

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

**2021-24**



**2021-22 Budget Overview  
for Parents**

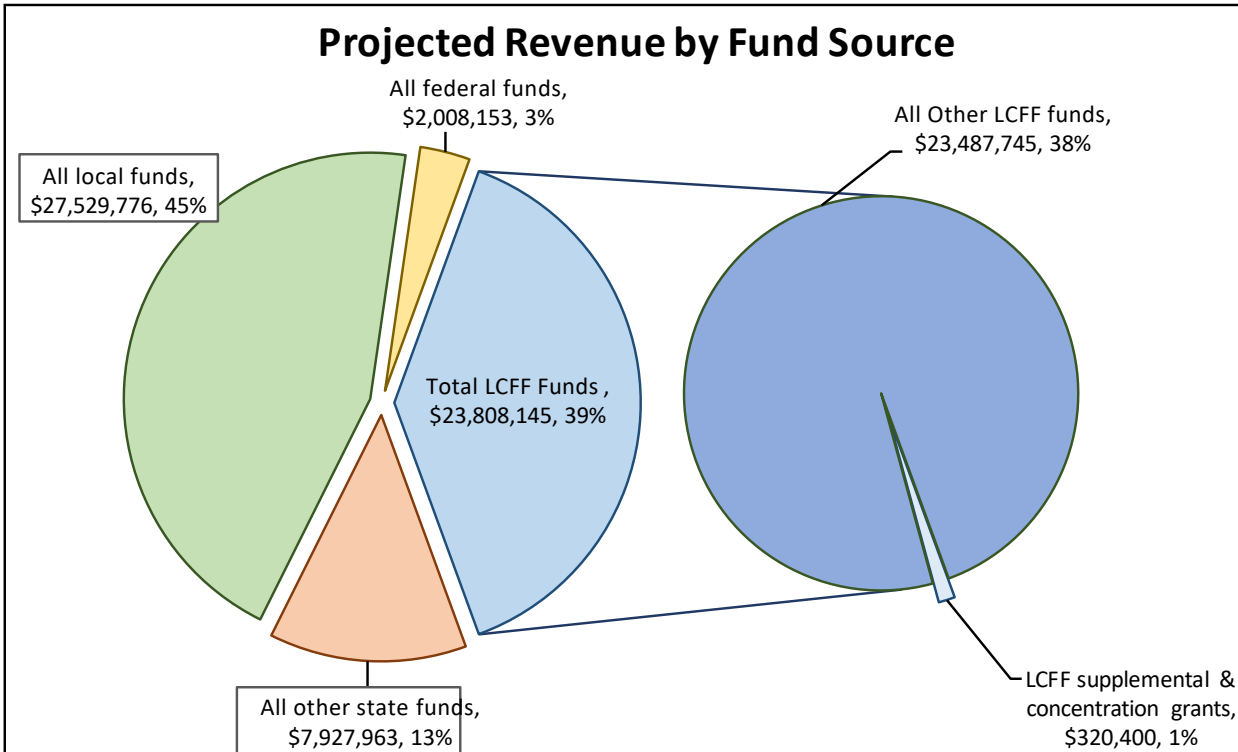
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Barbara County Education Office  
CDS Code: 42-10421-0000000  
School Year: 2021 – 22  
LEA contact information: Debbie Breck, 805-964-4711, ext. 5227, dbreck@sbceo.org

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

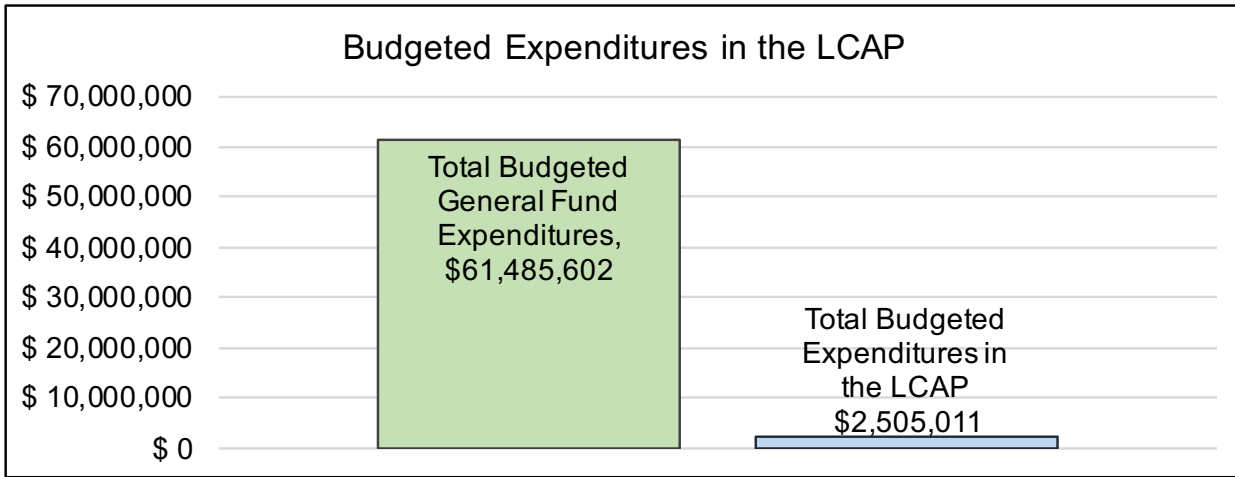


This chart shows the total general purpose revenue Santa Barbara County Education Office expects to receive in the coming year from all sources.

The total revenue projected for Santa Barbara County Education Office is \$61,274,037.00, of which \$23,808,145.00 is Local Control Funding Formula (LCFF), \$7,927,963.00 is other state funds, \$27,529,776.00 is local funds, and \$2,008,153.00 is federal funds. Of the \$23,808,145.00 in LCFF Funds, \$320,400.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Santa Barbara County Education Office plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Barbara County Education Office plans to spend \$61,485,602.00 for the 2021 – 22 school year. Of that amount, \$2,505,011.00 is tied to actions/services in the LCAP and \$58,980,591.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

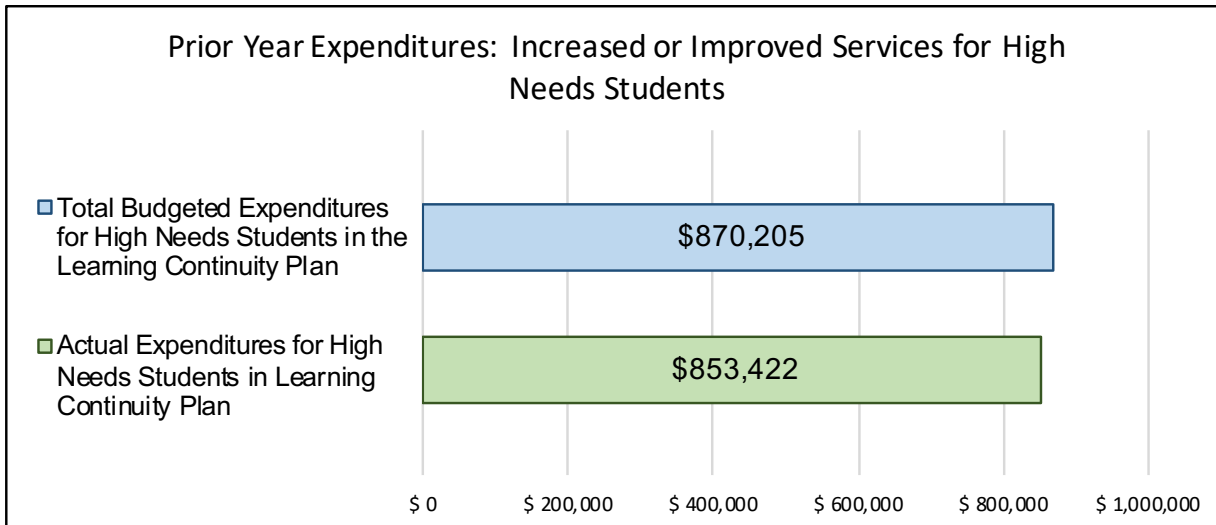
Student Services/Support (Special Education; JCCS Base, Title ID, and IIA; Child Welfare & Attendance; Career Technical Education; Transitional Youth); District & Teacher Services/Support ( Curriculum & Instruction; Educational Technology; STRS Counseling; Teacher Induction; Financial Systems; Information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

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Santa Barbara County Education Office is projecting it will receive \$320,400.00 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 \$385,378.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Santa Barbara County Education Office budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Santa Barbara County Education Office's Learning Continuity Plan budgeted \$870,205.00 for planned actions to increase or improve services for high needs students. Santa Barbara County Education Office actually spent \$853,422.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$16,783.00 had the following impact on Santa Barbara County Education Office's ability to increase or improve services for high needs students:

JCCS implemented all planned actions and services as outlined in the 2020-21 LCP. The actual total budgeted expenditures were less than initially planned because salary and benefit costs for the additional two teachers were over estimated.



**2019-20 LCAP Annual Update and  
2020-21 Learning Continuity and  
Attendance (LCP) Annual Update**

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Assistant Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4711

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

All students will be engaged in a standards-aligned and relevant course of study, state and local assessments will be effectively used for formative and summative evaluation, and educational professionals will be highly qualified and well prepared to support the learning needs of all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          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)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 1.a Metrics/Indicators:</p> <ul style="list-style-type: none"> <li>• Williams Instructional Materials Report</li> <li>• Percent of students earning credits at an accelerated rate</li> <li>• CAASPP ELA reports</li> <li>• CAASPP Math reports</li> <li>• SRI Lexile Pre/Post Report</li> <li>• SMI Quantile Pre/Post Report will</li> <li>• Completed Walkthrough Tools</li> <li>• ILP completion rates</li> </ul>	<p>1.a Actual Outcomes:</p> <ul style="list-style-type: none"> <li>• 100% of court and community school students have access to standards-aligned instructional materials. (MET)</li> <li>• 84.1% of long-term students earned credits at an accelerated pace, which is an 0.1% increase (NOT MET)</li> <li>• Due to COVID-19 and schools closing for in-person instruction the CAASPP was not administered in 2019-20, therefore we don't have ELA reports. (NOT MET due to CAASPP not administered)</li> <li>• Due to COVID-19 and schools closing for in-person instruction the CAASPP was not administered in 2019-20, therefore we don't have math reports. (NOT MET due to CAASPP not administered)</li> <li>• The average SRI post-test Lexile level increased by 56 points. (MET)</li> <li>• The average SMI post-test Quantile level increased by 20 points. (MET)</li> <li>• 100% of teachers reviewed CBL implementation and Walkthrough Tool results during staff meetings (MET)</li> <li>• 100% of students have a completed ILP (MET)</li> </ul>

Expected	Actual
<p><b>19-20</b> 1.a Expected Outcomes:</p> <ul style="list-style-type: none"> <li>• 100% of court and community school students will be provided sufficient access to standards aligned instructional materials.</li> <li>• The percentage of long-term students earning credits at an accelerated pace will increase by 2% from baseline.</li> <li>• The percentage of court/community students scoring Nearly Met or above on the Smarter Balanced ELA assessment will increase by 3% from baseline.</li> <li>• The percentage of court/community school students scoring Nearly Met or above on the Smarter Balanced Mathematics assessment will increase by 5% from baseline.</li> <li>• The average Scholastic Reading Inventory (SRI) post-test Lexile level will increase by 20 Lexile points above the pre-test for long-term JCCS students.</li> <li>• The average Scholastic Math Inventory (SMI) post-test Quantile level will increase by 15 points above the pre-test for long-term JCCS students.</li> <li>• 100% of JCCS teachers will use the CBL Walkthrough Tool for self-analysis and collaboratively discuss results with colleagues at staff meetings.</li> <li>• JCCS teachers will continue to utilize the ILP protocol with 100% of JCCS students to ensure access to and completion of courses needed for graduation.</li> </ul>	

Expected	Actual
<p><b>Baseline</b> 1.a Baselines:</p> <ul style="list-style-type: none"> <li>• 100%</li> <li>• 83%</li> <li>• 26% Court / 28% Community</li> <li>• 0% Court / 0% Community</li> <li>• Pre/Post Growth: 0</li> <li>• Pre/Post Quantile Growth: 55 Points</li> <li>• 100%</li> <li>• 100%</li> </ul>	
<p><b>Metric/Indicator</b> 1.b Metrics/Indicators:</p> <ul style="list-style-type: none"> <li>• Williams report and VPSS certification</li> <li>• Professional development sign-in sheets and visitations based on the CBL Walkthrough Tool</li> </ul> <p><b>19-20</b> 1.b Expected Outcomes:</p> <ul style="list-style-type: none"> <li>• All court and community school teachers will be highly qualified.</li> </ul>	<p>1.b Actual Outcomes:</p> <ul style="list-style-type: none"> <li>• 100% of teachers are highly qualified. (MET)</li> <li>• 100% of JCCS staff made instructional shifts toward the implementation of ELA/ELD standards by attending a full-day summer workshop and engaging in ongoing CBL planning/alignment sessions. CBL planning/alignment sessions occurred through quarterly CBL Workgroup meetings, monthly Leadership Team meetings, and weekly staff meetings. (MET)</li> <li>• 100% of JCCS staff made instructional shifts toward the implementation of math standards. All mathematics teachers and Teaching Assistants participated in training</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>All JCCS staff will make continued instructional shifts toward the implementation of ELA/ELD and Mathematics standards and will continue to utilize assessment results to inform standards-based instructional practice.</li> </ul> <p><b>Baseline</b> 1.b Baselines:</p> <ul style="list-style-type: none"> <li>100%</li> <li>100%</li> </ul>	<p>specific to the recently adopted mathematics curriculum. (MET)</p>
<p><b>Metric/Indicator</b> 1.c Metrics/Indicators:</p> <ul style="list-style-type: none"> <li>CTE course completion rates</li> <li>Participation in career awareness opportunities</li> <li>Review of Individual Transition Plans (ITP)</li> </ul> <p><b>19-20</b> 1.c Expected Outcomes:</p> <ul style="list-style-type: none"> <li>15% of Los Robles students will complete a direct instruction CTE course.</li> <li>It is expected that 100% of JCCS students will continue to participate in career awareness opportunities unless prohibited by Probation due to disciplinary actions.</li> </ul>	<p>1.c Actual Outcomes:</p> <ul style="list-style-type: none"> <li>20% of students completed CTE courses at Los Robles. (CTE classes were suspended when schools transitioned to Distance Learning) (MET)</li> <li>100% of JCCS students participated in career awareness opportunities. (MET)</li> <li>100% of students 15 years or older with disabilities had a Transition Plan included in their IEP. (MET)</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>100% of students with disabilities who are 15 years or older will have as part of their IEP a comprehensive Individual Transition Plan (ITP), inclusive of goals and services that address students' post-secondary goals, and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</li> </ul> <p><b>Baseline</b> 1.c Baselines:</p> <ul style="list-style-type: none"> <li>12%</li> <li>100%</li> <li>100%</li> </ul>	
<p><b>Metric/Indicator</b> 1.d Metrics/Indicators:</p> <ul style="list-style-type: none"> <li>Training sign-in sheets</li> <li>ELPAC Reports</li> <li>CDE Reclassification Rate</li> </ul> <p><b>19-20</b> 1.d Expected Outcomes:</p> <ul style="list-style-type: none"> <li>100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including a continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform</li> </ul>	<p>1.d Actual Outcomes:</p> <ul style="list-style-type: none"> <li>100% of JCCS teachers participated in professional development specific to English Learners. (MET)</li> <li>43.8% of students scored at ELPAC Level 3 and above (MET)</li> <li>Reclassification Rates 1.2% Court and 7.1% Community (NOT MET)</li> </ul> <p>It should be noted that with our transient population, we have completely different students from one year to the next. Both students who were eligible for reclassification were reclassified in 2019-20.</p>

Expected	Actual
<p>instructional practice to enable ELs to access the CCSS and ELD standards.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students scoring at ELPAC Level 3 and above by 1%.</li> </ul> <p>Baseline: 53.7% scored at ELPAC Level 3 and above in 2018</p> <ul style="list-style-type: none"> <li>• The reclassification rate for JCCS English Learners will increase by 6% from the 2015-16 baseline.</li> </ul> <p><b>Baseline</b> 1.d Baselines:</p> <ul style="list-style-type: none"> <li>• 100%</li> <li>• This is a new Expected Outcome and baseline data does not exist. The baseline for Year 3 will be equal to the data reported in the Actual Measurable Outcomes at end of Year 2 for these Metrics/Indicators.</li> <li>• 2015-16 Reclassification Rates: 3.6% Court / 3.3% Community</li> </ul>	
<p><b>Metric/Indicator</b> 1.e Metrics/Indicators:</p> <ul style="list-style-type: none"> <li>• IEP goal progress</li> <li>• Review of IEP goals</li> </ul>	<p>1.e Actual Outcomes:</p> <ul style="list-style-type: none"> <li>• 100% of students with disabilities participated in an instructional program reflective of appropriately differentiated instruction, accommodations, and modifications. (MET)</li> </ul>

Expected	Actual
<p><b>19-20</b> 1.e Expected Outcomes:</p> <ul style="list-style-type: none"> <li>• 100% of students with disabilities will participate in an instructional program reflective of appropriately differentiated instruction, accommodations, and modifications.</li> <li>• All special education students will have IEP goals that reflect alignment with CCSS.</li> </ul> <p><b>Baseline</b> 1.e Baseline:</p> <ul style="list-style-type: none"> <li>• 100%</li> <li>• 100%</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of special education students had standards-aligned IEP goals. (MET)</li> </ul>
<p><b>Metric/Indicator</b> 1.f Metrics/Indicators:</p> <ul style="list-style-type: none"> <li>• Training sign-in sheets</li> </ul> <p><b>19-20</b> 1.f Expected Outcomes:</p> <ul style="list-style-type: none"> <li>• 90% of JCCS teachers will participate in study or training related to trauma-informed care, resiliency, restorative practices.</li> </ul> <p><b>Baseline</b></p>	<p>1.f Actual Outcomes:</p> <ul style="list-style-type: none"> <li>• 100% of JCCS teachers participated in a refresher training in the Community Resiliency Model by attending training centered around brain-based science and Trauma-Informed Care. (MET)</li> </ul>

