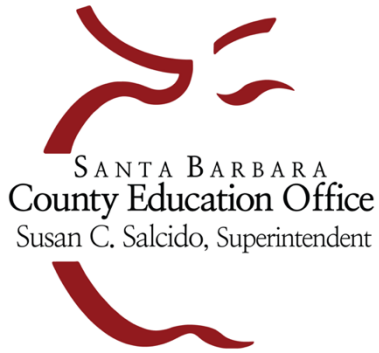
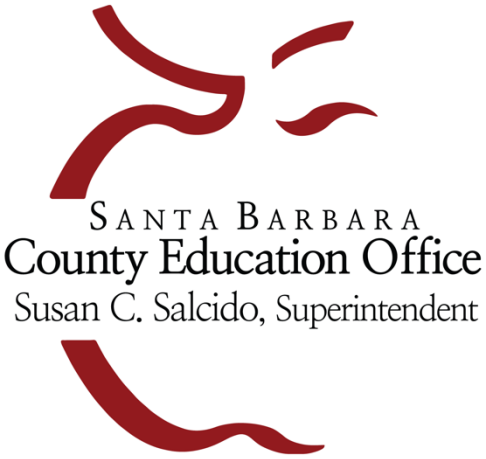


Santa Barbara County Education Office

Local Control and Accountability Plan (LCAP)

2026-27



Budget Overview

for Parents

LCFF Budget Overview for Parents

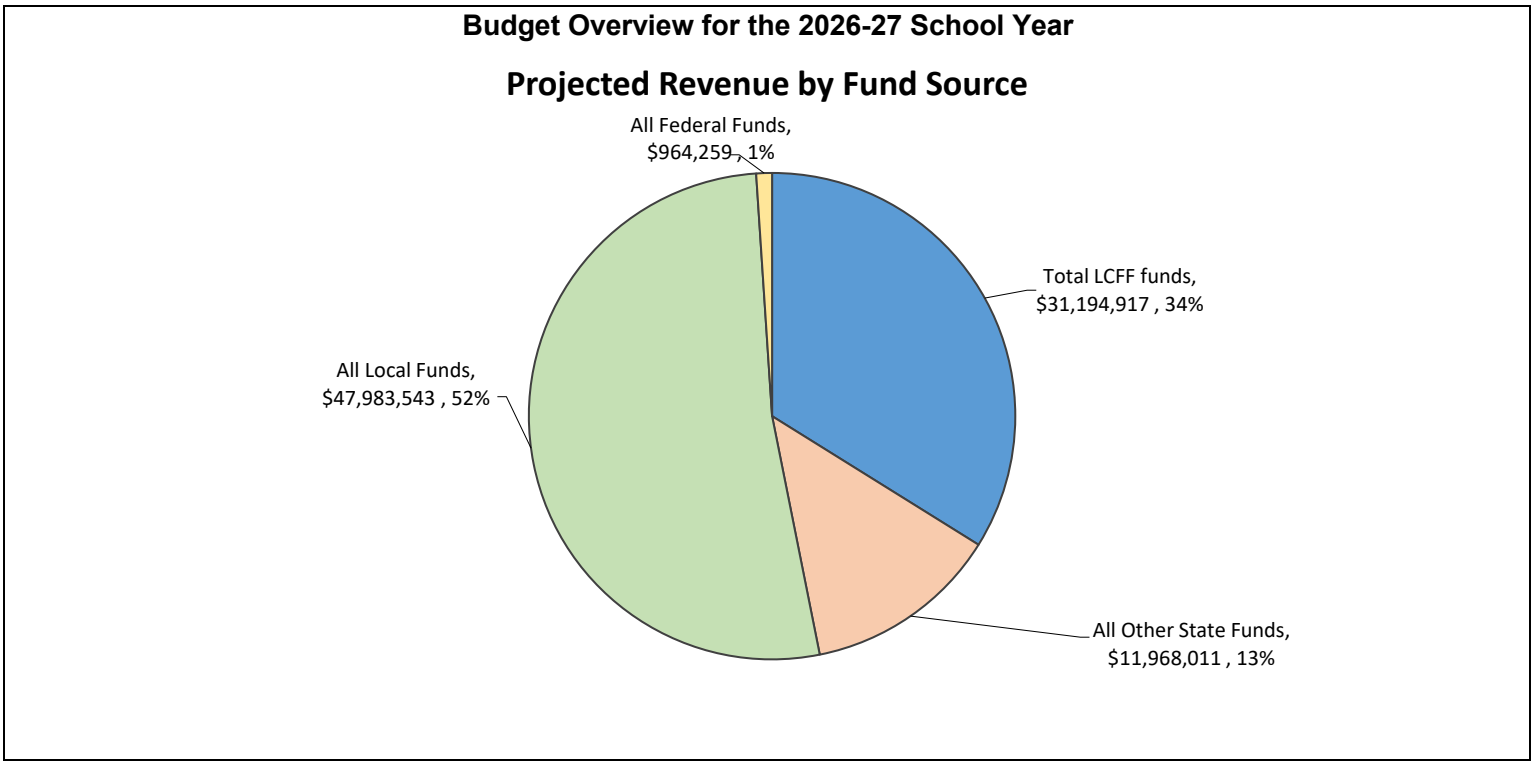
County Office of Education (COE) Name: Santa Barbara County Education Office

CDS Code: 42-10421-0000000

School Year: 2026-27

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

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).



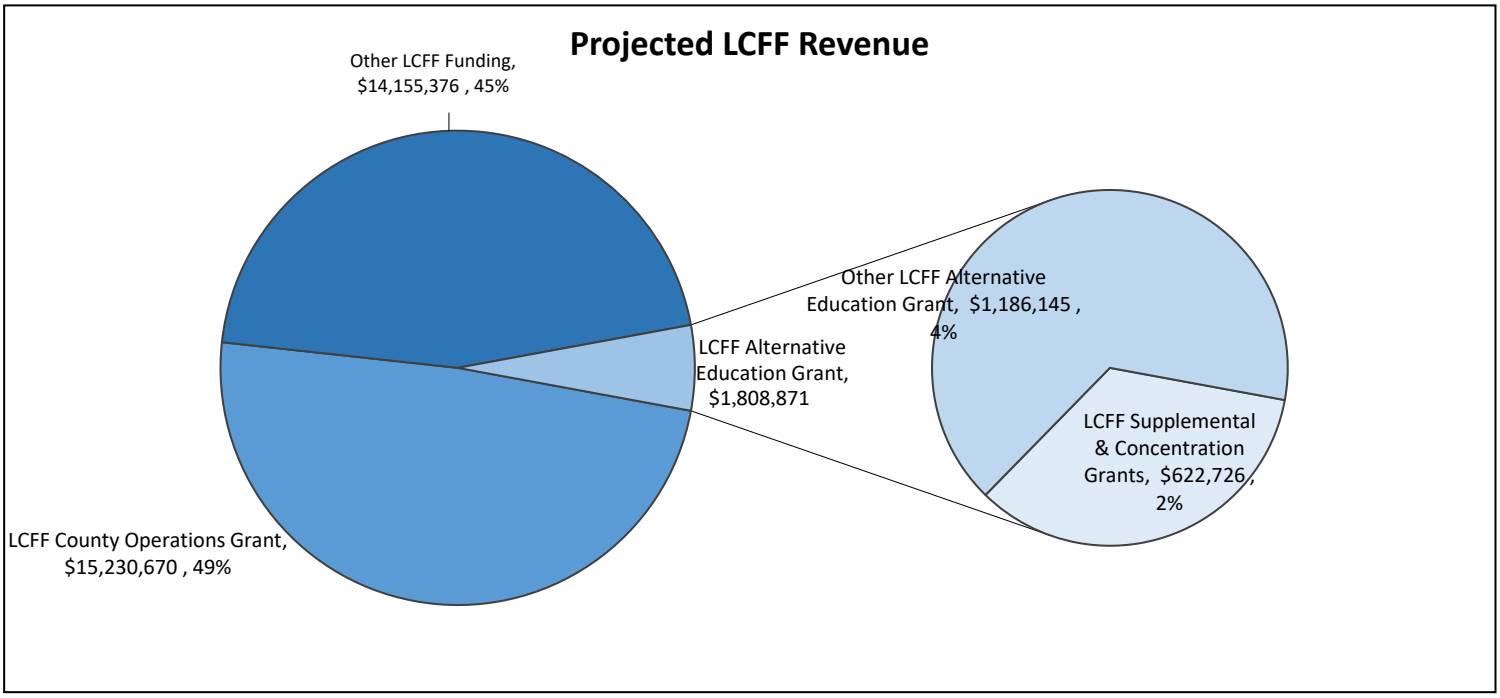
This chart shows the total general purpose revenue Santa Barbara County Education Office expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara County Education Office is $92,110,730.00, of which $31,194,917.00 is Local Control Funding Formula (LCFF), $11,968,011.00 is other state funds, $47,983,543.00 is local funds, and $964,259.00 is federal funds.

Of the $11,968,011.00 attributed to All Other State Funds, $192,840.00 are attributed to the Student Support and Enrichment Block Grant.

LCFF Budget Overview for Parents

LCFF Budget Overview for the 2026-27 School Year

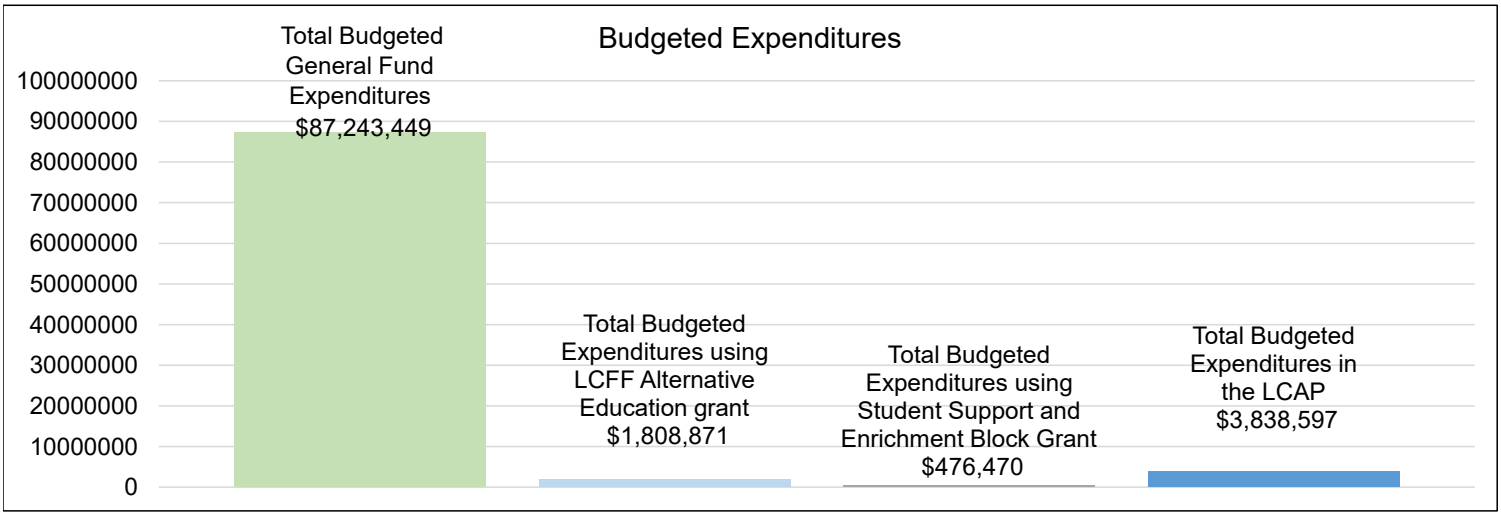


This chart shows the LCFF revenue Santa Barbara County Education Office expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Santa Barbara County Education Office is $31,194,917.00, of which $15,230,670.00 is attributed to the LCFF County Operations Grant, $1,808,871.00 is the attributed to the LCFF Alternative Education Grant, and $14,155,376.00 is other LCFF funds. Of the $1,808,871.00 attributed to the LCFF Alternative Education Grant, $622,726.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

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

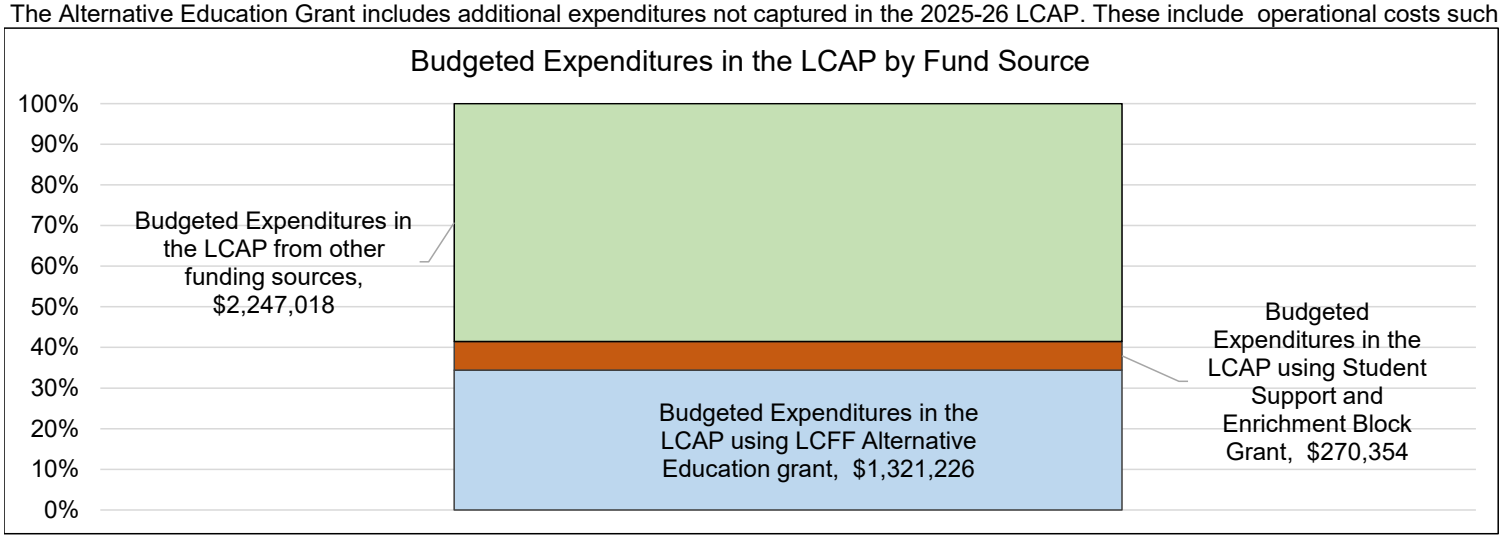


This chart provides a quick summary of how much Santa Barbara County Education Office plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Santa Barbara County Education Office plans to spend $87,243,449.00 for the 2026-27 school year. Of that amount, $1,808,871.00 is attributed to the Alternative Education Grant and $476,470.00 is attributed to the Student Support and Enrichment Block Grant. $83,404,851.86 of the General Fund Budgted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Student Services/Support (Special Education, Title IIA, Child Welfare & Attendance, Career Technical Education, Transitional Youth). District & Teacher Services/Support (Curriculum & Instruction, Educational Technology, Teacher Induction, Financial Systems, Information Technology, School Business Advisory Services). Internal Services/Support (Fiscal Services, Human Resources, Maintenance & Operations. The Alternative Education Grant includes additional expenditures not captured in the 2025-26 LCAP. These include operational costs such



This chart provides a quick summary of how much Santa Barbara County Education Office plans to spend for 2026-27 for planned actions and services in the LCAP.

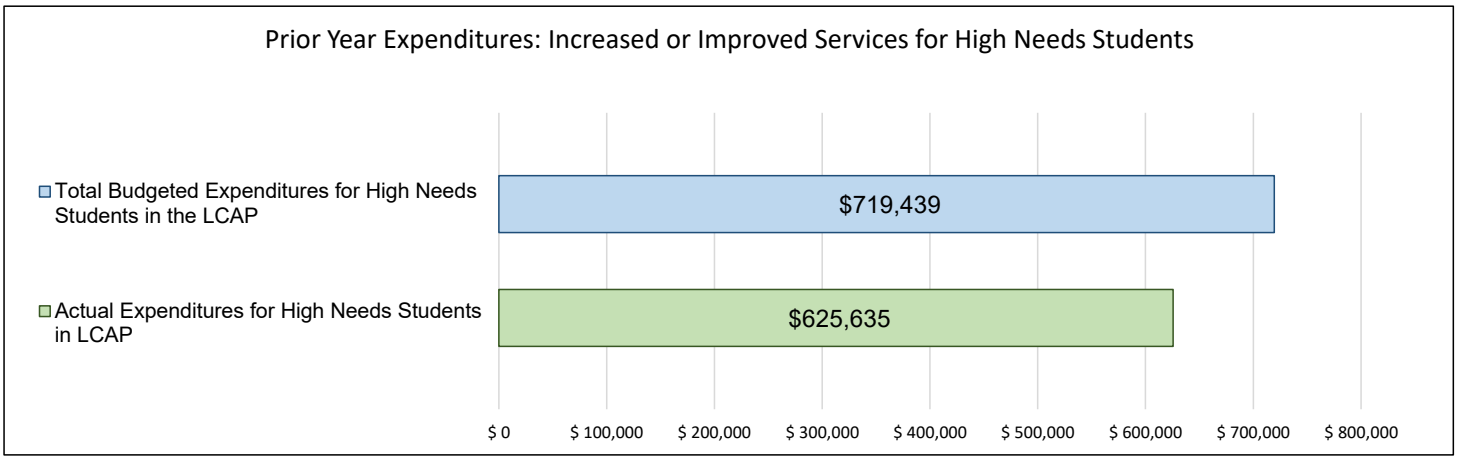
The text description of the above chart is as follows: Santa Barbara County Education Office plans to spend $3,838,597.14 on actions/services in the LCAP. Of those funds, $1,321,225.86 is attributed to the Alternative Education Grant and $270,353.55 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Santa Barbara County Education Office is projecting it will receive $622,726.00 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 $641,046.46 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

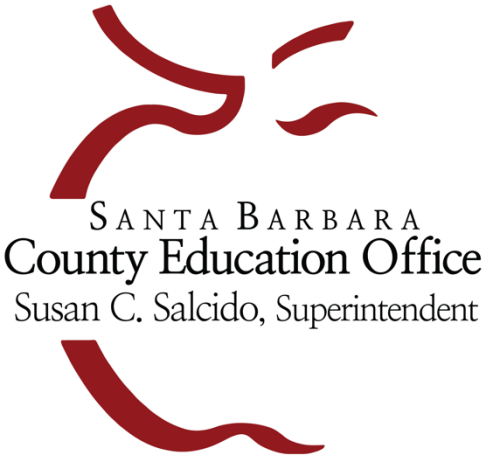
Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Santa Barbara County Education Office budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Barbara County Education Office estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Santa Barbara County Education Office's LCAP budgeted $719,438.66 for planned actions to increase or improve services for high needs students. Santa Barbara County Education Office actually spent $625,635.04 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $93,803.62 had the following impact on Santa Barbara County Education Office's ability to increase or improve services for high needs students:

The total actual expenditures were less than budgeted primarily because CADA counseling services were not available until the middle of the second semester of 2025–26, and the counselor served on a part-time basis instead of the full-time that was allocated. As a result, the scope and duration of counseling services provided to high needs students were reduced. While students still received increased or improved supports, the overall level of service was lower than originally planned.


SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

2026-27 LCAP

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

The Santa Barbara County Education Office (SBCEO) Juvenile Court and Community Schools (JCCS) includes two schools located in Santa Maria: Dos Puertas School, the court school, and Peter B. FitzGerald Community School, the community school.

Santa Maria is a diverse and resilient community with significant needs. Compared with the two other largest cities in Santa Barbara County, Santa Barbara and Lompoc, Santa Maria has the highest percentage of foreign-born residents at 27.7% and the highest percentage of households where a language other than English is spoken at 56.4%. Educational attainment in Santa Maria is also the lowest among the three cities, with 70.1% of residents age 25 and older having only completed high school. While Santa Maria has the second lowest poverty rate among the county's three largest cities at 13.5%, socioeconomic disparities persist. Santa Maria has also experienced the highest levels of violent and property crime in the region, which correlates with elevated juvenile justice involvement. As a result, Santa Maria remains a priority area for youth-focused collaboration, as identified in the 2025–26 County Juvenile Justice Plan. Encouragingly, Part I crimes, including homicide, rape, robbery, and arson, decreased by 30% in early 2024 compared with the same period in 2023, following a 28% decrease the previous year. Overall, crime decreased by 46% from 2022 to 2024. Leveraging strong community partnerships and cultural strengths remains essential to supporting students and building a safer, more equitable future.

