100% of students will continue to have sufficient access to the standards-aligned instructional materials.		100% of students will continue to have sufficient access to the standards-aligned instructional materials.	There is no difference from the baseline. We have maintained 100%.
4.a	The percentage of school facilities that are maintained in good repair. (FIT report)	100% of the school facilities will continue to be maintained in good repair. The baseline was established from 2023-24 data.	100% of the school facilities will continue to be maintained in good repair.		100% of the school facilities will continue to be maintained in good repair.	There is no difference from the baseline. We have maintained 100%.
4.b	The percentage of districts within the county that have approved a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. (local data chart)	100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. The baseline was established from 2023-24 data.	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.		100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	There is no difference from the baseline. We have maintained 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.b	The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions. (local survey)	100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions. The baseline was established from 2023-24 data.	Of the nine district-referred JCCS students who were expelled, 88.8% (8 students) successfully met the terms and conditions of their expulsions. The one student who did not meet the terms moved out of the county and transferred to another school.		100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.	The current difference from the baseline is -11.2%.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All of the planned actions were carried out in 2024-25 to support the continued success in implementing programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9). SBCEO 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.

For the 2024-25 LCAP, $78,271.86 was budgeted to fund custodial and maintenance staff at the Community School, as well as a portion of the Director of Child Welfare and Attendance's salary. The estimated actual expenditures exceeded this amount by $14,698.35 due to wage increases resulting from labor negotiations. None of the actions under Goal 4 contribute to the Increase or Improved Services requirement.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The planned actions were effective in maintaining progress toward the 2024–25 goal. While 87.5% of our teaching staff were appropriately credentialed (4.a.1), we ensured that 100% of students received standards-aligned curriculum (4.a.2), and all facilities were maintained in good repair (4.a.3). We also successfully provided services and support to 88.8% of expelled youth within JCCS (4.b.2). The one student that was not able to meet their terms to return to their district and school of attendance moved away from the county. Additionally, the Triennial

Expelled Youth Plan continues to support expelled youth throughout Santa Barbara County (4.b.1). Currently, one teacher is not appropriately credentialed. This individual was previously a paraeducator and is now serving as an intern while working toward credentials in science and math. We anticipate he will earn his science credential by June 2025.

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

There are no revisions made to the goal, expected outcomes, metrics, or actions as they continue to prove to be effective.

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.

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 per Ed Code 44865. 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 per the Williams Act. 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 the two school sites. Costs for custodial/maintenance staff.	$25,107.78	No

Action #	Title	Description	Total Funds	Contributing
4.b.1	County Plan for Expelled Youth	The Child Welfare and Attendance Director will collaborate with Santa Barbara County districts to coordinate services within Santa Barbara County Plan for Expelled Youth. These services include actions associated with the identified gaps such as leading a collaborative / learning group. Cost for salary and benefits.	$70,608.12	No
4.b.2	Expelled Youth Rehabilitation Plans for JCCS Students	Under the direction of the JCCS Director, JCCS staff, particularly the College and Career Counselor, will provide appropriate supports and resources to ensure expelled youth in JCCS schools complete the terms and conditions of their rehabilitation plans by doing the following: • Review rehabilitation plans with students upon entry • Monitor progress to foster success, including but not limited to, counseling, academics, and attendance • Provide transitional support for students who are ready to return to their districts Associated costs listed in 1.c.3	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, JCCS will reduce rates of suspension for the following student groups: Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged students, students with disabilities, and students experiencing homelessness by implementing actions that promote relationships, student connectedness, and student voice.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The California Dashboard indicates that the following student groups in the LEA: Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged students, students with disabilities, and students experiencing homelessness are performing in the lowest performance indicator for suspension rate. Additionally, the California Dashboard indicates that the following student groups at the Community School: Hispanic/Latino and socio-economically disadvantaged are performing in the lowest performance indicator for suspension rate. High rates of suspension mean that these student groups have less access to instructional time and resources that are provided at school. At JCCS, 100% of our students fall into one or more of the student groups listed in our goal, so while this is a focus goal, all of our students will participate and benefit from the actions.