Expected	Actual
1.f Baseline: <ul style="list-style-type: none"> <li>70% attendance</li> </ul>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>1.a.1 JCCS staff will submit the ACS WASC Affiliation Request application by September 2020 and work toward submitting the ACS WASC Initial Visit School Description application by December 2020. This would prompt a spring 2021 initial visit.</li> <li>1.a.2 JCCS staff will continue to assign students to courses according to the approved course of study.</li> <li>1.a.3 JCCS administrators and staff will continue to follow the Credits Earned Policy to ensure students in court and community schools are on track to earn maximum credits.</li> <li>1.a.4 JCCS staff will continue to implement Character-Based Literacy and utilize Instructional Rounds to improve practice and strengthen calibration system-wide.</li> <li>1.a.5 JCCS will continue to incorporate technology into the instructional program by providing technology-based core, credit recovery, and intervention programs, and providing laptops for curriculum workgroup members. In 2019-20, laptops will be purchased for history/social studies workgroup members. We will continue to use E-rate funds to offset internet costs.</li> </ul>	<p>1000-1999: Certificated Personnel Salaries LCFF 1.a.1 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1.a.2 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1.a.3 No additional cost; part of regular staff duties</p> <p>1.a.4 CBL Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,500</p> <p>1.a.4 CBL Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,630</p> <p>1.a.5 IT Support 1000-1999: Certificated Personnel Salaries LCFF 1.a.5 No additional cost; part of regular staff duties</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 1.a.1 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1.a.2 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1.a.3 No additional cost; part of regular staff duties</p> <p>1.a.4 CBL Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,500</p> <p>1.a.4 CBL Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,473.69</p> <p>1.a.5 IT Support 5700-5799: Transfers Of Direct Costs LCFF \$17,303.81</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>1.a.6 JCCS will review and adopt a history/social science curriculum.</li> <li>1.a.7 JCCS will continue to provide a breadth of online coursework opportunities via Anywhere Learning System (A+).</li> <li>1.a.8 The JCCS Director, JCCS Testing Coordinator, and JCCS Leadership Team will create additional standards-based writing assessments to align with 2019-20 Character-Based Literacy titles. Writing assessment results will be analyzed to inform system-wide Character-Based Literacy instruction.</li> <li>1.a.9 JCCS staff will continue to review SRI and SMI results to make placement decisions and inform instruction.</li> <li>1.a.10 The JCCS Director, JCCS Testing Coordinator, and JCCS Leadership Team will continue to incorporate Smarter Balanced Interim Assessments into the instructional program, as appropriate, to inform instruction.</li> <li>1.a.11 Los Robles staff will continue to offer Homework Club to provide greater instructional support and access to credit recovery coursework.</li> <li>1.a.12 JCCS staff will continue to work with Probation to maximize instructional minutes, allowing students to take advantage of instructional support and online coursework.</li> <li>1.a.13 SBCEO will reduce the student/teacher ratio at Dos Puertas to provide greater access to direct instruction course offerings.</li> <li>1.a.14 Teachers and teaching assistants will continue to provide instruction through whole group, small group, and one-to-one instruction.</li> </ul>	<ul style="list-style-type: none"> <li>1.a.5 Chromebooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$267</li> <li>1.a.5 History/SS Workgroup Laptops 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,300</li> <li>1.a.5 E-rate offset 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$31,200</li> <li>1.a.5 Math Intervention Software 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,990</li> <li>1.a.6 History/Social Science materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000</li> <li>1.a.7 A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000</li> <li>1.a.8 CBL Workgroup Substitute Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,250</li> <li>1.a.8 CBL Workgroup Substitute Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$155</li> </ul>	<ul style="list-style-type: none"> <li>1.a.5 Chromebooks 4000-4999: Books And Supplies LCFF Base \$0</li> <li>1.a.5 History/SS Workgroup Laptops 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,586.25</li> <li>1.a.5 E-rate offset 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$31,279.66</li> <li>1.a.5 Math Intervention Software 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$11,470</li> <li>1.a.6 History/Social Science materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,800.88</li> <li>1.a.7 A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$5,000</li> <li>1.a.8 CBL Workgroup Substitute Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,058.77</li> <li>1.a.8 CBL Workgroup Substitute Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$32.15</li> </ul>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>1.a.15 Hours were added to the Dos Puertas and Los Robles Office Assistants positions to facilitate effective transitions as students enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and move into higher education). Transition services were formerly provided by a Student Data Advisor, who will continue to provide ongoing training and support to our Office Assistants.</li> </ul>	<p>1.a.9 SRI &amp; SMI Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,270</p> <p>1.a.10 JCCS Testing Coordinator 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$32,495</p> <p>1.a.11 1000-1999: Certificated Personnel Salaries LCFF No additional cost; part of regular staff duties</p> <p>1.a.11 1000-1999: Certificated Personnel Salaries LCFF No additional cost; part of regular staff duties</p> <p>1.a.13 Dos Puertas Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$63,866</p> <p>1.a.13 Dos Puertas Teacher Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$24,240</p> <p>1.a.14 Teaching Assistant Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$88,240</p> <p>1.a.14 Teaching Assistant Benefits 3000-3999: Employee</p>	<p>1.a.9 SRI &amp; SMI Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,570</p> <p>1.a.10 JCCS Testing Coordinator 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$29,551</p> <p>1.a.11 1000-1999: Certificated Personnel Salaries LCFF No additional cost; part of regular staff duties</p> <p>1.a.11 1000-1999: Certificated Personnel Salaries LCFF No additional cost; part of regular staff duties</p> <p>1.a.13 Dos Puertas Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$63,865.80</p> <p>1.a.13 Dos Puertas Teacher Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,429.18</p> <p>1.a.14 Teaching Assistant Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85,409.38</p> <p>1.a.14 Teaching Assistant Benefits 3000-3999: Employee</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits LCFF Supplemental and Concentration \$73,913  1.a.15 2000-2999: Classified Personnel Salaries LCFF No additional cost; part of regular staff duties  1.a.15 Office Assistants 2000-2999: Classified Personnel Salaries Title I \$50,331  1.a.15 Office Assistants 3000-3999: Employee Benefits Title I \$33,048	Benefits LCFF Supplemental and Concentration \$72,400.23  1.a.15 2000-2999: Classified Personnel Salaries LCFF No additional cost; part of regular staff duties  1.a.15 Office Assistants 2000-2999: Classified Personnel Salaries Title I \$50,330.60  1.a.15 Office Assistants 3000-3999: Employee Benefits Title I \$33,048.11
<ul style="list-style-type: none"> <li>1.b.1 SBCEO will require that all JCCS teachers take necessary coursework if they are not already fully credentialed.</li> <li>1.b.2 A JCCS professional development plan will be updated to include learning opportunities for ELA/ELD, Mathematics, and History/Social Studies.</li> <li>1.b.3 To ensure continuity of instruction, JCCS will continue to utilize the Automated Substitute Placement and Absence Management (AESOP) system for arranging qualified substitutes.</li> </ul>	1.b.1 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration No additional cost unless a new teacher is hired who needs additional coursework  1.b.2 Professional Development - Registration Costs 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,755  1.b.2 Substitute Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,350  1.b.2 Substitute Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$93  1.b.2 Professional Development Mileage 5000-5999: Services And Other Operating Expenditures	1.b.1 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration No additional cost  1.b.2 Professional Development - Registration Costs 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,350  1.b.2 Substitute Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,480.39  1.b.2 Substitute Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$196.19  1.b.2 Professional Development Mileage 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration \$100  1.b.3 AESOP 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$286	LCFF Supplemental and Concentration \$538.78  1.b.3 AESOP 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$286.44
<ul style="list-style-type: none"> <li>• 1.c.1 The SBCEO CTE/ROP administrator will be paid .2 FTE to perform the following services in collaboration with the JCCS administrator:</li> <li>• Provide two CTE courses (i.e., Culinary Arts and Small Gas Engines)</li> <li>• Convene advisory meetings with local business and industry members to obtain input and validation regarding CTE course outlines.</li> <li>• Work with Santa Barbara City College to offer dual enrollment for the Culinary Arts CTE course</li> <li>• Work to ensure that Culinary Arts completers receive SafeServe Industry Certification.</li> <li>• CTE/ROP administrators will offer appropriate industry-recognized certifications and third-party assessments for Small Gas Engines.</li> <li>• Oversee any K12 Strong Workforce grant activities provided at Los Robles School.</li> <li>• 1.c.2 JCCS will provide access to an extensive catalog of online CTE courses.</li> <li>• 1.c.3 JCCS staff will facilitate field trips to community college campuses in Santa Barbara County to provide an orientation and tour, and familiarize them with specialized programs, such as "Transitions" (for students on probation or parole), "Sparks" (for teen parents), and "Running Start" (summer bridging) programs.</li> </ul>	1.c.1 CTE Director (.2 FTE) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$26,985  1.c.1 CTE Director (.2 FTE) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$10,616  1.c.2 CTE Courses through A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration No additional Cost (included in 1.a.7 above)  1.c.3 Sub for college field trips 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$300  1.c.3 Sub for college field trips 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$24  1.c.4 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular staff duties	1.c.1 CTE Director (.2 FTE) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,976.53  1.c.1 CTE Director (.2 FTE) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,498.93  1.c.2 Courses through A+ Anywhere Learning 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration No additional Cost (included in 1.a.7 above)  1.c.3 Sub for college field trips 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0  1.c.3 Sub for college field trips 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0  1.c.4 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular staff duties

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>1.c.4 JCCS IEP teams will continue to improve the quality of students' ITPs by 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 providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.</li> </ul>		
<ul style="list-style-type: none"> <li>1.d.1 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.</li> <li>1.d.2 JCCS teachers and Teaching Assistants will continue to provide Read 180 instruction, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. ELs who are not yet ready to enter Read 180 will be enrolled in System 44.</li> <li>1.d.3 JCCS staff will continue to incorporate ELD strategies that promote linguistic and academic proficiency into Character-Based Literature lessons.</li> <li>1.d.4 JCCS staff will continue to systematically review and identify students for reclassification eligibility and ensure that all identified students are reclassified. RFEP students reclassified within two years will continue to be closely monitored to ensure academic and language growth.</li> </ul>	<p>1.d.1 ELPAC training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$585</p> <p>1.d.1 ELPAC mileage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$100</p> <p>1.d.1 ELPAC Substitute Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$392</p> <p>1.d.2 READ 180, System 44, L-Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,517</p> <p>1.d.2 READ 180 Facility Space 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,807</p> <p>1.d.2 Teaching Assistant Salaries 2000-2999: Classified Personnel</p>	<p>1.d.1 ELPAC training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$585</p> <p>1.d.1 ELPAC mileage 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$185.60</p> <p>1.d.1 ELPAC Substitute Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$391.65</p> <p>1.d.2 READ 180, System 44, L-Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>1.d.2 READ 180 Facility Space 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,807</p> <p>1.d.2 Teaching Assistant Salaries 2000-2999: Classified Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries LCFF Supplemental and Concentration \$22,060</p> <p>1.d.2 Teaching Assistant Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,478</p> <p>1.d.1 ELPAC Substitute Benefits (this item is out of order) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$40</p>	<p>Salaries LCFF Supplemental and Concentration \$21,352.35</p> <p>1.d.2 Teaching Assistant Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,100.06</p> <p>1.d.1 ELPAC Substitute Benefits (this item is out of order) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$40</p>
<ul style="list-style-type: none"> <li>1.e.1 Special education and general education teachers will continue implementing a team-teaching model. The Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes.</li> <li>1.e.2 Special education teachers will continue to implement System 44 and other identified intervention materials for students with disabilities who cannot access Read 180. Special education teachers will utilize the standards-based alternate curriculum Unique Learning Systems for students who meet the criteria for the California Alternate Assessment.</li> <li>1.e.3 Special education administrators will continue to conduct classroom observations at least one time per trimester and work with collaborative teams to refine instruction.</li> </ul>	<p>1.e.1 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.2 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.3 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular JCCS and Special Education staff duties</p>	<p>1.e.1 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.2 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular JCCS and Special Education staff duties</p> <p>1.e.3 1000-1999: Certificated Personnel Salaries Special Education No additional cost; part of regular JCCS and Special Education staff duties</p>
<ul style="list-style-type: none"> <li>1.f.1 JCCS staff will continue to incorporate best practices regarding trauma-informed care and restorative practices to foster resiliency in our low-income student population.</li> </ul>	<p>1.f.1 1000-1999: Certificated Personnel Salaries LCFF No additional cost, part of regular staff duties</p>	<p>1.f.1 1000-1999: Certificated Personnel Salaries LCFF No additional cost, part of regular staff duties</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>1.f.2 JCCS staff will continue to share out best practices during staff meetings.</li> </ul>	1.f.2 1000-1999: Certificated Personnel Salaries LCFF No additional cost, part of regular staff duties	1.f.2 1000-1999: Certificated Personnel Salaries LCFF No additional cost, part of regular staff duties

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted in this goal were expended on the actions/services for which they were allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were successful in implementing the identified work needed to achieve Goal 1. The majority of our "Metrics/Indicators" were met, however, not all. We concluded that our met outcomes were tied to student success and have helped improve our effectiveness in meeting the needs of our JCCS population. Some of the challenges in implementing the actions and/or meeting our metrics are attributed to the fact that we are measuring completely different students from year to year. Additionally, due to our small and declining population, each students' information is weighted more heavily when calculating overall percentages. Some metrics were not measured this year due to schools closing in March because of COVID-19 stay-at-home orders while others were greatly impacted due to the abrupt move to Distance Learning.

CAASPP: Assessments were not given in the spring of 2020 due to COVID-19 and legislative changes that eliminated the requirement to administer statewide testing.

CTE: We continue to struggle with the impacts of Probation's change in booking criteria. These changes have resulted in reduced student enrollment at Los Robles, thereby making it difficult to fill two CTE classes. The camp enrollment was as low as 12 - 15 students for several months. The low enrollment created a coordination issue between Probation and SBCEO in that Probation periodically pulled students from the Auto Tech class in order to fill their competing program mandates. Therefore, when the autobody teacher announced his retirement the decision was made to not continue with the auto body class. When the stay-at-home order was enacted we were forced to suspend our CTE programs, which directly impacted our ability to prepare students for industry certification exams. This in combination with the low enrollment at Los Robles meant we weren't able to meet our actions.

HISTORY/SOCIAL SCIENCE: We were able to thoroughly review several textbooks in advance of our curriculum adoption and selected Savvas, which has a strong online component. This was an important factor in making our decision since we were unsure how long we would need to remain in Distance Learning.

SRI/SMI: Our students continue to struggle in mathematics, upon analysis, the Leadership Team determined that this is partly due to the fact that our math assessment is not aligned to our intervention program, Let's Go Learn. Since Let's Go Learn has a strong assessment and data analysis component in both reading and math it was decided to shift from SRI/SMI to DORA/ADAM which is embedded in Let's Go Learn. We implemented this shift at the beginning of the 2020-21 school year, so now both Reading and Math assessments are aligned to our intervention program.