Peter B. FitzGerald Community School (FitzGerald), SBCEO's community school, is located at the SBCEO North County office. FitzGerald has operated for the past decade through a Memorandum of Understanding (MOU) with two local school districts. Santa Maria Joint Union

High School District (SMJUHSD) refers students in grades 9–12, and Santa Maria-Bonita School District (SMBSD) refers students in grades 7–8. Students may be referred for reasons including expulsion, behavior, and chronic absenteeism; however, in recent years, SMJUHSD has referred only expelled students. In 2025–26, enrollment at FitzGerald has been lower than in the prior year. Enrollment this year has ranged from 15 to 22 students, compared with a range of 21 to 34 students last year. Referrals from both SMJUHSD and SMBSD continue to be lower this year as both districts strengthen implementation of restorative practices and alternatives to suspension and expulsion.

Dos Puertas School (DPS), SBCEO's court school, is located within the Santa Maria Juvenile Justice Center and operates in partnership with the Santa Barbara County Probation Department. DPS serves youth ages 12 to 18 who have been removed from their homes by the court and are detained in the facility. All youth under the age of 18 are required to attend school while detained unless they have already earned a high school diploma. DPS also serves secure track youth. Secure track youth range in age between 14 and 25, and are adjudicated for serious offenses and are committed to secure county facilities rather than state-run Division of Juvenile Justice facilities or adult prison. The secure track program emphasizes rehabilitation, education, and individualized treatment in a secure setting, with commitments ranging from a minimum of 18 months to a maximum of seven years. Enrollment at DPS fluctuates daily; however, enrollment has increased compared with the prior year. During the current school year, enrollment has ranged from 33 to 42 students, compared with a range of 16 to 36 students last year. Student commitments during 2025–26 have ranged from one day to a full school year. In addition, 26 students are currently enrolled in secure track. DPS serves both male and female students from throughout Santa Barbara County.

The Local Control Funding Formula (LCFF) requires districts to identify an unduplicated count of students in the following student groups: English learners, Long-Term English Learners, socioeconomically disadvantaged students, and foster youth. Students in these groups are counted only once, even if they meet the criteria for more than one group. For JCCS, the percentage of unduplicated students in 2025–26 is 100%.

October 2025 CALPADS demographic data for JCCS were as follows:

* Hispanic/Latino: 96.5% (55 of 57)
* Black/African American: 0.0% (0 of 57)
* White: 3.5% (2 of 57)
* English Learners (EL): 31.6% (18 of 57)
* Long-Term English Learners (LTEL): 83.3% of English Learners (15 of 18) and 26.3% of all students (15 of 57)
* Redesignated Fluent English Proficient (RFEP): 40.4% (23 of 57)
* Limited English Proficient, including EL students and monitored RFEP students: 43.9% (25 of 57)
* English Only: 28.1% (16 of 57)
* Students with Disabilities (SWD): 28.1% (16 of 57)
* Foster Youth: 1.8% (1 of 57)
* Homeless Youth: 28.1% (16 of 57)
* Socioeconomically Disadvantaged (SED): 100% (57 of 57)

Both schools serve a highly mobile student population. As of March 6, 2026, the average length of enrollment was 48 days at the court school and 61 days at the community school. Compared with the prior year, the average length of enrollment at the court school increased by

10 days. At the community school, the average length of enrollment decreased by 16 days compared with the prior year. In addition, as of March 6, 2026, more than half of the students at the court school, 54.5%, had been enrolled more than once at the court school throughout the year. Due to the small number of students served in JCCS schools, student group data are generally not reported for most metrics. However, reporting student group data is required for Goal 5, the Equity Multiplier focus goal. Goal 5, along with its associated metrics and actions, must address the needs of student groups performing at the lowest levels on the California Dashboard. Both DPS and FitzGerald receive Equity Multiplier funding because of the high percentage of unduplicated students, 100%, and high non-stability rates, 92.8% at the court school and 77.8% at the community school. Therefore, student group data are reported in Goal 5.

To support students with Individualized Education Programs (IEPs), JCCS staff work to create a positive, supportive, and respectful learning environment that helps students make progress toward high school graduation. At FitzGerald, students with IEPs receive services from their district of residence through both push-in and pull-out models. At DPS, students with IEPs receive services from SBCEO Special Education staff through a push-in model.

JCCS values parent/guardian and student feedback and uses this input to shape the vision and mission of both schools, as well as to inform programmatic decisions. JCCS consistently gathers feedback through the California Healthy Kids Survey and a locally administered parent/guardian survey. The most recent California Healthy Kids Survey and locally administered parent/guardian survey results are summarized below.

2025–26 student responses:

* 62% of students report that they have caring relationships with adults at school.
* 68% of students believe their teachers have high expectations for their success.
* 65% of students report that they are academically motivated and try hard at their schoolwork.
* 54% of students report that teaching staff treat students fairly.
* 81% of students report feeling safe or very safe at school.

2025–26 parent/guardian responses:

* 97% of parents/guardians believe the schools do a good job keeping students safe and secure.
* 97% of parents/guardians believe the schools do a good job evaluating their child’s academic needs.
* 83% of parents/guardians believe the schools do a good job preparing students for work or a career through college and/or community college.
* 97% of parents/guardians believe the schools do a good job providing students with positive support and guidance.

Analysis of current state and local data indicates that JCCS students need continued support in several areas that are essential to their overall well-being and academic success. These needs fall into four primary areas: academic support, social-emotional support, behavioral health and drug and alcohol counseling, and recreational/prosocial activities.

Academically, students need continued support in mathematics and English language proficiency. Social-emotionally, students need opportunities to build connection, purpose, relevance, and meaningful engagement within the school environment. Continued access to behavioral health and substance use counseling is also essential to removing barriers that affect daily participation in school. In addition, recreational and prosocial activities during and beyond the school day are important for reducing disengagement and preventing negative behaviors associated with idle time. This LCAP is designed to address these identified needs comprehensively and support the holistic development and success of JCCS students.

As a County Office of Education, the SBCEO LCAP must also address coordination of services for expelled youth, Priority 9, and coordination of services for foster youth, Priority 10.

Coordination of Services for Expelled Youth

Santa Barbara County is home to 20 school districts, 14 of which are small elementary districts located in rural areas. These districts have few, if any, expulsions. When expulsions do occur, districts typically arrange educational placements within their own schools or neighboring districts through the suspended expulsion process outlined in Education Code 48917. Expulsions in Santa Barbara County have decreased significantly in recent years, from 85 students, or 0.13%, in 2023–24 to 28 students, or 0.04%, in 2024–25. All expulsions involved high school-aged students. Pursuant to Education Code 48916.1, when a student is expelled, the school district's governing board must ensure that the student has access to an educational program for the duration of the expulsion. While individual districts are responsible for providing these educational options, SBCEO supports districts in reviewing and identifying appropriate placements. In Santa Barbara County, three districts operate community day schools for expelled youth. Students may attend Peter B. FitzGerald Community School in Santa Maria, Alta Vista: Quetzal in Santa Barbara, or Bob Forinash Community Day School in Lompoc. SBCEO also supports districts in exploring options to establish a community day school when one is not currently available. Additionally, through the development of the Triennial Expelled Youth Plan (TEYP), districts identified a need for professional development and ongoing collaboration among administrators regarding student discipline practices. In response, SBCEO has facilitated workshops on student attendance procedures and interventions, as well as meetings to support the use of school climate survey data to foster positive learning environments. Moving forward, SBCEO will continue to offer professional development focused on student engagement and responding to student behavior. Through these collective efforts, SBCEO and district partners aim to strengthen student connections to school and reduce suspensions and expulsions across the county.

Coordination of Services for Foster Youth in Santa Barbara County

The Transitional Youth Services (TYS) Department operates within the Student and Community Services Division of SBCEO. TYS oversees two key programs: the Education for Homeless Children and Youth (EHCY) program and the Foster Youth Services Coordinating Program (FYSCP). With a dedicated team of six, including a Director, Administrative Assistant, two Program Associates, a Student Information Specialist, and a part-time Health Advocate, TYS provides coordinated support to school districts and charter schools throughout Santa Barbara County. Aligned with LCAP Goal 3, TYS plays a critical role in coordinating services and improving educational outcomes for foster youth by ensuring equitable access to educational opportunities and supports. Through the Foster Youth Services Coordinating Program, TYS facilitates the Executive Advisory Council (EAC), a collaborative body of cross-sector partners that convenes three times annually to assess countywide needs, establish shared priorities, and monitor progress in supporting foster youth.TYS works closely with district foster youth liaisons to review student outcome data, identify areas of need, and collaboratively set goals to improve educational stability and

achievement for foster youth. Using this data-driven approach, TYS provides technical assistance, services, and professional learning opportunities tailored to the needs of each district. This includes developing standardized procedures, providing templates and resource guides, and offering targeted training and consultation. In addition, TYS educates school personnel, resource parents, and community partners about the educational rights afforded to foster youth under AB 490. Training and outreach efforts emphasize key protections, including school stability, School of Origin rights, immediate enrollment, partial credit protections, and access to educational resources and supports. TYS also promotes interagency collaboration through regular communication and meetings with child welfare partners, caregivers, and community organizations. These efforts help ensure that stakeholders are informed about foster youth education rights, community resources, and postsecondary pathways.

Reflections: Annual Performance

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

The analysis and reflections related to student outcomes in the 2025-26 Local Control Accountability Plan (LCAP), and educational partner input informed the development of the 2026-27 LCAP by identifying areas of success, need, and improvement.

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

On the 2023 Dashboard for SBCEO, we had one student group receive the lowest performance level on state indicators: students with disabilities who demonstrated a suspension rate in the red. Additionally, on the 2023 Dashboard for the Court School, we had one student group receive the lowest performance level on state indicators: Hispanic/Latino students who demonstrated disproportionately high rates of suspension. We are proud that with the identified strategies in the 2024-25 and 2025-26 LCAP we were able to improve the suspension rate for Hispanic/Latino students at the Court school, and on the 2025 Dashboard, this group is now in green. Additionally, the strategies have also helped decrease the number of suspensions for students with disabilities in SBCEO by 5%, and this student group is now in the orange on the 2025 Dashboard.

Both the Court School and the Community School receive Equity Multiplier funds. Beginning with the 2024–27 LCAP, Goal 5 was added to address the needs of student groups performing at the lowest levels on state Dashboard indicators. Based on the 2024–25 Dashboard, Goal 5 continues to focus on reducing suspension rates for Hispanic/Latino students, students experiencing homelessness, and socioeconomically disadvantaged students. Through consultation with educational partners, including staff and parents/guardians, a shared priority emerged: implementing strategies that reduce suspensions, keep students engaged in instruction, and maintain access to resources. Although English

Learners, Long-Term English Learners, and students with disabilities are no longer performing in the red for suspension rate, JCCS will continue using strategies that support all student groups. In addition, Long-Term English Learners are now performing at the lowest level on the 2025 SBCEO Dashboard for English Learner progress. As a result, Goal 5 has been revised to include an action and metric focused on supporting Long-Term English Learners in making progress toward English language proficiency. Through continued consultation with educational partners, JCCS staff will work with the SBCEO Literacy and Language Support department to develop a plan that includes staff training and coaching.

Learning Recovery Enrichment Block Grant (LREBG)
For the 2026–27 school year, JCCS has unexpended LREBG funds. These funds will be used to support Goal 1, Action 1.a.7: Credit Recovery Software. This action was selected based on the needs assessment, which included parent focus groups and a parent survey. Educational partner feedback indicated that parents were pleased with their children's progress in English Language Arts and mathematics, as well as improvements in attendance while enrolled at JCCS. Therefore, JCCS plans to continue to support students in the area of credit recovery and acceleration. Credit recovery software is an important tool used by teachers to support students in earning credits at an accelerated rate, increasing access to UC A-G coursework, and improving course completion. Using LREBG funds to purchase credit recovery software aligns with the allowable use of funds identified in EC Section 32526(c)(2), which includes "learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both." The software provides students with access to courses they need to retake after previously not passing, under the guidance and support of a teacher. It also provides opportunities for students to complete original credit courses beyond those offered through JCCS's classroom-based program. In addition,11 courses available through the software are included on the JCCS UC A-G course list, supporting students in improving their UC A-G eligibility. This action is expected to address identified student needs by helping students recover credits, remain on track toward graduation, access a broader range of coursework, and make continued progress toward college and career readiness.

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

Areas of Progress
California Healthy Kids Survey: Connectedness
One of the strongest areas of progress is the increase in students' sense of safety and connectedness at school. In 2023–24, the baseline for students reporting that they feel safe at school was 36%. In 2025–26, this increased to 81%, representing a 45% increase from baseline. In addition, 68% of students reported that their teachers have high expectations for their success, which is a 17% increase from the baseline of 51%. JCCS also saw a 14% increase in students reporting caring relationships with adults at school, with 62% of students reporting that there is an adult at school who cares about them. These improvements are connected to investments in Behavioral Health Counselors (2.b.2), Behavioral Support – Security Staff (2.b.7), and Staff Professional Development (5.a.2).

Daily Attendance
JCCS continues to make year-over-year improvements in attendance. In 2023–24, the baseline attendance rate was 86.5%. In 2025–26, the attendance rate increased to 92.2%, placing JCCS 2.8% away from the three-year target of 95%. This progress reflects continued efforts to build caring adult relationships and create a welcoming school environment where students feel wanted, supported, and accepted.

Suspension Rate
Last year's analysis of California School Dashboard data identified six student groups at the Court School and two student groups at the Community School performing at the lowest level on the Suspension Rate indicator. In response, JCCS revised the goal language to explicitly include these student groups and added suspension rate metrics with a common target outcome for each group. These revisions supported progress, with the overall suspension rate decreasing by 2.9%. The largest reduction was among Hispanic/Latino students at the Community School, where the percentage of students suspended one or more days decreased by 15.5%. Additional reductions included a 5.5% decrease for students experiencing homelessness, a 1% decrease for English Learners, and a 3.1% decrease for socioeconomically disadvantaged students. Suspension rates for students with disabilities and Long-Term English Learners increased last year, indicating the need for continued focus. However, the overall trend shows progress, and JCCS will continue to refine and strengthen supports for these student groups.

Areas Needing Improvement
Career Prepared: Enrollment of Students in a Career Technical Education (CTE) Course
CTE continues to be an area of growth. In February 2025, the CTE Manufacturing teacher retired. JCCS then determined that a dedicated CTE teacher serving both the Community School and Court School would allow the Manufacturing Pathway to be offered at both sites. Recruitment began in October 2025 and as of mid-May 2026, JCCS has been able to hire a CTE teacher. As a result, only 30% of Community School students were enrolled in the CTE Exploratory course in 2025–26. To continue improving CTE access, the JCCS Director, JCCS Coordinator, and CTE Director will continue to collaborate to strengthen CTE course offerings and identify industry certifications, internships, work-based learning, and dual enrollment opportunities for students.

Suspension Rate: Students with Disabilities and Long-Term English Learners
Although the overall suspension rate decreased by 2.9%, suspension rates increased for two student groups. The percentage of students with disabilities suspended one or more days increased by 3.4%. Long-Term English Learners had mixed results: the suspension rate decreased by 21.4% at the Community School but increased by 10.3% at the Court School. Because the actions to reduce suspensions were effective for most identified student groups, JCCS will continue implementing these strategies. Particular focus will be placed on de-escalation strategies, collaboration with a restorative practitioner, and professional learning related to PBIS. JCCS will also continue two initiatives that received positive feedback from students and staff: the calming space and student-led clubs at the Community School. In addition, restorative circles and conflict resolution meetings have shown promise, with 22 interventions held this year.

Content Mastery: Mathematics
Mathematics continues to be an area in need of improvement. In 2024–25, 0% of students scored at standard on the CAASPP in mathematics. Local assessment data from the Adaptive Diagnostic Assessment of Mathematics (ADAM) shows some growth, with students at the Community School demonstrating 0.11 grade-level growth in 61 days and students at the Court School demonstrating 0.17 grade-level growth in 48 days. In the previous LCAP, JCCS identified that many students enter significantly deficient in Algebra credits. This indicates gaps in foundational skills such as analysis, problem-solving, communication, and critical thinking, which affects students' ability to complete grade-level mathematical tasks. To address this need, JCCS created a Math Workgroup. Through this workgroup, staff receive professional learning and coaching from the Curriculum and Instruction division to identify strategies that meet the needs of JCCS students. This work also led to the selection and implementation of a new math curriculum. Although implementation is still in the early stages, JCCS is beginning to see improvement in students' digital literacy, test-taking skills, and mathematical practices.

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Committee (EAC)	TYS facilitates the Educational Advisory Council (EAC), a cross-sector collaborative that includes representatives from Child Welfare Services, Fighting Back Santa Maria Valley, Family Care Network Independent Living Program, Children's Resource Network, Santa Barbara City College, California State University Channel Islands and University of California, Santa Barbara (UCSB) Guardian Scholars staff, Court Appointed Special Advocates (CASA), Court staff, current and former foster youth, SBCEO Early Childhood Education (ECE), resource parents, Behavioral Wellness, Probation, school district representatives, Short-Term Residential Treatment Facility staff, SELPA, and the Director of TYS. TYS engages these partners by convening the EAC three times annually to review data, gather input, and identify strategies to improve outcomes for foster youth. Additionally, TYS connects partners with district liaisons through monthly meetings where agencies share resources and services, strengthening coordination and support across systems. Meeting Dates: 10/22/25, 1/21/26, and 5/21/26
Transitional Youth Services (TYS) District Liaisons	TYS coordinates regular countywide meetings for district Foster and Homeless Education Liaisons to strengthen collaboration, build capacity, and ensure consistent implementation of policies and

Educational Partner(s)	Process for Engagement
	supports. During these meetings, liaisons share best practices; review and provide input on the Foster Youth Services Coordinating Program (FYSCP) plan and related LCAP goals; and collaborate on policies that support educational stability and access. Meetings also include professional learning and collaboration with community partners such as Santa Barbara County SELPA, YMCA Youth and Family Services, Child Welfare Services, Allan Hancock College NextUp Program, CommUnify, CASA of Santa Barbara County, School on Wheels, Family Care Network ILP, and SBCEO programs, helping connect schools with available resources. Meeting Dates: 9/2/25, 9/23/25, 10/7/25, 11/4/25, 12/2/25, 2/3/26, 3/3/26, 4/7/26, 5/6/26, and 5/13/26
Transitional Youth Services (TYS) Staff	TYS meets bi-monthly to support coordination, collaboration, and continuous improvement across programs serving foster youth. These meetings provide a structured space for staff to share updates, review student needs, and align supports across districts and partners. TYS engages in ongoing collaboration through case review and coordination with partner agencies, including Child Welfare Services, Family Care Network's Independent Living Program, and Short-Term Residential Treatment Program (STRTP) staff, to ensure integrated and responsive support for students. Meetings also include sharing key updates, planning upcoming work, and building staff capacity through discussion and knowledge sharing to strengthen services for foster youth. All Staff Meeting Dates: 7/7/25, 7/21/25, 8/4/25, 8/18/25, 9/15/25, 9/29/25, 10/13/25, 11/10/25, 11/24/25, 12/12/25, 1/12/26, 1/26/26, 2/9/26, 2/23/26, 3/9/26, 3/23/26, 4/6/26, 5/4/26, 5/18/26, 6/1/26, 6/15/26

Educational Partner(s)	Process for Engagement
Former or Current Foster Youth Students	TYS gathers youth voice primarily through district foster youth liaisons, who maintain direct relationships with students and share updates about their experiences and needs. TYS also collects input from foster youth by surveying and checking in with graduating seniors about their postsecondary plans, including college, career, and Free Application for Federal Student Aid (FAFSA) needs. This outreach is supported through ongoing collaboration with partner agencies, such as Independent Living Program (ILP), that work closely with youth. In addition, TYS learns from youth perspectives shared during meetings, committees, and the annual Foster Youth Education Summit, where current and former foster youth speak about their experiences and needs.
District and Charter School Leaders for the County Expelled Youth Plan	District and Charter School Leaders participated in a variety of ways in order to develop the Triennial Expelled Youth Plan. Collaborative meetings, both in person and virtual, were held throughout the 2023-24 school year to review data, gather feedback, and identify common practices as well as gaps in services. As the plan was being developed, leaders were provided multiple opportunities to provide feedback and revisions to the plan. Meetings will resume in 2026-27.
JCCS Leadership Team	The JCCS Leadership Team, which includes administrators, general and special education teachers, a teaching assistant, and a student information specialist, collaborated on the Local Indicators and provided essential support during the annual review of the 2025–26 LCAP. This review included an analysis of current-year data and the identification of mid-course corrections to maximize student outcomes. The Leadership Team provided input on strategies to address students' academic and behavioral needs, professional development, CTE programs, and processes for assessing student progress and achievement. With support from the Leadership Team, the SBCEO