In consultation with educational partners, specifically staff and parents/guardians, there is an identified need to implement strategies that will reduce suspensions so that students continue to have access to instruction and resources. Additionally, on the 2024-25 California Healthy Kids Survey, students shared their perceptions in the areas of connectedness, meaningful participation in school, and caring adult relationships. In all of these areas, less than 50% of the students strongly agree or agree that they feel connected to school (41%), participate meaningfully (25%), and have a caring adult at school (45%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.a	The percentage of Hispanic/Latino students suspended one or more days. (suspension rate)	Overall JCCS has 19.4% (35/180) of Hispanic/Latino students who were	Overall JCCS has 15% (20/133) of Hispanic/Latino students who were		Less than 5% of Hispanic/Latino students will be suspended one or	Overall at JCCS the current difference from baseline is -4.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Dashboard)	suspended one or more days. At the Community School, 33.8% (25/74) of Hispanic/Latino students were suspended one or more days. At the Court School, 9.4% (10/106) of Hispanic/Latino students are suspended one or more days	suspended one or more days. At the Community School, 40.4% (17/42) of Hispanic/Latino students were suspended one or more days. At the Court School, 3.2% (3/94) of Hispanic/Latino students are suspended one or more days.		more days at JCCS, the Community School, and the Court School.	At the Community School, the current difference from baseline is +6.7%. At the Court School, the current difference from baseline is -6.2%.
5.a	The percentage of English Learners suspended for one or more days. (suspension rate) (Aeries)	Overall JCCS has 13.5% (5/37) of English Learners students who were suspended one or more days. At the Community School, 31.3%(5/16) of English Learners students were suspended one or more days. At the Court School, 0.0% (0/21) of English Learners students are	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.		Less than 5% of English Learners will be suspended one or more days at JCCS, the Community School, and the Court School.	There is no current difference from baseline due to this being a new metric for the 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.				
5.a	The percentage of Long-term English Learners suspended for one or more days. (suspension rate) (Aeries)	Overall JCCS has 27.8% (5/18) of Long-term Overall JCCS has 15.6% (5/32) of Long-term English Learners students who were suspended one or more days. At the Community School, 35.7%(5/14) of Long-term English Learners students were suspended one or more days. At the Court School, 0.0% (0/18) of Long-term English Learners students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.		Less than 5% of Long-term English Learners will be suspended one or more days at JCCS, the Community School, and the Court School.	There is no current difference from baseline due to this being a new metric for the 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.a	The percentage of socio-economically disadvantaged students suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 14.3% (20/140) of socio-economically disadvantaged students who are suspended one or more days. At the Community School, 39.5% (17/43) of socio-economically disadvantaged students are suspended one or more days. At the Court School, 2.9% (3/102) of socio-economically disadvantaged students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.		Less than 5% of socio-economically disadvantaged students will be suspended one or more days at JCCS, the Community School, and the Court School.	There is no current difference from baseline due to this being a new metric for the 2025-26 LCAP.
5.a	The percentage of students with disabilities suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 10.6% (5/47) of students with disabilities who are suspended one or more days.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.		Less than 5% of students with disabilities will be suspended one or more days at JCCS, the	There is no current difference from baseline due to this being a new metric for the 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		At the Community School, 33.3% (3/9) of students with disabilities are suspended one or more days. At the Court School, 5.0% (2/40) of students with disabilities are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.			Community School, and the Court School.	
5.a	The percentage of students experiencing homelessness suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 19.0% (8/42) of students experiencing homelessness who are suspended one or more days. At the Community School, 30.8% (8/26) of students experiencing homelessness are suspended one or more days. At the Court School, 0% (0/17) of students experiencing homelessness are	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.		Less than 5% of students experiencing homelessness will be suspended one or more days at JCCS, the Community School, and the Court School.	There is no current difference from baseline due to this being a new metric for the 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.				
5.a	The percentage of students that strongly agree or agree that they feel connected to school. (CHKS)	35% of students strongly agree or agree that they feel connected to school. Baseline data is established with 2023-24 data.	41% of students strongly agree or agree that they feel connected to school.		70% of students strongly agree or agree that they feel connected to school.	The current difference from baseline is +6%.
5.a	The percentage of students that strongly agree or agree that they participate meaningfully in school. (CHKS)	38% of students strongly agree or agree that they participate meaningfully in school. Baseline data is established with 2023-24 data.	25% of students strongly agree or agree that they participate meaningfully in school.		70% of students strongly agree or agree that they participate meaningfully in school. Baseline is established with 2023-24 data.	The current difference from baseline is -13%.
5.a	The percentage of students that strongly agree or agree that they have a caring adult at school. (CHKS)	48% of students strongly agree or agree that they have a caring adult at school. Baseline data is established with 2023-24 data.	45% of students strongly agree or agree that they have a caring adult at school.		70% of students strongly agree or agree that they have a caring adult at school	The current difference from baseline is -3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.a	The percentage of staff participating in professional learning related to Restorative Approaches and Building Relationships. (sign-in sheets)	0% of staff have participated in professional learning related to Restorative Approaches and Building Relationships. This is a new metric and we will establish the baseline in the 2024-25 school year.	100% of staff have participated in professional learning related to Restorative Approaches and Building Relationships.		95% of staff have participated in professional learning related to Restorative Approaches and Building Relationships.	The current difference from baseline is +100%.
5.a	The number of conflict resolution, restorative circles, or conferences held with students on an annual basis. (Aeries)	0 conflict resolution, restorative circles, or conferences have been held with students annually. This is a new metric and we will establish the baseline in the 2024-25 school year.	23 conflict resolution, restorative circles, or conferences were held with students.		50 conflict resolution, restorative circles, or conferences were held with students annually.	The current difference from baseline is +23.

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, we were able to implement all, but one, of the action items in Goal 5 and we have seen some progress as it relates to reducing the suspension rate of students. We were not able to implement the student support specialist stipend (5.a.4). We have seen an improvement in the way that staff approach students as we aim to help them with their behavior, well-being, and academics. In addition, we have identified a set of successes and challenges to focus on for the 2025-26 school year.

Successes:

Over the past year, our staff has focused on professional development related to Restorative Approaches and has had ongoing discussions during weekly meetings regarding the implementation of effective alternatives to student suspension. These discussions have been led by the JCCS Coordinator (5.a.3). At the Community School, alternatives to suspension strategies now include community service, lunchtime detention, and parent conferences. At the Court School, we've increased the frequency of student conferences involving school staff and Probation, and we consistently review student behavior during staff meetings to collaboratively improve our approach.

These efforts have resulted in a notable reduction in suspensions among Hispanic/Latino students at the Court School, dropping from 9.4% (10 out of 106 students) in the 2023–24 school year to 3.2% (3 out of 94 students) in 2024–25. This decrease brings us below our annual target of keeping suspensions under 5% for all JCCS students. Additionally, through stronger rapport-building with students, we've seen a 6% increase in "student connectedness," as measured by the CHKS survey, with the current rate rising to 41%, up from 35% in 2023–24. For the 2024-25 school year, we contracted with a Restorative Approaches practitioner to provide staff training and to facilitate practices that will improve rapport between school personnel and students at both school sites (5.a.2). This initiative focuses on building relationships, fostering accountability, and creating a supportive environment where students and staff can address conflicts constructively. For 2024-25, over 23 conflict resolution, restorative circles, or conferences were held with students. Therefore, we plan to continue this contract into the 2025-26 school year. Over time, Restorative Approaches will reduce the suspension rate across JCCS.

Challenges:
For the 2024-25 school year, we have been actively working to increase the level of meaningful student participation along with the number of caring adults in our student lives (5.a.2 and 5.a.6). In order to support this initiative, we have also been actively hiring new staff members and adding to the overall number of JCCS employees who interact with students on a daily basis for the 2025-26 school year. This includes a Teacher Assistant, School-Based Therapist, Academic Counselor for both school sites, and a Security Guard (for the community school). Our hope is that with increased wraparound support, students will feel more supported and engaged in our school community.