## Goal 2

Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            2.a Metric/ Indicator</p> <ul style="list-style-type: none"> <li>• Aeries Suspension and Attendance Reports</li> <li>• Percent of students achieving at an accelerated rate</li> <li>• California Healthy Kids Survey Response</li> </ul>	<p>2.a Actual Outcomes:</p> <ul style="list-style-type: none"> <li>• Suspensions: 2.7%, a decrease of 17.1% (MET)</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• Community School: 82.71%, an increase of 6.81% (MET)</li> <li>• Court School: 96.51, a decrease of 0.16% (NOT MET)</li> </ul> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>• Community School: 47.8%, a decrease of 5% (MET)</li> <li>• Court School: 0% (MET)</li> </ul> <ul style="list-style-type: none"> <li>• Accelerated Progress: 96% or 90%, an increase of 19% (MET)</li> </ul> <ul style="list-style-type: none"> <li>• CHKS is administered every other year, the last time it was given was 2018-19 with the following results indicate that 70% of students reported feeling there is a teacher or other adult who wants them to do their best and 70% reported they are being treated fairly by teachers. (NOT MET)</li> </ul>

Expected	Actual
<p><b>19-20</b> 2.a Expected Outcomes:</p> <p>From baseline scores:</p> <ul style="list-style-type: none"> <li>• Decrease the number of suspensions by .5% per year</li> <li>• Increase community school attendance by .7% per year and .3% at court schools</li> <li>• Decrease chronic absenteeism by .5% per year</li> <li>• Increase by 4% the percentage of students successfully reintegrating to their districts with accelerated progress toward high school graduation</li>   <li>• The CHKS area of “School Engagement and Supports” will continue to be a strength, and at least 73% of students will report feeling there is a teacher or other adult who wants them to do their best.</li> </ul> <p><b>Baseline</b> 2.a Baselines:</p> <ul style="list-style-type: none"> <li>• Suspension Rate: 19.8%</li>   <li>• Attendance Rate: Community School: 75.9% and Court Schools: 96.67%</li>   <li>• Chronic Absenteeism: Community School: 55% and Court Schools: 9.7%</li>   <li>• Percent of JCCS Long-Term Students Achieving at an Accelerated Rate: 71%</li>   <li>• 70%</li> </ul>	

Expected	Actual
<p><b>Metric/Indicator</b> 2.b Metric/Indicator:</p> <ul style="list-style-type: none"> <li>Williams Facilities Report</li> </ul> <p><b>19-20</b> 2.b Expected Outcomes:</p> <ul style="list-style-type: none"> <li>Continue to inspect and maintain school facilities and make repairs, as needed, to ensure 100% compliance with Williams FIT.</li> </ul> <p><b>Baseline</b> 2.b Baseline:</p> <ul style="list-style-type: none"> <li>100% Compliance</li> </ul>	<p>2.b Actual Outcomes:</p> <ul style="list-style-type: none"> <li>100% of school facilities are in compliance with Williams FIT. (MET)</li> </ul>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>2.a.1 The JCCS Safety Plan will be evaluated by staff and updated accordingly.</li> <li>2.a.2 JCCS will utilize progressive discipline data to track behavior and provide necessary supports.</li> <li>2.a.3 JCCS administrators, staff, and counselor will continue to incorporate restorative practices to regulate behavior, deescalate and resolve conflict, and foster a positive school environment.</li> </ul>	<p>1000-1999: Certificated Personnel Salaries LCFF 2.a.1 No additional cost, part of regular staff duties</p> <p>2.a.2 Aeries database - prior year database 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,600</p> <p>2.a.2 Aeries hosting - maintenance and support 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 2.a.1 No additional cost, part of regular staff duties</p> <p>2.a.2 Aeries database - prior year database 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,600</p> <p>2.a.2 Aeries hosting - maintenance and support 5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>2.a.4 NEW: The 2018 Dashboard reflects a Chronic Absenteeism indicator of orange for FitzGerald Community School. To address this issue JCCS, in conjunction with the Santa Maria Bonita School District (SMBSD), will operate a formal SARB program at FitzGerald Community School.</li> <li>2.a.5 The JCCS Director will continue to work with Dos Puerta's teachers and Probation to implement positive behavior incentives.</li> <li>2.a.6 To promote fitness, teamwork, cooperation, and engagement, gymnasium space will continue to be leased during the 2019-20 school year for FitzGerald Community School students.</li> <li>2.a.7 JCCS teachers and teaching assistants will continue to receive Mental Health Training Curriculum for Juvenile Justice (MHTC) training and/or Crisis Prevention &amp; Intervention (CPI), as needed, to ensure certifications are current.</li> <li>2.a.8 JCCS and probation staff will continue to enhance communication and collaboration around: <ul style="list-style-type: none"> <li>Improved options for pro-social behavior</li> <li>Improved calibration of processes and procedures</li> <li>Maximizing educational program outcomes</li> </ul> </li> <li>2.a.9 JCCS will work collaboratively with Probation to study and potentially develop a treatment program at Los Prietos Boys Camp. If a treatment program is developed JCCS will design an appropriate educational program.</li> </ul>	<p>Supplemental and Concentration \$5,000</p> <p>2.a.3 Counseling services 5800: Professional/Consulting Services And Operating Expenditures Title I \$56,000</p> <p>2.a.4 SARB Membership fee 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$500</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>2.a.5 No additional cost; part of regular staff duties</p> <p>2.a.6 Gym lease 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$48,757</p> <p>2.a.7 Registration fees for CPI Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$90</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p> <p>2.a.8 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p> <p>2.a.9 No additional cost, part of regular staff duties</p>	<p>Supplemental and Concentration \$5,000</p> <p>2.a.3 Counseling services 5000-5999: Services And Other Operating Expenditures Title I \$55,000</p> <p>2.a.4 SARB Membership fee 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$374.94</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</p> <p>2.a.5 No additional cost; part of regular staff duties</p> <p>2.a.6 Gym lease 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$48,757</p> <p>2.a.7 Registration fees for CPI Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$320</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p> <p>2.a.8 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p> <p>2.a.9 No additional cost, part of regular staff duties</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>2.b.1 JCCS staff will collaborate with Probation/SBCEO to ensure court/community school environments are well maintained in support of learning.</li> </ul>	1000-1999: Certificated Personnel Salaries LCFF 2.b.1 No additional cost; part of regular staff duties	1000-1999: Certificated Personnel Salaries LCFF 2.b.1 No additional cost; part of regular staff duties

## Goal Analysis

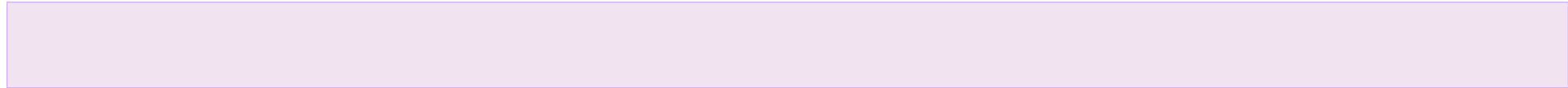
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted in this goal were expended on the actions/services for which they were allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We continue to be successful in reducing our suspension and chronic absenteeism rates. We started this work in 2018-19 when we received a red status for suspension rate and orange in chronic absenteeism on the California Dashboard. This was a huge wake-up call and prompted us to take a hard look at our practices. The JCCS Leadership Team under the guidance of the JCCS Director and Educational Services Assistant Superintendent held multiple meetings to review data, examine processes, and identify changes for improved outcomes. The Leadership Team is united in their belief that strong personal relationships are foundational to helping students reach positive academic, social, and emotional outcomes, however, we understand that many students need additional supports. We spent considerable time working to enhance our tiered system of support. We have worked diligently to improve our skills around restorative practices and trauma-informed care, and for students needing intensive levels of intervention, we have worked to enhance our collaborative treatment team processes and individual counseling supports. By providing multi-tiered, evidence-based, data-driven systems of academic and behavioral supports, we have been able to improve student outcomes and suspension rates.

The abrupt move to Distance Learning brought additional challenges in our ability to engage our students, so we were short of reaching our daily attendance rate goal. We believe that our met outcomes were tied to student success and helped improve our effectiveness in meeting the needs of our JCCS population, and we will place additional focus on outcomes that were not met. Students in our court schools are facing serious charges and have significantly more mental health issues than in the past. Attendance is impacted because of multiple court appearances in drawn-out court cases, the need for extensive mental health care, and increased fearfulness due to gang rivalries and targeting. These factors have had a tremendous effect on the attendance and emotional well-being of our students. Even with the dramatic change in the student population (i.e.: serious offenses), we have been very successful in reducing our suspension rate. Our effective use of restorative practices and improved collaboration with Probation have resulted in a more proactive approach to resolving the underlying issues causing student misbehavior.



## Goal 3

Expelled youth will be provided a strong academic environment, effective rehabilitation services and appropriate social/emotional support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 3.a Metric/ Indicator</p> <ul style="list-style-type: none"> <li>Santa Barbara County Plan for Expelled Youth</li> </ul> <p><b>19-20</b> 3.a Expected Outcomes:</p> <ul style="list-style-type: none"> <li>100% of districts within the County have a plan in conjunction with the Santa Barbara County Education Office to provide educational services</li> </ul> <p><b>Baseline</b> 3.a Baseline</p> <ul style="list-style-type: none"> <li>100%</li> </ul>	<p>3.a Actual Outcomes:</p> <ul style="list-style-type: none"> <li>100% of districts have an Expulsion Plan and have worked with SBCEO to create the Santa Barbara Countywide Expulsion Plan. (MET)</li> </ul>
<p><b>Metric/Indicator</b> 3.b Metric/Indicator</p> <ul style="list-style-type: none"> <li>Rate of students meeting the terms of their expulsions</li> </ul> <p><b>19-20</b></p>	<p>3.b Actual Outcomes:</p> <ul style="list-style-type: none"> <li>66.67% of JCCS expelled youth met the terms and conditions of their expulsion plans, a 4.33 decrease.</li> </ul> <p>It should be noted that with only 12 students, each student</p>

Expected	Actual
<p>3.b Expected Outcome:</p> <ul style="list-style-type: none"> <li>The percentage of JCCS expelled youth meeting the terms and conditions of their expulsions will increase by .9% from the baseline.</li> </ul> <p><b>Baseline</b> 3.b. Baseline</p> <ul style="list-style-type: none"> <li>71%</li> </ul>	<p>represents a large percentage. (NOT MET)</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>3.a.1 SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the Santa Barbara County Plan for Expelled Youth.</li> </ul> <p>The CWA will continue to post on the SBCEO website the Santa Barbara County Plan for Expelled Youth.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 3.a.1 No additional cost; part of regular staff duties</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 3.a.1 No additional cost; part of regular staff duties</p>
<ul style="list-style-type: none"> <li>3.b.1 JCCS will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.</li> </ul> <p>3.b.2 JCCS staff will:</p> <ul style="list-style-type: none"> <li>Review rehabilitation plans with students upon entry</li> <li>Monitor progress to foster success</li> <li>Provide transitional support for students who are ready to return to their districts</li> </ul>	<p>1000-1999: Certificated Personnel Salaries LCFF 3.b.1 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF 3.b.2 No additional cost; part of regular staff duties</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 3.b.1 No additional cost; part of regular staff duties</p> <p>1000-1999: Certificated Personnel Salaries LCFF 3.b.2 No additional cost; part of regular staff duties</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no budgeted expenses for Actions/Services in this goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3 of this LCAP includes two components: a) countywide plans, and b) JCCS specific services and supports.

a) SBCEO worked collaboratively with local school districts and partner organizations to facilitate the development of effective rehabilitation services and social/emotional supports countywide. In this work we incorporated the CDE Examples of Model Practices, specifically focusing on:

- Improving the quality of rehabilitation plans to ensure they are realistic and appropriate;
- Individualizing plans based on the needs of the specific expelled students being served (e.g. drug rehabilitation, specific counseling, restorative practices, academic achievement, job training, or other rehabilitative programs);
- Supporting restorative justice and positive behavior practices.

b) JCCS administration and staff have continued to fine tune the process of assisting students in meeting the terms and conditions of their rehabilitation plans while enrolled at FitzGerald Community School. This process involves consistent communication with students, implementation of services, and progress monitoring. While we have made progress in this area, we still have work to do with respect to monitoring rehabilitation plans for progress, effectiveness, and improving completion rates. This is something we will continue to focus on within our JCCS system.

## Goal 4

Foster youth will be provided increased support through coordinated services; FYSCP and District staff (countywide) will utilize the Foster Focus data base to communicate, minimize disruption in school placement, provide consistent services, and facilitate efficient transfer of records for foster youth.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 7: Course Access (Conditions of Learning)  
                           Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            4.a Metrics/Indicators</p> <ul style="list-style-type: none"> <li>• The number of active registered Foster Focus users in Santa Barbara County</li> <li>• Sign-in sheets</li> <li>• Percentage of new users attending at least one Foster Focus training</li> <li>• Annual Evaluation</li> <li>• Number of registered Foster Focus users who indicate they use the system on a regular basis</li> </ul>	<p>4.a Outcomes</p> <ul style="list-style-type: none"> <li>• In 2019-20 there were 55 registered users in Foster Focus. There are 26 active registered users in Foster Focus. (MET)</li> <li>• In 2019-20, no in-person Foster Focus training was offered. Instead, a training presentation was made available online with no method to track who participated. (NOT MET)</li> <li>• 40% (22 users) of registered Foster Focus users used the system on a regular basis. 85% of registered active Foster Focus users used the system on a regular basis. While the metric for registered users was (NOT MET), the number of registered active users exceeded the metric.</li> </ul>

Expected	Actual
<p><b>19-20</b> 4.a</p> <ul style="list-style-type: none"> <li>The FYSCP will register new Foster Focus users in local districts, as determined by district needs.</li> <li>At least 85% of all newly registered users will attend one of the following: In-person training, webinar training, or one-on-one training to ensure that they are familiar with all of the features and uses of the system.</li> <li>The number of users that regularly utilize the system will increase by 10% from baseline (to 55%).</li> </ul> <p><b>Baseline</b> 4.a</p> <ul style="list-style-type: none"> <li>10 Active, Registered Foster Focus users</li> <li>70% Foster Focus Training Attendance</li> <li>45% of Foster Focus users regularly utilize the system</li> </ul>	
<p><b>Metric/Indicator</b> 4.b Metrics/Indicators</p> <ul style="list-style-type: none"> <li>Percentage of districts providing data on foster youth school mobility rates</li> <li>Percentage of districts providing data on foster youth high school graduation rates</li> <li>Percentage of districts providing data on foster youth attendance rates</li> </ul>	<p>4.b Outcomes</p> <ul style="list-style-type: none"> <li>20% of districts provided data on foster youth school mobility rates. (NOT MET)</li> <li>25% of districts that include high schools have graduation rates available on the school dashboard. (NOT MET)</li> <li>21% of districts' chronic absenteeism rates are available on the school dashboard. (MET)</li> <li>70% of district suspension/expulsion rates are available on the school dashboard. (MET)</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>Percentage of districts providing data on foster youth suspension /expulsion rates</li> <li>Percentage of districts providing data on the number of youth screened and approved for AB167/216</li> <li>Number of times local foster youth data was presented to the Executive Advisory Council</li> <li>Executive Advisory Council meeting attendance rate (by member agency)</li> </ul>	<ul style="list-style-type: none"> <li>43% of districts with high school students provided data on the number of youth screened and approved for AB 167/216. (MET)</li> <li>The FYSCP presented local foster youth data to the Executive Advisory Council at least three times. (MET)</li> <li>85% attendance rate at EAC meetings. (MET)</li> </ul>
<p><b>19-20</b> 4.b</p> <ul style="list-style-type: none"> <li>The FYSCP will continue to collect data on the mobility of foster youth from 100% of the school districts.</li> <li>The FYSCP will increase the percentage of districts providing local data on foster youth graduation rates by 46% above baseline (to 56%).</li> <li>The FYSCP will increase the percentage of districts providing local data on foster youth &amp; attendance rates</li> <li>The FYSCP will increase the percentage of districts providing local data on foster youth suspension/expulsion rates</li> <li>The FYSCP will increase the percentage of districts providing local data on AB 167/216 approvals by at least 28% above baseline (to 56%).</li> <li>Locally collected data will be analyzed and presented to county stakeholders two times per year to facilitate</li> </ul>	

Expected	Actual
<p>further discussion and action toward efforts to increase targeted services and support.</p> <ul style="list-style-type: none"> <li>• Presentation of local data to stakeholders at the Executive Advisory Council (EAC) meetings will increase the engagement of council members, resulting in a 4% increase above baseline (to 71%) in attendance at EAC meetings.</li> </ul> <p><b>Baseline</b> 4.b</p> <ul style="list-style-type: none"> <li>• 100% of the districts provide mobility data for foster youth</li> <li>• 10% of the districts provide high school graduation data for foster youth</li> <li>• 10% of the districts provide attendance data for foster youth</li> <li>• 10% of the districts provide suspension/expulsion data for foster youth</li> <li>• 28% of the districts provide AB 167/216 data for foster youth</li> <li>• 1 presentation of local data was made to the Executive Advisory Council</li> <li>• 67% - Executive Advisory Council attendance rate</li> </ul>	

Expected	Actual
<p><b>Metric/Indicator</b> 4.c Metrics/Indicators</p> <ul style="list-style-type: none"> <li>• Number of foster youth attending the Community School</li> <li>• Percentage of students missing partial credits that were assisted by the FYSCP in recovering those credits</li> <li>• Percentage of referrals made on behalf of Community School students whose Foster Focus record had previous supportive services documented</li> <li>• Percentage of eligible students who were granted AB 216 exemptions by JCCS or previous schools</li> </ul> <p><b>19-20</b> 4.c</p> <ul style="list-style-type: none"> <li>• JCCS and the Foster Youth Services Coordinating Program (FYSCP) will partner to identify foster youth attending the Community School.</li> <li>• The FYSCP will ensure that 100% of the students due partial credits receive them.</li> <li>• The FYSCP will utilize information in Foster Focus to identify services that were provided at previous schools and make referrals accordingly to ensure continuity of services.</li> <li>• The FYSCP will assist JCCS with identifying, screening, and approving 100% of all AB 216 eligible youth (this includes honoring prior AB 216 exemptions granted by previous schools).</li> </ul>	<p>4.c. Outcomes</p> <ul style="list-style-type: none"> <li>• In 2019-20 JCCS and FYSCP partnered to identify two youth in foster care who attended the Community School. (MET)</li> <li>• The FYSCP ensured that 100% of community school students in foster care received partial credits that were due to them. (MET)</li> <li>• The FYSCP used Foster Focus to identify 23 supportive services to eight unique JCCS students and made referrals when appropriate. (MET)</li> <li>• 100% percent of eligible students were granted AB 216 exemptions by JCCS or previous schools (MET)</li> </ul>