Educational Partner(s)	Process for Engagement
	LCAP writing team incorporated this input and analysis into the 2025–26 Annual Update and the development of the 2026–27 LCAP. Meeting dates: 9/25/25, 9/26/25, 11/7/25, 12/15/25, 4/2/26, and 5/8/26
Students at JCCS	We believe that students' voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was administered in March 2026 and provided valuable feedback for JCCS staff. In addition to the CHKS data, the staff at FitzGerald conducted empathy interviews of the students that were transitioning back to their district. A total of seven students were interviewed. The interviews took place in December 2025 and the staff members selected a student to interview. This process was very effective and we plan to conduct empathy interviews at both schools on an annual basis.
Parents at JCCS	We also used the Promotores (outreach workers who support families) to individually contact each family to obtain their survey responses. As of March 2026, we had 46% (30/65) of parents/guardians participate in the annual parent/guardian survey. Survey window: December 2025 - March/April 2026 During parent/teacher conferences in March of 2026, Dos Puertas teachers were able to have 100% (22 out of 22) parents/guardians of students with a disability participate in their child’s IEP meetings.
JCCS Staff, classified and certificated	At both campuses, there are weekly staff meetings with all staff as well as bi-monthly Professional Learning Collaboration (PLC) time to

Educational Partner(s)	Process for Engagement
	focus on instructional strategies and curriculum needs. The staff meetings consist of the sharing of information, discussion about student needs, and collaboration on programmatic issues. In addition, the meetings are also attended by staff from a variety of community based organizations that support our students and families.
JCCS School Site Council (SSC)	The SSC meets quarterly and meetings were effectively used to engage school community members in the process of program review and planning. Meeting dates: 10/27/25, 12/4/25, 2/26/26, and 5/21/26
Special Education and SELPA	Our JCCS program serves a significant portion 28.1% of students with disabilities, with most attending the court school. Regular collaboration with Special Education and SELPA staff is crucial to ensure these students receive necessary services. Given the frequent changes in our student population, with enrollments varying from a day to over a year, it is essential to continuously adjust our strategies. The SBCEO Special Education Team and Santa Barbara SELPA meet regularly to maintain a robust feedback loop. Furthermore, JCCS administrators regularly coordinate with Special Education/SELPA to focus on specific goals and actions tailored to the needs of these students. Meeting dates: 7/9/25, 8/5/25, 8/22/25, 10/13/25, 10/27/25, 11/12/25, 12/2/25, 2/25/26, 3/10/26, 4/14/26, and 4/28/26
Bargaining Units	Throughout the year, the SBCEO Administration engaged in multiple discussions with the Santa Barbara County Education Association (SBCEA) and the California School Employees Association (CSEA). These meetings were crucial in addressing and resolving various issues that emerged during the school year. SBCEA Meeting Dates: 9/18/2025, 10/10/2025, 12/15/2025, 1/26/2026, 3/16/2026, 4/20/2026, and 5/20/2026

Educational Partner(s)	Process for Engagement
	CSEA Meeting Dates: 8/26/25, 9/30/25, 10/28/25, 12/9/25, 1/21/26, 2/24/26, 3/31/26 and 5/4/26
Probation Administration	The Deputy Chief Probation Officer, Juvenile Hall Director, and Juvenile Hall Supervisor were contributors to the development of the LCAP, particularly in the areas of communication, processes and procedures, addressing instructional efforts, promoting on-task behaviors in the classroom, increasing college awareness efforts, and supporting parent involvement. Meeting Dates: 7/23/25, 8/4/05, 8/14/25, 8/26/25, 10/2/25, 11/18/25, 12/8/25, 2/27/26, 3/9/26, 3/17/26, 3/23/26 and 4/27/26
Behavioral Health Staff	Strong collaboration occurred with the Department of Behavioral Wellness, which provided services in both of our schools, the Council on Alcohol and Drug Abuse (CADA) and Family Services Agency (FSA), which provide services at our community school. Additionally, staff from these agencies attend weekly staff meetings and provide updates on individual student concerns and overall trends. Meeting Dates: 7/23/25, 8/15/25, 8/26/25, 10/21/25, 11/18/25, 1/12/26, 2/12/26, 3/9/26,3/20/26, 4/22/26, and 5/6/26
District Partners with FitzGerald	The JCCS Director meets monthly with the Santa Maria-Bonita School District (SMBSD) to discuss referrals, student progress updates, and program services. Additionally, the JCCS Director met several times with the Santa Maria Joint Union High School District (SMJUHSD) to discuss referrals, student progress updates, and program services. Meeting Dates: 8/27/25, 11/14/25, 1/26/26, 2/2/26, 3/4/26, and 5/28/26
CTE Advisory Committee	The CTE Advisory Committee met this year to solicit input and advice regarding CTE programming. The committee reviewed the curriculum to ensure alignment between pathways offered in JCCS schools and districts throughout the county and neighboring counties. There was a

Educational Partner(s)	Process for Engagement
	discussion regarding industry certifications, career interest surveys, and employability skills. The JCCS CTE teachers shared with advisory members the value of career interest survey data and how it is an integral part of their exploration courses. Meeting Date: 5/11/26
CTE Director and CTE Coordinator	The JCCS Director and Coordinator met with the CTE Department multiple times throughout the year to coordinate the CTE lab, Manufacturing Course implementation, and to explore the development of the Culinary Arts Pathway at the Court School, as well as identify training needs and additional resources needed to ensure efforts would improve the CTE program. Meeting Dates: 8/8/25, 10/16/25, 11/4/25, 11/6/25, 1/14/26, and 5/4/26
Allan Hancock Dual Enrollment	The JCCS Director met with the Early College Coordinator from Allan Hancock College to collaborate on dual enrollment courses that may be offered to JCCS students. These courses will be taught by a JCCS teacher that meets minimum qualifications. This proposal is still being evaluated for implementation so that we align with the Community College requirements of a minimum enrollment of 15 - 20 students. Meeting Dates: 1/5/26, 2/23/26, 3/30/26, and 5/22/26
Intervention Team at FitzGerald	The Intervention Team is led by the JCCS Coordinator and includes the Substance Abuse Disorder counselor, School-Based Therapist, Promotora representative, and the College/Career Guidance Counselor. This team meets weekly to discuss student and family needs along with identifying support for the student/family. Common needs and supports were identified and incorporated into the LCAP.
Members of the Public	On June 11, 2026, the Santa Barbara County Board of Education conducted a public hearing to present the Local Control and Accountability Plan (LCAP). The public was encouraged to attend and

Educational Partner(s)	Process for Engagement
	offer their input and feedback. No comments were received from the public. Following the hearing, the LCAP was officially adopted at the County Board meeting on June 18, 2026.

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

Throughout the 2025-26 school year, SBCEO, along with staff from JCCS, Special Education, and TYS, created meaningful opportunities for educational partners to participate in the LCAP annual review process. These partners provided input and feedback through various methods, including virtual meetings, parent-teacher conferences, and surveys. Their contributions helped shape the goals and actions outlined in the 2026-27 LCAP.

We have found that offering multiple ways to gather input is an effective strategy for engaging our diverse educational partners. This approach not only enhances participation but also ensures we fulfill our obligation to consult with all required stakeholders.

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

In addition, state data (generated through the Dashboard, CAASPP, ELPAC, DataQuest, CalPADS, and CBEDS), local data (generated through AERIES, Let’s Go Learn, Edmentum Courseware, and formative assessments), surveys, CTE rubrics, and other assessment tools were used in a systematic way to help evaluate progress.

As part of the cycle of continuous improvement, we analyzed educational partner input along with state and local data, and previously adopted state plans including the California Community School Partnership Program and the Comprehensive School Safety Plan. This analysis informed the writing of the LCAP to strategically identify areas of marked success and improvement, and develop specific goals and actions to meet the identified needs. Delineated below are summaries of the feedback received from educational partner groups.

Educational Partner Influence on the JCCS portions:
Based on the feedback from our educational partners, we will continue with no revisions to the two broad goals and one maintenance goal that were developed last year. However, we have made revisions to Goal 5, the Equity Multiplier focus goal based on student performance and we have revised the action items based on the analysis of student data and feedback from educational partners. Goal 1 is aimed at providing academic support and expanding educational opportunities for students to prepare them for college and careers. Goal 2 is designed to engage and provide targeted services and support for students and families. Goal 4 is a maintenance goal focused on meeting basic conditions of learning and serving expelled youth. Lastly, Goal 5 is a focus goal focused on reducing the suspension rate for all student groups and improving progress for Long-Term English Learners within JCCS. Our educational partners reviewed each goal to ensure that they aligned with the vision, mission, and school wide learner outcomes. Additionally, educational partners reviewed the actions and the metrics associated with the actions to determine the effectiveness of the actions in meeting the goals and whether or not the action should be carried forward for an additional year.

Goal 1: The actions included in Goal 1 based on educational partner input include:
1.a.1 Embedded Intervention Academic Supports
1.a.2 Professional Development on Curriculum and Workgroups
1.a.5 Teacher-Student Ratios
1.b.3 A-G Courses
1.c.2 CTE Course Development and Implementation
1.c.3 Community Outreach and Career Counselors
1.d.2 ELD Instruction
1.e.1 Individual Transition Plans

Goal 2: The actions included in Goal 2 based on educational partner input include:
2.a.3 Parent Engagement Events
2.a.4 Translation Services
2.b.3 Community School Gym
2.b.5 Academic and Behavioral Support
2.b.6 Behavioral Health Counselors
2.b.7 Transition Support for Students
2.b.9 Implementation of the California Community School Partnership Program
2.b.10 Behavioral Support - Security Staff

Goal 4: The actions included in Goal 4 based on educational partner input include:

4.b.1 Countywide Plan for Expelled Youth
4.b.2 Expelled Youth Rehabilitation Plans for JCCS Students

With educational partner input, JCCS reviewed Goal 5, which is aligned with Equity Multiplier funds. Goal 5 focuses on reducing suspension rates for Hispanic/Latino students, and socioeconomically disadvantaged students, as well as improving English Learner progress for our Long-Term English Learners. To identify actions and related metrics, JCCS worked closely with the Leadership Team and staff. During multiple spring meetings, the Leadership Team and staff reviewed current suspension data and brainstormed actions to reduce suspensions by strengthening school climate and culture, increasing student connectedness, fostering a sense of belonging, and elevating student voice. In addition, student and staff safety was a recurring topic during the spring labor negotiation process. These discussions also informed the actions included in Goal 5. JCCS staff also reviewed Long-Term English Learner progress on the ELPAC and updated Goal 5 to include an additional metric and action focused on supporting Long-Term English Learners in making progress toward English language proficiency.

Goal 5: The actions included in Goal 5 based on educational partner input include:
5.a.1 Calming Space for Students
5.a.2 Staff Professional Development
5.a.3 JCCS Coordinator
5.a.4 Student Onboarding Process
5.a.5 Student Led Campus Beautification Projects and Clubs
5.a.6 Behavioral Health Support - Contracted Services
5.a.7 Implementation of Positive Behavioral Interventions and Supports (PBIS)
5.a.8 Support for LTEL's Academic Progress

Educational Partner Influence on the TYS portion (Goal 3):
Based on the feedback from our educational partners, it is clear that strengthening relationships, fostering collaboration and communication, and establishing consistent systems and procedures across all levels of support are ongoing priorities. In response, we made no changes to our overarching goal, which is to enhance collaboration between community-based organizations and districts to better support foster youth in our county. However, despite our ongoing efforts to enhance collaboration, foster youth still face barriers to education. The TYS staff and the Executive Advisory Council (EAC) have pinpointed two main barriers: variability in the quality and variability in the quantity of services provided to foster youth. Discussions with TYS staff and the EAC suggest that district-level staff turnover and inconsistent training and communication with agencies and liaisons might be contributing to this variability.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Therefore this goal is primarily aimed at addressing:

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a	The percentage of students earning credits at an accelerated rate.	72% (72/99) of students earned credits at an accelerated rate.	79.6% (86/108) of students earned credits at an accelerated rate.	75% (87/116) of students earned credits at an accelerated rate.	80% of students will earn credits at an accelerated rate.	The current difference from baseline is +3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Aeries data)	The baseline was established from 2023-24 data as of March 8, 2024.				
1.a	The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP. (Aeries)	32% of students scored nearly met or met standard in ELA on the CAASPP. The baseline was established from 2022-23 data.	6.8% (3/44) of students scored nearly met or met standard in ELA on the CAASPP.	6.1% (2/33) of students scored nearly met or met standard in ELA on the CAASPP.	40% of students will score nearly met or met standard in ELA on the CAASPP.	The current difference from baseline is -25.9%.
1.a	The percentage of students who score at nearly met or met standard in mathematics on the CAASPP. (Aeries)	0% of students scored nearly met or met standard in math on the CAASPP. The baseline was established from 2022-23 data.	6.7% (3/45) of students scored nearly met or met standard in Math on the CAASPP.	0% (0/34) of students scored nearly met or met standard in Math on the CAASPP.	35% of students will score nearly met or met standard in mathematics on the CAASPP.	The current difference from baseline is 0%.
1.a	The percentage of students who score at nearly met or met standard in science on the CAST. (Aeries)	0% of students have scored nearly met or met standard in science. This is a new metric, measured by CAST, therefore the baseline will be established from the 2023-24 data.	19% (4/21) of students scored nearly met or met standard in science on the CAST.	42.1% (8/20) of students scored nearly met or met standard in science on the CAST.	35% of students will score nearly met or met standard in science on the CAST.	The current difference from baseline is +42.1%.
1.a	The number of math Interim Block Assessments	0 math Interim Block Assessments have been administered.	At the Community School, 4 math Interim Block	At the Community School, 3 math Interim Block	4 math Interim Block Assessments will	The current difference from baseline is +3 for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	administered to students on an annual basis. (Smarter Balance - Toms)	This is a new metric, therefore the baseline will be established from the 2024-25 data.	Assessments have been administered. At the Court School, 2 math Interim Block Assessments have been administered.	Assessments have been administered. At the Court School, 3 math Interim Block Assessments have been administered.	be administered annually to students.	the Community School and +3 for the Court School.
1.a	The number of ELA Interim Block Assessments administered to students on a annual basis. (Smarter Balance - Toms)	0 ELA Interim Block Assessments have been administered to students This is a new metric, therefore the baseline will be established from the 2024-25 data.	At the Community School, 3 ELA Interim Block Assessments have been administered. At the Court School, 4 ELA Interim Block Assessments have been administered.	At the Community School, 3 ELA Interim Block Assessments have been administered. At the Court School, 3 ELA Interim Block Assessments have been administered.	4 ELA Interim Block Assessments will be administered annually to students.	The current difference from baseline is +3 for the Community School and +3 for the Court School.
1.a	The average growth of students on the Diagnostic Online Reading Assessment (DORA) based on pre/post scores. (Let's Go Learn)	The average growth of students was 0.49 grade level increase in reading. The baseline was established from 2023-24 data as of March 8, 2024.	The average growth of students was 1.6 grade level increase in reading.	The average growth of students was 0.49 grade level increase in reading.	The average growth of students between the DORA pre/post scores will indicate one year of growth.	The current difference from baseline is 0.
1.a	The average growth of students on the Adaptive Diagnostic Assessment of Mathematics (ADAM) based on pre/post scores.	The average growth of students was 0.42 grade level increase in mathematics.	The average growth of students was a 0.18 grade level increase in math.	The average growth of students was a 0.12 grade level increase in math.	The average growth of students between the ADAM pre/post scores will indicate	The current difference from baseline is -0.30.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Let's Go Learn)	The baseline was established from 2023-24 data as of March 8, 2024.			one year of growth.	
1.a	Percent of students who score proficient (3 or higher) on the local writing assessment. (Local Benchmark Assessment)	57% (49/86) of students have scored proficient on the local writing assessment. At the Community School, 53.1% (26/49) of students have scored proficient. At the Court School, 63.4% (26/41) of students have scored proficient. The baseline was established using data from the 2023-24 school year.	36.8% (29/79) of students have scored proficiency on the local writing assessment. At the Community School, 24.3% (9/37) of students have scored proficient. At the Court School, 47.6% (20/41) of students have scored proficient.	62.4% (58/93) of students have scored proficiency on the local writing assessment. At the Community School, 56.7% (17/30) of students have scored proficient. At the Court School, 65.1% (41/63) of students have scored proficient.	75% of students will score proficient on the local writing assessment.	The current difference from the baseline is +5.4%. At the Community School, the current difference from the baseline is +5.6%. At the Court School, the current difference from the baseline is +1.7%.
1.a	The percentage of workgroup members who attend professional learning/coaching sessions in mathematics, ELA, ELD and Ethnic Studies. (sign-in sheets)	95% of workgroup members attended sessions. The baseline was established using data from the 2023-24 school year.	86% of workgroup members attended sessions.	77% of workgroup members attended sessions.	100% of workgroup members attend sessions.	The current difference from the baseline is -8%.
1.a	All students have access to curriculum and receive instruction aligned to Common Core	100% of students have access to the curriculum and receive	100% of students have access to the curriculum and receive instruction	100% of the students have access to the curriculum and	100% of students will have access to the curriculum and receive instruction	There is no difference from the baseline. We have maintained 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Standards (CCSS). (Adopted Curriculum)	instruction aligned to the CCSS. The baseline was established using data from the 2023-24 school year.	aligned to the CCSS.	receive instruction aligned to the CCSS.	aligned to the CCSS.	
1.a	All English Learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards. (CBL Workgroup Unit Plans)	100% of English Learners have access to the curriculum and receive instruction aligned to the CCSS and ELD standards. The baseline was established using data from the 2023-24 school year.	100% of students have access to the curriculum and receive instruction aligned to the CCSS.	100% of English Learners will have access to the curriculum and receive instruction aligned to the CCSS and ELD standards.	100% of English Learners will have access to the curriculum and receive instruction aligned to the CCSS and ELD standards.	There is no difference from the baseline. We have maintained 100%.
1.b	The percentage of high school students who are enrolled in A-G courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU). (Aeries)	77.9% (102/131) of high school students were enrolled in A-G courses. The baseline was established using data from the 2023-24 school year.	90.4% (104/115) of high school students were enrolled in A-G courses.	97.7% (128/131) of high school students were enrolled in A-G courses.	95% of high school students will be enrolled in A-G courses.	The current difference from the baseline is +19.8%.
1.b	The percentage of high school students enrolled for 90% of the semester and who have successfully completed an A-G course with a C or higher.	15.8% (3/19) of high school students enrolled for 90% of the semester have successfully completed an A-G course with a C or higher.	28.6% (6/21) of high school students enrolled for 90% of the semester have successfully completed an A-G	60% (21/35) of high school students enrolled for 90% of the semester have successfully completed an A-G	50% of high school students who are enrolled for 90% of the semester will have successfully completed an A-G	The current difference from the baseline is +44.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Aeries)	The baseline was established using data from the 2023-24 school year as of March 8, 2024.	course with a C or higher.	course with a C or higher.	course with a C or higher.	
1.b	The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study. (Aeries)	100% of students have a completed ILP to ensure they have a broad course of study. The baseline was established using data from the 2023-24 school year.	100% of students have a completed ILP to ensure they have a broad course of study.	100% of students have a completed ILP to ensure they have a broad course of study.	100% of students will have a completed ILP to ensure they have a broad course of study.	There is no difference from the baseline. We have maintained 100%.
1.c	The percentage of high school students who are placed on the prepared level for the College and Career Indicator. (Dashboard)	0% of high school students were placed on the prepared level for the College and Career Indicator. This is a new metric, therefore baseline will be established from the 2024-25 data.	0% of high school students were placed on the prepared level for the College and Career Indicator	7.1% of high school students were placed on the prepared level for the College and Career Indicator	25% of high school students will be placed on the prepared level for the College and Career Indicator.	The current difference from the baseline is +7.1%.
1.c	The percentage of high school students who are enrolled in a CTE course. (Aeries)	80.2% (105/131) of high school students were enrolled in a CTE course. This baseline was established using data from the 2023-24	61.7% (71/115) of high school students were enrolled in a CTE course.	4.6% (6/131) of high school students were enrolled in a CTE course.	90% of students will be enrolled in a CTE course.	The current difference from the baseline is -75.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school year as of March 8, 2024.				
1.c	The percentage of high school students who are enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. (Aeries)	26.1% (6/23) of high school students enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. This baseline was established using data from the 2023-24 school year as of March 8, 2024.	21.4% (3/14) of high school students enrolled for 90% of the semester in a CTE course and who received an approved industry certification.	0% (0/35) of high school students enrolled for 90% of the semester in a CTE course and who received an approved industry certification.	75% of high school students enrolled for 90% of the semester in a CTE course will receive an approved industry certification.	The current difference from the baseline is -- 26.1%.
1.c	The percentage of high school students enrolled at the court school for 90% of the semester who have successfully completed 2 more courses within a CTE pathway. (Aeries)	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway. This baseline was established using data from the 2023-24 school year.	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway.	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway.	15% of high school students enrolled at the court school for 90% of the semester will successfully complete 2 or more courses within a CTE pathway.	There is no difference from the baseline. We have not shown any growth in this metric.
1.c	The percentage of the Court School graduates that remain at the Juvenile Justice Center after graduation and who are enrolled in Allan Hancock College. (local survey)	75% of students (four) that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College.	70% (7/10) of students that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College.	41.2% (7/17) of students that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College.	100% of students that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College.	The current difference from the baseline is -33.8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The baseline was established using data from the 2023-24 school year.				
1.d	The percentage of English Learner students who are Redesignated as English Fluent Proficient (RFEP). (Aeries)	4.0% (2/49) English Learners (EL) were Redesignated English Fluent Proficient (RFEP). Both English Learners that were redesignated were Long Term English Learners (LTELs). This baseline was established using data from the 2023-24 school year.	2.5% (1/40) of ELs were redesignated English Fluent Proficient (RFEP).	4.2% (2/48) of ELs were redesignated English Fluent Proficient (RFEP).	8% of EL students will be Redesignated English Fluent Proficient (RFEP).	The current difference from the baseline is +0.2%.
1.d	The percentage of English Learner students who make progress towards language proficiency by improving one level (ELPI). (ELPAC)	10% (5/10) of students improved a level on the ELPAC. This baseline data was established using data from the 2022-23 school year.	40.6% (13/32) of EL students have made progress towards language proficiency by improving one level.	35% (7/20) of EL students have made progress towards language proficiency by improving one level.	45% of EL students will make progress towards language proficiency.	The current difference from the baseline is +30.6%.
1.d	The average number of English Learner students who improve their scores on both the receptive skills and the expressive skills as measured by	0% of EL students who have improved their score on the OPTEL in both the receptive skills and the expressive skills.	0% of EL students who have improved their score on the OPTEL in both the receptive skills and	0% of EL students who have improved their score on the OPTEL in both the receptive skills and	80% of EL students will improve their score on the OPTEL in both the receptive	There is no difference from baseline as the action item related to this metric has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Observation Protocol for Teachers of English Learners (OPTEL). (OPTEL rubric)	This is a new metric, therefore baseline will be established from the 2024-25 data.	the expressive skills.	the expressive skills.	skills and the expressive skills.	not been implemented.
1.e	The percentage of students who have made progress on their Individual Education Plan (IEP) goals. (Siras)	63% of students have partially met their IEP goals, 0% of students have met their IEP goals. The baseline was established using data from the 2023-24 school year.	100% of students will have partially met their IEP goals.	100% of students will have partially met their IEP goals.	100% of students will have partially met their IEP goals.	The current difference from the baseline is +37%.
1.e	The percentage of eligible students who have completed an Individual Transition Plan (ITP) and made progress on the ITP. (Siras)	100% of students have completed an ITP and have made progress. The baseline was established using data from the 2023-24 school year.	100% of students have completed an ITP and have made progress.	100% of students have completed an ITP and have made progress.	100% of students have completed an ITP and have made progress	There is no difference from the baseline. We have maintained 100%.