We were not able to implement the Student Support Specialist positions (5.a.4) due to a change in our professional development plan. Additionally, it was a challenge to identify the appropriate staff to train since the varied needs between both our Court and Community school are so significant. Going forward, we plan to continue to build capacity with all staff on restorative approaches instead of only a few staff members as outlined in 5.a.4.

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.

Our efforts to achieve Goal 5 resulted in actual expenditures coming in at $19,547.92 below our budgeted and estimated amounts. This savings was primarily due to the partial implementation of several planned actions. For example, we only used a portion of the funds allocated for student onboarding, purchasing t-shirts solely for students at the Community School, resulting in a savings of $1,377.82. We anticipate making greater progress on onboarding materials next year, as students are currently collaborating on a new slogan and logo for the Community School. Additionally, we spent only $2,493 of the $5,000 allocated for materials and supplies to create calming spaces. Similarly, limited expenditures for student-led campus beautification and student clubs resulted in savings of $7,000. We also benefited from

a Cal-HOPE grant awarded to SBCEO, which provided six months of Restorative Approaches training and coaching at no cost, saving $5,144. Furthermore, the planned stipend for a student support specialist was not implemented, resulting in a $9,800 savings.

The unspent Equity Multiplier funds will carry over to the 2025–26 LCAP. We look forward to continuing the implementation of Goal 5 actions aimed at reducing suspensions and improving student culture and climate.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Across our JCCS program, we have implemented several key actions (5.a.4 and 5.a.5) that have effectively strengthened students' sense of community. Through our Onboarding Process with new students, along with Campus Beautification initiatives, we focused on building up our school community and sense of school pride. At both school sites, staff have participated in targeted professional development (5.a.2) focused on alternatives to suspension. Alternatives include community service, in-school detention, and counseling. To support consistent disciplinary practices, we have also introduced a Discipline Matrix, which aligns with education codes and integrates with systems such as Aeries to track student infractions over time. These practices and tools have been reviewed in staff meetings where ongoing feedback has helped refine our approach to discipline and student support.

The 2024–25 California Healthy Kids Survey (CHKS) data highlights a continued need to strengthen student connectedness, meaningful participation, and relationships with caring adults within our schools. Although we saw a 6% increase in the percentage of students who strongly agree or agree that they feel connected to school, from 35% to 41%, we remain 29% below our target. Analysis of survey results and focus group feedback revealed a clear need to build a more positive and restorative school climate, foster stronger peer and staff relationships, and create more opportunities for student voice and engagement.

We have invested time, money, and energy in creating a calm and welcoming space for our students, which is designed to provide a place for students to regroup and take a break from class when needed (5.a.1 and 5.a.5). Within our Counseling Center, we have plenty of on-site support for students along with access to school-based therapists if they need someone to talk with about issues impacting their ability to focus and succeed in school.

We successfully hired a JCCS Coordinator to support program development and improvement across both the Court and Community Schools (5.a.3). The Coordinator has been effective in managing staff professional development by coordinating services, delivering targeted training, and identifying resources to support student needs, particularly in efforts to reduce suspensions. In addition to strengthening instructional practices, the Coordinator is also focused on enhancing communication and collaboration among teachers, classified staff, and external service providers to ensure a more cohesive and supportive learning environment for all students.

The implementation of stipends for Student Support Specialists (5.a.4) has been ineffective as originally planned. The intent was to designate one staff member from each site to receive a stipend and take on responsibilities such as attending professional development, mentoring colleagues, leading staff training, and facilitating restorative conversations. However, in practice, the decision was made to shift away from selecting a few individuals and instead focus on training all staff. This broader approach aims to build collective capacity across the entire team rather than concentrating expertise on just a few individuals.

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

Based on our data analysis and to meet the requirements outlined in the LCAP instructions for Equity Multiplier funds, we are revising the goal language and associated actions. Additionally, we are introducing metrics with targeted outcomes for student groups performing at the lowest levels on one or more state indicators.

At the Local Educational Agency (LEA) level, an analysis of California School Dashboard data has identified the following student groups as performing at the lowest level on the Suspension Rate indicator: English Learners (EL), Hispanic students, Homeless students, Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). At the Community School level, Hispanic and Socioeconomically Disadvantaged (SED) students were also identified as performing at the lowest level on this same indicator.

In response to these findings, we have revised our goal language to explicitly include each of these student groups and added suspension rate metrics with a common target outcome for each group. These revisions ensure greater alignment between our goals and the needs of our student populations most in need of support.

We have also updated the associated actions based on our analysis of the California Healthy Kids Survey (CHKS) and suspension rate data. Staff Professional Development (5.a.2) has been refined to include training in Positive Behavioral Interventions and Supports (PBIS) and Crisis Prevention Intervention (CPI), which were previously included in Goal 2 but have now been moved to Goal 5 to more directly address staff responses to student behavior. The Staff Support Specialist role (5.a.4) has been removed, as we recognize that foundational training for staff is needed before implementing leadership or coaching roles. Furthermore, we have added a new action: Behavioral Support with Joven Noble (5.a.6), which will be implemented at the Community School beginning in the 2025–26 school year. This initiative, in partnership with Communify and Fighting Back Santa Maria Valley, aims to strengthen support for students through coordinated wraparound services that promote social-emotional well-being, cultural pride, and a sense of belonging.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.a.1	Calming Space for Students	JCCS will establish a calming space at the Community School for student use. In this space, students can regroup and reflect on their behaviors by	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		completing sheets on topics such as decision-making and academics. They will also engage in conflict resolution, and restorative practices, or participate in conferences. Cost for materials and equipment.		
5.a.2	Staff Professional Development	All staff will participate in Professional Learning that will include de-escalation strategies, restorative approaches, rapport building with students, Positive Behavior Interventions and Supports (PBIS), motivational interviewing, training in behavioral health, substance abuse, trauma-informed practices, Crisis Prevention & Intervention (CPI), and community school implementation strategies. This also includes the cost of bringing in outside providers such as guest speakers, authors, artists, and specialized staff as well as for staff to attend conferences. Cost is for release time for staff, contracted services, and materials.	$26,052.72	No
5.a.3	JCCS Coordinator	The JCCS Coordinator will oversee staff professional development, focusing on coordinating services, delivering targeted trainings, and identifying resources aimed at reducing student suspensions. Additionally, the coordinator will enhance communication and collaboration among teachers, support staff, and external providers. Cost of salary and benefits for 60% of Coordinator.	$136,467.60	No
5.a.4	Student OnBoarding Process	JCCS students will be introduced to the program through a structured Onboarding Process. This will involve a one-on-one meeting with a staff member to establish rapport, connect with teachers and administrators, discuss the student's previous schooling experiences, set initial academic	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		and personal goals, review the school's expectations, and the student will receive a student-designed t-shirt. Cost of t-shirts.		
5.a.5	Student Led Campus Beautification Projects and Clubs	Students will engage in activities such as school-based projects to enhance the aesthetics of both schools focusing on areas like a school garden, patio, cafeteria, and gym. Activities will include projects such as murals and the development, planning, and implementation of clubs tailored to student interests. Costs include food, contractors, art supplies, and other necessary equipment.	$2,000.00	No
5.a.6	Behavioral Support with Joven Noble	Students at the FitzGerald Community School will be provided with a case manager, mentorship, and workshops in the Joven Noble curriculum. The program aims to support students by providing wraparound services, eliminating barriers to access, and coordinating available resources for improvement in: • Socio-emotional well-being, cultural pride, and sense of belonging • Graduation rates, attendance, grades • Goal-setting and high school/college readiness • Accessing therapy, tutoring, and other basic needs services Cost of contracted services (.5 FTE).	$33,900.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$338,621	$0