Expected	Actual
<p><b>Baseline</b> 4.c</p> <ul style="list-style-type: none"> <li>• 4 foster youth enrolled in the Community School</li> <li>• 100% of the students due partial credits were assisted in obtaining those credits</li> <li>• N/A - there were no supportive services recorded in Foster Focus</li> <li>• 100% of the students eligible for AB 216 were granted the exemption</li> </ul>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.a.1 FYSCP will establish the final data link with a local K-12 district.</p> <p>4.a.2 JCCS and other district staff will utilize the Foster Focus system to coordinate support services for foster youth. Foster Focus will also serve as a mechanism for the efficient and expeditious transfer of education records and health/education passports.</p> <p>4.a.3 FYSCP will register new users at local districts and child welfare agencies. All new users will be invited to attend at least one of the following: An in-person training, a webinar training, or one-on-one training. Previously registered users will be invited to attend all scheduled training and be provided ongoing training and support.</p> <p>4.a.4 FYSCP staff will utilize Foster Focus to support communication between county child welfare agencies and districts, facilitate efforts to minimize changes in school placement, provide continuity of service, identify AB 216 eligible foster youth, and efficiently transfer records.</p>	<p>4.a.1 Other Source: Foster Youth Services Coordinating Program (FYSCP) 5800: Professional/Consulting Services And Operating Expenditures Other \$5,000</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.a.2 No additional duties; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.a.3 No additional duties; part of regular staff duties</p>	<p>4.a.1 Other Source: Foster Youth Services Coordinating Program (FYSCP) 5800: Professional/Consulting Services And Operating Expenditures Other \$4,600</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.a.2 No additional duties; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 2000-2999: Classified Personnel Salaries Other 4.a.3 No additional duties; part of regular staff duties</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.a.4 No additional duties; part of regular staff duties	Other Source: Foster Youth Services Coordinating Program (FYSCP) 2000-2999: Classified Personnel Salaries Other 4.a.4 No additional duties; part of regular staff duties
<p>4.b.1 Foster Youth Services Coordinating Program (FYSCP) staff will collect foster youth educational data manually and electronically from participating districts.</p> <p>4.b.2 FYSCP will utilize Foster Focus to compile reports on school mobility, academic achievement, and other available measures.</p> <p>4.b.3 FYSCP will convene Executive Advisory Council meetings, and other subcommittees to discuss foster youth needs as demonstrated by data, and work toward coordinated solutions with stakeholders.</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.b.1 No additional duties; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.b.2 No additional duties; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.b.3 No additional duties; part of regular staff duties</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 2000-2999: Classified Personnel Salaries Other 4.b.1 No additional duties; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 2000-2999: Classified Personnel Salaries Other 4.b.2 No additional duties; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 2000-2999: Classified Personnel Salaries Other 4.b.3 No additional duties; part of regular staff duties</p>
<p>4.c.1 JCCS will notify the Foster Youth Services Coordinating Program (FYSCP) when a foster youth enrolls or disenrolls in the Community School.</p> <p>4.c.2 The FYSCP will provide transition support to incoming and outgoing Community School students in foster care by taking the following steps:</p> <ul style="list-style-type: none"> <li>• Reviewing transcripts</li> <li>• Requesting partial credits owed from previous schools</li> <li>• Utilizing Foster Focus to identify previously provided services that should be continued, and notifying JCCS or caseworker of findings</li> </ul>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.1 No additional cost; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.2 No additional cost; part of regular staff duties</p>	<p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.1 No additional cost; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.2 No additional cost; part of regular staff duties</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Assisting with enrollment in new school if necessary</li> <li>Ensuring that partial credits issued by JCCS are properly applied to equivalent courses when a student transfers to a new school</li> <li>Ensuring AB 216 exemptions issued by JCCS are transferred and honored by the new school</li> </ul> <p>4.c.3 JCCS staff will counsel all potentially eligible AB 216 foster youth on their rights under the law, and when the student is found to be eligible and certification is completed, JCCS will forward a copy of the exemption to FYSCP for input into the Foster Focus database.</p> <p>4.c.4 The FYSCP will keep JCCS staff and students updated on local college and career resources for foster youth to include CAFYES information nights, career fairs, and other similar events.</p> <p>4.c.5 The FYSCP will respond to requests from the juvenile court regarding delivery and coordination of educational services for Foster Youth.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 4.c.2 No additional cost; part of regular staff duties</p> <p>3000-3999: Employee Benefits LCFF 4.c.2 No additional cost; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.4 No additional cost; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 1000-1999: Certificated Personnel Salaries Other 4.c.5 No additional cost; part of regular staff duties</p>	<p>2000-2999: Classified Personnel Salaries LCFF 4.c.2 No additional cost; part of regular staff duties</p> <p>3000-3999: Employee Benefits LCFF 4.c.2 No additional cost; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 2000-2999: Classified Personnel Salaries Other 4.c.4 No additional cost; part of regular staff duties</p> <p>Other Source: Foster Youth Services Coordinating Program (FYSCP) 2000-2999: Classified Personnel Salaries Other 4.c.5 No additional cost; part of regular staff duties</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted in this goal were expended on the actions/services for which they were allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 year, we were successful in meeting several actions and services related to goal 4. We were successful in continuing to provide continuity of services for youth in foster care to our Juvenile Court and Community Schools students. We increased the number of Foster Focus registered active users as well as the percent of active users who regularly use it. Once able, we began offering virtual monthly training to all district liaisons. Through the improved collaboration with district liaisons, we formed a

committee that met virtually to plan our first Youth Empowerment Summit event to bring together community members to learn about the roles we each play in empowering our youth.

We encountered some challenges in meeting some of the actions and services listed in goal 4 as a result of the Pandemic and management changes in our Transitional Youth Services program, which serves as the FYSCP. The Pandemic impacted the number of annual in-person training offered in the spring. Since district liaisons received little to no training, we had a decrease in the number of districts using Foster Focus to collect data. From October of 2019 until January of 2020, there was a gap in program management which caused a lapse in the number of annual in-person training offered to district liaisons in the fall.

## Goal 5

Communication and collaborative partnerships with parents, community members and service providers will be increased to support student achievement and personal growth.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 5.a Metric/ Indicator</p> <p>Parent participation in one or more of the following district and school-based activities as measured by attendance:</p> <ul style="list-style-type: none"> <li>• District English Learner Advisory Council (DELAC)</li> <li>• Parent School Advisory Council (PSAC)</li> <li>• Attendance at transition conference</li> <li>• Attendance at Parent-Teacher Conference</li> <li>• Attendance at Open House</li> <li>• Phone conference with teacher/ counselor</li> </ul>	<p>5.a Outcomes</p> <p>PSAC:</p> <ul style="list-style-type: none"> <li>• Percent present for all four meetings: 94.4% (MET)</li> <li>• Baseline based on 2017-18: 87.5%</li> </ul> <p>Parent Information Nights: (Not Met)</p> <ul style="list-style-type: none"> <li>• September 20, 2019 (Principal, 3 teachers, 2 classified, 2 community &amp; 1 student)</li> <li>• March 17, 2020, Abel Maldonado Community Youth Center (canceled due to COVID-19 school closure)</li> <li>• May 5, 2020, with Steve Molina - H.S. transition and services (canceled due to COVID-19 school closures)</li> </ul> <p>Transition conferences: (MET)</p> <ul style="list-style-type: none"> <li>• FitzGerald: 12 (H.S.) and 22 (J.H.) transition meetings to return or enter high school.</li> <li>• Suspensions: 4 total re-entry/transition meetings (staff, student, and parent)</li> <li>• DPS, 271 total students, 261 Contact with school, 179 were phones, 9 were in person. (96.3%)</li> <li>• LRS, 29 total students, Phone 29, In-Person 29, Schools 29; (100%)</li> </ul> <p>Parent/Teacher Conferences- (Not Met)</p>

Expected	Actual
<p><b>19-20</b> 5.a</p> <ul style="list-style-type: none"> <li>• PSAC/DELAC: increase baseline by 5%</li> <li>• 2017-18 Parent Information Nights: increase baseline by 10 parents</li> <li>• Transition Conferences: maintain baseline progress</li> </ul> <p>Parent/Teacher Conferences</p> <ul style="list-style-type: none"> <li>• (in person) - FitzGerald: increase baseline for each semester by 3%</li> </ul> <p>Parent/Teacher Conferences</p> <ul style="list-style-type: none"> <li>• (by phone) - Court Schools: increase baseline for each semester by 2%</li> </ul>	<ul style="list-style-type: none"> <li>• Court Schools (by phone)</li> <li>• October 21-25, LRS, 10 total (20 enrolled) 50%</li> <li>• March 9-13, DPS, 22 total (31enrolled) 71%</li> </ul> <p>Attendance at Open House (Meet and Greet) September 24, 2019 (Not Met)</p> <ul style="list-style-type: none"> <li>• 2 parents</li> <li>• 3 staff</li> </ul>

Expected	Actual
<p><b>Baseline</b> 5.a</p> <ul style="list-style-type: none"> <li>• Upon review of 2017-18 data, the following baseline measures were established:</li> </ul> <p>PSAC/DELAC:</p> <ul style="list-style-type: none"> <li>• 75% parent/community participation rate</li> </ul> <p>2017-18 Parent Information Nights:</p> <ul style="list-style-type: none"> <li>• Parent/community members present: 16</li> </ul> <p>Transition Conferences:</p> <ul style="list-style-type: none"> <li>• DPS: 96%</li> <li>• LRS:100%</li> </ul> <p>Parent/Teacher Conferences</p> <ul style="list-style-type: none"> <li>• (in person) - FitzGerald: Fall: 75% Spring: 79%</li> </ul> <p>Parent/Teacher Conferences</p> <ul style="list-style-type: none"> <li>• (by phone) - Court Schools: Fall: 85% Spring : 85%</li> </ul>	
<p><b>Metric/Indicator</b> 5.b Metric/ Indicator</p> <ul style="list-style-type: none"> <li>• Percentage of parents who indicate their awareness of community and agency trainings on the parent survey.</li> </ul> <p><b>19-20</b></p>	<p>5.b Outcomes</p> <ul style="list-style-type: none"> <li>• 95% of parents responded the school does a good job of keeping parents informed. (MET)</li> </ul>

Expected	Actual
<p>5.b</p> <ul style="list-style-type: none"> <li>Baseline will increase by 10%</li> </ul> <p><b>Baseline</b> 5.b</p> <ul style="list-style-type: none"> <li>Upon review of 2017-18 data, the following baseline measure was established:</li> <li>18% of parents responded the school does a good job of informing parents of community and agency training opportunities.</li> </ul>	
<p><b>Metric/Indicator</b> 5.c Metric/Indicator</p> <ul style="list-style-type: none"> <li>Parent participation in IEP meetings and assessment process.</li> </ul> <p><b>19-20</b> 5.c</p> <ul style="list-style-type: none"> <li>The percentage of parents who attend IEP meetings will increase to 95%.</li> <li>Parents reporting opportunities to provide input during an IEP meeting will maintain at 100%.</li> <li>Parents providing input to an assessment will increase to 95%</li> </ul> <p><b>Baseline</b></p>	<p>5.c Outcomes</p> <ul style="list-style-type: none"> <li>The percentage of parents who attended IEPs increased to 96%. (MET)</li> <li>The percentage of parents who provided input during an IEP meeting increased to 100%. (MET)</li> <li>The percentage of parents providing input to an assessment increased to 100%. (MET)</li> </ul>

Expected	Actual
<p>5.c</p> <ul style="list-style-type: none"> <li>• Parent attendance at child's IEP: 80%</li> <li>• Parent reports opportunity to provide input during the IEP: 96%</li> <li>• Parent provides input during assessment of child: 83%</li> </ul>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.a.1 JCCS staff will provide opportunities for parents to participate in meaningful decision-making activities.</p> <p>5.a.2 JCCS staff will provide opportunities for parents to engage in new learning about student progress and various topics of interest.</p> <p>5.a.3 JCCS staff will work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.</p> <p>5.a.4 JCCS staff will continue to provide translation services for all district and school committee meetings, events, and functions.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 5.a.1 No additional cost; part of regular staff duties</p> <p>5.a.2 Refreshments - Parent Education 4000-4999: Books And Supplies LCFF \$100</p> <p>5.a.3 Refreshments - PSAC 4000-4999: Books And Supplies LCFF \$100</p> <p>1000-1999: Certificated Personnel Salaries LCFF 5.a.4 No additional cost; part of regular staff duties</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 5.a.1 No additional cost; part of regular staff duties</p> <p>5.a.2 Refreshments - Parent Education 4000-4999: Books And Supplies LCFF \$89.84</p> <p>5.a.3 Refreshments - PSAC 4000-4999: Books And Supplies LCFF \$45.22</p> <p>1000-1999: Certificated Personnel Salaries LCFF 5.a.4 No additional cost; part of regular staff duties</p>
<p>5.b.1 JCCS staff will disseminate information to parents/guardians regarding community-based opportunities.</p> <p>5.b.2 To enhance communication between school and home, Los Robles students will create a fall and spring newsletter to be distributed to parents.</p>	<p>5.b.1 Postage and Printing 5000-5999: Services And Other Operating Expenditures LCFF \$200</p> <p>Not Applicable Not Applicable</p> <p>5.b.2 No additional cost; Santa</p>	<p>5.b.1 Postage and Printing 5000-5999: Services And Other Operating Expenditures LCFF \$648.95</p> <p>Not Applicable Not Applicable</p> <p>5.b.2 No additional cost; Santa</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Barbara Probation Department will pay for printing and postage	Barbara Probation Department will pay for printing and postage
5.c.1 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.	1000-1999: Certificated Personnel Salaries Special Education 5.c.1 No additional cost; part of Special Education staff duties	1000-1999: Certificated Personnel Salaries Special Education 5.c.1 No additional cost; part of Special Education staff duties
5.c.2 Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires.	1000-1999: Certificated Personnel Salaries Special Education 5.c.2 No additional cost; part of Special Education staff duties	0001-0999: Unrestricted: Locally Defined Special Education 5.c.2 No additional cost; part of Special Education staff duties
5.c.3 Special education staff will post up-to-date parent information in English and Spanish on the SBCEO Special Education Website related to instructional programs, parents' rights and responsibilities in special education, and community resources for students with disabilities.	1000-1999: Certificated Personnel Salaries Special Education 5.c.3 No additional cost; part of Special Education staff duties	1000-1999: Certificated Personnel Salaries Special Education 5.c.3 No additional cost; part of Special Education staff duties
5.c.4 Special education staff will mail parent newsletters and correspondence in English and Spanish. Newsletters may include information related to the instructional program, parent programs, parent training opportunities, and community resources.	1000-1999: Certificated Personnel Salaries Special Education 5.c.4 No additional cost; part of Special Education staff duties	1000-1999: Certificated Personnel Salaries Special Education 5.c.4 No additional cost; part of Special Education staff duties

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted in this goal were expended on the actions/services for which they were allocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

When schools closed we found it especially challenging to engage our parents. As delineated in our metrics we were able to meet our goals during the first part of the school year, but after March when everything closed down we were unable to reach our court school families. They became further removed from their child since parent visitation was not allowed. It has been well-documented that the low socio-economic population was more severely impacted by the Pandemic than other economic groups.

Given the nature of court and community schools, we continue to struggle with parent involvement; the Pandemic highlighted these challenges and made them more significant especially with parent/teacher conferences. When we were able to reach parents they consistently shared their appreciation about how well we know their children; that we communicate with them not only about negative behaviors, but we also provide positive feedback and helpful guidance; and that we share strategies that have worked in the classroom for them to try at home. The majority of our parents are English learners, and our consistent translation services provided a critical tool for communication and a resource for problem-solving.

A relative bright spot was with our students with disabilities. Special Ed staff redoubled their outreach and was able to start offering IEP meetings over Zoom. For our parents who historically were unable to travel to the facility to participate in person and therefore had to attend IEP meetings over the phone, the option of attending on Zoom was a welcomed addition. Thereby allowing us to meet all our goals for all metrics for our students with disabilities.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased cleaning supplies for facilities as related to COVID-19	\$837.23	\$10,272.85	Yes
Purchased Personal Protective Equipment (PPE) for staff and students	\$2,807.18	\$5,875.83	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Dos Puertas, the court school operated within the Juvenile Hall has all interior classrooms, therefore there are no windows or doors that can be opened to provide fresh air to flow into the classroom. It was decided to purchase air purifiers for the five classrooms and the school office to ensure fresh air was available for students and staff. The air purifiers once received made such a marked difference in the quality of air that additional units were ordered for Los Robles School. The cost for cleaning supplies included the air purifiers and plexiglass barriers. The PPE costs were higher than initially anticipated, even with the additional PPE received for no cost by the California Office of Emergency Services (Cal-OES).

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

**Successes:**  
 The amount and quality of work completed greatly improved once school resumed in-person. Students reported feeling more connected to school and their teachers once they were able to attend classes in person. Initially, we had a few parents at FitzGerald opt-out of having their child return to school for in-person instruction, but after a month of being in the hybrid model, they decided to send their child to school for in-person instruction.

**Challenges:**

There were several logistical challenges to returning to school namely organizing surveillance testing and redesigning the movement of students throughout the school campus to make sure student groups didn't come into contact with each other. The instructional staff was also fearful of contracting COVID-19 while at work. We took extra precautions to ensure the students and staff were safe by providing PPE including plexiglass barriers on staff desks, extra cleaning and disinfecting by newly hired custodial staff, and arranging the classrooms and school sites to meet the physical distancing requirements.

In the court schools working with our probation partners was also a lengthy process due to differing state guidance that governs institutions vs. schools. This proved particularly challenging when probation would report a staff who tested positive, which resulted in the need to transition the student cohort who had been in direct contact with an identified COVID-19 positive individual to distance learning. Since probation staff still had to continue working and supervising students they were confused why we weren't doing the same. It took several meetings and double-checking with our respective HR and risk management departments before we were finally able to develop policies and protocols that satisfied the requirements for both organizations.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased educator Zoom accounts to provide distance learning instruction	\$1,200.00	\$0	Yes
Purchased distance learning software programs- Wondershare and Allmytube	\$77.45	\$77.45	Yes
Purchased WiFi hotspots (20) to provide students who have connectivity issues for distance learning	\$6,199.36	\$4,791.38	Yes
Provided professional learning for staff on implementing distance learning	\$4,500.00	\$1,250.00	Yes
Purchased online curriculum- Newsela, English Language Arts and Social and Emotional Learning	\$2,160.00	\$2,160.00	Yes
Compensated off-contract teachers with extra hours to attend professional development trainings	\$1,474.35	\$1,706.94	Yes
Purchased distance learning equipment- projectors for court classrooms to project Zoom sessions, webcams, headphones, speakers, and microphones	\$8,119.52	\$8,535.13	Yes
Purchased technology (laptops) provided to staff for remote work	\$6,732.13	\$8,258.84	Yes
Compensated six teaching assistants with salary and benefits- Assist students with assignments, make attendance phone calls, and provide additional one-on-one support.	\$487,110.44	\$485,802.78	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

In the spring of 2020, when we initially transitioned to Distance Learning the JCCS Director and the teachers signed up for free Zoom accounts. When Zoom for Educators was launched just prior to the LCP being written we initially planned to transition to the paid version specifically for educators. Upon further examination it was decided that due to our small student population the free version was meeting our needs therefore, purchasing the education Zoom accounts was not necessary. Especially, since the court schools were able to resume 100% in-person instruction in November of 2020, thereby minimizing the need to use Zoom except for only when student cohorts were placed on quarantine.