Goal Analysis [2025-26]

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

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

Goal 1 actions were generally implemented as planned, with several areas of strong implementation and some areas that were partially implemented due to staffing, student enrollment patterns, and site-specific constraints. We were not able to implement one action item, the Observation Protocol for Teachers of English Learners (OPTEL) training (1.d.4).

A key success was the continued implementation of academic support and intervention opportunities for students (action 1.a.1). Students participated in Let's Go Learn assessments and intervention activities, and staff noted that students demonstrated some academic growth

despite significant challenges, including short-term enrollment, inconsistent testing conditions, and outside stressors that affect student engagement and performance. The credit recovery program (action 1.a.7) also continued to support accelerated credit accrual. Smaller class sizes and the presence of instructional assistants in classrooms helped provide more individualized support and timely assistance to students (actions 1.a.5 and 1.a.6).

Actions related to professional learning and collaboration were fully implemented. Staff participated in workgroups focused on mathematics, English language arts, English language development, and Ethnic Studies (action 1.a.2). These workgroups supported the development of standards-based unit plans, common assessments, and shared instructional resources. Staff valued the dedicated collaboration time, and Ethnic Studies standards were successfully integrated into the ELA unit plans. In addition, student progress data was discussed during staff meetings, allowing teachers to identify students needing additional support and collaborate on instructional responses (actions 1.a.3 and 1.a.4)

Several college and career readiness actions were implemented with positive results. JCCS completed the Western Association of Schools and Colleges (WASC) self-study process and received a full six-year accreditation, validating the strength of the program (action 1.b.1). Staff also expanded access to A-G coursework through classroom-based course approvals and the transition to a new online platform with additional A-G course options (actions 1.b.2, 1.b.3, and 1.c.2). Career-related supports continued through counselor-led presentations, career assessments, OSHA General Industry Certification activities, and pathway modules (action 1.c.3). However, implementation of CTE coursework was limited by the inability to hire a full-time CTE teacher until mid-May of 2026, which affected the consistency and fidelity of CTE course implementation.

English learner supports were implemented through ELPAC training, designated and integrated ELD instruction, reclassification review, and instructional strategies such as vocabulary development tools and sentence frames (actions 1.d.1, 1.d.2, and 1.d.3). The ELPAC team completed required training, and staff reported increased student engagement through scaffolded ELD strategies. Challenges included technology restrictions at the Court School that limited access to the ELD curriculum, fluctuating enrollment, and inconsistent assessment and monitoring data for students entering the program. OPTEL training was not implemented during the year because a local trainer could not be identified (action 1.d.4).

Supports for students with disabilities were implemented through Individual Transition Plans, IEP progress monitoring, staff collaboration, and push-in support models (actions 1.e.1, 1.e.2, and 1.e.3). Eligible students completed Individual Transition Plans and participated in transition assessments and progress checks related to vocational interests and postsecondary plans. The Special Education Director also supported staff by attending Court school meetings and reinforcing the importance of IEP services and SST processes.

The primary implementation challenges across Goal 1 were related to the unique context of serving highly mobile and at-promise youth. Many students are enrolled for less than a semester, enter credit deficient, and may be behind in grade-level content. These factors affected academic assessment, intervention, and progress monitoring. Additional challenges included limited time during staff meetings for in-depth data analysis, difficulty securing substitutes for small staff teams, technology restrictions in the Juvenile Justice Center setting, staffing vacancies in CTE, and the need for consistent implementation of interim assessments across classrooms. In the coming year, the implementation efforts will focus on strengthening actions so that there is consistency across classrooms in regard to assessment and instructional practices, increasing staff time for data analysis, and improving access to CTE instruction through the hiring of staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

During the implementation of Goal 1 actions, JCCS spent approximately $357,593.96 less than budgeted, primarily as a result of staffing changes and personnel-related savings in actions 1.a.5, 1.a.6, 1.c.2, and 1.c.3. For action 1.a.6, reduced expenditures resulted from staff retirements in 2025–26. Staff hired to fill these vacancies were placed at lower salary levels, resulting in $143,550.20 in salary savings. For action 1.c.2, expenditures were lower than budgeted because JCCS was unable to recruit and hire a CTE Manufacturing Teacher. For action 1.c.3, personnel costs were reduced because the Community Outreach and Career Counselor was hired mid-year in November 2025. In addition, action 1.a.5 resulted in additional salary savings as the teacher needed to take some days off without pay.

Other variances included several areas where expenditures exceeded the original budget. For action 1.a.2, Professional Development Workgroup costs increased by $6,495.93 as additional coaching days were provided for a new math teacher. For action 1.a.7, credit recovery costs increased by $5,150 with the adoption of a new online program. For action 1.b.3, A-G course writing costs exceeded the budget by $34,439.12. In contrast, WASC-related costs under action 1.b.2 were lower than anticipated, resulting in a savings of $5,324.53.

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

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

The 19 actions in Goal 1 continue to support students in mastering grade-level content standards and preparing for college and career. One action, action 1.d.4 OPTEL Training, was not implemented. Goal 1 actions are organized into five areas: Academic Standards and Pupil Progress (actions 1.a.1–1.a.7), Course Access (actions 1.b.1–1.b.3), College and Career Readiness (actions 1.c.2–1.c.3), English Learner Progress (actions 1.d.1–1.d.4), and Students with Disabilities Progress (actions 1.e.1–1.e.3).

Academic Standards and Pupil Progress (actions 1.a.1–1.a.7)
These actions were mostly effective. Accelerated credit accrual decreased slightly this year after JCCS transitioned to a new online credit recovery platform when PEAK was no longer available. Although the current rate remains 3% above baseline, it is 4.7% lower than the previous year. Local assessment data from Let’s Go Learn shows partial effectiveness. Students demonstrated approximately half a year of growth in a short period of time, with students at the Community School showing 0.57 years of growth in 61 days and students at the Court School showing 0.41 years of growth in 48 days. While this reflects progress, JCCS remains 0.51 from the target outcome in ELA and 0.88 from the target outcome in mathematics. CAASPP results were mixed. ELA scores decreased by 0.7% from 2024-25, and mathematics scores decreased by 6.7%. However, science results on the CAST improved. JCCS is currently 7.1% above the target of 35% of students scoring “Nearly Met” or “Met” standard in science, which reflects significant progress from the 2023–24 baseline of 0%. Interim assessments also showed progress. JCCS administered three interim assessments this year and is on track to meet the 2026–27 target outcome of four assessments. Continued implementation of embedded academic supports, improved teacher-student ratios, and instructional staff support contributed to progress in these areas.

Course Access (actions 1.b.1–1.b.3)

These actions were effective. JCCS completed the WASC self-study process during the 2025–26 school year to maintain accreditation, which was initially awarded in 2022–23. The WASC visiting committee reviewed the program in November 2025 and submitted its recommendation to the WASC Board in January 2026. Based on the visiting committee's report, JCCS received the maximum six-year accreditation. JCCS also made progress in expanding A-G course access. Staff completed significant work to write and submit A-G courses through the University of California Course Management Portal. This year, JCCS added nine courses to the list. As a result, the percentage of students enrolled in A-G courses increased to 60% (21/35) of students. This is 19.8% above baseline and 2.7% above the 2026–27 target outcome. A-G course completion also continued to increase. In 2025–26, students enrolled for 90% of the semester who completed an A-G course with a C or higher exceeded the baseline by 44.2% and were 10% above the target of a 50% completion rate.

College and Career Readiness (actions 1.c.2–1.c.3)
These actions were partially effective. After the CTE Manufacturing Teacher retired from the Court School in February 2025, JCCS began recruiting for a dedicated manufacturing teacher who could serve both schools. Recruitment began in October 2025, and four rounds of interviews were held. A CTE teacher was able to begin in mid-May of 2026. As a result, JCCS was able to offer exploratory CTE courses, but full implementation of the Manufacturing Pathway was limited. Two Community Outreach and Career Counselors supported college and career readiness by providing weekly career presentations, administering career screeners, supporting student enrollment in online OSHA-10 and Food Handler certification courses, and assisting students with four-year planning. These supports helped students explore postsecondary options and prepare for future CTE coursework or employment opportunities. JCCS students also showed growth on the College/Career Indicator. On the 2025 Dashboard, 7.1% of students were identified as prepared, representing an increase of 7.1% from the baseline of 0%. In addition, counselors facilitated 23 restorative circles or conferences, 22 at the Community School and one at the Court School. These efforts supported social-emotional learning and alternatives to exclusionary discipline.

English Learner Progress (actions 1.d.1–1.d.4)
Three of the four actions were effective. In spring 2023–24, JCCS purchased Vista, a new English Language Development curriculum. In the second year of implementation, students demonstrated a 15% increase in progress toward language proficiency, as measured by ELPI. Two student Long-Term English Learners earned a Level 4 on the ELPAC and were reclassified as Fluent English Proficient (RFEP). This represents a 2.2% increase of students who are RFEP'ed above the baseline of 2%, though it remains 3.8% below the target of 8%. Action 1.d.4, OPTEL Training, was not implemented because training was not available in the region. As a result, this action will be removed in the 2026-27 LCAP, and JCCS will focus on full implementation of the Vista ELD curriculum.

Students with Disabilities Progress (actions 1.e.1–1.e.3)
These actions were effective. Students with IEPs made progress on their goals, with 100% of students demonstrating progress. This represents a 37% increase above the baseline of 63%. JCCS also maintained 100% completion of Individual Transition Plans for eligible students, with students making progress on their transition goals. These actions continue to support academic progress, transition planning, and access to services for students with disabilities.

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

Based on analysis of data, we are not making any revisions to Goal 1, the target outcomes, or the metrics. JCCS will continue implementing the 18 actions that were effective and will eliminate action 1.d.4 OPTEL Training. This action has not been implemented because training for the protocol has not been available in the region. Instead, JCCS will focus on fully implementing the Vista ELD curriculum. Data indicate that this action has been effective, with 15% more English Learners making progress toward English proficiency compared with the 2023–24 baseline.

JCCS is also adding a Personal Finance curriculum workgroup under action 1.a.2. This workgroup will plan for the implementation of a Personal Finance course that will satisfy the graduation requirement for the class of 2031. The course will be added to the JCCS course of study in 2027–28.

Finally, action 1.a.7, Credit Recovery, will be funded in 2026–27 through the Learning Recovery Emergency Block Grant. The effectiveness of this action will be measured using multiple metrics, including the percentage of students earning credits at an accelerated rate, the percentage of students enrolled in UC A-G courses, and the percentage of students enrolled in UC A-G courses who earn a C or higher.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.a.1	Embedded Intervention Academic Support	Students in need of intervention support will receive assistance during the school day in English and math using the Let's Go Learn intervention program. Cost for Let's Go Learn intervention program.	$10,190.00	Yes
1.a.2	Professional Development on Curriculum and Workgroups	Workgroups in Mathematics, ELA, and ELD will meet throughout the year to deepen staff understanding of Common Core standards, lesson planning, assessment strategies, instructional practices, and classroom routines, all aimed at improving student engagement and achievement. This work will also focus on strengthening the implementation of the new ELD curriculum (Vista), supporting the adoption of a new math curriculum, and integrating Ethnic Studies standards into the ELA curriculum. A	$40,920.00	No

Action #	Title	Description	Total Funds	Contributing
		Personal Finance workgroup has been added that will focus on planning for the new graduation requirement. Costs for coaching, training, and substitutes.		
1.a.3	Interim Assessments	The JCCS Director and Leadership Team will identify and incorporate Smarter Balanced Interim Assessment Blocks into the instructional program to inform instruction. No additional costs; part of the base program.	$0.00	No
1.a.4	Data Analysis	Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, interim and block assessments to inform instruction. Student Information Specialist provides relevant data for staff to analyze. Cost for salary and benefits a Student Information Specialist.	$63,234.57	No
1.a.5	Teacher-Student Ratios	JCCS will reduce student/teacher ratios at Dos Puertas to provide greater access to direct instruction course offerings. Costs for one additional teacher's salary and benefits.	$242,618.55	Yes
1.a.6	Instructional Staff	Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction. Costs for base program instructional staff; includes salaries and benefits.	$1,198,859.43	No

Action #	Title	Description	Total Funds	Contributing
1.a.7	Credit Recovery Software	This action is an LREBG action. JCCS will provide a broad range of online coursework for credit recovery and expanded learning opportunities through Edmentum Courseware. Research indicates that online credit recovery programs can increase high school graduation rates and provide a flexible, efficient way for students to recover failed credits. Evidence also shows that these programs are most effective when paired with in-person teacher support, which helps improve student learning outcomes. The following metrics will be used to monitor the impact of this action: Metric 1.a: The percentage of students earning credits at an accelerated rate. Metric 1.b: The percentage of students enrolled in an UC A-G course Metric 1.b: The percentage of students enrolled in a UC A-G course and earning a C or higher Cost for online software program and staff training will be completely funded by LREBG funds ($7,710).	$7,710.00	No
1.b.1	WASC Accreditation and Leadership Team	JCCS will implement the action plan created as part of the WASC self-study. Cost for WASC fees	$1,790.00	No
1.b.2	Course of Study Assignment	JCCS staff will assign students to courses according to the approved course of study that includes enrollment in A-G and CTE courses. No additional costs; part of the base program.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.b.3	A-G Courses	JCCS Director and Academic Counselors will continue to update and upload courses into the UC Course Management Portal.	$0.00	No
1.c.2	CTE Course Development and Implementation	JCCS Director and CTE Director will collaborate to develop CTE courses in the Culinary Arts pathway, which includes industry certifications, internships, work-based learning, and dual enrollment opportunities. Staff will work together on implementing the Manufacturing Pathway at the Court School. Cost for substitutes for work groups and salary for teacher.	$180,105.65	No
1.c.3	Community Outreach and Career Counselors	The Community Outreach and Career Counselors are responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post-secondary college and career planning. The Counselors will ensure coordination of transition services among Local Education Agencies and provide continuous support aiming to increase educational and career outcomes for at-promise youth. In addition, one of the counselors will support the implementation of California Community Schools Framework at FitzGerald. Cost for two Pupil Personnel Services (PPS) credentialed Counselors; includes salary and benefits	$281,644.41	Yes
1.d.1	ELPAC Training	JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. Costs for ELPAC Coordinator stipends, mileage, and substitutes.	$6,038.68	No

Action #	Title	Description	Total Funds	Contributing
1.d.2	ELD Curriculum and Instruction	JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students. Cost of Newsela subscription.	$3,745.00	No
1.d.3	Reclassification of EL students	JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students who are reclassified will be monitored for four years to ensure language and academic growth. No additional costs; part of the 1.d.1.	$0.00	No
1.e.1	Individual Transition Plans	JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators using career interest assessment tools that are current and reflective of individual learning styles; expanding options for work experience and job coaching in school and community settings; providing updated training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management. No additional costs; part of the base program.	$0.00	No
1.e.2	Supports for Students with Disabilities	The Special Education Director and JCCS Director will assist general education teachers to include support and strategies for students with disabilities in order to improve academic and behavioral outcomes. No additional costs; part of the base program.	$0.00	No