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
2.201%	0.000%	$0.00	2.201%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.a.1	**Action:** Embedded Intervention Academic Support **Need:** All of our socio-economically disadvantaged students are currently underperforming in both mathematics and English Language Arts (ELA). In the 2024-25 school year, students achieved an average increase of 0.18 grade levels in mathematics as measured by the ADAM assessment, and an average increase	The proposed action is designed to support our socio-economically disadvantaged students, who comprise 100% of our student population, by integrating academic intervention directly into their learning experience. Utilizing Let's Go Learn, an online program, has been partially successful in past years for providing both intervention and credit recovery support. Our staff have expressed the need for additional training on how to effectively use Let's Go Learn to deliver personalized academic support. Research	-The average growth of students on the Diagnostic Online Reading Assessment (DORA) based on pre/post scores. -The average growth of students on the Adaptive Diagnostic Assessment of Mathematics (ADAM) based on pre/post scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of 1.6 grade levels in reading as measured by the DORA assessment. Student performance on CAASPP during the 2023-24 school year shows that 0% of students met standard in mathematics and ELA, with just under 7% nearly meeting standard in mathematics and ELA. These students have faced numerous challenges, including inconsistent attendance at their traditional public schools, a lack of consistent academic support throughout their educational careers, credit deficiencies, and difficulties in accessing grade-level curriculum. Furthermore, many students have entered our schools with significant deficits in Algebra, adversely affecting their foundational skills and their capacity to manage complex tasks. **Scope:** LEA-wide	supports the effectiveness of targeted interventions in closing educational gaps. Given that all our students would benefit from this support, we are implementing the action across the entire LEA.	
1.a.5	**Action:** Teacher-Student Ratios **Need:** Our data demonstrates that 100% of our socio-economically disadvantaged 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, credit deficiency, and challenges accessing grade level curriculum.	The planned action to add an extra court school teacher and maintain smaller class sizes is directly aimed at addressing the specific needs of socio-economically disadvantaged students by ensuring a lower teacher-student ratio with a maximum of 1:20. This approach is grounded in educational research suggesting that smaller teacher-student ratios enhance the opportunity for personalized instruction and intervention, which is crucial for students who may require additional academic support to overcome educational barriers and achieve academic success. Providing this on a schoolwide basis is justified because, although initially targeted at socio-economically disadvantaged students, all students	-The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP. -The percentage of students who score at nearly met or met standard in mathematics on the CAASPP. -The number of math Interim Block Assessments administered to students. -The number of ELA Interim Block