SBCEO was able to start offering instructional staff professional development in the spring of 2019, which reduced the amount of professional development needed in 2020-21. In addition, our internal Curriculum and Instruction division offered many free sessions on distance learning resources such as Flip Grid, Google Jamboard, and Google Classroom, to name a few, which JCCS staff attended.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Successes:

One major success to come out of the Pandemic was staff collaboration in figuring out how to make distance learning work. All JCCS staff participated in several professional development opportunities provided through the SBCEO Curriculum and Instruction division focused on teaching in a digital environment, setting up a virtual classroom, and supporting students social-emotionally. Teachers teamed up to find various online learning resources to engage students in a digital world. We found several online resources that previously had not been explored prior to being obligated to teach in a purely digital environment. Once we returned to in-person instruction we found resources like Newsela and EdPuzzle work equally well online and in-person.

Another success was our ability to check out technology to 100% of students and have it returned in the same condition. Staff at the community school were originally hesitant to issue laptops and were pleasantly surprised with the level of respect our students treated the devices. We were able to supply hotspots to seven families who needed WiFi connectivity at home.

### Challenges:

Our three different programs faced different challenges. For our community school, the most challenging aspect of Distance Learning was engaging our student population remotely. With so many of our students in our community school classified as homeless (multiple families living in one residence) and 100% as socio-economically disadvantaged; not only were they hesitant to give us a window into their home situation they lacked appropriate space to engage in distance learning and be productive. During the 2020-21 school year our daily attendance rate was 68.8% for the community school and 97.5% for the court schools. While at first, we were able to engage students in distance learning, over time we found that students weren't as engaged so our teaching assistants spent a significant portion of their day calling students and their parents who didn't log in for distance learning. This was time diverted from being able to assist students with their academics.

In our court schools, the challenges were completely different. Since these students lived in residential facilities ran by probation we had constraints put on our program by probation that had to be followed. Namely, that probation didn't want students on camera, which impeded our ability to Zoom with students. This meant that we had to dedicate a single computer that could be connected to a

projector in the classroom so the teacher could "Zoom" instruction into the classroom. The students could see the teacher, but the teacher couldn't see the students. This created several challenges for the teachers since they could not see nor hear students resulting in questions being relayed by the probation officer in the room. Additionally, since teachers could not see nor hear their students it was difficult for them to know when students were off task. Therefore teachers had to wait until assignments were turned in to know how students were progressing, which made it difficult to intervene and/or provide feedback in a timely manner. This system also created some logistical challenges like the need to create school-issued Google accounts for more than 25 Probation staff so they could log into the Chromebook and get Zoom ready prior to the start of class. As we worked through the challenges in providing distance learning, we quickly discovered we needed to invest in better speakers so the students could hear the teacher. Once we were able to get into a daily routine with implementing distance learning, Probation decided it would be better if students could directly ask questions of the teacher, therefore we purchased microphones, so the teacher could hear the students.

Probation decided to utilize our classroom during school hours, requiring our teachers to Zoom instruction from home. Since our classrooms were being used, teachers had to work from home beginning in April of 2020 until we resumed in-person instruction in November 2020. This put a strain on probation staff since they were being asked to perform duties far outside their normal scope of "site and security". There was also some discontent with more than one officer expressing that since they were required at work, they wanted to know why teachers weren't required to come into work. For some, this felt like an inequity issue and resulted in some officers providing various levels of classroom support in our absence. It took several months after school resumed in-person instruction for relationships to return to how things were prior to the stay-at-home order.

For our court school students with disabilities (SWD) our push-in strategy that is effective during in-person instruction had to be re-imagined. There is sensitivity around supporting students with disabilities in school, but this sensitivity is exasperated in court schools. Students are fearful of being identified and targeted as being a student who needs "extra help". So are staff initially tried to provide instruction and support to students with disabilities by making daily phone calls into the classroom, but the students quickly started to refuse our calls since it was obvious to their peers they were identified as needing extra support. Next, we tried pulling the students into "break-out rooms" on Zoom, but this also caused unwanted attention since now the students with disabilities were the only students allowed to use the Chromebook to access a "breakroom". Thankfully, we were able to resume utilizing our push-in model when we transitioned back to in-person instruction on November 9, 2020.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased WiFi hotspots (20) to provide students who have connectivity issues for distance learning. These expenses were already listed under distance learning program.	\$0	\$0	Yes
Contracted a counselor to provides intervention support and both group and individual counseling for students	\$58,000.00	\$58,000.00	Yes
Purchased Anywhere Learning System software- credit accrual software	\$5,000.00	\$3,300.00	Yes
Purchased Let's Go Learn- Software system used to assess student learning loss	\$11,470.00	\$11,470.00	Yes
Compensated two extra teachers with salary and benefits. Teachers provide strategic intervention support and one-on-one assistance for students.	\$267,009.60	\$248,713.50	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were two differences in estimated actual expenditures from total budgeted funds. One was an overestimate of the cost associated with teacher salary and benefits. The other was the overestimate of the cost for the Anywhere Learning System software. All actions were implemented for this section.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success:

JCCS serves at-promise youth (English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness) and during the 2020-21 school year, 100% of our students were considered unduplicated. We were able to offer students credit recovery options through an online platform "Anywhere Learning System". Overall, we had 48.4% of students earn credits at an accelerated rate.

Another tool we have implemented to address pupil learning loss is "Let's Go Learn", this adaptative intervention curriculum assigns students individual lessons to target areas where they have tested below grade level in both reading comprehension and mathematics. Recent scores from this intervention program indicate the average growth of students between the pre/post-test scores on Diagnostic Online Reading Assessment (DORA) reflects a 0.70 average grade increase. Additionally, the average growth of students between the pre/post-test scores on Adaptive Diagnostic Assessment of Mathematics (ADAM) reflects a 0.85 average grade increase.

Another success was the ability to have a low teacher-to-student ratio, with less than 20 students in a classroom. Having such low student-teacher ratios enabled teachers to individualize learning plans for each student, thereby assisting in addressing the learning loss that occurred during the Pandemic.

#### Challenges:

Pupil learning loss and deficits is an ongoing issue for the at-promise student population (English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness) in JCCS schools, it is not uncommon for students to come to us with significant gaps in their learning. We spend considerable time and effort to fill in these gaps. This was exasperated during distance learning when working with a student population that is already disenfranchised. During normal circumstances, we have found that one of our most powerful tools is connecting with our students on an individual basis. The absence of coming to school made it even more difficult for the students to stay on track because they lacked a personal connection to the staff. A survey was sent to all parents the week of March 15, 2021, requesting input. Parents were also invited to share input regarding how the hybrid learning model was impacting students during the Pandemic during Parent/Teacher Conferences the week of March 8 - 12, 2021. Parent feedback indicated that students would benefit from more in-person instruction to help support students who experienced learning loss during the Pandemic. Therefore, we moved from the hybrid model to providing daily in-person instruction at the community school on April 12, 2021.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

In our community school, we are fortunate to have a full-time Youth Support Specialist (YSS) through a local non-profit, Council on Alcohol and Drug Abuse (CADA), who quickly adopted a telehealth policy. On a daily basis, she was reaching out to students and their parents making phone calls, and setting up Zoom appointments to check in with students and hold counseling sessions. When appropriate she would share concerns with the teachers so that they could also reach out to students in the best way possible. She even started holding "Friday Night Live" sessions to engage students so they would feel connected to each other and the school.

Newsela proved to be a valuable resource in addition to providing non-fiction articles in multiple readability levels set by the teacher to each students' level so that all students would have access to the same information that supports our ELA/ELD curriculum. Newsela also has a Social Emotional Learning package with the Collaborative for Academic, Social, and Emotional Learning (CASEL) aligned content and activities for students at their grade band. Within each competency, there are topics full of real-world and explainer articles that students can read and annotate, as well as take a reading comprehension quiz. We were able to incorporate this into our school day to provide students with timely topics in Anti-Racism; relationships, routines and resilience; and self-care. Students really enjoyed this platform and would ask teachers if they could read additional articles outside of the assignment during their free time.

During distance learning we held weekly staff meetings through Zoom; Los Robles every Monday, Dos Puertas every Tuesday, and FitzGerald every Wednesday; each staff meeting started with a staff check-in. These meetings allowed staff to stay connected to each other and to the school. When we started planning to resume in-person instruction staff were encouraged to express their fears about returning to school with students and probation staff so that we could work through their concerns to allow everyone to feel safe about reopening the school. It took a couple of months to work through all the concerns. Some of the staff's concerns like occupying shared spaces used by both probation and school staff, resulted in SBCEO and Probation administration meeting to work through these concerns to develop a reopening plan that made everyone feel as safe as possible, so we could resume in-person instruction on November 9, 2020.

SBCEO offered staff access to mental health services through the Holman Group. All staff regularly received emails informing them of the services and reminders on how to access the service. Additionally, SBCEO offered social virtual coffee breaks to connect staff to colleagues since we were not able to connect in person.

### Challenges:

Our low socio-economic student population was hit especially hard by the Pandemic. With many of these families working in the fields, several of our students had family members who became infected with COVID-19, which then spread throughout the home. All student cases of COVID-19 at the court schools were from students being booked into the facility as already positive (community transmission). Per Probation's protocols, students who tested positive for COVID-19 were immediately put into the medical isolation unit, which was located in another wing of the facility. From a health standpoint this approach was the safest action to take, but from a

mental health standpoint isolating students upon entry into the facility was detrimental to their emotional health since this was already a frightening time for them. The period of medical isolation lasted for a minimum of 14 days during which the school had no contact with the students except by phone calls which were made daily to connect and check-in with the student. The Behavior Wellness clinicians who worked with the students reported that students were exhibiting higher levels of anxiety and depression during this time as compared to before the Pandemic.

In our community school, students who were referred to our program for issues such as drug abuse, fighting, or chronic absenteeism, exhibited these types of behaviors even more so during the Pandemic. We observed that students engaged in high-risk behavior more frequently and parents reported an increase in drug use among students to our counselor. Sadly students who were hard to reach before the school moved to distance learning became even more disconnected from school. Our high school program, in particular, saw a huge decline in attendance, and students who had near-perfect attendance prior to the Pandemic became unreachable or would only log in to Zoom for a few minutes each day. Staff spent a significant amount of time, trying to reach students and parents, to help get students reconnected to school during distance learning.

The staff experienced anxiety as we moved from a distance learning environment to resuming in-person learning. We held several meetings with the SBCEO administration and staff to work through all the safety concerns related to providing in-person learning during the Pandemic. While the end result proved to be a successful reentry, we had some challenges along the way.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### **Successes:**

The implementation of the communication platform, ParentSquare, has greatly improved communication between the school and parents with 88% of parents enrolling to receive either texts or emails from the school. Each spring we conduct a parent survey and average a 15% to 20% participation rate. This year we posted the link to the parent survey on ParentSquare and had a 60% participation rate. One parent of a community school student even commented, "I thank you all so much for the support of my son". In our court schools, we hold Parent/Teacher Conferences over the phone since access to the facilities is often difficult for our parents, the feedback we receive from the parents is overwhelmingly positive. One example of feedback we received is; "...grateful for the call, thankful for what we do". It is statements like these that remind us that what we do is important to our families.

Parents who had students in our community school utilized our CADA counselor as a resource once they realized how accessible she was to them. She spent a portion of her day talking and problem-solving with parents about concerns they had regarding their child. She felt this was time well spent since it provided her with additional insight when working with the child. Due to the concerns expressed to her, she started posting community resources on ParentSquare so parents would have ready access. So far she has made 20 resources available in categories like; how to access the community food banks, community clothing resources, Pride & Equity, parenting & youth group classes, domestic violence, and of course Mental Health resource groups.

On November 9, 2020, when school reopened in our court schools we resumed 100%, using our regular bell schedule Monday - Friday. Students in our court schools responded positively to returning to in-person instruction with a 97.5% attendance rate. This is even an increase from the previous year when our attendance rate was 96.51%.

**Challenges:**

In our community school, we struggled with engaging our at-risk student population during distance learning, our daily attendance rate decreased to 68.8% in 2020-21. We implemented our tiered re-engagement process, we started by calling home on a daily basis every day when a student failed to log on for class (Tier 1). After the third day of absences, we called their parent to discuss our concerns. After the sixth day, we set up a meeting with the teacher, student, parent, and administrator, and for 2 (two) of our students, we also included their probation officer. (Tier 2). Finally, we conducted 2 (two) home visits for students as they and their parents were unreachable. (Tier 3)

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

**Successes:**

Our community school total enrollment was less than 20 (twenty) students during the 2020-21 school year. Due to the federal provision that enabled schools to provide free meals to all students, we were able to provide free daily meals to students who attended FitzGerald during distance learning. Since FitzGerald is not located near some of our students' residences, we made arrangements with our district partners Santa Maria-Bonita School District and Santa Maria Joint Union High School District for students to have additional access to meals at the districts' food distribution sites closest to their residence.

Once the community school resumed in-person instruction we were able to once again provide meals on-site to students daily. On average, we are currently providing 11 (eleven) students meals daily.

**Challenges:**

As the Pandemic progressed and we were in distance learning we experienced a decline in the number of students who were coming to FitzGerald for a meal, as most students were taking advantage of picking up a meal at the other available sites. While in distance learning, the lowest number of meals we provided daily was 1 (one) meal. However, once school resumed in-person instruction this was no longer an issue.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Contracted Parent Square for license. Parent Square is used as a communication tool between school and home	\$1,310.00	\$1,810.00	Yes
School Nutrition	Provided lunch for students at the community school	\$6,198.00	\$1,397.61	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Due to the federal provision that enabled schools to provide free meals to all students, we experienced decreased expenditures for providing meals to our students at FitzGerald.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In implementing a distance learning model, hybrid model, and in-person learning model we learned that staff benefited from participating in additional professional development opportunities, therefore in the 2021-22 LCAP we provide additional training and coaching in mathematics and English Language Development (ELD).

We also found that our staff’s ability to collaborate and problem solve proved successful and was embraced by staff. Therefore, we have developed an action to incorporate this collaboration model as part of our staff meetings to review student progress to better inform instruction. The ability to convene meetings virtually also proved beneficial, since our three sites cover more than 60 square miles making it difficult to bring teachers together regularly. Through Zoom we found we can bring teachers together to share best practices after the school day so that instruction is not interrupted.

Another lesson learned is the need for our community school students to have access to WiFi at home. Therefore, in the 2021-22 LCAP we continue to provide hotspots and devices to families who need WiFi connectivity at home.

While this is not an action in the 2021-22 LCAP, if permitted by the state, we would like the opportunity to continue to use distance learning for students who are unable to participate in the regular school day as determined by the teacher or requested by the parent/probation officer and/or personal safety.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

JCCS serves at-risk youth and during the 2020-21 school year, 100% of our students fell into one or more of these categories (English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness). Goal 1 of the 2021-24 LCAP, we outline how we will continue to assess and address pupil learning loss. Utilizing our online credit recovery program, “Anywhere Learning Systems” and our online intervention program, “Let’s Go Learn” we will provide an extra period for students focused on credit recovery and intervention. Throughout the school day, we will provide students with opportunities to work one-on-one or in small groups, with an extra teacher and/or a teaching assistant to ensure we are meeting the unique needs of our student population.

We will continue to implement the Individualized Education Plan (IEP) process to identify and address the learning needs of our students with disabilities. There are three specific actions included in Goal 1 and two actions included in Goal 2 of the 2021-22 LCAP to support our students with disabilities.

For our English learners, we will continue to assess and monitor their progress on the English Language Proficiency Assessments for California (ELPAC), while providing both integrated and designated English Language Development during the school day. There are three specific actions included in Goal 1 and one specific action in Goal 2 of the 2021-22 LCAP to support English learners.

JCCS has very few (1) students identified as Foster Youth annually. Our Transitional Youth Services Program will continue to provide supports and services to meet the needs of youth in foster care. Our 2021-22 LCAP Goal 3 is dedicated to serving the needs of foster youth in our JCCS programs and the county.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

JCCS didn't have any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved service requirement. We implemented and met every action and service we described in the LCP.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflections related to student outcomes in the 2019-20 Local Control; Accountability Plan (LCAP) and 2020-21 Learning Continuity and Attendance Plan (LCP) informed the development of the 2021-22 through 2023-24 LCAP by identifying areas of success, need, and improvement.

Over the course of the past two years, we learned that staff benefited from participating in additional professional development opportunities, therefore we will be providing additional training and coaching in mathematics and English Language Development (ELD). Our at-risk students benefited from having opportunities to work one-on-one or in small groups, so we will utilize supplemental and concentration funds to support having an extra teacher at each of our court schools and a teaching assistant in every classroom to ensure we are meeting the needs of our student population. We will continue utilizing our online credit recovery program, “Anywhere Learning Systems” and our online intervention program, “Let’s Go Learn” to address student learning loss. As reflected in Goal 1 of our LCAP, these extra efforts will help to improve student outcomes on the statewide assessments and address the learning deficits our students experience.

Our analysis also indicated that the Pandemic negatively impacted some of the planned actions we wanted to accomplish in 2019-20. Therefore we determined that we would carry forward some of the actions we were unable to implement. In 2021-22 we will work towards obtaining our WASC accreditation, and have plans to develop a robust Career Technical Education (CTE) program including the hiring of a CTE Teacher on Special Assignment. These actions are reflected in Goal 1 of the 2021-22 LCAP.

We will continue to build on our success with parent engagement and communication, while offering additional opportunities for parents to be involved in their student’s learning. We hope to expand our Parent Information Nights and will continue to offer parents virtual opportunities and phone calls as a way to participate in parent-teacher conferences and IEP meetings. These actions are reflected in Goal 2 of the 2021-22 LCAP.

Mental health supports for students and families is an area of need, so we will continue to provide these supports through the CADA Youth Support Specialist and through our partnership with the Department of Behavioral Wellness. These actions are also reflected in Goal 2 of the LCAP.