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	In collaboration with staff and the community, students and families will be provided with services to address individual needs and support students in overcoming barriers impacting their education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.a	The percentage of School Site Council	71% of SSC members attended the meetings.	75% of SSC members attended the meetings.	75% of SSC members attended the meetings.	100% of SSC members will	The current difference from baseline is +4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(SSC) members who attend SSC meetings. (sign-in sheets)	The baseline was established using data from the 2023-24 school year.			attend the meetings.	
2.a	The percentage of parents who participate in parent/teacher conferences. (Tracking Spreadsheet)	87% of parents participated in parent/teacher conferences. The baseline was established using data from the 2023-24 school year.	89.38% of parents participated in parent/teacher conferences.	66.7% of parents participated in parent/teacher conferences.	95% of parents will participate in parent/teacher conferences.	The current difference from baseline is -20.3%.
2.a	The percentage of parents who are contactable through ParentSquare (parent communication portal). (ParentSquare)	96% of parents are contactable. The baseline was established using data from the 2023-24 school year.	96% of parents are contactable.	89.3% of parents are contactable.	100% of parents will be contactable in ParentSquare.	The current difference from baseline is -6.7%.
2.a	The percentage of parents attending Parent Information Nights, including Back to School Night and Open House. (sign-in sheets)	34% of parents attended Parent Information Nights, including Back to School Night and Open House. The baseline was established using data from the 2023-24 school year.	34% of parents attended Parent Information Nights, including Back to School Night and Open House.	29.3% of parents attended Parent Information Nights, including Back to School Night and Open House.	50% of parents will attend Parent Information Nights, including Back to School Night and Open House.	The current difference from baseline is -4.7%.
2.a	The percentage of Court School parents/guardians that	100% of parents/guardians participate in their child's IEP meetings.	88% (7/8) of parents/guardians participate in their	100% (22/22) of parents/guardians participate in their	100% of parents/guardians will continue to participate in their	There is no difference from the baseline. We have maintained 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participate in their child's IEP meetings. (Siras)	The baseline was established using data from the 2023-24 school year.	child's IEP meetings.	child's IEP meetings.	child's IEP meetings.	
2.a	The percentage of Court School parents/guardians that provide input during IEP assessment of their child. (Siras)	100% of parents/guardians provided input during the IEP assessment of their child. The baseline was established using data from the 2023-24 school year.	100% of parents/guardians provided input during the IEP assessment of their child.	100% of parents/guardians provided input during the IEP assessment of their child.	100% of parents/guardians will continue to provide input during the IEP assessment of their child.	There is no difference from the baseline. We have maintained 100%.
2.a	The percentage of parents/guardians that complete the annual parent/guardian survey. (local survey)	79.7% (47/59) of parents/guardians participated in the annual parent/guardian survey. The baseline was established using data from the 2023-24 school year.	50% (30/60) of parents/guardians participated in the annual parent/guardian survey.	46% (30/65) of parents/guardians participated in the annual parent/guardian survey.	85% of parents/guardians will participate in the annual parent/guardian survey.	The current difference from baseline is -33.7%.
2.b	The percentage of the students who are attending school on a daily basis. (school attendance rate) (Aeries)	89% of students attend school on a daily basis. 82.4% of Community School students attended school on a daily basis.	86.1% of students attend school on a daily basis. 75% of Community School students attended school on a daily basis.	92.2% of students attend school on a daily basis. 78.8% of Community School students attended	95% of students will attend school on a daily basis. 90% of Community School students will attend school on a daily basis.	The current difference from the baseline is +3.2%. -3.6% for the Community School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		94.3% of Court School students attended school on a daily basis. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	95.8% of Court School students attended school on a daily basis.	school on a daily basis. 97.2% of Court School students attended school on a daily basis.	97% of Court School students will attend school on a daily basis.	+2.9% for the Court School.
2.b	The percentage of junior high students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	58.3% of junior high students in JCCS are chronically absent. In the Community School, 63.6% (14/22) are chronically absent. In the Court School, 0% (0/2) are chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	69.6% (16/23) of junior high students in JCCS are chronically absent. In the Community School, 72.7% (16/22) have been chronically absent. In the Court School, 50.0% (1/2) have been chronically absent.	58.3% (7/12) of junior high students in JCCS are chronically absent. In the Community School, 58.3% (7/12) have been chronically absent. In the Court School, we do not have any junior high students.	Less than 10% of junior high school students will be chronically absent.	There is no difference from the baseline. -5.3% for the Community School. No data for the Court School.
2.b	The percentage of high school students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	22.9 % (30/131) of high school students have been absent 10% or more of the school days. In the Community School, 55.9% (19/34) have been chronically absent.	26.3% (15/57) of high school students who are absent 10% or more of the school days. In the Community School, 68.8%	17.1% (13/76) of high school students who are absent 10% or more of the school days. In the Community School, 70.6%	Less than 10% of high school students will be chronically absent.	The current difference from the baseline is -5.8%. +14.7% for the Community School. -13.2% for the Court School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In the Court School, 14.9% (15/101) have been chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	(11/16) have been chronically absent. In the Court School, 11.9% (5/42) have been chronically absent.	(12/17) have been chronically absent. In the Court School, 1.7% (1/59) have been chronically absent.		
2.b	The percentage of middle school students who drop out. (Aeries)	0% of middle school students dropped out. The baseline was established using data from the 2023-24 school year.	0% of middle school students dropped out.	0% of middle school students dropped out.	0% of middle school students dropped out.	There is no difference from the baseline. We have maintained 0%.
2.b	The percentage of high school students who drop out. (Aeries)	12.8% (5/39) of high school students have dropped out. 0% (0 students) of Community School high school students dropped out. 17.2% (5 students) of Court School high school students dropped out. The baseline was established using data from the 2023-24 school year.	9.1% (1/11 students) of Community School high school students dropped out. 33.3% (10/30 students) of Court School high school students dropped out.	13.5% (7/52) of high school students have dropped out. 7.1% (1/14) of Community School high school students dropped out. 15.8% (6/38) of Court School high school students dropped out.	Less than 5% of high school students dropped out.	The current difference from the baseline is +0.7%. +7.1% for the Community School. -1.4% for the Court School.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.b	The percentage of students who graduated high school as measured by the one-year graduation rate. (Aeries)	85% (6/7) graduated high school as measured by the one-year graduation rate. The baseline was established using data from the 2023-24 school year.	85.7% (6/7) students graduated high school as measured by the one-year graduation rate.	84.6% (11/13) students graduated high school as measured by the one-year graduation rate.	90% of students graduate from high school as measured by the one-year graduation rate.	The current difference from the baseline is -0.4%.
2.b	The percentage of students suspended one or more days. (Aeries)	20.1% (31/154) students were suspended one or more days. In the Community School, 39.3% (22/56) were suspended. In the Court School, 8.7% (9/103) were suspended. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	14.1% (20/142) students were suspended one or more days. In the Community School, 38.6% (17/44) were suspended. In the Court School, 2.9% (3/102) were suspended.	11.2% (17/152) students were suspended one or more days. In the Community School, 24.3% (9/37) were suspended. In the Court School, 6.5% (8/123) were suspended.	Less than 5% of students will be suspended one or more days.	The current difference from the baseline is -8.9%. -15% for the Community School. -2.2% for the Court School.
2.b	The percentage of students expelled from a JCCS school. (Aeries)	0% of students expelled from a JCCS school. The baseline was established using data from the 2023-24 school year.	0% of students expelled from a JCCS school.	0% of students expelled from a JCCS school.	0% of students expelled from a JCCS school.	There is no difference from the baseline. We have maintained 0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.b	The percentage of students that report that they feel very safe or safe in school. (California Healthy Kids Survey)	59% of students reported that they feel very safe or in school. The baseline was established using data from the 2023-24 school year.	57% of students report that they feel very safe or safe in school.	81% of students report that they feel very safe or safe in school.	70% of students report that they feel safe in school.	The current difference from the baseline is +22%.

Goal Analysis [2025-26]

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

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

Goal 2 actions were generally implemented as planned and supported the goal of providing students and families with services to address individual needs and reduce barriers impacting education.

Family engagement actions were implemented through School Site Council meetings, parent-teacher conferences, parent engagement events, ParentSquare communication, and translation services (actions 2.a.1, 2.a.2, 2.a.3, 2.a.4, and 2.a.5). The School Site Council was able to maintain a quorum and complete required responsibilities. Staff also connected with families through conferences and phone calls to discuss student progress, graduation requirements, and available supports. Parent engagement events were held to provide information, resources, and opportunities for input. ParentSquare was used to send real-time messages and reminders, and bilingual staff supported communication with families in their preferred language. Interpretation services were also available when needed, including for Mixtec-speaking families.

Actions related to special education participation were fully implemented. Parents were supported in attending IEP meetings in person, by phone, or by videoconference, and parent input was collected as part of the assessment process (actions 2.a.6 and 2.a.7). These efforts helped ensure that families were included in educational planning and decision-making.

Actions related to wellness, behavior, and school safety were also successfully implemented. FitzGerald students had access to leased gymnasium space and physical education equipment (action 2.b.1). Academic and behavioral supports were provided throughout the school day, with an emphasis on restorative approaches, PBIS implementation, and a range of strategies for supporting students (action 2.b.2). The employment of a security staff member from the beginning of the school year was accomplished (action 2.b.8). Behavioral health services were supported through the intervention team, referrals to school-based therapy and alcohol and other drug services, conflict resolution, and counseling supports (action 2.b.3). These services helped students access the supports needed to address behavioral health needs and meet expulsion-related requirements.

Transition and attendance supports were implemented through communication with districts, timely record sharing, counselor support, student onboarding, student portfolios, and a new process for junior high students returning to their home districts (action 2.b.4). Counselors and office staff helped facilitate warm handoffs, supported registration, and worked with families and districts to improve transitions. Staff also used the School Attendance Review Board (SARB) process and other attendance supports to identify and address barriers to regular attendance, such as internet access (actions 2.b.5 and 2.b.6).

Planning for the California Community Schools Partnership Program (CCSPP) also continued, with alignment between LCAP and CCSPP goals (action 2.b.7) and a focus on increasing learning opportunities and support for students, and family engagement.

Implementation challenges included parent transportation barriers, immigration concerns, and the need for continued outreach to families who have not opted into ParentSquare. Additional challenges included delays in obtaining consent for services and student reluctance to participate in counseling. Future implementation will continue to focus on strengthening family participation, improving communication during enrollment, supporting smoother transitions, and maintaining coordinated academic, behavioral, wellness, and safety supports.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Implementation of Goal 2 actions resulted in estimated actual expenditures that were $345,910.23 less than budgeted. Five actions accounted for the primary differences between budgeted expenditures and estimated actual expenditures: Bilingual Stipends (action 2.a.5), Behavioral Health Counselors (action 2.b.3), Transition Support (action 2.b.4), CCSPP Implementation (action 2.b.7), and Campus Security (action 2.b.8). Expenditures for Bilingual Stipends (action 2.a.5) were $4,000 higher than budgeted because additional staff members qualified for the stipend during the 2025–26 school year. Expenditures for Campus Security (action 2.b.8) were $2,500 higher than budgeted because the original allocation did not include summer school security costs for 2025. Expenditures for Transition Support (action 2.b.4) were $12,000 lower than budgeted because fewer student transitions occurred at the Court School. This position is billed only for tasks directly related to student transitions. For CCSPP Implementation (action 2.b.7), actual expenditures were lower because JCCS received approximately $13,000 less in grant funding than originally requested. For Behavioral Health Counselors (action 2.b.3), expenditures were $183,963.97 lower than budgeted because a CADA counselor was not available to provide services until the second semester of 2025–26, and the counselor was available only on a part-time basis.

Since the increased and improved services for Goal 2 are not based on planned percentages, there are no variances between the planned actions and the estimated actual expenditures.

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

Overall, the actions within Goal 2 were effective in supporting progress toward removing barriers that impact student and family access to education.

Family engagement outcomes were mixed this year. Parent participation decreased in some areas, which may have been influenced by the current political climate. Parent-teacher conference participation decreased from 89% in the prior year to 67% (action 2.a.2), and attendance

at Parent Night Workshops decreased by 5% (action 2.a.3). ParentSquare connectivity also decreased from 96% to 89.3%, moving further from the 100% target (action 2.a.4). At the same time, 75% of School Site Council members continued to attend meetings regularly, including parent representatives (action 2.a.1). Parent participation in the IEP process increased to 100%, with all parents participating in meetings and providing input, meeting the established target (actions 2.a.6 and 2.a.7).

Despite challenges with participation, JCCS continued to provide supports to families. The Promotores Network (action 2.a.3), along with bilingual JCCS staff, helped create a welcoming environment for Spanish-speaking and Mixtec-speaking families (action 2.a.5). These supports helped reduce communication barriers and ensured families had access to translation and interpretation services. Promotores also supported the administration of parent surveys and Parent Night Workshops, helping ensure that Spanish-speaking and Mixtec-speaking families had opportunities to provide input and receive support.

The implementation of the CCSPP (action 2.b.7) continued to support family engagement efforts at the Community School. Parent Night Workshops were aligned with the four foundational pillars of CCSPP: Collaborative Leadership Practices, Extended and Enriched Learning Opportunities, Integrated Student Supports, and Family and Community Engagement. These pillars guided staff in planning activities for students and families. In a Community School parent survey conducted in March 2026, 94% of parents reported that the school is helping their child. Survey results indicate that the Community School has strong relationships with families and a positive school climate.

The use of the FitzGerald Gym (action 2.b.1) continued to support students' physical and mental wellness. The gym provided Community School students with a dedicated space for physical activity, along with physical education equipment purchased by the school. High school teachers used the gym for students needing PE credits, and junior high classes used the space for daily physical activity. According to the California Healthy Kids Survey (CHKS), 65% of students reported that they are academically motivated and try hard at their schoolwork.

Academic Behavioral Support (action 2.b.2) and Behavioral Health Counselors (action 2.b.3) were implemented effectively during the 2025–26 school year. Academic and behavioral health counselors helped coordinate supports for students, contributing to progress in attendance, IEP participation, dropout prevention, and reduced suspensions. Student attendance increased to 92.2%, which is a 6.1% increase from the prior year and 2.8% below the 95% target. Court School attendance reached 97.2%, exceeding the target.

Chronic absenteeism also decreased. At the high school level, chronic absenteeism decreased by 9.2% from the prior year. At the junior high level, chronic absenteeism decreased by 11.3%; however, it remains an area of concern because more than half of junior high students are still chronically absent. The high school dropout rate decreased by 13.3% from the prior year, though it remains above the 5% target. The overall suspension rate decreased by 2.9%, but the current rate of 11.2% indicates that continued work is needed. JCCS also maintained a 0% expulsion rate.

School-based behavioral health supports played an important role in addressing student needs. The mental health team, which includes a Substance Use Disorder (SUD) counselor, PPS Counselor, Associate Marriage and Family Therapist (AMFT), and Promotora representative, supported implementation of these actions. As JCCS continues to evaluate the effectiveness of the SARB process for chronically absent students (action 2.b.5), behavioral health counselors are helping identify root causes of absenteeism through weekly Coordination of Services Team (COST) meetings. At the Community School, 100% of expelled students met the requirements of their rehabilitation plans and returned to their schools of residence.

Transition Support for Students (action 2.b.4) was effective in supporting students as they entered JCCS, moved between JCCS schools, returned to their home districts, or exited upon graduation. JCCS staff worked proactively with partner districts to support timely communication and efficient transfer of student records. School counselors also followed up with districts after students returned to their schools of residence. In a locally administered parent survey, 96.7% of parents reported that JCCS does a good job evaluating their child's academic needs. In addition, 43.3% of parents reported that JCCS prepares students well for careers in the trades, and 60% reported that JCCS prepares students well for college or community college pathways.

JCCS also used WiFi hotspots (action 2.b.6) to support technology access for students and staff. Having hotspots available on campus helped prevent disruptions to instruction when connectivity issues occurred.

The presence of Quest Security staff contributed to students' sense of safety on campus (action 2.b.8). According to the CHKS, the percentage of students reporting that they feel safe or very safe at school increased by 24% from the previous year. In addition, 0% of students reported feeling unsafe or very unsafe at school.

Overall, Goal 2 actions supported family engagement, improved attendance, access to behavioral health and transition supports, and a safer school environment. While parent participation, chronic absenteeism, and suspension rates remain areas for continued focus, the data show progress in reducing barriers and strengthening supports for students and families.

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

Based on our analysis of data, we are not making any revisions to Goal 2, the expected outcomes, or the metrics. However, we moved one of the action items to Goal 5. We moved the PBIS Implementation action to Goal 5 as this action specifically addresses suspension prevention. Positive Behavior Intervention and Support (PBIS) is an evidence-based, proactive framework used in schools to teach, encourage, and reinforce positive behavior, aiming to create a safe, respectful, and effective learning environment for all students rather than relying solely on punishment. Adding this action item to Goal 5 complements our efforts in reducing the suspension rate of multiple student subgroups at JCCS.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.a.1	School Site Council	JCCS staff will collaborate with the School Site Council (SSC) to create, administer, and evaluate a parent survey, and develop and review the School Plan for Student Achievement (SPSA), the Local Control	$350.00	No

Action #	Title	Description	Total Funds	Contributing
		Accountability Plan (LCAP), and the Comprehensive School Safety Plan (CSSP) along with other required documents. Costs for meeting refreshments.		
2.a.2	Parent-Teacher Conference	JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs. No additional cost; part of the base program.	$0.00	No
2.a.3	Parent Engagement Events	On a regular basis, parent/guardian engagement events will be held. These events will include educational opportunities and input sessions. The Promotores will conduct outreach and provide language access. Additionally, dinner will be provided for evening events. Costs for the contracted services provided by the Promotores and food for events.	$61,000.00	Yes
2.a.4	ParentSquare Licenses	JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between school and home in the native language of the families. Cost for ParentSquare.	$1,000.00	No
2.a.5	Translation Services	JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual differentials to support translation services for EL students and families. Cost for bilingual differentials/stipends.	$30,271.16	Yes

Action #	Title	Description	Total Funds	Contributing
2.a.6	IEP Parent Attendance	Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent. No additional cost; part of the base program.	$0.00	No
2.a.7	Parents Included in IEP Assessments	Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires. No additional cost; part of the base program.	$0.00	No
2.b.1	Community School Gym	To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2026-27 school year for FitzGerald students. Additionally, physical education equipment will be purchased. Cost for gym lease and PE Equipment.	$75,684.00	No
2.b.2	Academic and Behavioral Support	JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day. Costs reflected in 1.a.6.	$0.00	No
2.b.3	Behavioral Health Counselors	Identified students will participate in individual and group counseling sessions with the Substance Use Disorder Counselor and Mental Health and Social Worker to support behavioral health and wellness. Cost for contracted services.	$379,830.99	Yes

Action #	Title	Description	Total Funds	Contributing
2.b.4	Transition Support for Students	JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation) through timely communication and record sharing with districts. Costs for .5 FTE office support staff.	$67,912.31	No
2.b.5	School Attendance Review Board (SARB)	JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance. Cost for administration fees.	$400.00	No
2.b.6	WiFi Hotspots	WiFi hotspots will be provided to students for online access to participate in state and local assessments, in addition to support to staff when the WiFi network goes down. Cost for data contract.	$4,560.00	No
2.b.7	Planning for the Implementation of California Community School Partnership Program (CCSPP)	FitzGerald staff will continue to plan for the implementation of CCSPP. The implementation plan includes action items related to the four pillars - Collaborative Leadership Practices, Extended and Enriched Learning Opportunities, Integrated Student Supports, and Family and Community Engagement. Cost for .35 of Coordinator's salary and benefits.	$80,046.92	No
2.b.8	Behavioral Support - Security Staff	To maintain a safe and secure school campus a security guard will be utilized at the Community School. The security guard is employed for seven hours a day and provides additional support to students and staff. In	$58,550.87	Yes