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	within the court school can benefit from more tailored and focused instruction. Such an environment not only supports academic achievement but also promotes a more supportive and responsive educational environment.The decision to employ an additional teacher and reduce class sizes schoolwide in the court school is a strategic approach to enhance educational equity, improve the effectiveness of academic interventions, and elevate overall student academic performance.	Assessments administered to students.
1.c.3	**Action:** Community Outreach and Career Counselors **Need:** In JCCS, we have seen an increase in the number of socio-economically disadvantaged (SED) students needing support with resolving conflicts and with transitioning in and out of school. SED students are continuing to engage in behaviors that result in a high number of suspensions. Based on the 2024 California Dashboard for the Community School, SED students have shown a 25.3% increase in their suspension rate as compared to the previous year, and 41.3% of SED students had been suspended for at least one day. Although we are seeing a reduction in suspensions during the 2024-25 school year, as of March 7th, 39.5% of SED students have been suspended for at least one day. Additionally, due to the nature of both the Community School and the Court School,	In order to reduce suspensions and support students as they transition in and out of the Community School and the Court School, the Community Outreach and Career Counselors will focus on providing increased services to SED students by facilitating conflict resolutions between students and collaborating with the staff at the partner schools to support the transitions. Additionally, when a student begins at the either school, the Community Outreach and Career Counselor will complete a records review and ensure that each student has an Individualized Learning Plan (ILP). Each ILP includes the courses that a student will be enrolled in, assuring that students have a broad course of study that includes CTE and A-G courses. Providing this on an LEA-wide basis is justified because although initially targeted at socio-economically disadvantaged students, which is 100% of our students, all students within the court	-The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study. -The number of conflict resolutions and/or restorative circles / conferences.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	many students transition in and out throughout the year. Last year, the instability rate was 93.6%, and this year there has been a slight increase to 94.2%. The instability rate describes the percentage of students that do not remain at either school for the entire year. In fact, the average days of enrollment for a Community School student for this school year as of March 7th is 78 days and a Court School student is 38 days. **Scope:** LEA-wide	and community system may benefit from transition support and conflict resolution.	
2.a.3	**Action:** Parent Engagement Events **Need:** English Learners are continuing to underachieve in all areas, including ELA and math as measured by CAASPP and local assessments, reclassification rates, and making progress on the ELPAC. During the 2023-24 school year, 4.8% (1/21) of our EL students scored “standard nearly met” and 0% (0/21) scored “met” on the ELA portion of the CAASPP and 0% (0/18) scored “standard nearly met” or “standard met” on the math portion of the CAASPP. During the 2024-25 school year, 96.8% (30/31) of our EL students are scoring 1 or more grades below grade level on the ELA local assessment (DORA), and 3.2% (1/31) of our EL students scored at or within the grade level on the ELA local assessment (DORA). On the math local assessment (ADAM), 100% (29/29) of our ELs	The planned action of holding parent engagement events that includes outreach, language access, and refreshments is directly aimed at increasing parent/guardian engagement for the parent/guardians of ELs. These events will be opportunities to provide information to families that will allow them to better support the engagement of their children in school, including the academic expectations and additional support available. Recognizing the importance of sustained engagement, we rely on the specialized services of the Promotores—trusted community health workers with firsthand experience, a depth of knowledge related to the culture and language needs of the communities they serve. With extensive training in community health and engagement, Promotores possess a unique ability to forge meaningful connections based on shared experiences, fostering trust, and understanding. They also are highly trained interpreters that are able to interpret in three languages, Spanish, English, and Mixteco. In collaboration with JCCS	The percentage of parents attending Parent Information Nights, including Back to School Night and Open House.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are more than 1 grade level below grade level. Lastly, during the 2024-25 school year, one EL was reclassified and 40.6% of the ELs improved a level on the ELPAC. Research indicates that not only does parental involvement lead to improved academic outcomes, but it also has a positive impact on students' social and emotional skills and decreases instances of delinquency. While we have made strides in increasing parent/guardian engagement, we need to continue to have an intentional focus on engaging families of our English Learner students. For parent/teacher conferences we continue to increase the number of parent/guardians that participate in teacher conferences. This year we improved by 2.38%, however, we are 5% below the target outcome of 95%. Parents and guardians also expressed a high level (48.1%) of wanting more information about how their students are progressing in school. However, an average of 33% of parents/guardians attended the parent/guardian events and workshops, below our desired outcome of 40%. Furthermore, our parents/guardians continue to express a need for informational workshops. According to the 2024-25 parent/guardian survey, 55.6% are seeking additional information about the programs offered at Court and Community schools. Additionally, 18.5% are requesting information regarding drug and alcohol abuse, while 40.7% are interested in learning about counseling services. In particular, the parent engagement events are geared towards	staff, Promotores will co-develop and co-lead workshops, ensuring language accessibility for our EL families. Additionally, we will provide dinner to incentivize attendance, particularly during evening events. Providing this on a LEA-wide basis is justified because, although initially targeted at ELs and their families, which is 31% of our students, all families within the court and community system can benefit from parent/guardian engagement events tailored to the topics they have requested in the recent parent/guardian survey. As evidenced by the high numbers of students who are chronically absent (69.6% of our junior high students and 26.3% of our high school students) and behaviors that are leading to exclusionary discipline (14.1% suspension rate), all parents/guardians are in need of information that will allow them to support their children in overcoming barriers that are impacting their ability to access school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	supporting families in removing barriers for students in accessing school. **Scope:** LEA-wide		