While the past two years, presented new challenges for education. We learned a lot and plan to build on this learning to provide the best possible educational experience for our at-risk youth. As part of the continuous cycle of improvement, we will monitor and

evaluate our progress in meeting the metrics, actions, and goals in the 2021-24 LCAP. As adjustments are needed, we will respond appropriately.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	662,530.00	660,334.38
LCFF	400.00	18,087.82
LCFF Base	0.00	0.00
LCFF Supplemental and Concentration	517,751.00	499,267.85
Other	5,000.00	4,600.00
Title I	139,379.00	138,378.71

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	662,530.00	660,334.38
1000-1999: Certificated Personnel Salaries	67,766.00	93,381.49
2000-2999: Classified Personnel Salaries	161,023.00	157,483.98
3000-3999: Employee Benefits	160,607.00	154,744.85
4000-4999: Books And Supplies	34,914.00	28,995.88
5000-5999: Services And Other Operating Expenditures	96,194.00	152,446.93
5700-5799: Transfers Of Direct Costs	0.00	17,303.81
5800: Professional/Consulting Services And Operating Expenditures	142,026.00	55,977.44

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	662,530.00	660,334.38
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	67,766.00	93,381.49
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	110,692.00	107,153.38
2000-2999: Classified Personnel Salaries	Title I	50,331.00	50,330.60
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	127,559.00	121,696.74
3000-3999: Employee Benefits	Title I	33,048.00	33,048.11
4000-4999: Books And Supplies	LCFF	200.00	135.06
4000-4999: Books And Supplies	LCFF Base	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	34,714.00	28,860.82
5000-5999: Services And Other Operating Expenditures	LCFF	200.00	648.95
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	95,994.00	96,797.98
5000-5999: Services And Other Operating Expenditures	Title I	0.00	55,000.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	17,303.81
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	81,026.00	51,377.44
5800: Professional/Consulting Services And Operating Expenditures	Other	5,000.00	4,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	56,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	544,183.00	542,898.43
<b>Goal 2</b>	112,947.00	112,051.94
<b>Goal 4</b>	5,000.00	4,600.00
<b>Goal 5</b>	400.00	784.01

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,644.41	\$16,148.68
Distance Learning Program	\$517,573.25	\$512,582.52
Pupil Learning Loss	\$341,479.60	\$321,483.50
Additional Actions and Plan Requirements	\$7,508.00	\$3,207.61
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$870,205.26</b>	<b>\$853,422.31</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,644.41	\$16,148.68
Distance Learning Program	\$517,573.25	\$512,582.52
Pupil Learning Loss	\$341,479.60	\$321,483.50
Additional Actions and Plan Requirements	\$7,508.00	\$3,207.61
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$870,205.26</b>	<b>\$853,422.31</b>



**2021-22 Local Control and  
Accountability Plan (LCAP)**

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Assistant Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4711

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

The Santa Barbara County Education Office (SBCEO) Juvenile Court and Community School (JCCS) system operates three schools: two court schools and one community school. Our two court schools operate in partnership with the Santa Barbara County Probation Department. Both schools serve incarcerated youth ranging in age from 12-18 who have been removed from the home by the court. All youth under the age of 18 are required to attend school while detained unless they are already high school graduates. SBCEO operates one community school, Peter B. FitzGerald (FitzGerald), under an MOU between SBCEO and two school districts. Santa Maria Joint Union High School District (SMJUHS) refers 9th-12th grade students, and Santa Maria-Bonita School District (SMBSD) refers 7th-8th grade students to attend school at FitzGerald.

One of our two court schools, Dos Puertas School (DPS), is located in the Juvenile Justice Center in Santa Maria. DPS enrollment fluctuates daily, ranging in the 2020-21 school year from a low of 8 to a high of 28. Commitments of youth in 2020-21 ranged from one day to a full school year and beyond. DPS serves both male and female detainees. Our second court school, Los Robles School (LRS) operates within the Los Prietos Boys Camp. The Camp, set in the Los Padres National Forest twenty miles north of the city of Santa Barbara, offers 120-day and 180-day program options for adjudicated males. Youth being considered for placement at the Camp must meet specific intake criteria and have the necessary self-control to benefit from a minimum-security residential setting. In 2020-21, LRS enrollment ranged from a low of 3 to a high of 20. The Pandemic had a significant impact on enrollment in our court schools.

Our third school, FitzGerald Community School (FCS), has operated in partnership with two local school districts for five consecutive years. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. In 2020-21, FitzGerald Community School enrollment ranged from a low of 11 at the beginning of the school year to a high of 21. The Pandemic also impacted the enrollment of FCS during the 2020-21 school year.

LCFF requires districts to identify an unduplicated count of students in the following subgroups: English learners, low-income, and foster youth. Students in these subgroups are counted only once even if they fit into two or more categories. For JCCS, the percentage of

unduplicated students in 2020-21 was 100% (100% in the court schools, and 100% in the community school).

The October 2020 CBEDS report included a total of 37 students enrolled in JCCS, 21 in the court schools and 16 in the community school. CBEDS enrollment reflected the following demographics:

- Hispanic or Latino: 36 (97.30%);
- Black or African American: 0 (0%)
- White: 1 (2.70%)
- English Learners: 14 (37.84%)
- Redesignated Fluent English Proficient (RFEP): 16 (43.24%)
- LEP (EL + Selected RFEP): 27 (72.97%)
- Students with Disabilities: 9 (24.3%)
- Foster youth: 1 (2.70%)
- Socio-Economically Disadvantaged: 36 (97.30%)

The JCCS recidivism rate in 2020-21 reflected that 29.91% of court school students were repeated offenders, down from 35.91% in the 2019-20 school year.

JCCS and Special Education administration and staff have worked diligently to create a positive, supportive, and respectful learning environment for students, propelling the majority of our students toward high school graduation. We are proud to say that with our support, 48.4% of students worked at an accelerated pace in 2020-21 by recovering credits beyond what would have been expected during their time with us.

Parents and students report having positive connections to our schools. Below are responses from the 2020-21 California Healthy Kids student survey and the locally administered parent survey:

- 66% of students believe their teachers have high expectations for their success;
- 60% of students feel there is someone at their school they can trust and talk to when they have a problem;
- 47% of students feel our teaching staff treat students with respect;
- 62% of students report being motivated by earning credits/graduation;
- 68% of student appreciate that clear rules against bullying, harassment, and/or physically hurting other people are posted and taught in our schools;

- 100% of parents believe our schools do a good job of evaluating their children's academic needs and designing an educational plan for success;
- 81% of parents believe our schools do a good job of preparing students for work and/or careers;
- 100% of parents believe our schools do a good job of ensuring students feel safe and secure;
- 95% of parents believe our schools communicate well with them.

## Reflections: Successes

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

The analysis and reflections related to student outcomes in the 2019-20 Local Control; Accountability Plan (LCAP) and 2020-21 Learning Continuity and Attendance Plan (LCP), and Dashboard and local data informed the development of the 2021-22 LCAP by identifying areas of success, need, and improvement.

In 2019-20 LCAP we identified the following areas of improvement: Community School - Suspension Rate (DASS Indicator - Orange), Court schools: Suspension (DASS Indicator - Red), Community School - Chronic Absenteeism (DASS Indicator - Orange). Our hard work and planning have resulted in marked improvements in these areas.

**Suspension Rate (Community- orange and Court School-red)**

We are proud to share that based on our careful analysis and implementation of action items we have been able to steadily decrease the number of suspensions with a high in 2018-19 of 19.8%, to 2.7% in 2019-20, and so far in 2020-21, we have reported suspensions at 0%.

**Chronic Absenteeism**

As we shared in the 2019-20 LCAP, we were implementing a new strategy to address chronic absenteeism and were not likely to see improvement in the chronic absenteeism rate until the 2020-21 school year. This was an accurate statement as chronic absenteeism in 2020-21 has reduced in both our community and court schools to 0%.

**Graduation Rate (DASS indicator red)**

Although not mentioned in our 2019-20 LCAP, the graduation rate has been a concern for JCCS since the dashboard indicator shows SBCEO at red. Upon analysis of our Grade Placement Policy, we realized that our practice of placing students by age was not accurately reflecting a student's high school credit accrual therefore negatively their impacting ability to graduate. Based on guidance from the Alternative Schools Taskforce we updated SBCEO's Grade Placement Policy to place students in a grade level in accordance with the

number of high school credits earned. This change in addition to enhanced transcript evaluation has moved JCCS out of the red with a graduation rate of 44.2% in 2019 to 92.3% in 2020.

## Reflections: Identified Need

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

JCCS is somewhat unique in that we do not have a typical subgroup of students. With 97.3% of our student population classified as low-income, nearly all of our JCCS students are represented in this subgroup. Although 37.84% of our students are English Learners, and 24.3% are Students with Disabilities, neither group constitutes a significant subgroup for state reporting purposes.

The California Dashboard does not identify any subgroup performing two or more performance levels below the "all student" group. This does not mean that we do not have groups performing well below average that need to be addressed.

Our analysis indicated that the Pandemic negatively impacted some of the planned actions we wanted to accomplish in 2019-20. Therefore we determined that we would carry forward some of the actions we were unable to implement. Through our data analysis, we have identified the following areas that need significant improvement.

1. ELA/ELD - The Smarter Balanced assessment is challenging for us because we do not test the same students year to year. Even still, we clearly recognize the need to improve overall ELA/ELD academic performance and have focused on enhancing our intervention efforts through the strategic use of Let's Go Learn and providing professional learning and coaching to our staff in ELD.
2. Math - The great majority of our students come to us significantly deficient in Algebra credits. Their foundational skills of analysis, synthesis, problem-solving, communication and critical thinking are incomplete, impacting their ability to perform complex tasks related to concepts, facts, and skills. With this in mind, we will use Let's Go Learn as an intervention program for mathematics and provide professional learning and coaching to our staff in mathematics.
3. CTE Program - Our dashboard analysis indicated that we were Red for the College and Career Indicator. While this is not uncommon for a JCCS program, we have spent significant time and attention to address this identified need. We installed three CTE career exploration labs at each of our sites in 2020-21. In 2021-22 we plan to hire a CTE Teacher on Special Assignment (TOSA) to help uniformly implement CTE throughout JCCS. The JCCS Director and CTE Director will collaborate to develop a capstone CTE course, identify industry certifications, internships, work-based learning, and dual enrollment opportunities.
4. WASC- It continues to be important for our JCCS schools to become WASC accredited. We began this process in 2019 and discovered we needed additional time to adopt new social studies and science curriculum. Now that our curriculum is updated, we are prepared to begin this process again. The timeline for submitting the ACS WASC Affiliation Request has been established for Fall 2021.

## LCAP Highlights

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

The 2021-22 SBCEO LCAP has four goals: three broad goals and one maintenance goal.

1. BROAD GOAL: All students will demonstrate mastery of grade-level content standards and upon graduation will be prepared and successful for college and/or career (Priorities: 2, 4, 7, and 8).
2. BROAD GOAL: All students and parents will be provided targeted services that address student and family needs to support students in overcoming barriers impacting their education (Priorities: 3, 5, and 6).
3. BROAD GOAL: Through improved collaboration and use of the Agreement to Ensure School Access in the Best Interest of Students in Foster Care (School Access Agreement), Santa Barbara County youth in foster care will have reduced suspension rates, attend school more often, and have increased graduation rates. (Priority 10)
4. MAINTENANCE GOAL: Continue to successfully implement programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9).

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

**IMPROVING ACADEMIC ACHIEVEMENT:** JCCS staff will participate in professional learning and coaching workgroups. This work will be focused on deepening the staff's understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work will include the development of pacing guides in math and ELA/ELD.

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

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION:** JCCS will apply for WASC Accreditation. Becoming WASC accredited will provide students the opportunity to complete A-G courses that satisfy the requirements for entrance to the University of California (UC) and California State University (CSU) systems.

CAREER TECHNICAL EDUCATION (CTE) PROGRAM: JCCS Director and CTE Director will collaborate to develop a capstone CTE course, identify industry certifications, internships, work-based learning, and dual enrollment opportunities. Additionally, a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS.

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

YOUTH IN FOSTER CARE: A School Access Agreement will be implemented to improve collaboration, involve youth and education rights holders in decision making, connect students to resources and support, ensure immediate enrollment in school and appropriate classes and timely transfer of records, and reduce school changes.

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout the 2019-20 and 2020-21 school year, SBCEO, JCCS, and Special Education staff created meaningful opportunities for stakeholders to contribute to the LCAP process. Stakeholders meaningfully contributed by providing input and feedback in a variety of ways including but not limited to participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions reflected in 2021-22 LCAP. We found that having multiple modalities to collect information during the Pandemic proved to provide successful ways of gathering feedback from our specific stakeholder groups and assisted in meeting our obligation to consult with statutorily required stakeholder groups.

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

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 stakeholder input along with state and local data, recently adopted state plans including; the Learning Continuity and Attendance Plan (LCP) Annual Update, and the Expanded Learning Opportunities Grant (ELO). This analysis informed the writing of the LCAP to strategically identify areas of marked success and improvement, and develop specific goals and actions to meet the identified needs.

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

## A summary of the feedback provided by specific stakeholder groups.

### SPECIAL EDUCATION/SELPA

Our JCCS program has a higher than average percentage of students with disabilities (27%), therefore meeting regularly as a team is a priority in order to ensure our students receive the services they need. This has proven to be a value strategy as there is a need to constantly recalibrate as our student population changes with some enrollments lasting only a day or two while some students are with us for a year or more. The SBCEO Special Education Team meets with regularly with the Santa Barbara SELPA thereby completing the feedback loop.

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

Meeting dates: 8/26/2020, 9/23/2020, 11/12/2020, 12/2/2020, 12/9/2020, 12/15/2020, 1/5/2021, 1/10/2021, 2/16/2021, 3/5/2021, 4/6/2021, 4/11/2021, 4/20/2021, and 5/3/2021

### PARENT SCHOOL ADVISORY COMMITTEE (PSAC)

The PSAC met four times throughout the 2020-21 school year, and meetings were effectively used to engage school community members in the process of program review and planning. The committee was directly involved in the development and review of the parent survey. Our annual survey showed that 100% of parents agreed that the school does a good job evaluating their child's emotional needs and provides positive support and direction, and 19% indicated they need a hotspot so their child can connect to the internet at home. Based on this information we will continue partnering with the Department of Behavioral Wellness and CADA and will provide hotspots to families who need them in 2021-22.

Meeting dates: 9/9/2020, 1/13/2021, 3/25/2021, and 5/5/2021

### PARENTS AND GUARDIANS

This year JCCS implemented ParentSquare as a way to streamline and enhance communication with parents and guardians. With over 90% of our parents enrolling on ParentSquare we were able to post the link to the parent survey which more than doubled the percentage of parents participating in the survey. The Parent survey was available in both hard copy and online formats. Hard copies were mailed to parents.

Survey window: March 9 - 25, 2021

### LEADERSHIP TEAM AND BARGAINING UNITS

- **LEADERSHIP TEAM:** The JCCS Leadership Team (i.e., administrators, general and special education teachers, teaching assistants, and student information specialist) worked to conduct the Annual Updates, the Local Indicators, and provide essential support in the development of the 2021-22 LCAP. The leadership team provided input regarding pupil learning loss strategies, professional development, CTE programs, and student achievement. With assistance from the Leadership Team, the SBCEO LCAP

writing team incorporated input from stakeholder meetings to create an LCAP that will serve as a blueprint for the 2021-22 school year.

- **BARGAINING UNITS:** SBCEO Administration met 9 (nine) times with the Santa Barbara County Education Association (SBCEA) and 10 (ten) times with California School Employees Association (CSEA) to discuss concerns and problem solve throughout the year. These meetings were successful in addressing issues related to providing instruction during the Pandemic. In April and May of 2021, SBCEO Administration, SBCEA, and CSEA met separately for negotiations. A new three-year contract was agreed to by all parties. SBCEA and CSEA were able to provide direct input related to the LCAP regarding the use of Expanded Learning Opportunities (ELO) Grant funds to retain paraprofessionals to provide one-on-one support for students and for additional staff training opportunities. Additionally, SBCEA and CSEA provided input on safety, working hours, and salary and benefits.

## STUDENTS

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

School engagement and support- with 66% of students indicating there were high expectations from adults in school

School safety- with 68% of students reporting they perceived school as very safe or safe

Substance use- with 28% reporting current alcohol or drug use and 44% reporting being drunk or “high” at school,

Established routines- 88% reporting that they routinely exercise

Learning from home- 40% of students indicated they had an interest in schoolwork done from home

Adult and peer relationships- with 77% reporting adult support and 59% have peer support

Social and emotional health- with 78% reporting gratitude and 62% were optimistic

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

## PROBATION ADMINISTRATION AND STAFF

The Deputy Chief Probation Officer, Camp Director, Camp Supervisor, Hall Director, and Hall Supervisor were valuable contributors to the development of the LCAP, particularly in the areas of communication; processes, and procedures; supporting and maximizing instructional efforts; supporting on-task behaviors in the classroom; supporting college awareness efforts; supporting parent involvement, and supporting the effectiveness of career technical education.

Meeting Dates: 7/23/2020, 9/4/2020, 10/1/2020, 10/13/2020, 10/30/2020, 11/20/2020, 12/4/2020, 2/5/2021, 2/16/2021, 2/24/2021, 3/23/2021, 4/12/2021, and 5/5/2021

## MENTAL HEALTH STAFF

Strong collaboration occurred with the Department of Behavioral Wellness, which provided services in our two court schools, and the Council on Alcohol and Drug Abuse (CADA), which provides services at our community school. Staff from these agencies attended weekly staff meetings and provided updates on individual student concerns and overall trends. Both agencies reported that drug use, depression, and

anxiety have increased during the past year. This input reinforced that continued counseling through CADA and the Department of Behavior Wellness was a vital component in the LCAP.