Action #	Title	Description	Total Funds	Contributing
		particular, the security guard supervises students before, during, and after school. They may also intervene and help de-escalate student interactions. Cost for contract services.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	Suspension rate of Santa Barbara County foster youth. (Dataquest)	The suspension rate was 15.4% (111/402) for Santa Barbara County foster youth.	The suspension rate was 18.1% (68/376) for Santa Barbara County foster youth.	The suspension rate was 14.7% (67/455) for Santa Barbara County foster youth.	Decrease the suspension rate for Santa Barbara County foster youth to 8% or lower.	The current difference from baseline is -0.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The baseline was established from 2022-23 data.				
3.a	Percentage of Santa Barbara County foster youth with multiple suspensions. (Dataquest)	41.9% (26/62) of Santa Barbara County foster youth have multiple suspensions. The baseline was established from 2022-23 data.	39.7% (27/68) of Santa Barbara County foster youth have multiple suspensions.	50.7% (34/67) of Santa Barbara County foster youth have multiple suspensions.	Decrease the percentage of Santa Barbara County foster youth who have multiple suspensions to 30%.	The current difference from baseline is -8.8%.
3.a	Adjusted four-year cohort graduation rate of Santa Barbara County foster youth. (Dataquest)	The adjusted four-year cohort graduation rate was 73.6% (39/53) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The adjusted four-year cohort graduation rate was 61.7% (37/60) for Santa Barbara County foster youth.	The adjusted four-year cohort graduation rate was 68% (34/50) for Santa Barbara County foster youth.	Increase adjusted four-year cohort graduation rate of Santa Barbara County foster youth to 86% or higher.	The current difference from baseline is -5.6%.
3.a	Five-year cohort graduation rate of Santa Barbara County foster youth. (Dataquest)	The adjusted five-year cohort graduation rate was 70.2% (33/47) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The adjusted five-year cohort graduation rate was 75.5% (40/53) for Santa Barbara County foster youth.	The adjusted five-year cohort graduation rate was 65% (30/69) for Santa Barbara County foster youth.	Increase the five-year graduation rate of Santa Barbara County foster youth to 86% or higher.	The current difference from baseline is -5.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	Chronic absenteeism rate of Santa Barbara County foster youth. (Dataquest)	The chronic absenteeism rate was 41.1% (158/384) for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The chronic absenteeism rate was 32.8% (117/357) for Santa Barbara County foster youth.	The chronic absenteeism rate was 28.8% (124/431) for Santa Barbara County foster youth.	Reduce chronic absenteeism rate of Santa Barbara County foster youth to 25%.	The current difference from baseline is -12.3%.
3.a	Unexcused Absenteeism rate of Santa Barbara County foster youth. (Dataquest)	The unexcused absenteeism rate of Santa Barbara County foster youth was 54.4% (201/357). The baseline was established from 2022-23 data.	The unexcused absenteeism rate of Santa Barbara County foster youth was 33.1% (118/357).	The unexcused absenteeism rate of Santa Barbara County foster youth was 52.9% (217/410)	Reduce the unexcused absenteeism rate of Santa Barbara County foster youth to 39%.	The current difference from baseline is -1.5%.
3.a	School stability rate of Santa Barbara County foster youth. (Dataquest)	The school stability rate was 62.9% for Santa Barbara County foster youth. The baseline was established from 2022-23 data.	The school stability rate was 62.5% for Santa Barbara County foster youth.	The school stability rate was 74.2% for Santa Barbara County foster youth.	Increase the school stability rate of Santa Barbara County foster youth to 68%.	The current difference from baseline is +11.3%.
3.a	The percentage of Santa Barbara County foster youth who are connected to resources within their community for the purpose of post secondary planning.	0% of Santa Barbara County foster youth are connected to resources within their community for the purpose of post secondary planning.	56% of Santa Barbara County foster youth are connected to resources within their community for the purpose of	100% of Santa Barbara County foster youth are connected to resources within their community for the purpose of	100% of Santa Barbara County foster youth will be connected to resources within their community for the purpose of	The current difference from baseline is 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(local survey)	This is a new metric, measured by local survey, therefore baseline will be established in 2024-25.	post secondary planning.	post secondary planning.	post secondary planning.	
3.a	The percentage of Santa Barbara County foster youth seniors who complete the FAFSA. (Foster Focus and Web Grants)	64.7% (11/17) of Santa Barbara County foster youth seniors have completed the FAFSA. The baseline was established from 2023-2024 data.	20% (6/30) of Santa Barbara County foster youth seniors have completed the FAFSA. Point in time data as of 4/18/2025. (FAFSA deadline has been extended)	50% (21/42) of Santa Barbara County foster youth seniors have completed the FAFSA. Point in time data as of 3/30/2026.	95% of Santa Barbara County foster youth seniors will complete the FAFSA.	The current difference from baseline is -14.7%.
3.a	The percentage of Santa Barbara County foster youth seniors who complete the Chafee grant (Foster Focus)	64.7% (11/17) of Santa Barbara County foster youth have completed the Chafee grant. The baseline was established from 2023-2024 data.	Unable to collect the Chafee data this year due to not having access to the WebGrants system for Chafee data. For future years, staff will collect the data through a local survey.	14% (6/42) of Santa Barbara County foster youth have completed the Chafee grant. Point in time data as of 3/30/2026	95% of Santa Barbara County foster youth seniors will complete the Chafee grant.	The current difference from baseline is -50.7%.
3.a	The number of supportive services provided to JCCS students in foster care. (Foster Focus)	Thirty-six (36) supportive services were provided to eight (8) JCCS students in foster care.	Five (5) supportive services were provided to four (4) JCCS foster youth.	Fifteen (15) supportive services were provided to seven (7) JCCS foster youth.	Continue to provide at least four (4) supportive services to every JCCS student in foster care.	The current difference from baseline is that there were two (2) less supportive services provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The baseline was established from 2023-2024 data.				to each JCCS foster youth.
3.a	The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. (data from CWS/CMS Report)	100% of Educational Records for students in foster care that are provided to CWS and Juvenile Court. The baseline was established from 2022-2023 data.	91.9% (295/321) of Educational Records for foster youth in Santa Barbara County have been provided to CWS and Juvenile Court.	99.5% (259/261) of Educational Records for foster youth in Santa Barbara County have been provided to CWS and Juvenile Court.	100% of Educational Records for students in foster care that are provided to CWS and Juvenile Court.	The current difference from baseline is -0.5%.

Goal Analysis [2025-26]

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

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

Overall, the implementation of planned actions was successful in strengthening cross-system collaboration, building district and staff capacity, and improving coordination of services for foster youth. All major activities were implemented as planned, and outcome data from the Dashboard and partner feedback indicate progress in system-level improvements, particularly in collaboration, service alignment, and postsecondary awareness. While some student-level outcomes (e.g., FAFSA completion and postsecondary transitions) show continued need for growth, the actions taken this year established strong infrastructure and conditions to support improved outcomes over time. All planned actions were implemented as described in the adopted LCAP, and no substantive deviations occurred. Successes included strong partner engagement, increased alignment across agencies and districts, and expanded professional learning opportunities. Challenges included variability in district capacity and the need to further translate system-level improvements into measurable gains in student outcomes.

3.a.1 – Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)
TYS facilitated the Executive Advisory Council (EAC), convening three times this year with broad cross-sector representation including Child Welfare Services, higher education partners, community-based organizations, and former foster youth. The EAC strengthened interagency collaboration and informed LCAP-aligned priorities. Through collaborative analysis, the council identified key focus areas including FAFSA completion, postsecondary planning, and elevating student voice. These priorities align with data trends indicating areas of need for foster youth. A key success of this action was the consistent engagement of diverse partners and the development of shared strategies to address

identified needs. A challenge remains in translating these collaborative efforts into immediate measurable student outcomes; FAFSA completion rates and postsecondary indicators continue to show the need for growth, suggesting that while implementation was strong, impact on outcomes will require sustained effort over time.

3.a.2 – Improve Interagency Collaboration and Efficacy
TYS strengthened collaboration with a wide range of partners through both the EAC and ongoing engagement with agencies such as Child Welfare Services, Behavioral Wellness, Family Care Network Independent Living Program, SELPA, postsecondary institutions, and community-based organizations. TYS also leveraged EAC partner expertise to support district foster youth liaisons through regular meetings, where agencies presented on available programs and services. These efforts increased awareness of resources, strengthened cross-agency connections, and improved coordination of support for foster youth. Successes included increased participation from partner agencies and stronger alignment of services across systems. A challenge in implementation is the continued variability in how services are accessed and delivered across districts and agencies, which impacts consistency of support. Despite this, all activities were implemented as intended and contributed to improved system coordination.

3.a.3 – Strengthening Collaboration with Districts
TYS coordinated monthly countywide meetings for Foster and Homeless Education Liaisons to build capacity, strengthen collaboration, and support consistent implementation of policies and support. Meetings included partner presentations, best practice sharing, and targeted training on key topics such as liaison roles and responsibilities, Best Interest Determination (BID) meetings, graduation waivers, and dispute resolution. A liaison retreat further supported relationship-building and strategic planning. These efforts increased liaison knowledge, strengthening implementation of legal protections (e.g., AB 490), and improving alignment across districts. Successes included increased engagement, improved understanding of policies, and stronger collaboration between districts and community partners. A key challenge is ongoing variation in district structures and capacity, which affects the consistency of implementation. While progress is evident in improved coordination, continued support is needed to ensure uniform implementation across all districts.

3.a.4 – Improve Collaboration Within Department
TYS maintained biweekly staff meetings to support internal collaboration, communication, and continuous improvement. Meetings included case reviews, partner coordination, policy updates, and professional learning opportunities focused on real-world scenarios impacting foster youth. This action strengthened internal alignment, improving responsiveness to student needs, and enhancing staff expertise. Successes included improved coordination of services, increased staff knowledge, and stronger alignment with program goals and priorities. Regular collaboration with partner agencies supported timely and coordinated responses to student needs. A minor challenge included managing time and capacity to address complex student cases; however, this did not impact the overall implementation of planned actions.

Challenges and Adjustments in Implementation
While all planned actions were implemented as described in the adopted LCAP, there were challenges. Variability in district capacity and structure continues to affect consistency in service delivery. Additionally, while system-level improvements in collaboration and coordination were evident, translating these improvements into measurable student outcomes remains an ongoing challenge. TYS continues to address these challenges through strengthened partnerships, targeted professional learning, and ongoing use of data to inform continuous improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2025–26 fiscal year, the FYSCP is funded through two sources: the FYSCP grant and Title IV. When the 2025–26 LCAP was developed, the FYSCP grant application had just been submitted, and the Grant Award Notification (GAN) had not yet been received; it arrived in August 2025. At that time, Title IV allocations had also not been released. As a result, the LCAP budgeted expenditure of $685,117.18 was based on incomplete funding information.

The estimated actual expenditures for 2025–26 are $628,202.26. Although this amount is $56,914.92 lower than the budgeted expenditure, the difference was not caused by changes in staffing, resource allocation, or any material program changes. Rather, it reflects the timing and structure of the funding and grant cycles.

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

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

Identifying countywide needs, developing and prioritizing goals, and monitoring progress through the FYSCP EAC (Action 3.a.1) has proven partially effective in advancing outcomes for students in foster care. These efforts contributed to a 4.0% decrease in chronic absenteeism and a notable decline in countywide suspension rates for foster youth, from 18.1% to 14.7%. In addition, educational partners participating in the EAC received targeted training and engaged in discussions focused on the unique needs of foster youth. These opportunities strengthened partners' understanding of the challenges foster youth face and supported a shared commitment to improving outcomes for this student group.

Improving inter-agency collaboration and effectiveness (Action 3.a.2) has significantly enhanced the efficiency of educational record transfers to Child Welfare Services (CWS), supporting timely enrollment and smoother transitions for foster youth. As a result, 99.5% of educational records were successfully provided to our educational partners. While our efforts have been partially effective in meeting student needs, demonstrated by the delivery of 15 supportive services to seven JCCS foster youth, we continue to expand and strengthen our outreach. In partnership with CWS, we participated in 20 resource parent training courses as of today, providing caregivers with vital information on foster youth educational rights, the BID process, and Assembly Bill 490.

Strengthening collaboration with districts (Action 3.a.3) has proven partially effective, as the FYSCP successfully partnered with districts to verify that 50% of high school seniors completed the FAFSA. Additionally, our Student Information Specialist contributed to updating Data Summary Reports, and the FYSCP team engaged with high school districts across the county to review and analyze the Summary Reports. These collaborative meetings enabled districts to review the Data Summary Reports and compare the educational outcomes of foster youth within their schools to countywide data, identify successful practices, address emerging challenges, and pinpoint areas in need of targeted support. These discussions led to the implementation of meaningful resources, including staff training, customized Excel tracking templates, and the distribution of foster youth resource guides to bolster district-level support. As a result of these efforts, our four-year cohort graduation rate increased by 6.3%, bringing the overall rate to 68% and moving us closer to our target goal.

Improving collaboration within the department (Action 3.a.4) has proven to be highly effective. Our team has worked intentionally to strengthen coordination and streamline policies and procedures, ensuring alignment with our department's mission, vision, and values. As part of this effort, TYS holds biweekly in-person internal meetings to share updates, monitor ongoing progress, and foster meaningful connection across the team. These meetings provide a consistent space to ensure alignment, reinforce our shared purpose, and maintain focus on our collective goals. This ongoing commitment to alignment and communication has enhanced internal collaboration and strengthened our ability to provide high-quality service and leadership to the districts we support.

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

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

In reviewing student-level outcome data, particularly FAFSA completion and post-secondary planning for foster youth, several targeted adjustments have been made to strengthen our approach while maintaining the overall integrity of our existing action items.

We have refined and expanded action 3.a.3 "Collaboration with Districts" to place greater emphasis on post-secondary readiness. This includes the addition of a Post-Secondary Pilot Program in Lompoc, designed to provide an additional layer of support for foster youth and to assist school counselors in guiding students through post-secondary planning processes. This adjustment was made in response to identified gaps in consistent post-secondary support and FAFSA completion among foster youth.

Another key enhancement to action 3.a.3 includes formalizing our involvement in Differentiated Assistance (DA). While this has historically been an offering of TYS, this is the first year districts have actively requested our collaboration. Based on positive initial outcomes and alignment with our mission, this work has now been incorporated into action 3.a.3 to further support system-level improvements for foster youth.

These changes are not the result of ineffective actions, but rather a data-informed refinement of existing strategies to better meet student needs. By adding targeted support and deepening partnerships, these adjustments strengthen our overall approach and improve our ability to positively impact FAFSA completion, post-secondary planning, and long-term outcomes for foster youth.

We have made no other changes to the goal, expected outcomes and metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	The FYSCP EAC will meet three times a year to identify countywide needs, develop and prioritize goals, and monitor progress. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).	$0.00	No
3.a.2	Improve Inter-agency collaboration and efficacy	FYSCP will create a system of cross-collaboration, with Child Welfare Services, school districts, charter schools, juvenile court and community schools, juvenile probation, parents, students, post-secondary education, Court Appointed Special Advocate (CASA), Special Education Local Plan Area (SELPA), Behavioral Wellness (BWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), Family Care Network, Independent Living Program, Our County. Our Kids, and YouthWell so students and families can be easily connected to appropriate housing, personal care, education, and career resources. The collaboration will be attained through: • Supporting and Educating resource parents. • Educating educational partners on: • Creating positive experiences • Education rights • School of Origin and BID Procedure • Immediate enrollment • Least restrictive environment • FAFSA & Chafee grant • AB waivers • Available resources • Mental health • Childcare • Post-secondary programs and transition support	$685,117.18	No

Action #	Title	Description	Total Funds	Contributing
		Costs for Transitional Youth Services staff salaries and benefits.		
3.a.3	Strengthening Collaboration with Districts	TYS and district liaisons are committed to maintaining the protections afforded to foster youth under AB490. This involves ensuring that students in foster care remain at their School of Origin unless a transfer is in their best interest, immediate enrollment of students, safeguarding student credits, connecting students with necessary resources and support, and assisting with their graduation and transition from high school. To further support post-secondary outcomes, TYS has added a Post-Secondary Pilot Program in Lompoc to provide additional support to foster youth and assist counselors with post-secondary planning. TYS has also expanded its collaboration with districts through DA to strengthen systems of support. To support these goals, TYS prioritizes the development of efficient procedures, the creation of helpful templates, the distribution of resource guides, and the delivery of relevant training sessions for liaisons. To stay accessible, approachable, and communicative, TYS staff conduct in-person visits with liaisons three times a year. During these visits, data is shared, goals are set, and emerging trends are discussed. These meetings are supported by current data, which is analyzed and presented by the Student Information Specialist. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).	$0.00	No
3.a.4	Improve Collaboration within the Department	The TYS department will regularly collaborate to streamline policies and procedures, enhance internal teamwork, and define and implement core	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		values. This effort aims to deliver outstanding service and leadership to districts while aligning priorities with the TYS mission and vision. Additionally, the TYS department will represent SBCEO consistently by aligning with the SBCEO's mission, vision, and values. No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	The percentage of teachers in the LEA that are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. (Dataquest)	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, based on California Education Code 44865. The baseline was established from 2023-24 data.	87.5% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on CA Ed Code 44865.	71.4% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on CA Ed Code 44865.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, based on California Education Code 44865.	The current difference from baseline is -28.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	The percentage of students that have sufficient access to the standards-aligned instructional materials. (Williams Act)	100% of students will continue to have sufficient access to the standards-aligned instructional materials. The baseline was established from 2023-24 data.	100% of students will continue to have sufficient access to the standards-aligned instructional materials.	100% of students will continue to have sufficient access to the standards-aligned instructional materials.	100% of students will continue to have sufficient access to the standards-aligned instructional materials.	There is no difference from the baseline. We have maintained 100%.
4.a	The percentage of school facilities that are maintained in good repair. (FIT report)	100% of the school facilities will continue to be maintained in good repair. The baseline was established from 2023-24 data.	100% of the school facilities will continue to be maintained in good repair.	100% of the school facilities will continue to be maintained in good repair.	100% of the school facilities will continue to be maintained in good repair.	There is no difference from the baseline. We have maintained 100%.
4.b	The percentage of districts within the county that have approved a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. (local data chart)	100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. The baseline was established from 2023-24 data.	100% of districts within the county will continue to adopt a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	100% of districts within the county will continue to adopt a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	There is no difference from the baseline. We have maintained 100%.
4.b	The percentage of district-referred JCCS expelled youth that meet	100% of district-referred JCCS expelled youth have met the terms and	Of the nine district-referred JCCS students who were	100% (15/15) of district-referred JCCS expelled	100% of district-referred JCCS expelled youth	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the terms and conditions of their expulsions. (local survey)	conditions of their expulsions. The baseline was established from 2023-24 data.	expelled, 88.8% (8/9 students) successfully met the terms and conditions of their expulsions. The one student who did not meet the terms moved out of the county and transferred to another school.	youth have successfully met the terms and conditions of their expulsions	have met the terms and conditions of their expulsions.	

Goal Analysis [2025-26]

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

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

All of the planned actions were carried out in 2025-26 to support the continued success in implementing programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9). SBCEO did not experience any challenges in maintaining this goal or planned actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For the 2025-26 LCAP, $95,715.90 was budgeted to fund custodial and maintenance staff at the Community School, as well as a portion of the Director of Child Welfare and Attendance's salary. The estimated actual expenditures exceeded this amount by $4,874.16 because of an increase in the cost of personnel benefits. None of the actions under Goal 4 contribute to the Increase or Improved Services requirement.

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

The planned actions were effective in maintaining progress toward the 2025–26 goal. While 71.4% of teaching staff were appropriately credentialed (4.a.1), JCCS ensured that 100% of students had access to standards-aligned curriculum (4.a.2), and all facilities were maintained in good repair (4.a.3). JCCS also provided services and support to 100% of expelled youth enrolled in JCCS (4.b.2). In addition, the Triennial Expelled Youth Plan continues to support the coordination of services for expelled youth throughout Santa Barbara County (4.b.1).

In the prior year, JCCS reported that one teacher intern, who had previously served as a paraeducator, was not yet appropriately credentialed. In June 2025, the teacher earned a preliminary science credential. Also in June 2025, one teacher retired, and a first-year teacher was hired to fill the vacancy. Both teachers are participating in the Teacher Induction Program (TIP) and are on track to clear their credentials in 2026–27. Because JCCS has a small teaching staff of seven, having two teachers who are new to the profession results in 71.4% of teachers being appropriately credentialed. This percentage is expected to increase once both teachers complete TIP.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.a.1	Teacher Credentials	SBCEO will require that JCCS teachers are appropriately credentialed and/or authorized for the subjects they teach per Ed Code 44865. No additional costs; part of the base program.	$0.00	No
4.a.2	Standards Aligned Curriculum	JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials per the Williams Act. No additional costs; part of the base program.	$0.00	No
4.a.3	School Facilities	SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at the two school sites. Costs for custodial/maintenance staff.	$38,616.33	No

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, JCCS will reduce suspension rates for Hispanic/Latino students, English Learners, Long-Term English Learners, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness by strengthening relationships, increasing student connectedness, and elevating student voice. JCCS will also increase academic progress for Long-Term English Learners, as measured by the English Learner Progress Indicator (ELPI).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The 2024–25 California Dashboard indicates that students experiencing homelessness in the LEA are performing at the lowest level for suspension rate. At the Community School, Hispanic/Latino and socioeconomically disadvantaged students are also performing at the lowest level for suspension rate. High suspension rates reduce students' access to instructional time and school-based supports. While this is a focus goal for the identified student groups, all students will participate in and benefit from the actions, as historical data shows an ongoing need to reduce suspensions at both schools.

Educational partner feedback from staff and parents/guardians also identified the need for strategies that reduce suspensions and keep students engaged in instruction and connected to school resources. In addition, results from the 2025–26 CHKS show progress in students' sense of school connectedness and caring adult relationships; however, only 30% of students strongly agree or agree that they participate meaningfully in school. This indicates a continued need to strengthen student voice, belonging, and meaningful participation.