2.a.5	**Action:** Translation Services **Need:** At JCCS, 31% of our students are designated as ELs. And, based on the 2024-25 school year, one EL was reclassified and 40.6% of the ELs improved a level on the ELPAC. Additionally, a couple of our EL students are newcomers and need the support of a bilingual staff member to access their learning while at school. In addition to our organized parent/guardian engagement events, JCCS staff maintain ongoing communication with parents/guardians of ELs for various school-related matters. According to the results of the home language survey, a significant portion of our parents/guardians speak a language other than English, Spanish-speaking parents/guardians are 51.2% and Mixtec-speaking parents/guardians are 10.2%, whereas 42% JCCS staff members are English-only speakers. As a result, we rely on 11 bilingual staff members who receive the differential pay to facilitate school-to-home communication with parents/guardians of ELs	Based on this data, it's evident that we need to continue to enhance our school-to-home communication efforts, particularly by providing translation and interpretation to bridge language barriers for our parents/guardians of ELs. The action of providing translation services through the use of JCCS bilingual staff directly addresses the language access needs of our parents/guardians of ELs. Since the people providing the translation and interpretation services are JCCS staff, they are also able to support EL students on a daily basis. Providing this on an LEA-wide basis is justified because, although initially targeted at ELs and their families, which is 31% of our students, all Spanish and Mixteco speaking families (61.4%) within the court and community system can benefit from translation and interpretation to support their communication with staff.	-The percentage of parents who participate in parent/teacher conferences. -The percentage of Court School parents/guardians that participate in their child's IEP meetings. -The percentage of Court School parents/guardians that provide input during IEP assessment of their child.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	regarding attendance, behavior, and academic progress. According to feedback gathered from the parent/guardian survey, 80% of respondents indicated satisfaction with the school's communication regarding their child's progress, and 83.3% were satisfied with communication regarding their child's attendance. While these figures represent a slight increase from the previous year, parents continue to report that they would like to know more about their child's progress (48.1%) and attendance in school (40.7%). Furthermore, 100% of our parents participated in the IEP process, and 89.38% participated in parent/teacher conferences. To maintain this high level of engagement in the IEP process and to increase parent/guardian perception data, it's imperative that we provide translation and interpretation services to our non-English speaking families. **Scope:** LEA-wide		
2.b.3	**Action:** Behavioral Health Counselors **Need:** According to the Santa Barbara County Department of Behavioral Wellness, 100% of our socio-economically disadvantaged court school students have experienced trauma. Much of this is due to their inconsistent support system and an unstable home environment. In 2023-24, we experienced an	Based on this data, it is evident that students are in need of individual and group counseling sessions provided by behavioral health practitioners, specifically a Substance Use Disorder Counselor and Mental Health and Social Worker. The group and individual counseling sessions will be provided through contract services with CADA and FSA. The group and individual counseling sessions will use evidence-based counseling practices and curricula such as Motivational Interviewing, Cognitive Behavioral	-The percentage of students suspended one or more days. -The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	increase in student volatility resulting in a suspension rate of 20.1%, and for the 2024-25 school year, we have been able to decrease the suspension rate by 6%; however, 100% of the students suspended were low-income. The Court School in particular was impacted this past year, with students booked in for more violent offenses as compared to last year. We have seen a similar pattern of volatile behaviors exhibited by Community School students for the past two years, and our data reflects a suspension rate of 38.6%. Therefore, our data demonstrates that our socio-economically disadvantaged students require interventions that support conflict resolution, anger management, and drug and alcohol use in the form of individual and group counseling sessions. Additionally, our parents/guardians have voiced the need for counseling and information related to drug and alcohol use so that they can support their children, 40.7% of the parents/guardians requested information related to counseling services and 18.5% of the parents/guardians requested information related to alcohol and drug abuse. Also, JCCS students reported on the 2024-25 California Healthy Kids Survey that 34% of them had used alcohol or drugs within 30 days of the survey, 24% agree or strongly agree that they have social-emotional distress, and 25% have reported that they have experienced chronic sadness/hopelessness in the past 12 months. The high need for behavioral health and wellness is resulting in escalated student behaviors that are often severe and violent.	Therapy, and the Matrix Model for Teens and Young Adults. When a student is referred to group or individual counseling, an assessment will be conducted. The results of the assessment will guide the plan for support. In addition, the behavioral health practitioners may provide presentations to students, staff, and parents/guardians that relate to behavioral health and wellness, including drug and alcohol use. Providing this on an LEA-wide basis is justified because although initially targeted at socio-economically disadvantaged students, which is 100% of our students, all students within the court and community system may benefit from group and individual counseling sessions.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These behaviors are such that students need to be removed from the classroom and/or school for safety reasons. When a student is removed from the classroom and/or school, they lose out on instruction, which impacts their learning and progress toward proficiency in grade-level standards and skills. Lastly, at the Community School, the high school students are working on completing their rehabilitation plans that were a result of their expulsion. All of the rehabilitation plans include some form of counseling and the completion of these plans and the terms is the only way that a student will be allowed to return to their home school. Returning to their home school is the ultimate goal for students who have been expelled. **Scope:** LEA-wide		
2.b.8	**Action:** Behavioral Support - Security Staff **Need:** In 2024-25, we continue to experience a high rate of student volatility at the Community School, resulting in a suspension rate of 38.6%, which is a slight decrease from the previous year of 39.3%; 100% of the students suspended were socio-economically disadvantaged. On the 2024-25 California Healthy Kids Survey, 57% of our students report that they feel very safe or safe while at school. And, in the focus group interviews, students at the Community school are sharing	The decision to contract a security guard for the Community School directly addresses the identified needs arising from increased student volatility and concerns about safety expressed by students, staff, and parents. By implementing a campus security guard, the school aims to provide a safer environment conducive to learning. Security personnel will be on campus for seven hours daily, overseeing and intervening as necessary before, during, and after school hours. This presence is expected to deter negative behaviors, provide rapid response to incidents, and help de-escalate potential conflicts, thereby directly contributing to a reduction in suspension	-The percentage of students that report that they feel safe in school. -The percentage of students suspended one or more days.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	concerns related to their safety. The low sense of safety is also being shared by the staff at the Community School in a variety of settings such as staff meetings, leadership meetings, and labor negotiations. The perceptions of staff that the Community School is unsafe stem from the increase in student behaviors that have resulted in suspension. In the recent parent/guardian survey, 86.7% of parents/guardians report that the school does a good job of keeping students safe and secure. However, parents of students at the Community School, when asked if they had anything more to add during the parent/guardian survey process, shared concerns related to the safety of their children. They requested an additional staff member who could help keep students safe, drug-free, and on campus. Therefore, contracting for the services of campus security guards has been determined to be a need. **Scope:** Schoolwide	rates and an enhanced sense of security among all educational partners. Providing this action on a Schoolwide basis is justified due to the unique challenges faced by the Community School, particularly the high rates of suspension of all students and the explicit concerns regarding safety from all members of the school community.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