## DISTRICT PARTNERS

- FITZGERALD COMMUNITY SCHOOL

The Assistant Superintendent of Educational Services and the JCCS Director met with the Santa Maria Joint Union High School District (SMJUHSD) and the Santa Maria-Bonita School District (SMBSD) to discuss the continuation of services provided through a Memorandum of Understanding (MOU) for students to attend FitzGerald Community School. Through the meetings, SBCEO staff and the districts developed operating agreements, identified student and program needs, and evaluated student and program effectiveness. There was a change made to the FitzGerald program for the 2021-22 school year. In previous years, SMBSD contracted for two middle school classrooms, however for the 2021-22 school year SMBSD decided to reduce the MOU to one classroom, thus eliminating two staff positions at FitzGerald.

- CTE PROGRAM

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

Meeting Dates: Inaugural meeting was held May 19, 2021, with more planned for next year.

- TRANSITIONAL YOUTH SERVICES

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

## CTE DIRECTOR AND COORDINATORS

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

Meeting Dates: 8/18/2020, 9/2/2020, 9/25/2020, 10/19/2020, 11/12/2020, 12/3/2020, 1/7/2021, 3/12/2021, 4/20/21, and 5/12/2021

## DIFFERENTIATED ASSISTANCE WORKGROUPS

The Assistant Superintendent, Educational Services, and the JCCS Director began DA work with the San Luis Obispo County Office of Education (SLOCOE) in the 2019-20 year, due to the Pandemic this work was put on hold. In January 2021, SBCEO and SLOCOE resumed the DA process. The conversations focused on identified areas of improvement including the CTE program and WASC accreditation. In addition to meeting with SLOCOE, the Assistant Superintendent, Educational Services, and the JCCS Director met on May 11, 2021, with the California Department of Education to further discuss and engage in DA work.

Meeting dates: 1/26/21, 3/24/21, and 5/11/21

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

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

Meeting Dates: 7/1/20, 8/19/20, 10/21/20, 12/16/20, 2/17/21, and 4/21/21

## A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on stakeholder input we developed three broad goals. Goal 1 is aimed at providing academic supports and expanding educational opportunities for students to prepare them for college and career. Goal 2 is designed to engage and provide targeted services and supports for students and families. Goal 3 is focused on meeting the unique needs of youth in foster care. Goal 4 is a maintenance goal focused on meeting basic conditions of learning and serving expelled youth.

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

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

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

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

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

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

Specific details for each action are described in the plan.

# Goals and Actions

## Goal

Goal #	Description
1	All students will demonstrate mastery of grade-level content standards and upon graduation will be prepared and successful for college and/or career. (Priorities: 2, 4, 7, and 8)

An explanation of why the LEA has developed this goal.

Based on the analysis of stakeholder input, local and state data, it was determined that students would benefit from additional opportunities that target individual learning gaps, credit recovery efforts, and prepare students for college and career.

Therefore this goal is primarily aimed at addressing:

- Improving student academic achievement
- Credit recovery and intervention
- WASC accreditation is required in order to register courses for A-G with UC/CSU and for students to qualify for state financial aid.
- Expanding Career Technical Education (CTE) program

The actions and metrics included in this goal are grouped together based on priorities: 2-state standards, 4-pupil achievement, 7-course access, and 8-pupil outcomes. Grouping these actions and metrics together will assist JCCS in assessing student mastery of grade-level content standards and prepare them for college and career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a The percentage of students earning credits at an accelerated rate.	48.4% of students earn credits at an accelerated rate.  The baseline was established from 2020-21 data.				80% of students will earn credits at an accelerated rate.
1.a	18% Court / 8.6% Community of				40% of students will score at nearly met or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP.	<p>students score at nearly met or met standard in ELA.</p> <p>Due to the Pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018-19 administration.</p>				met standard in ELA on the CAASPP.
1.a The percentage of students who score at nearly met or met standard in mathematics on the CAASPP.	<p>0% Court / 0% Community of students score at nearly met or met standard in mathematics.</p> <p>Due to the Pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018-19 administration.</p>				35% of students will score at nearly met or met standard in mathematics on the CAASPP.
1.a The average growth of students between the Diagnostic Online	0.70 average grade increase				The average growth of students between the DORA pre/post scores

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading Assessment (DORA) pre/post scores.	The baseline was established from 2020-21 data.				will indicate 1 (one) year of growth.
1.a The average growth of students between the Adaptive Diagnostic Assessment of Mathematics (ADAM) pre/post scores.	0.85 average grade increase  The baseline was established from 2020-21 data.				The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
1.a The percentage of workgroup members who attend professional learning/coaching sessions in mathematics and English Language Development (ELD) based on training sign-in sheets.	0% - This is a new metric therefore baseline will be established in 2021-22.				100% of workgroup members will participate in all professional learning sessions for ELD and mathematics.
1.a All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100%  The baseline was established from 2020-21 data.				100% of students will have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a All English learners have access to curriculum and receive instruction aligned to CCSS and ELD standards.	100%  The baseline was established from 2020-21 data.				100% of English learners will have access to curriculum and receive instruction aligned to CCSS and ELD standards.
1.b The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).	0% - Since JCCS is not WASC accredited courses can't be registered with UC/CSU.  The baseline was established from 2020-21 data.				10% of students will have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).
1.b. The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study.	100%  The baseline was established from 2020-21 data.				100% of students will have a completed ILP to ensure they have a broad course of study.
1.c The percentage of students who meet	0% - This is a new metric therefore baseline will be				25% of students will meet two CCI for DASS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
two College and Career Readiness Indicators (CCI) for Dashboard for Alternative School Status (DASS).	established in 2021-22.				
1.c The percentage of students who are enrolled in a CTE course.	24%  The baseline was established from 2020-21 data.				75% of students will be enrolled in a CTE course.
1.c The percentage of students who receive approved industry certifications.	0% - This is a new metric therefore baseline will be established in 2021-22.				25% of students will receive an approved industry certification.
1.c The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	0% - We are not currently offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.				15% of students will successfully complete courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The baseline was established from 2020-21 data.				
1.d The percentage of English learner students who are Redesignated as English Fluent Proficient (RFEP).	5.1% All 3.6% Court 9.1% Community  The baseline was established from 2020-21 data.				Overall 8% of EL students will be Redesignated English Fluent Proficient.
1.d The percentage of English learner students who have tested with JCCS for two consecutive cycles that make progress toward English proficiency as measured by the ELPAC.	0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.  The baseline was established from 2020-21 data.				10% of EL students that test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.
1.e The percentage of students who meet their Individual Education Plan (IEP) goal progress.	100%  The baseline was established from 2020-21 data.				100% of students will meet their IEP goal progress.
1.e The percentage of eligible students who have a completed	100%				100% of eligible students will complete their ITP as part of their IEP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individual Transition Plan (ITP) as part of their IEP.	The baseline was established from 2020-21 data.				
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	This required state metric is not applicable to our JCCS Alternative Education Program.				N/A
The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	This required state metric is not applicable to our JCCS Alternative Education Program.				N/A

## Actions

Action #	Title	Description	Total Funds	Contributing
1.a.1	Additional Academic Supports	<p>Time within the master schedule will be identified for intervention and/or credit recovery.</p> <p>Students in need of additional assistance will be identified to participate in zero period, homework help, and/or one-on-one tutoring.</p> <p>Cost for Teaching Assistants and Let's Go Learn intervention program.</p>	\$29,880.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.a.2</b>	Professional Development Workgroups	<p>Workgroups will meet throughout the year in Mathematics and ELA/ELD for coaching to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work will include the development of pacing guides in math and ELA/ELD.</p> <p>Costs for coaching, training, and substitutes.</p>	\$76,291.00	Yes
<b>1.a.3</b>	Interim Assessments	<p>The JCCS Director and Leadership Team will identify and incorporate Smarter Balanced Interim and Block Assessments into the instructional program to inform instruction.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>1.a.4</b>	Data Analysis	<p>Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, interim and block assessments to inform instruction.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>1.a.5</b>	Teacher-Student Ratios	<p>JCCS will reduce student/teacher ratios at Dos Puertas and Los Robles to provide greater access to direct instruction course offerings.</p> <p>Costs for two additional teacher salaries and benefits.</p>	\$328,964.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.a.6</b>	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.	\$1,289,038.00	No
<b>1.a.7</b>	Credit Recovery Software	JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK).  Cost for online software program.	\$3,300.00	Yes
<b>1.b.1</b>	WASC Accreditation	JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Affiliation Request by fall of 2021 and the ACS WASC Initial Visit School Description application by spring of 2022. This would prompt a fall 2022 site visit.  Cost for application fees.	\$160.00	No
<b>1.b.2</b>	WASC Accreditation and Leadership Team	JCCS Director will meet with the JCCS Leadership Team to review the ACS WASC application to ensure previous work towards WASC accreditation is still applicable. JCCS Leadership Team will assist in preparing the ACS WASC Initial Visit School Description application.  No additional costs; part of the base program.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.b.3</b>	Course of Study Assignment	JCCS staff will assign students to courses according to the approved course of study.  No additional costs; part of the base program.	\$0.00	No
<b>1.c.1</b>	Career Exploration Labs	JCCS students will be enrolled in a career exploration Career Technical Education (CTE) course utilizing the Paxton Patterson CTE labs at each site.  No additional costs; part of the base program.	\$0.00	No
<b>1.c.2</b>	CTE Course Development	JCCS Director and CTE Director will collaborate to develop a capstone CTE course, identify industry certifications, internships, work-based learning, and dual enrollment opportunities.  No additional costs; part of the base program.	\$0.00	No
<b>1.c.3</b>	CTE Teacher on Special Assignment	JCCS will create a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS.  This workgroup will focus on the following: <ul style="list-style-type: none"> <li>• Attend professional development training to deepen understanding of CTE standards</li> <li>• Attend advisory committee meetings</li> </ul>	\$133,364.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Uniform lesson planning</li> <li>• Align industry certifications with modules taught in career exploration and capstone courses</li> <li>• Coordinate college field trips</li> <li>• Form business/industry partnerships to create alignment between coursework and jobs available in the region</li> </ul> <p>Costs for CTE TOSA and substitutes.</p>		
<b>1.d.1</b>	ELPAC Training	<p>JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements.</p> <p>Costs for ELPAC Coordinator stipends, mileage, and substitutes.</p>	\$8,964.00	No
<b>1.d.2</b>	ELD Instruction	<p>JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students.</p> <p>Costs for new ELD curriculum and Newslea subscriptions.</p>	\$22,160.00	No
<b>1.d.3</b>	Reclassification of EL students	<p>JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students reclassified within four years will be monitored to ensure language and academic growth.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.e.1</b>	Individual Transition Plans	<p>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.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>1.e.2</b>	Supports for Students with Disabilities	<p>The Special Education Director and JCCS Director will assist general education teachers to include supports and strategies for students with disabilities to improve academic and behavioral outcomes.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>1.e.3</b>	Services for Students with Disabilities	<p>Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified supports in their IEP from special education staff.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	All students and parents will be provided targeted services that address student and family needs to support students in overcoming barriers impacting their education. (Priorities: 3, 5, and 6)

An explanation of why the LEA has developed this goal.

Based on the analysis of stakeholder input, local and state data, and due to the fact that JCCS serves an at-risk student population who has experienced significant trauma prior to being enrolled in our schools, it is imperative for us to engage and support the whole family to address barriers impacting learning and to foster student success.

Therefore this goal is primarily aimed at addressing:

- Individual and Group Counseling
- Mental health support strategies and services
- Partnering with community agencies to provide parent information nights
- Increased communication between school and home

The actions and metrics included in this goal are grouped together based on priorities: 3-parent involvement and family engagement, 5-pupil engagement, and 6-school climate. Grouping these actions and metrics together will assist JCCS in assessing the number of targeted services that address student and family needs are provided annually, and evaluating how the services support students in overcoming barriers impacting their education.

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
members who attend PSAC meetings.	The baseline was established from 2020-21 data.				
2.a The percentage of parents who participate in parent/teacher conferences.	62.4% of parents participated in parent/teacher conferences.  The baseline was established from 2020-21 data.				75% of parents will participate in parent/teacher conferences.
2.a The percentage of parents who sign-up for ParentSquare parent communication.	88% of parents are signed up for ParentSquare.  The baseline was established from 2020-21 data.				100% of parents will sign-up for ParentSquare.
2.a The percentage of parents attending Parent Information Nights.	29.6% of parents attend Parent Information Nights.  The baseline was established from 2020-21 data.				40% of parents will attend Parent Information Nights.
2.a The percentage of parents attending Open House.	11.76% of parents attended Open House.				30% of parents will attend Open House.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The baseline was established from 2020-21 data.				
2.a The percentage of parents that participate in their child's IEP meetings.	96% of parents participated in their child's IEP meeting.  The baseline was established from 2020-21 data.				100% of parents will participate in their child's IEP meeting.
2.a The percentage of parents that provide input during IEP assessment of child.	100% of parents provided input during their child's IEP assessment.  The baseline was established from 2020-21 data.				100% of parents will provide input during their child's IEP assessment.
2.b The percentage the students who are attending school on a daily basis. (school attendance rate)	Community = 68.8%  Court = 97.5%  The baseline was established from 2020-21 data.				75% of community school students will attend school on a daily basis.  Maintain 97.5% of student attendance at the court school on a daily basis.
2.b The percentage of students who are	Community = 0%  Court = 0%				Less than 10% of community school students will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
absent 10 percent or more of the school days. (chronic absenteeism rate)	The baseline was established from 2020-21 data.				considered chronically absent.  Less than 10% of court school students will be considered chronically absent.
2.b The percentage of middle school students who drop out. (middle school dropout rate)	0% of middle school students have dropped out.  The baseline was established from 2020-21 data.				0% of middle school students will drop-out.
2.b The percentage of high school students who drop out. (high school dropout rate)	Community = 16.67% (1 student)  Court = 55.56% (5 students)  The baseline was established from 2020-21 data.				Less than 15% of community high school students will drop out.  Less than 50% of court high school students will drop out.
2.b The percentage of students who graduate high school. (one-year graduation rate)	92.3% of students graduated in 2020-21. (one-year graduation rate (DASS))  The baseline was established from 2020-21 data.				Maintain that at least 92% of students will graduate from high school. (one-year graduation rate)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.b The percentage of students suspended one or more days. (suspension rate)	2.7 % of students were suspended in 2020-21.  The baseline was established from 2020-21 data.				Less than 3% of students will be suspended for one or more days.
2.b The percentage of students expelled from a JCCS school. (expulsion rate)	0% of students have been expelled from a JCCS school.  The baseline was established from 2020-21 data.				0% of students will be expelled.
2.b The percentage of students who indicate they have caring adult relationships on the California Healthy Kids Survey (CHKS).	60% of students indicated they have caring adult relationships on the 2020-21 CHKS.  The baseline was established from 2020-21 data.				70% of students will indicate they have caring adult relationships on the CHKS.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.a.1	PSAC	JCCS staff will collaborate with the Parent School Advisory Committee (PSAC) to create, administer, and evaluate a parent survey.  Costs for meeting refreshments.	\$200.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.a.2</b>	Parent-Teacher Conferences	JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs.  No additional cost; part of the base program.	\$0.00	No
<b>2.a.3</b>	ParentSquare Licenses	JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between school and home in their native language.  Cost for ParentSquare.	\$1,310.00	No
<b>2.a.4</b>	Translation Services	JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual stipends to support translation services for EL students and families.  Cost for bilingual stipends.	\$23,213.00	Yes
<b>2.a.5</b>	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

Action #	Title	Description	Total Funds	Contributing
<b>2.a.6</b>	Parents Included in IEP Assessments	<p>Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires.</p> <p>No additional cost; part of the base program.</p>	\$0.00	No
<b>2.b.1</b>	Restorative Practices	<p>JCCS administrators, staff, and partner agencies will utilize restorative practices and Help Now! strategies from the Community Resiliency Model (CRM) to regulate behavior, de-escalate and resolve conflict, and foster a positive school environment.</p> <p>No additional cost; part of the base program.</p>	\$0.00	No
<b>2.b.2</b>	Positive Behavior Incentive Program	<p>JCCS staff in collaboration with Probation will utilize a positive behavior incentive program at both court schools to reinforce positive choices.</p> <p>No additional cost; part of the base program.</p>	\$0.00	No
<b>2.b.3</b>	FitzGerald Gym	<p>To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2021-22 school year for FitzGerald students.</p> <p>Cost for gym lease.</p>	\$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.b.4</b>	Mental Health and CPI Training	JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI).  Costs for registration, training, and substitute costs.	\$5,210.00	Yes
<b>2.b.5</b>	Academic and Behavioral Support	JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day.  Costs reflected in 1.b.6.	\$0.00	No
<b>2.b.6</b>	CADA Counselor	Identified students will participate in individual and group counseling sessions with the Council on Alcohol and Drug Abuse (CADA) Youth Support Specialist (YSS) to support mental wellness.  Cost for CADA Counselor (YSS).	\$45,000.00	No
<b>2.b.7</b>	Transition Support for Students	JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation).  Costs for office support staff.	\$79,130.00	No

Action #	Title	Description	Total Funds	Contributing
2.c.1	SARB	JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance.  Cost for administration fees.	\$400.00	No
2.c.2	WiFi Hotspots	WiFi hotspots will be provided to students for online access after school to complete assignments.  Cost for data contract.	\$4,561.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Through improved collaboration and use of the Agreement to Ensure School Access in the Best Interest of Students (School Access Agreement), Santa Barbara County youth in foster care will have reduced suspension and chronic absenteeism rates and increased graduation rates. (Priority 10)

An explanation of why the LEA has developed this goal.

Annually, students in foster care have the lowest academic outcomes of all student populations, and few continue their education after high school. In comparison to other student populations, students in foster care have higher rates of suspension, higher rates of chronic absenteeism, and lower graduation rates.

The actions and metrics included in this goal are grouped together based on priority 10 coordination of services for foster youth. Grouping these actions and metrics together will assist FYSCP in assessing the outcomes for students in foster care.