The 2024–25 California Dashboard also indicates that Long-Term English Learners in the LEA are performing at the lowest level for progress toward English language proficiency. Supporting Long-Term English Learners in making progress toward proficiency will strengthen literacy development, which is foundational to achievement across all subject areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.a	The percentage of Hispanic/Latino students	Overall JCCS has 19.4% (35/180) of	Overall JCCS has 15% (20/133) of	Overall JCCS has 12.2% (17/139) of	Less than 5% of Hispanic/Latino	Overall at JCCS the current

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	suspended one or more days. (suspension rate) (Dashboard)	Hispanic/Latino students who were suspended one or more days. At the Community School, 33.8% (25/74) of Hispanic/Latino students were suspended one or more days. At the Court School, 9.4% (10/106) of Hispanic/Latino students are suspended one or more days	Hispanic/Latino students who were suspended one or more days. At the Community School, 40.4% (17/42) of Hispanic/Latino students were suspended one or more days. At the Court School, 3.2% (3/94) of Hispanic/Latino students are suspended one or more days.	Hispanic/Latino students who were suspended one or more days. At the Community School, 25% (9/36) of Hispanic/Latino students were suspended one or more days. At the Court School, 7.3% (8/110) of Hispanic/Latino students are suspended one or more days.	students will be suspended one or more days at JCCS, the Community School, and the Court School.	difference from baseline is -7.2%. At the Community School, the current difference from baseline is -8.8%. At the Court School, the current difference from baseline is -2.1%.
5.a	The percentage of English Learners suspended for one or more days. (suspension rate) (Aeries)	Overall JCCS has 13.5% (5/37) of English Learners students who were suspended one or more days. At the Community School, 31.3%(5/16) of English Learners students were suspended one or more days. At the Court School, 0.0% (0/21) of English	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	Overall JCCS has 12.5% (6/48) of English Learners students who were suspended one or more days. At the Community School, 18.8% (3/16) of English Learners students were suspended one or more days.	Less than 5% of English Learners will be suspended one or more days at JCCS, the Community School, and the Court School.	Overall at JCCS the current difference from baseline is -1%. At the Community School, the current difference from baseline is -12.5%. At the Court School, the current difference from baseline is +0.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.		At the Court School, 0.9% (3/33) of English Learners students are suspended one or more days.		
5.a	The percentage of Long-term English Learners suspended for one or more days. (suspension rate) (Aeries)	Overall JCCS has 15.6% (5/32) of Long-term English Learners students who were suspended one or more days. At the Community School, 35.7% (5/14) of Long-term English Learners students were suspended one or more days. At the Court School, 0.0% (0/18) of Long-term English Learners students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	Overall JCCS has 14.3% (6/42) of Long-term English Learners students who were suspended one or more days. At the Community School, 14.3% (2/14) of Long-term English Learners students were suspended one or more days. At the Court School, 10.3% (3/29) of Long-term English Learners students are suspended one or more days.	Less than 5% of Long-term English Learners will be suspended one or more days at JCCS, the Community School, and the Court School.	Overall at JCCS the current difference from baseline is -1.3%. At the Community School, the current difference from baseline is -21.4%. At the Court School, the current difference from baseline is +10.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.a	The percentage of socio-economically disadvantaged students suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 14.3% (20/140) of socio-economically disadvantaged students who are suspended one or more days. At the Community School, 39.5% (17/43) of socio-economically disadvantaged students are suspended one or more days. At the Court School, 2.9% (3/102) of socio-economically disadvantaged students are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	Overall JCCS has 11.2% (17/152) of socio-economically disadvantaged students who are suspended one or more days. At the Community School, 24.3% (9/37) of socio-economically disadvantaged students are suspended one or more days. At the Court School, 6.5% (8/123) of socio-economically disadvantaged students are suspended one or more days.	Less than 5% of socio-economically disadvantaged students will be suspended one or more days at JCCS, the Community School, and the Court School.	Overall at JCCS the current difference from baseline is -3.1%. At the Community School, the current difference from baseline is -15.2%. At the Court School, the current difference from baseline is +3.6%
5.a	The percentage of students with disabilities suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 10.6% (5/47) of students with disabilities who are suspended one or more days. At the Community School, 33.3% (3/9) of	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	Overall JCCS has 14% (6/43) of students with disabilities who are suspended one or more days.	Less than 5% of students with disabilities will be suspended one or more days at JCCS, the Community	Overall at JCCS the current difference from baseline is +3.4%. At the Community School, the current difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students with disabilities are suspended one or more days. At the Court School, 5.0% (2/40) of students with disabilities are suspended one or more days. Baseline data is established with 2024-25 data as of March 7th.		At the Community School, 50% (2/4) of students with disabilities are suspended one or more days. At the Court School, 9.5% (4/42) of students with disabilities are suspended one or more days.	School, and the Court School.	baseline is +16.7%. At the Court School, the current difference from baseline is +4.5%
5.a	The percentage of students experiencing homelessness suspended one or more days. (suspension rate) (Aeries)	Overall JCCS has 19.0% (8/42) of students experiencing homelessness who are suspended one or more days. At the Community School, 30.8% (8/26) of students experiencing homelessness are suspended one or more days. At the Court School, 0% (0/17) of students experiencing homelessness are suspended one or more days.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2025-26 LCAP.	Overall JCCS has 13.5% (5/37) of students experiencing homelessness who are suspended one or more days. At the Community School, 18.2% (4/22) of students experiencing homelessness are suspended one or more days. At the Court School, 5% (1/20) of students experiencing homelessness are	Less than 5% of students experiencing homelessness will be suspended one or more days at JCCS, the Community School, and the Court School.	Overall at JCCS the current difference from baseline is -5.5%. At the Community School, the current difference from baseline is -12.6%. At the Court School, the current difference from baseline is +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline data is established with 2024-25 data as of March 7th.		suspended one or more days.		
5.a	The percentage of students that strongly agree or agree that they feel connected to school. (CHKS)	35% of students strongly agree or agree that they feel connected to school. Baseline data is established with 2023-24 data.	41% of students strongly agree or agree that they feel connected to school.	47% of students strongly agree or agree that they feel connected to school.	70% of students strongly agree or agree that they feel connected to school.	The current difference from baseline is +12%.
5.a	The percentage of students that strongly agree or agree that they participate meaningfully in school. (CHKS)	38% of students strongly agree or agree that they participate meaningfully in school. Baseline data is established with 2023-24 data.	25% of students strongly agree or agree that they participate meaningfully in school.	30% of students strongly agree or agree that they participate meaningfully in school.	70% of students strongly agree or agree that they participate meaningfully in school.	The current difference from baseline is -8%.
5.a	The percentage of students that strongly agree or agree that they have a caring adult at school. (CHKS)	48% of students strongly agree or agree that they have a caring adult at school. Baseline data is established with 2023-24 data.	45% of students strongly agree or agree that they have a caring adult at school.	60% of students strongly agree or agree that they have a caring adult at school.	70% of students strongly agree or agree that they have a caring adult at school	The current difference from baseline is +12%.
5.a	The percentage of staff participating in professional learning related to Restorative Approaches and Building Relationships.	0% of staff have participated in professional learning related to Restorative Approaches and Building Relationships.	100% of staff have participated in professional learning related to Restorative Approaches and	100% of staff have participated in professional learning related to Restorative Approaches and	95% of staff have participated in professional learning related to Restorative Approaches and	The current difference from baseline is +100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(sign-in sheets)	This is a new metric and we will establish the baseline in the 2024-25 school year.	Building Relationships.	Building Relationships.	Building Relationships.	
5.a	The number of conflict resolution, restorative circles, or conferences held with students on an annual basis. (Aeries)	0 conflict resolution, restorative circles, or conferences have been held with students annually. This is a new metric and we will establish the baseline in the 2024-25 school year.	23 conflict resolution, restorative circles, or conferences were held with students.	22 conflict resolution, restorative circles, or conferences were held with students.	50 conflict resolution, restorative circles, or conferences were held with students annually.	The current difference from baseline is +22.
5.b	The percentage of Long-Term English Learner students who make progress towards English Language proficiency per the ELPI. (Dashboard)	Overall, at JCCS 41.2% (7/17) Long-Term English Learners have made progress towards English Language proficiency per the ELPI.	The Year 1 Outcome is the same as the baseline. This is a new metric for the 2026-27 LCAP.	The Year 2 Outcome is the same as the baseline. This is a new metric for the 2026-27 LCAP.	50% of Long-Term English Learners students will make progress towards English language proficiency per the ELPI.	There is no difference from baseline as this is a new metric for the 2026-27 LCAP.

Goal Analysis [2025-26]

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

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

All actions identified in the 2025–26 LCAP for Goal 5 (actions 5.a.1–5.a.6) were implemented.

The Calming Room was implemented at the Community School as a designated space for students to de-escalate, reset, and return to learning (action 5.a.1). While the space was available to students throughout the year, implementation was impacted at times when the room was used for other purposes, such as administering assessments to students with IEPs.

Professional development activities were implemented through collaboration between the JCCS Coordinator, outside consultants, and partner agencies (actions 5.a.2 and 5.a.3). Staff participated in trainings focused on the Hope Framework, trauma-informed practices, emotional debriefing, Crisis Prevention and Intervention, de-escalation strategies, and school-based restorative approaches. The JCCS Coordinator also worked with a PBIS implementation consultant to begin implementing Tier 1 PBIS strategies. JCCS plans to expand implementation to Tier 2 and Tier 3 interventions during the 2026–27 school year.

JCCS also implemented onboarding practices for incoming students at the Community School (action 5.a.4). Staff and administrators met individually with students upon enrollment to welcome them, explain school expectations, and support their transition into the school environment. Students also received school-branded t-shirts and water bottles as part of the welcome process.

Student engagement activities were implemented through the Gardening Club and Culture Club (action 5.a.5). The Gardening Club supported the revitalization of the school garden, and the Culture Club hosted a Día de los Muertos event for students, families, district leadership, and Probation representatives.

The One Community Action Mentor implemented the Joven Noble curriculum with students and provided mentoring support (action 5.a.6). The mentor also supported conflict resolution conversations among students as part of the broader effort to strengthen relationships and reduce exclusionary discipline.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Efforts to achieve Goal 5 resulted in actual expenditures of Equity Multiplier Funds were $4,422 above the budgeted and estimated amounts. Although expenditures for the JCCS Coordinator (action 5.a.3) were $19,979.62 lower than budgeted because the coordinator started later in the school year, expenditures for Behavioral Support with Joven Noble (action 5.a.6) were $16,188.48 higher than anticipated because the contract cost exceeded the original estimate.

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

Overall, the actions within Goal 5 were effective in supporting progress toward reducing suspension rates for identified student groups and strengthening student relationships and connectedness to school. Stronger coordination among teachers, support staff, and external providers, along with professional development coordinated by the JCCS Coordinator (action 5.a.3), contributed to improved student-staff relationships and reduced suspension rates. The overall percentage of students suspended for at least one day decreased from 14.1% to 11.2%. Reductions were also seen across several student groups. Suspension rates decreased by 2.8% for Hispanic/Latino students, 1% for English Learners, 1.3% for Long-Term English Learners, 3.1% for socioeconomically disadvantaged students, and 5.5% for students experiencing homelessness. Student connectedness also improved. The percentage of students who strongly agreed or agreed that they feel connected to school increased by 8%, and the percentage of students who strongly agreed or agreed that they have a caring adult at school increased by 17% compared with the prior year.

JCCS successfully implemented the Calming Room at the Community School as a space where students can regulate and receive support when needed (action 5.a.1). To further strengthen relationships, student connectedness, and student voice, staff participated in a variety of

professional development activities throughout the year (action 5.a.2). JCCS contracted with a Restorative Approaches Practitioner, who visited both the Community School and Court School and provided staff access to coaching. In addition, six staff members attended a two-day School-Based Restorative Approaches training, and staff facilitated 22 conflict resolution conferences and restorative circles.

JCCS also strengthened the enrollment process to create a more welcoming environment for students and families. At the Community School, academic and behavioral health counselors meet individually with incoming students, and the JCCS Coordinator meets with families to welcome students to the school (action 5.a.3). Students also receive a school t-shirt and water bottle as part of the welcome process. Additional actions supported student connectedness and belonging. The Garden and Culture Club at the Community School provided non-academic opportunities for students to participate in school activities and build connections (action 5.a.5). Mentorship provided by the One Community Action case manager also supported efforts to recognize and affirm Hispanic culture through the Joven Noble Curriculum (action 5.a.6). The case manager facilitated both group and individual sessions with students.

Overall, Goal 5 actions contributed to improved school climate, stronger relationships, and reductions in suspension rates for the identified student groups. Continued implementation will focus on strengthening restorative practices, expanding opportunities for student voice and belonging, and maintaining coordinated supports that help students remain engaged in school and connected to caring adults.

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

Based on data analysis and the LCAP requirements for Equity Multiplier funds, JCCS is revising the Goal 5 language, actions, and metrics. JCCS is also adding metrics with targeted outcomes for student groups performing at the lowest levels on one or more state indicators.

Based on the 2024–25 Dashboard, Goal 5 will continue to focus on reducing suspension rates for Hispanic/Latino students, students experiencing homelessness, and socioeconomically disadvantaged students. Although English Learners, Long-Term English Learners (LTELs), and students with disabilities are no longer performing in the red for suspension rate, JCCS will continue implementing strategies that support all student groups. One strategy that will be strengthened next year is the implementation of PBIS. Through PBIS, staff will continue to teach and reinforce schoolwide behavior expectations. Students needing additional support will receive Tier 2 and Tier 3 interventions, such as Check-In/Check-Out and referrals to behavioral health counselors. To support this work, JCCS is adding action 5.a.7, Implementation of PBIS, which will establish a reward system to recognize positive student behavior. LiveSchool will be used as the platform for students to earn points for demonstrating positive behaviors and redeem those points for rewards at the Student Store.
LTELs in making progress toward English language proficiency (metric 5.a.8). Through continued consultation with educational partners, JCCS is also adding action 5.a.8, Support for LTEL Academic Progress, which will include developing a plan with the SBCEO Literacy and Language Support program to provide staff training and coaching focused on improving English language proficiency.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.a.1	Calming Space for Students	JCCS will establish a calming space at the Community School for student use. In this space, students can regroup and reflect on their behaviors by completing sheets on topics such as decision-making and academics. They will also engage in conflict resolution, and restorative practices, or participate in conferences. Cost for materials and equipment.	$1,000.00	No
5.a.2	Staff Professional Development	All staff will participate in Professional Learning that will include de-escalation strategies, restorative approaches, rapport building with students, Positive Behavior Interventions and Supports (PBIS), motivational interviewing, training in behavioral health, substance abuse, trauma-informed practices, Crisis Prevention & Intervention (CPI), and community school implementation strategies. This also includes the cost of bringing in outside providers such as guest speakers, authors, artists, and specialized staff as well as for staff to attend conferences. Cost is for release time for staff, contracted services, and materials.	$26,052.72	No
5.a.3	JCCS Coordinator	The JCCS Coordinator will oversee staff professional development, focusing on coordinating services, delivering targeted trainings, and identifying resources aimed at reducing student suspensions. Additionally, the Coordinator will enhance communication and collaboration among teachers, support staff, and external providers. Cost of salary and benefits for 60% of the Coordinator.	$148,648.53	No
5.a.4	Student Onboarding Process	JCCS students will be introduced to the program through a structured Onboarding Process. This will involve a one-on-one meeting with a staff member to establish rapport, connect with teachers and administrators,	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		discuss the student's previous schooling experiences, set initial academic and personal goals, review the school's expectations, and the student will receive a student-designed t-shirt. Cost of t-shirts, water bottles, and school materials.		
5.a.5	Student Led Campus Beautification Projects and Clubs	Students will engage in activities such as school-based projects to enhance the aesthetics of both schools focusing on areas like a school garden, patio, cafeteria, and gym. Activities will include projects such as murals and the development, planning, and implementation of clubs tailored to student interests. Costs include food, contractors, art supplies, and other necessary equipment.	$2,000.00	No
5.a.6	Behavioral Support with Joven Noble	Students at the FitzGerald Community School will be provided with a case manager, mentorship, and workshops in the Joven Noble curriculum. The program aims to support students by providing wraparound services, eliminating barriers to access, and coordinating available resources for improvement in: • Socio-emotional well-being, cultural pride, and sense of belonging • Graduation rates, attendance, grades • Goal-setting and high school/college readiness • Accessing therapy, tutoring, and other basic needs services Cost of contracted services (.5 FTE).	$54,191.72	No
5.a.7	Implementation of PBIS	As part of the implementation, Tier 1 supports include recognizing positive student behavior. Students who demonstrate schoolwide behavior expectations earn digital points through LiveSchool, which tracks points	$6,400.00	No