Tables

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15,381,522	338,621	2.201%	0.000%	2.201%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,341,594.25	$1,083,764.95	$1,272,171.35	$585,489.03	$4,283,019.58	$3,891,234.18	$391,785.40

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.a.1	Embedded Intervention Academic Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	$0.00	$10,190.00	$9,690.00	$0.00	$0.00	$500.00	$10,190.00	
1	1.a.2	Professional Development on Curriculum and Workgroups	All	No			All Schools	Annual	$5,500.00	$34,000.00	$0.00	$39,500.00	$0.00	$0.00	$39,500.00	
1	1.a.3	Interim Assessments	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.a.4	Data Analysis	All	No			All Schools	Annual	$61,307.36	$0.00	$61,307.36	$0.00	$0.00	$0.00	$61,307.36	
1	1.a.5	Teacher-Student Ratios	Low Income	Yes	School wide	Low Income	Specific Schools: Court School 9-12	Annual	$242,374.12	$0.00	$242,374.12	$0.00	$0.00	$0.00	$242,374.12	
1	1.a.6	Instructional Staff	All	No			All Schools	Annual	$1,696,869.09	$0.00	$433,953.33	$0.00	$1,045,796.13	$217,119.63	$1,696,869.09	
1	1.a.7	Credit Recovery Software	All	No			All Schools 9-12	Annual	$0.00	$2,760.00	$0.00	$2,760.00	$0.00	$0.00	$2,760.00	
1	1.b.1	WASC Accreditation and Leadership Team	All	No			All Schools	Annual	$1,320.00	$8,680.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
1	1.b.2	Course of Study Assignment	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.b.3	A-G Courses	All	No			All Schools 9-12	Annual	$3,520.00	$0.00	$0.00	$3,520.00	$0.00	$0.00	$3,520.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.c.2	CTE Course Development and Implementation	All	No			All Schools 9-12	Annual	$157,768.00	$0.00	$2,640.00	$155,128.00	$0.00	$0.00	$157,768.00	
1	1.c.3	Community Outreach and Career Counselors	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	$265,006.96	$0.00	$132,503.48	$132,503.48	$0.00	$0.00	$265,006.96	
1	1.d.1	ELPAC Training	English Learners	No			All Schools	Annual	$5,598.56	$50.00	$384.00	$0.00	$2,173.50	$3,091.06	$5,648.56	
1	1.d.2	ELD Curriculum and Instruction	English Learners	No			All Schools	Annual	$0.00	$11,245.00	$3,745.00	$7,500.00	$0.00	$0.00	$11,245.00	
1	1.d.3	Reclassification of EL students	English Learners	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.d.4	Observation Protocol for Teachers of English Learners (OPTEL) Training	English Learners	No			All Schools	Annual	$880.00	$2,500.00	$0.00	$3,380.00	$0.00	$0.00	$3,380.00	
1	1.e.1	Individual Transition Plans	Students with Disabilities	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.e.2	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.e.3	Services for Students with Disabilities	Students with Disabilities	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.a.1	School Site Council	All	No			All Schools	Annual	$0.00	$350.00	$350.00	$0.00	$0.00	$0.00	$350.00	
2	2.a.2	Parent-Teacher Conference	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.a.3	Parent Engagement Events	English Learners	Yes	LEA-wide	English Learners	All Schools	Annual	$0.00	$61,500.00	$61,500.00	$0.00	$0.00	$0.00	$61,500.00	
2	2.a.4	ParentSquare Licenses	All	No			All Schools	Annual	$0.00	$1,100.00	$1,100.00	$0.00	$0.00	$0.00	$1,100.00	
2	2.a.5	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	Annual	$25,004.00	$0.00	$6,698.66	$1,253.60	$9,482.72	$7,569.02	$25,004.00	
2	2.a.6	IEP Parent Attendance	Students with Disabilities	No			Specific Schools: Court School	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.a.7	Parents Included in IEP Assessments	Students with Disabilities	No			Specific Schools: Court School	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.b.1	Community School Gym	All	No			Specific Schools: Community School	Annual	$0.00	$74,684.00	$0.00	$0.00	$74,684.00	$0.00	$74,684.00	
2	2.b.2	Academic and Behavioral Support	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.b.3	Behavioral Health Counselors	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	$350,637.40	$0.00	$238,637.40	$0.00	$112,000.00	$0.00	$350,637.40	
2	2.b.4	Transition Support for Students	All	No			All Schools	Annual	$64,413.17	$0.00	$0.00	$0.00	$0.00	$64,413.17	$64,413.17	
2	2.b.5	School Attendance Review Board (SARB)	All	No			Specific Schools: Community School	Annual	$0.00	$400.00	$400.00	$0.00	$0.00	$0.00	$400.00	
2	2.b.6	WiFi Hotspots	All	No			All Schools	Annual	$0.00	$4,560.00	$4,560.00	$0.00	$0.00	$0.00	$4,560.00	
2	2.b.7	Planning for the Implementation of California Community School Partnership Program (CCSPP)	All	No			Specific Schools: Community School	Annual	$90,978.52	$62,000.00	$0.00	$152,978.52	$0.00	$0.00	$152,978.52	
2	2.b.8	Behavioral Support - Security Staff	Low Income	Yes	School wide	Low Income	Specific Schools: Community School	Annual	$0.00	$56,070.00	$28,035.00	$0.00	$28,035.00	$0.00	$56,070.00	
3	3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	Foster Youth	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.a.2	Improve Inter-agency collaboration and efficacy	Foster Youth	No			All Schools	Annual	$685,117.18	$0.00	$0.00	$392,321.03	$0.00	$292,796.15	$685,117.18	
3	3.a.3	Strengthening Collaboration with Districts	Foster Youth	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.a.4	Improve Collaboration within the Department	Foster Youth	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.a.1	Teacher Credentials	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.a.2**	Standards Aligned Curriculum	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.a.3**	School Facilities	All	No			All Schools	Annual	$25,107.78	$0.00	$25,107.78	$0.00	$0.00	$0.00	$25,107.78	
4	**4.b.1**	County Plan for Expelled Youth	All	No			All Schools	Annual	$70,608.12	$0.00	$70,608.12	$0.00	$0.00	$0.00	$70,608.12	
4	**4.b.2**	Expelled Youth Rehabilitation Plans for JCCS Students	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.a.1**	Calming Space for Students	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			Specific Schools: Community School	Annual	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	
5	**5.a.2**	Staff Professional Development	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			All Schools	Annual	$2,756.32	$23,296.40	$18,000.00	$8,052.72	$0.00	$0.00	$26,052.72	
5	**5.a.3**	JCCS Coordinator	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged,	No			All Schools	Annual	$136,467.60	$0.00	$0.00	$136,467.60	$0.00	$0.00	$136,467.60	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			students with disabilities, and students experiencing homelessness													
5	**5.a.4**	Student OnBoarding Process	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			All Schools	Annual	$0.00	$1,500.00	$0.00	$1,500.00	$0.00	$0.00	$1,500.00	
5	**5.a.5**	Student Led Campus Beautification Projects and Clubs	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			Specific Schools: Community School	Annual	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	
5	**5.a.6**	Behavioral Support with Joven Noble	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing	No			Specific Schools: Community School	Annual	$0.00	$33,900.00	$0.00	$33,900.00	$0.00	$0.00	$33,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			homelessness													

2025-26 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
15,381,522	338,621	2.201%	0.000%	2.201%	$719,438.66	0.000%	4.677 %	**Total:**	$719,438.66
								LEA-wide Total:	$449,029.54
								Limited Total:	$0.00
								Schoolwide Total:	$270,409.12