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The baseline was established from 2019-20 data.				
3.a Chronic absenteeism rate of students in foster care	The chronic absenteeism rate for youth in foster care was 35.1%  The baseline was established from 2018-19 data.				Reduce chronic absenteeism rate of students in foster care to 25%
3.a The number of school placement changes for youth in foster care	This is a new metric: baseline will be established in 2021-22.				Reduce the number of school placement changes for youth in foster care
3.a The number of freshman students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care	Approximately 18 freshmen enrolled in a Santa Barbara County community college were marked as being in or formerly in foster care  The baseline was established from 2020-21 data.				Increase the number of freshmen students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care to 25
3.a The percentage of seniors in foster care who complete the Free Application	84% of seniors in foster care completed the FAFSA.				95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Federal Student Aid (FAFSA)	The baseline was established from 2020-21 data.				
3.a The percentage of seniors in foster care who complete the Chafee grant	84% of seniors in foster care completed the Chafee grant  The baseline was established from 2020-21 data.				95% of seniors in foster care will complete the Chafee grant
3.a The number of supportive services provided to JCCS students in foster care	Six (6) supportive services were provided to four (4) JCCS students in foster care.  The baseline was established from 2020-21 data.				At least two (2) supportive services will be provided to every JCCS student in foster care.
3.a The percentage of Educational Records for youth in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court	100% of Educational Records for youth in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.  The baseline was established from 2020-21 data.				100% of Educational Records for youth in foster care will be provided to Child Welfare Services (CWS) and Juvenile Court

# Actions

Action #	Title	Description	Total Funds	Contributing
3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	<p>The FYSCP EAC will meet every other month to identify countywide needs, develop and prioritize goals, and monitor progress.</p> <p>No additional cost; part of the Transitional Youth Services program duties.</p>	\$0.00	No
3.a.2	Improve Collaboration	<p>FYSCP will create a system of cross-collaboration, with Child Welfare Services, school districts, charter schools, juvenile court and community schools, juvenile probation, parents, students, post-secondary education, Court Appointed Special Advocate (CASA), Special Education Local Plan Area (SELPA), Behavioral Wellness (BeWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), so students and families can be easily connected to appropriate housing, personal care, education, and career resources.</p> <p>The collaboration will be attained through:</p> <ul style="list-style-type: none"> <li>• Recruiting resource parents.</li> <li>• Educating on:</li> <li>• Creating positive experiences</li> <li>• Education rights</li> <li>• School of Origin and Best Interest Determination Procedure</li> <li>• Immediate enrollment</li> <li>• Least restrictive environment</li> <li>• FAFSA &amp; Chafee grant</li> <li>• AB waivers</li> <li>• Available resources</li> <li>• Mental health</li> <li>• Childcare</li> <li>• Post-secondary programs and transition support</li> </ul> <p>Costs for Transitional Youth Services staff salaries and benefits.</p>	\$289,998.00	No

Action #	Title	Description	Total Funds	Contributing
3.a.3	Use School Access Agreement	<p>FYSCP and collaborative partners will use the School Access Agreement to keep students in foster care in their school of origin unless it's in their best interest to transfer, connect them to resources and support, and ensure immediate enrollment in school and appropriate classes and timely transfer of records.</p> <ul style="list-style-type: none"> <li>• Create templates and scripts.</li> <li>• Train district liaisons, social workers, juvenile court and community school staff, and probation staff.</li> </ul> <p>Costs listed above in 3.a.2.</p>	\$0.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Based on the analysis of stakeholder input, local and state data, SBCEO consistently met and maintained progress in both state priorities 1 and 9. It was determined that these two priorities could be implemented without significant changes and therefore met the requirements for a maintenance goal. The actions and metrics will be monitored for sustained progress in meeting the state requirements described in priorities 1 and 9.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a The percentage of teachers in the LEA that appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.  The baseline was established from 2020-21 data.				100% of the teachers in the LEA will continue to be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
4.a	100% of pupils have sufficient access to				100% percentage of pupils will continue to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of pupils that have sufficient access to the standards-aligned instructional materials.	the standards-aligned instructional materials.  The baseline was established from 2020-21 data.				have sufficient access to the standards-aligned instructional materials.
4.a The percentage of school facilities that are maintained in good repair.	100% of school facilities are maintained in good repair.  The baseline was established from 2020-21 data.				100% percentage of the school facilities will continue to be maintained in good repair.
4.b The percentage of districts within the county that have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students.	100% of districts within the county have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students.  The baseline was established from 2020-21 data.				100% of districts within the county will continue to adopt a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students.
4.b The percentage of district-referred JCCS expelled youth that meet the terms and	71% of district-referred JCCS expelled youth met the terms and				85% percentage of district-referred JCCS expelled youth will meet the terms and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
conditions of their expulsions.	<p>conditions of their expulsions.</p> <p>The baseline was established from 2020-21 data.</p>				conditions of their expulsions.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>4.a.1</b>	Teacher Credentials	<p>SBCEO will require that JCCS teachers are appropriately credentialed and/or authorized for the subjects they teach.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>4.a.2</b>	Standards-aligned Curriculum	<p>JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>4.a.3</b>	School Facilities	<p>SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at all three school sites.</p> <p>Costs for custodial/maintenance staff.</p>	\$47,608.00	No

Action #	Title	Description	Total Funds	Contributing
4.b.1	Countywide Plan for Expelled Youth	SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within Santa Barbara County Plan for Expelled Youth.  Cost for CWA Director salary and benefits.	\$59,260.00	No
4.b.2	Expelled Youth Rehabilitation Plans	Under the direction of the CWA Director, JCCS staff will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans by doing the following: <ul style="list-style-type: none"> <li>• Review rehabilitation plans with students upon entry</li> <li>• Monitor progress to foster success, including but not limited to, counseling, academics, and attendance</li> <li>• Provide transitional support for students who are ready to return to their districts</li> </ul> Associated costs listed above in 4.b.1.	\$0.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.59%	\$320,400

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

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

Our data demonstrate that 100% of our students are underachieving in mathematics and 73.4% are underachieving in English Language Arts (ELA). In 2019-20, 0% scored at or near standard in mathematics, and 18% of court students and 8.6% of community students scored at nearly met or met standard in ELA on the CAASPP. 72.5% of students enter our JCCS programs as credit deficient. 100% of students have experienced trauma according to the Santa Barbara Department of Behavior Wellness, which serve our students in court schools, based on this data all students who serve a commitment participate in "Moral Reconciliation Therapy" in addition 85% of students participate in treatment with one of their clinicians, and 67.8% have previously been exposed to the criminal justice system. We believe their best hope of leading positive, productive lives lies in their educational success, which requires us to be proactive and highly strategic in our work.

With 100% of JCCS students identified as unduplicated, many strategies and services are offered LEA-wide. All of our students are unduplicated, 97.3% identified as socio-economically disadvantaged, 37.84% identified as English learners, and 2.7% identified as a youth in foster care. After assessing the needs, conditions, and circumstances of our unduplicated students, we have principally directed targeted supports and services above and beyond the base program to meet the unique needs of our unduplicated students.

The 2021-22 LCAP describes \$385,378 of actions and services that are above and beyond the base program which surpasses increased apportionment. These targeted approaches are designed to increase or improve services for our at-risk students. The following actions are principally directed toward and effective in meeting our goals for unduplicated students.

**GOAL 1:** All students will demonstrate mastery of grade-level content standards and upon graduation will be prepared and successful for college and/or career. (Priorities: 2, 4, 7, and 8)

1.a.1 ADDITIONAL ACADEMIC SUPPORTS- Let's Go Learn is used daily for reading and math intervention to fill in educational gaps allowing students to access the core curriculum. Recent scores from this intervention program indicate the average growth of students between the pre/post-test scores on Diagnostic Online Reading Assessment (DORA) reflects a 0.70 average grade increase. Additionally, the average growth of students between the pre/post-test scores on Adaptive Diagnostic Assessment of Mathematics (ADAM) reflects a 0.85 average grade increase. After carefully reviewing our data, studying our own strengths and needs, and analyzing best-practice research, we believe that continuing to offer this intervention support will have a direct and substantive outcome for the unduplicated student population we serve. Students in need of the targeted assistance will be identified to participate in zero period, homework help, and/or one-on-one tutoring with either the classroom teacher and/or teaching assistant. Through this additional academic support, we expect our unduplicated students to make an average growth of one year on both reading and math assessments (DORA and ADAM) by 2023-24.

1.a.2 PROFESSIONAL DEVELOPMENT WORKGROUPS- Our CAASPP reports show that 18% Court and 8.6% Community of students score at nearly met or met standard in ELA and 0% score at nearly met or met standard in mathematics. In the 2021-22 school year our ELA/ELD and math teachers will engage in monthly professional development and coaching with subject matter experts to help identify specific strategies that support our unduplicated students in mastering grade-level content standards. By engaging in professional development as a group we can identify specific standards and strategies to implement JCCS wide. Having coherent ELA/ELD and mathematics standards implementation will be effective in increasing student achievement on statewide testing.

1.a.5 TEACHER-STUDENT RATIOS- Providing a low student-to-teacher ratio of 20:1 in our court schools, will assist our students to close their learning gaps. Our teaching staff are highly trained and have received specialized training in trauma-informed care, restorative practices, and the "Community Resiliency Model". In the 2021-22 LCAP we plan to use the two extra court school teachers to provide one-on-one and small group instruction to improve student academic progress and combat the impact of learning loss our students have experienced. By reducing the teacher-to-student ratio we provide students with opportunities for more individualized, targeted academic instruction which will help close their learning gaps as well as the ability to form an emotional connection with school staff.

Through the implementation of actions 1.a.1, 1.a.2, and 1.a.5, we expect that our students will improve their overall academic progress scores on the ELA and mathematics CAASPP assessments. We anticipate that 40% of students will achieve at or near standard in ELA and 35% of students will achieve at or near standard in mathematics.

1.a.7 CREDIT RECOVERY SOFTWARE- 72.5% unduplicated students enter our JCCS programs credit deficient. By offering students credit recovery options through an online platform "Anywhere Learning System", we had 48.4% of students earn credits at an accelerated rate. Continuing to provide students with the ability to earn credits independently assists them in meeting graduation requirements. One of our recent successes has been improving our graduation rate to 92.3%. Our data shows this has been an effective action in meeting the needs of our unduplicated students, therefore we will continue to provide a credit recovery program. Through this principally directed action, we expect that 80% of our students will earn credits at an accelerated rate by 2023-24.

GOAL 2: All students and parents will be provided targeted services that address student and family needs to support students in overcoming barriers impacting their education. (Priorities: 3, 5, and 6)

2.b.4 MENTAL HEALTH AND CPI TRAINING- On the CHKS an alarming 44% of students admitted to being drunk or “high” at school. This in combination with the Behavior Wellness clinicians and CADA reporting an increase in alcohol and/or drug use and our Leadership Team requesting additional training to support our students' mental health needs led to the development of this action. Our past practice of using restorative practices to increase student engagement has proven effective by keeping students in the classroom and reducing our suspension rate from 19.7% to 2.7%. Building on this success we believe that by giving our instructional staff the tools and strategies to effectively work with our students in addressing these underlying issues they will be better able to focus on their academics. Through this principally directed action, we expect to maintain our suspension rate below 3%, continue to have 0% of students expelled, and that 70% of students will indicate that they have caring adult relationships on the CHKS.

In reviewing our 2017-20 LCAP all the above actions (1.a.1, 1.a.2, 1.a.5, 1.a.7, and 2.b.4) were subactions of larger actions that have similarities of actions carried over into the 2021-24 LCAP. The actions reflected in the increased and improved services section are not directly correlated to one specific action listed in the 2017-20 LCAP. Based on stakeholder input and measurable data it was determined to revise and carry over these listed actions as individual actions rather than subactions so that they can be more easily implemented and measured.

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

2.a.4 ENGLISH LEARNERS- In assessing the needs, conditions, and circumstances of our English Learners and families we learned that 72.97% of our student population is considered Limited English Proficient (LEP) and English Learners comprise 37.84% of our student population. It is vital to have native speakers available to assist them, therefore 25% of our teachers are bilingual and 83% of our TA's receive a bilingual stipend. Additionally, 100% of our clerical staff are bilingual to facilitate communication with our parents and community. Our stakeholder feedback indicated that having staff on-site that can fluently communicate with our students' parents is invaluable and we expect that having staff who are bilingual will increase the number of parents who attend parent-teacher conferences to 75%, that 100% of our parents will sign-up for ParentSquare, and that 40% of our parents will attend Parent Information Nights.

In addition, our assessment of the unique needs, conditions, and circumstances of our English Learners demonstrated that 100% are of ELs are reading below grade level. To support the reading development of our EL students, we have purchased a subscription to “Newsela” which is aligned to the ELA/ELD standards allowing teachers to search articles by standard and then adjust the reading level for students so that the content is accessible for our English Learners and our struggling readers. In 2021-22 we set aside funds to purchase a new ELD curriculum to support ELD development. As previously described in 1.a.2, staff will participate in professional development and coaching with subject matter experts to identify specific strategies that assist our English learners in mastering ELD standards and making progress towards English proficiency as measured by the ELPAC. We expect that by providing these principally directed supports for our English Learners, the percentage of students who are redesignated as Fluent English Proficient will increase to 8% and that 10% of English Learners who test with us for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.

The actions described in the Increased or Improves Services section were designed to improve services for English learners, foster youth, and socio-economically disadvantaged students by far greater than the 2.54% threshold required by statute.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

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

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

### **For School Districts Only:**

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

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

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,008,356.00	\$596,691.00	\$577,163.00	\$322,801.00	\$2,505,011.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,296,219.00	\$208,792.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.a.1	English Learners Foster Youth Low Income	Additional Academic Supports	\$11,400.00	\$18,480.00			\$29,880.00
1	1.a.2	English Learners Foster Youth Low Income	Professional Development Workgroups	\$18,291.00	\$58,000.00			\$76,291.00
1	1.a.3	All	Interim Assessments					\$0.00
1	1.a.4	All	Data Analysis					\$0.00
1	1.a.5	English Learners Foster Youth Low Income	Teacher-Student Ratios	\$328,964.00				\$328,964.00
1	1.a.6	All	Instructional Staff	\$497,614.00	\$182,635.00	\$470,602.00	\$138,187.00	\$1,289,038.00
1	1.a.7	English Learners Foster Youth Low Income	Credit Recovery Software	\$3,300.00				\$3,300.00
1	1.b.1	All	WASC Accreditation	\$160.00				\$160.00
1	1.b.2	All	WASC Accreditation and Leadership Team					\$0.00
1	1.b.3	All	Course of Study Assignment					\$0.00
1	1.c.1	All	Career Exploration Labs					\$0.00
1	1.c.2	All	CTE Course Development					\$0.00
1	1.c.3	All	CTE Teacher on Special Assignment	\$5,302.00	\$128,062.00			\$133,364.00
1	1.d.1	English Learners	ELPAC Training	\$8,964.00				\$8,964.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.d.2	English Learners	ELD Instruction	\$2,160.00	\$20,000.00			\$22,160.00
1	1.d.3	English Learners	Reclassification of EL students					\$0.00
1	1.e.1	Students with Disabilities	Individual Transition Plans					\$0.00
1	1.e.2	Students with Disabilities	Supports for Students with Disabilities					\$0.00
1	1.e.3	Students with Disabilities	Services for Students with Disabilities					\$0.00
2	2.a.1	All	PSAC	\$200.00				\$200.00
2	2.a.2	All	Parent-Teacher Conferences					\$0.00
2	2.a.3	All	ParentSquare Licenses	\$1,310.00				\$1,310.00
2	2.a.4	English Learners	Translation Services	\$23,213.00				\$23,213.00
2	2.a.5	Students with Disabilities	IEP Parent Attendance					\$0.00
2	2.a.6	Students with Disabilities	Parents Included in IEP Assessments					\$0.00
2	2.b.1	All	Restorative Practices					\$0.00
2	2.b.2	All	Positive Behavior Incentive Program					\$0.00
2	2.b.3	All	FitzGerald Gym			\$57,000.00		\$57,000.00
2	2.b.4	English Learners Foster Youth Low Income	Mental Health and CPI Training	\$210.00	\$5,000.00			\$5,210.00
2	2.b.5	All	Academic and Behavioral Support					\$0.00
2	2.b.6	All	CADA Counselor			\$45,000.00		\$45,000.00
2	2.b.7	All	Transition Support for Students				\$79,130.00	\$79,130.00
2	2.c.1	All	SARB	\$400.00				\$400.00
2	2.c.2	All	WiFi Hotspots			\$4,561.00		\$4,561.00
3	3.a.1	Foster Youth	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)					\$0.00
3	3.a.2	Foster Youth	Improve Collaboration		\$184,514.00		\$105,484.00	\$289,998.00
3	3.a.3	Foster Youth	Use School Access Agreement					\$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.a.1	All	Teacher Credentials					\$0.00
4	4.a.2	All	Standards-aligned Curriculum					\$0.00
4	4.a.3	All	School Facilities	\$47,608.00				\$47,608.00
4	4.b.1	Expelled Youth	Countywide Plan for Expelled Youth	\$59,260.00				\$59,260.00
4	4.b.2	Expelled Youth	Expelled Youth Rehabilitation Plans					\$0.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$385,378.00	\$466,858.00
<b>LEA-wide Total:</b>	\$33,201.00	\$114,681.00
<b>Limited Total:</b>	\$23,213.00	\$23,213.00
<b>Schoolwide Total:</b>	\$328,964.00	\$328,964.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.a.1	Additional Academic Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,400.00	\$29,880.00
1	1.a.2	Professional Development Workgroups	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,291.00	\$76,291.00
1	1.a.5	Teacher-Student Ratios	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Court Schools: Los Robles School and Dos Puertas School	\$328,964.00	\$328,964.00
1	1.a.7	Credit Recovery Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,300.00	\$3,300.00
2	2.a.4	Translation Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$23,213.00	\$23,213.00
2	2.b.4	Mental Health and CPI Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210.00	\$5,210.00

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

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

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

### **For School Districts Only:**

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

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

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.