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.a.1**	Embedded Intervention Academic Support	Yes	LEA-wide	Low Income	All Schools	$9,690.00	
1	**1.a.5**	Teacher-Student Ratios	Yes	Schoolwide	Low Income	Specific Schools: Court School 9-12	$242,374.12	
1	**1.c.3**	Community Outreach and Career Counselors	Yes	LEA-wide	Low Income	All Schools	$132,503.48	
2	**2.a.3**	Parent Engagement Events	Yes	LEA-wide	English Learners	All Schools	$61,500.00	
2	**2.a.5**	Translation Services	Yes	LEA-wide	English Learners	All Schools	$6,698.66	
2	**2.b.3**	Behavioral Health Counselors	Yes	LEA-wide	Low Income	All Schools	$238,637.40	
2	**2.b.8**	Behavioral Support - Security Staff	Yes	Schoolwide	Low Income	Specific Schools: Community School	$28,035.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,529,761.85	$3,389,275.62

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)
1	**1.a.1**	Embedded Intervention Academic Support	Yes	$11,730.00	$10,190.00
1	**1.a.2**	Professional Development Workgroups	No	$42,155.20	$38,293.80
1	**1.a.3**	Interim Assessments	No	$0.00	$0.00
1	**1.a.4**	Data Analysis	No	$57,000.96	$58,529.95
1	**1.a.5**	Teacher-Student Ratios	Yes	$226,191.36	$230,872.18
1	**1.a.6**	Instructional Staff	No	$1,573,554.87	$1,523,186.84
1	**1.a.7**	Credit Recovery Software	No	$6,600.00	$2,760.00
1	**1.b.1**	WASC Accreditation and Leadership Team	No	$3,010.00	$1,740.00
1	**1.b.2**	Course of Study Assignment	No	$0.00	$0.00
1	**1.b.3**	A-G Courses	No	$2,880.00	$2,083.15

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.2	CTE Course Development and Implementation	No	$2,640.00	$566.99
1	1.c.3	Community Outreach and Career Counselor	Yes	$117,396.52	$124,487.59
1	1.d.1	ELPAC Training	No	$8,231.52	$5,583.89
1	1.d.2	ELD Instruction	No	$2,692.00	$2,692.00
1	1.d.3	Reclassification of EL students	No	$0.00	$0.00
1	1.d.4	Observation Protocol for Teachers of English Learners (OPTEL) Training	No	$3,000.00	$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	School Site Council	No	$150.00	$313.14
2	2.a.2	Parent-Teacher Conference	No	$0.00	$0.00
2	2.a.3	Parent Engagement Events	Yes	$62,700.00	$61,734.55
2	2.a.4	ParentSquare Licenses	No	$735.00	$1,156.00

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)
2	2.a.5	Translation Services	Yes	$24,150.73	$20,327.38
2	2.a.6	IEP Parent Attendance	No	$0.00	$0.00
2	2.a.7	Parents Included in IEP Assessments	No	$0.00	$0.00
2	2.b.1	Positive Behavior Incentive Program	No	$20,000.00	$12,600.00
2	2.b.2	FitzGerald Gym	No	$74,684.00	$76,034.46
2	2.b.3	Behavioral Health and CPI Training	No	$5,500.00	$0.00
2	2.b.4	Academic and Behavioral Support	No	$0.00	$0.00
2	2.b.5	Behavioral Health Counselors	Yes	$177,457.00	$168,514.16
2	2.b.6	Transition Support for Students	No	$61,788.83	$15,139.23
2	2.b.7	School Attendance Review Board (SARB)	No	$400.00	$400.00
2	2.b.8	WiFi Hotspots	No	$4,600.00	$4,598.40
2	2.b.9	Planning for the Implementation of California Community School Partnership Program (CCSPP)	No	$84,683.60	$85,754.94
2	2.b.10	Behavioral Support - Security Staff	Yes	$90,000.00	$56,025.50

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.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	No	$0.00	$0.00
3	3.a.2	Improve Inter-agency collaboration and efficacy	No	$618,483.00	$643,193.78
3	3.a.3	Strengthening Collaboration with Districts	No	$0.00	$0.00
3	3.a.4	Improve Collaboration within the Department	No	$0.00	$0.00
4	4.a.1	Teacher Credentials	No	$0.00	$0.00
4	4.a.2	Standards Aligned Curriculum	No	$0.00	$0.00
4	4.a.3	School Facilities	No	$25,107.78	$26,492.82
4	4.b.1	County Plan for Expelled Youth	No	$53,164.08	$66,477.39
4	4.b.2	Expelled Youth Rehabilitation Plans for JCCS Students	No	$0.00	$0.00
5	5.a.1	Calming Space for Students	No	$5,000.00	$2,493.01
5	5.a.2	Staff Professional Development	No	$15,000.00	$14,944.52
5	5.a.3	JCCS Coordinator	No	$127,025.40	$128,632.22
5	5.a.4	Student Support Specialist Stipend	No	$9,800.00	$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)
5	**5.a.5**	Student OnBoarding Process	No	$2,250.00	$872.18
5	**5.a.6**	Student Led Campus Beautification Projects and Clubs	No	$10,000.00	$2,585.55

2024-25 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)
362,201	$593,858.41	$599,136.57	($5,278.16)	0.000%	0.000%	0.000%

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	Embedded Intervention Academic Support	Yes	$11,230.00	$9,690.00		
1	1.a.5	Teacher-Student Ratios	Yes	$226,191.36	$230,872.18		
1	1.c.3	Community Outreach and Career Counselor	Yes	$62,865.94	$66,663.06		
2	2.a.3	Parent Engagement Events	Yes	$62,700.00	$60,984.93		
2	2.a.5	Translation Services	Yes	$8,414.11	$6,386.74		
2	2.b.5	Behavioral Health Counselors	Yes	$177,457.00	$168,514.16		
2	2.b.10	Behavioral Support - Security Staff	Yes	$45,000.00	$56,025.50		

2024-25 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)
15,381,522	362,201	0.00%	2.355%	$599,136.57	0.000%	3.895%	$0.00	0.000%

Local Control and Accountability Plan 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.

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 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

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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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