Action #	Title	Description	Total Funds	Contributing
		throughout the week. Students may use their points to purchase rewards from the Student Store.		
5.a.8	Support for LTEL's Academic Progress	Staff professional development that focuses on Long-Term English Learners and their academic progress. PD will include: all staff trainings and coaching. Cost to include contracted services and materials.	$8,000.00	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$622,726	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.703%	0.000%	$0.00	3.703%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.a.1	**Action:** Embedded Intervention Academic Support **Need:** All of our socio-economically disadvantaged students are currently underperforming in both mathematics and English Language Arts (ELA). In the 2025-26 school year, students achieved an average increase of 0.12 grade levels in mathematics as measured by the	The proposed action is designed to support our socio-economically disadvantaged students, who comprise 100% of our student population, by integrating academic intervention directly into their learning experience. Utilizing Let's Go Learn, an online program, has been partially successful in past years for providing both intervention and credit recovery support. Our staff have expressed the need for additional training on how to effectively use Let's Go Learn to deliver	-The average growth of students on the Diagnostic Online Reading Assessment (DORA) based on pre/post scores. -The average growth of students on the Adaptive Diagnostic Assessment of Mathematics (ADAM) based on pre/post scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ADAM assessment, and an average increase of 0.49 grade levels in reading as measured by the DORA assessment. Student performance on CAASPP during the 2024-25 school year shows that 0% of students met standard in mathematics and 6.1% nearly met standard in ELA. JCCS students have faced numerous challenges, including inconsistent attendance at their traditional public schools, a lack of consistent academic support throughout their educational careers, credit deficiencies, and difficulties in accessing grade-level curriculum. Furthermore, many students have entered our schools with significant deficits in algebra, adversely affecting their foundational skills and their capacity to manage complex tasks. **Scope:** LEA-wide	personalized academic support. Research supports the effectiveness of targeted interventions in closing educational gaps. Given that all our students would benefit from this support, we are implementing the action across the entire LEA.	
1.a.5	**Action:** Teacher-Student Ratios **Need:** Our data demonstrates that 100% of our socio-economically disadvantaged students are underachieving in mathematics and 100% are underachieving in ELA. Much of this is due to their inconsistent attendance in their traditional public schools, lack of consistent academic intervention instruction throughout their school careers, credit deficiency, and challenges accessing grade level curriculum.	The planned action to add an extra Court School teacher and maintain smaller class sizes is directly aimed at addressing the specific needs of socio-economically disadvantaged students by ensuring a lower teacher-student ratio with a maximum of 1:20. This approach is grounded in educational research suggesting that smaller teacher-student ratios enhance the opportunity for personalized instruction and intervention, which is crucial for students who may require additional academic support to overcome educational barriers and achieve academic success.	-The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP. -The percentage of students who score at nearly met or met standard in mathematics on the CAASPP. -The number of math Interim Block Assessments administered to students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Providing this on a schoolwide basis is justified because, although initially targeted at socio-economically disadvantaged students, all students within the court school can benefit from more tailored and focused instruction. Such an environment not only supports academic achievement but also promotes a more supportive and responsive educational environment.The decision to employ an additional teacher and reduce class sizes schoolwide in the court school is a strategic approach to enhance educational equity, improve the effectiveness of academic interventions, and elevate overall student academic performance.	-The number of ELA Interim Block Assessments administered to students.
1.c.3	**Action:** Community Outreach and Career Counselors **Need:** At the Community School, we have seen an increase in the number of socio-economically disadvantaged (SED) students needing support with resolving conflicts and with transitioning in and out of school. As compared to previous years, SED students are engaging in behaviors that result in a higher number of suspensions. Although there has been a 15.2% decrease in suspensions of SED students as compared to the previous school year, there is still 24.3% of SED students being suspended at least one day. Additionally, due to the nature of the Community School program, many students transition in and out throughout the year. Last	In order to reduce suspensions and support students as they transition in and out of the Community School, the Community Outreach and Career Counselor will focus on providing increased services to SED students by facilitating conflict resolutions between students and collaborating with the staff at the partner schools to support the transitions. Additionally, when a student begins at the Community School, the Community Outreach and Career Counselor will complete a records review and ensure that each student has an Individualized Learning Plan (ILP). Each ILP includes the courses that a student will be enrolled in, assuring that students have a broad course of study that includes CTE and A-G courses. Providing this on an LEA-wide basis is justified because although initially targeted at socio-	The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study. The number of conflict resolutions and/or restorative circles/conferences.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	year, the instability rate was 94.2%, and this year there has been a substantial decrease to 77.8%. The non-stability rate describes the percentage of students that do not remain at the Community School for a full year. While there was a decrease, the non-stability rate is still very high as compared to a traditional school with an average non-stability rate of 8%. In fact, the average days of enrollment for a Community School student for this school year as of March 6th is 61 days. This increase in instability rate, and therefore an increase in transitions, is mainly based on two reasons. In 2022-23, the two districts that refer students to the Community School requested that an additional classroom be added for each grade level. These additions almost doubled the size of the high school and junior high program. Additionally, students are completing their rehabilitation plans at a high rate (100%) and being allowed to return to a district-run school. **Scope:** LEA-wide	economically disadvantaged students, which is 100% of our students, all students within the Community and Court Schools may benefit from transition support and conflict resolution.	
2.a.3	**Action:** Parent Engagement Events **Need:** English Learners are continuing to underachieve in all areas, including ELA and math as measured by CAASPP and local assessments, reclassification rates, and making progress on the ELPAC. During the	The planned action of holding parent engagement events that includes outreach, language access, and refreshments is directly aimed at increasing parent/guardian engagement for the parent/guardians of ELs. These events will be opportunities to provide information to families that will allow them to better support the engagement of their children in school, including the academic expectations and additional support available.	The percentage of parents attending Parent Information Nights, including Back to School Night and Open House.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-25 school year, 0% of our EL students scored “standard nearly met” or “met” on the ELA portion of the CAASPP and 0% scored “standard nearly met” or “standard met” on the math portion of the CAASPP. During the 2025-26 school year, 92.3% (36/39) of our EL students are scoring 1 or more grades below grade level on the ELA local assessment (DORA), and 7.7% (3/39) of our EL students scored at or within the grade level on the ELA local assessment (DORA). On the math local assessment (ADAM), 100% (37/37) of our ELs are more than 1 grade level below grade level. Lastly, during the 2025-26 school year, two (2) ELs were reclassified and 35% (7/20) of the ELs improved a level on the ELPAC. Research indicates that not only does parental involvement lead to improved academic outcomes, but it also has a positive impact on students' social and emotional skills and decreases instances of delinquency. While we have made strides in increasing parent/guardian engagement, we need to continue to have an intentional focus on engaging families of our EL students. For parent/teacher conferences, we saw a sharp decrease (22.7%) in the number of parents participating in teacher conferences. Just about 60% of parents and guardians also expressed wanting more information about how their students are progressing in school. However, an average of 29.3% of parents/guardians attended the parent/guardian events and workshops, below	Recognizing the importance of sustained engagement, we rely on the specialized services of the Promotores—trusted community health workers with firsthand experience, a depth of knowledge related to the culture and language needs of the communities they serve. With extensive training in community health and engagement, Promotores possess a unique ability to forge meaningful connections based on shared experiences, fostering trust, and understanding. They also are highly trained interpreters that are able to interpret in three languages, Spanish, English, and Mixteco. In collaboration with JCCS staff, Promotores will co-develop and co-lead workshops, ensuring language accessibility for our EL families. Additionally, we will provide dinner to incentivize attendance, particularly during evening events. Providing this on a Schoolwide basis is justified because, although initially targeted at ELs and their families, which is 31.6% of our students, all families within the Community and Court Schools can benefit from parent/guardian engagement events tailored to the topics they have requested in the recent parent/guardian survey. As evidenced by the high numbers of students who are chronically absent (58.3% of our junior high students and 17.1% of our high school students) and behaviors that are leading to exclusionary discipline (11.2% suspension rate), all parents/guardians are in need of information that will allow them to support their children in overcoming barriers that are impacting their ability to access school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our desired outcome of 40%. Furthermore, our parents/guardians continue to express a need for informational workshops. According to the 2025-26 parent/guardian survey, 40.9% are seeking additional information about the programs offered at Court and Community schools. Additionally, 31.8% are requesting information regarding drug and alcohol abuse, while 31.8% are interested in learning about counseling services. In particular, the parent engagement events are geared towards supporting families in removing barriers for students in accessing school. **Scope:** LEA-wide		
2.a.5	**Action:** Translation Services **Need:** At JCCS, 31.6% of our students are designated as ELs. And, based on the 2025-26 school year, two ELs were reclassified and 35% of the ELs improved a level on the ELPAC. Additionally, a couple of our EL students are newcomers and need the support of a bilingual staff member to access their learning while at school. In addition to our organized parent/guardian engagement events, JCCS staff maintain ongoing communication with parents/guardians of ELs for various school-	Based on this data, it's evident that we need to continue to enhance our school-to-home communication efforts, particularly by providing translation and interpretation to bridge language barriers for our parents/guardians of ELs. The action of providing translation services through the use of JCCS bilingual staff directly addresses the language access needs of our parents/guardians of ELs. And, since the people providing the translation and interpretation services are JCCS staff, they are also able to support EL students on a daily basis. Providing this on a LEA-wide basis is justified because, although initially targeted at ELs and their families, which is 31.6% of our students, all Spanish and Mixtec-speaking families (62.5%)	-The percentage of parents who participate in parent/teacher conferences. -The percentage of Court School parents/guardians that participate in their child's IEP meetings. -The percentage of Court School parents/guardians that provide input during IEP assessment of their child.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	related matters. According to the results of the home language survey, a significant portion of our parents/guardians speak a language other than English, Spanish-speaking parents/guardians are 46.1% and Mixtec-speaking parents/guardians are 16.4%, whereas 36% (8/22) JCCS staff members are English-only speakers. As a result, we rely on 14 bilingual staff members who receive the differential pay to facilitate school-to-home communication to parents/guardians of ELs regarding attendance, behavior, and academic progress. According to feedback gathered from the parent/guardian survey, 83.3% of respondents indicated satisfaction with the school's communication regarding their child's progress, and 80% were satisfied with communication regarding their child's attendance. While these figures represent very little change from the previous year, parents continue to report that they would like to know more about their child's progress (59.1%) and attendance in school (36.4%). Furthermore, 100% of our parents are able to participate in the IEP process, and 66.7% participate in parent/teacher conferences. To maintain this high level of engagement in the IEP process and to increase parent/guardian perception data, it is imperative that we provide translation and interpretation services to our non-English speaking families. **Scope:**	within the court and community system can benefit from translation and interpretation to support their communication with staff.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.b.3	**Action:** Behavioral Health Counselors **Need:** According to the Santa Barbara County Department of Behavioral Wellness, 100% of our socio-economically disadvantaged court school students have experienced trauma. Much of this is due to their inconsistent support system and an unstable home environment. In 2023-24, we experienced an increase in student volatility resulting in a suspension rate of 20.1% and for the 2024-25 and 2025-26 school years, we have been able to decrease the suspension rate by 8.9%; however, 100% of the students suspended were low-income. The Court School in particular was impacted this past year, with students booked in for more violent offenses as compared to last year. We have seen a similar pattern of volatile behaviors exhibited by Community School students for the past two years, and our data reflects a suspension rate of 24.3%. Therefore, our data demonstrates that our socio-economically disadvantaged students are in need of interventions that support conflict resolutions, anger management, drug and alcohol use in the form of individual and group counseling sessions. Additionally, our parents/guardians have voiced the need for counseling and information related to drug and alcohol use so that they can support their children, 31.8% of	Based on this data, it is evident that students are in need of individual and group counseling sessions provided by behavioral health practitioners, specifically a Substance Use Disorder Counselor and Mental Health and Social Worker. The group and individual counseling sessions will be provided through contract services with CADA and FSA. The group and individual counseling sessions will use evidence-based counseling practices and curricula such as Motivational Interviewing, Cognitive Behavioral Therapy, and Matrix Model for Teens and Young Adults. When a student is referred to group or individual counseling, an assessment will be conducted. The results of the assessment will guide the plan for support. In addition, the behavioral health practitioners may provide presentations to students, staff, and parents/guardians that relate to behavioral health and wellness, including drug and alcohol use. Providing this on an LEA-wide basis is justified because although initially targeted at socio-economically disadvantaged students, which is 100% of our students, all students within the court and community system may benefit from group and individual counseling sessions.	-The percentage of students suspended one or more days. -The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the parents/guardians requested information related to counseling services and 31.8% of the parents/guardians requested information related to alcohol and drug abuse. Also, JCCS students reported on the 2025-26 CHKS that 44% of them had used alcohol or drugs within 30 days of the survey, 12% agree or strongly agree that they have social emotional distress, and 19% have reported that they have experienced chronic sadness/hopelessness in the past 12 months. The high need for behavioral health and wellness is resulting in escalated student behaviors that are often severe and violent. These behaviors are such that students need to be removed from the classroom and/or school for safety reasons. When a student is removed from the classroom and/or school, they are losing out on instruction, which impacts their learning and progress towards proficiency in grade level standards and skills. Lastly, at the Community School, the high school students are working on completing their rehabilitation plans that were a result of their expulsion. All of the rehabilitation plans include some form of counseling and the completion of these plans and the terms is the only way that a student will be allowed to return to their home school. Returning to their home school is the ultimate goal for students that have been expelled. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.b.8	**Action:** Behavioral Support - Security Staff **Need:** In 2024–25, the Community School experienced an increase in student volatility, resulting in a suspension rate of 40.7%, compared with 23.7% the previous year. In addition, 100% of the students suspended were socioeconomically disadvantaged. During that same year, only 57% of students reported on the CHKS that they felt safe or very safe at school. Students also shared safety concerns during focus group interviews, and staff raised similar concerns in staff meetings, leadership meetings, and labor negotiations. These concerns were connected to the increase in student behaviors that resulted in suspensions. In response, JCCS contracted for campus security services at the Community School. In 2025–26, the suspension rate decreased to 24.3%, and students' reported sense of safety improved significantly. On the 2025–26 California Healthy Kids Survey, 81% of students reported feeling safe or very safe at school, and 0% reported feeling unsafe or very unsafe. While this data shows meaningful progress, the suspension rate remains high, and continued support is needed to maintain and build on these improvements. Parent/guardian feedback also supports the continued need for this action. In the recent	The decision to contract a security guard for the Community School directly addresses the identified needs arising from increased student volatility and concerns about safety expressed by students, staff, and parents. By implementing a campus security guard, the school aims to provide a safer environment conducive to learning. Security personnel will be on campus for seven hours daily, overseeing and intervening as necessary before, during, and after school hours. This presence is expected to deter negative behaviors, provide rapid response to incidents, and help de-escalate potential conflicts, thereby directly contributing to a reduction in suspension rates and an enhanced sense of security among all educational partners. Providing this action on a Schoolwide basis is justified due to the unique challenges faced by the Community School, particularly the high rates of suspension of all students and the explicit concerns regarding safety from all members of the school community.	-The percentage of students that report that they feel safe in school. -The percentage of students suspended one or more days.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parent/guardian survey, 97% of parents/guardians reported that the school does a good job keeping students safe and secure. However, in previous years, the Community School parents shared concerns about student safety and requested an additional staff member to help keep students safe, drug-free, and on campus. Given the progress made and the ongoing need, continuing campus security services is necessary to support student safety, maintain a positive school climate, and prevent regression in suspension and safety outcomes. **Scope:** Schoolwide		

Limited Actions

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

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

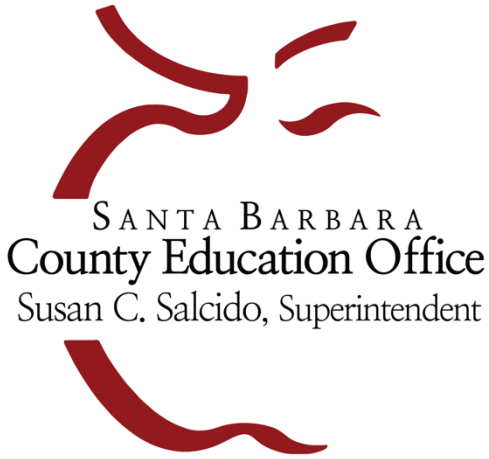
N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A



Expenditures and Contributing Actions Tables

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$16,816,815	622,726	3.703%	0.000%	3.703%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,321,225.86	$1,182,896.68	$732,460.96	$602,013.64	$3,838,597.14	$3,485,719.23	$352,877.91

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.a.1	Embedded Intervention Academic Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	$0.00	$10,190.00	$9,690.00	$0.00	$0.00	$500.00	$10,190.00	
1	1.a.2	Professional Development on Curriculum and Workgroups	All	No			All Schools	Annual	$6,920.00	$34,000.00	$34,000.00	$6,920.00	$0.00	$0.00	$40,920.00	
1	1.a.3	Interim Assessments	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.a.4	Data Analysis	All	No			All Schools	Annual	$63,234.57	$0.00	$63,234.57	$0.00	$0.00	$0.00	$63,234.57	
1	1.a.5	Teacher-Student Ratios	Low Income	Yes	School wide	Low Income	Specific Schools: Court School 9-12	Annual	$242,618.55	$0.00	$242,618.55	$0.00	$0.00	$0.00	$242,618.55	
1	1.a.6	Instructional Staff	All	No			All Schools	Annual	$1,198,859.43	$0.00	$439,991.47	$0.00	$529,278.85	$229,589.11	$1,198,859.43	
1	1.a.7	Credit Recovery Software	All	No			All Schools 9-12	Annual	$0.00	$7,710.00	$0.00	$7,710.00	$0.00	$0.00	$7,710.00	
1	1.b.1	WASC Accreditation and Leadership Team	All	No			All Schools	Annual	$0.00	$1,790.00	$0.00	$1,790.00	$0.00	$0.00	$1,790.00	
1	1.b.2	Course of Study Assignment	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.b.3	A-G Courses	All	No			All Schools 9-12	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.c.2	CTE Course Development and Implementation	All	No			All Schools 9-12	Annual	$180,105.65	$0.00	$2,640.00	$177,465.65	$0.00	$0.00	$180,105.65	
1	1.c.3	Community Outreach and Career Counselors	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	$281,644.41	$0.00	$141,868.97	$139,775.44	$0.00	$0.00	$281,644.41	
1	1.d.1	ELPAC Training	English Learners	No			All Schools	Annual	$5,988.68	$50.00	$277.59	$0.00	$2,498.11	$3,262.98	$6,038.68	
1	1.d.2	ELD Curriculum and Instruction	English Learners	No			All Schools	Annual	$0.00	$3,745.00	$3,745.00	$0.00	$0.00	$0.00	$3,745.00	
1	1.d.3	Reclassification of EL students	English Learners	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.e.1	Individual Transition Plans	Students with Disabilities	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.e.2	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.e.3	Services for Students with Disabilities	Students with Disabilities	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.a.1	School Site Council	All	No			All Schools	Annual	$0.00	$350.00	$350.00	$0.00	$0.00	$0.00	$350.00	
2	2.a.2	Parent-Teacher Conference	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.a.3	Parent Engagement Events	English Learners	Yes	LEA-wide	English Learners	All Schools	Annual	$0.00	$61,000.00	$61,000.00	$0.00	$0.00	$0.00	$61,000.00	
2	2.a.4	ParentSquare Licenses	All	No			All Schools	Annual	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
2	2.a.5	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	Annual	$30,271.16	$0.00	$22,318.07	$0.00	$0.00	$7,953.09	$30,271.16	
2	2.a.6	IEP Parent Attendance	Students with Disabilities	No			Specific Schools: Court School	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.a.7	Parents Included in IEP Assessments	Students with Disabilities	No			Specific Schools: Court School	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.b.1**	Community School Gym	All	No			Specific Schools: Community School	Annual	$0.00	$75,684.00	$0.00	$0.00	$75,684.00	$0.00	$75,684.00	
2	**2.b.2**	Academic and Behavioral Support	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.b.3**	Behavioral Health Counselors	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	$379,830.99	$0.00	$105,000.00	$149,830.99	$125,000.00	$0.00	$379,830.99	
2	**2.b.4**	Transition Support for Students	All	No			All Schools	Annual	$67,912.31	$0.00	$0.00	$0.00	$0.00	$67,912.31	$67,912.31	
2	**2.b.5**	School Attendance Review Board (SARB)	All	No			Specific Schools: Community School	Annual	$0.00	$400.00	$400.00	$0.00	$0.00	$0.00	$400.00	
2	**2.b.6**	WiFi Hotspots	All	No			All Schools	Annual	$0.00	$4,560.00	$4,560.00	$0.00	$0.00	$0.00	$4,560.00	
2	**2.b.7**	Planning for the Implementation of California Community School Partnership Program (CCSPP)	All	No			Specific Schools: Community School	Annual	$80,046.92	$0.00	$0.00	$80,046.92	$0.00	$0.00	$80,046.92	
2	**2.b.8**	Behavioral Support - Security Staff	Low Income	Yes	School wide	Low Income	Specific Schools: Community School	Annual	$0.00	$58,550.87	$58,550.87	$0.00	$0.00	$0.00	$58,550.87	
3	**3.a.1**	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	Foster Youth	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.a.2**	Improve Inter-agency collaboration and efficacy	Foster Youth	No			All Schools	Annual	$685,117.18	$0.00	$0.00	$392,321.03	$0.00	$292,796.15	$685,117.18	
3	**3.a.3**	Strengthening Collaboration with Districts	Foster Youth	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.a.4**	Improve Collaboration within the Department	Foster Youth	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.a.1**	Teacher Credentials	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.a.2**	Standards Aligned Curriculum	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.a.3**	School Facilities	All	No			All Schools	Annual	$38,616.33	$0.00	$38,616.33	$0.00	$0.00	$0.00	$38,616.33	
4	**4.b.1**	County Plan for Expelled Youth	All	No			All Schools	Annual	$70,608.12	$0.00	$70,608.12	$0.00	$0.00	$0.00	$70,608.12	
4	**4.b.2**	Expelled Youth Rehabilitation Plans for JCCS Students	All	No			All Schools	Annual	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.a.1**	Calming Space for Students	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			Specific Schools: Community School	Annual	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	
5	**5.a.2**	Staff Professional Development	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			All Schools	Annual	$5,296.40	$20,756.32	$20,756.32	$5,296.40	$0.00	$0.00	$26,052.72	
5	**5.a.3**	JCCS Coordinator	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing	No			All Schools	Annual	$148,648.53	$0.00	$0.00	$148,648.53	$0.00	$0.00	$148,648.53	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			homelessness													
5	**5.a.4**	Student Onboarding Process	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			All Schools	Annual	$0.00	$1,500.00	$0.00	$1,500.00	$0.00	$0.00	$1,500.00	
5	**5.a.5**	Student Led Campus Beautification Projects and Clubs	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			Specific Schools: Community School	Annual	$0.00	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	
5	**5.a.6**	Behavioral Support with Joven Noble	All Hispanic/Latino, English Learners, Long-term English Learners, socio-economically disadvantaged, students with disabilities, and students experiencing homelessness	No			Specific Schools: Community School	Annual	$0.00	$54,191.72	$0.00	$54,191.72	$0.00	$0.00	$54,191.72	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.a.7**	Implementation of PBIS	All	No			All Schools	Annual	$0.00	$6,400.00		$6,400.00			$6,400.00	
5	**5.a.8**	Support for LTEL's Academic Progress							$0.00	$8,000.00		$8,000.00			$8,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$16,816,815	622,726	3.703%	0.000%	3.703%	$641,046.46	0.000%	3.812 %	**Total:**	$641,046.46
								LEA-wide Total:	$339,877.04
								Limited Total:	$0.00
								Schoolwide Total:	$301,169.42

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.a.1**	Embedded Intervention Academic Support	Yes	LEA-wide	Low Income	All Schools	$9,690.00	
1	**1.a.5**	Teacher-Student Ratios	Yes	Schoolwide	Low Income	Specific Schools: Court School 9-12	$242,618.55	
1	**1.c.3**	Community Outreach and Career Counselors	Yes	LEA-wide	Low Income	All Schools	$141,868.97	
2	**2.a.3**	Parent Engagement Events	Yes	LEA-wide	English Learners	All Schools	$61,000.00	
2	**2.a.5**	Translation Services	Yes	LEA-wide	English Learners	All Schools	$22,318.07	
2	**2.b.3**	Behavioral Health Counselors	Yes	LEA-wide	Low Income	All Schools	$105,000.00	
2	**2.b.8**	Behavioral Support - Security Staff	Yes	Schoolwide	Low Income	Specific Schools: Community School	$58,550.87	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,283,019.58	$3,633,398.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.a.1**	Embedded Intervention Academic Support	Yes	$10,190.00	$10,190.00
1	**1.a.2**	Professional Development on Curriculum and Workgroups	No	$39,500.00	$47,415.93
1	**1.a.3**	Interim Assessments	No	$0.00	$0.00
1	**1.a.4**	Data Analysis	No	$61,307.36	$59,810.88
1	**1.a.5**	Teacher-Student Ratios	Yes	$242,374.12	$230,612.23
1	**1.a.6**	Instructional Staff	No	$1,696,869.09	$1,546,243.18
1	**1.a.7**	Credit Recovery Software	No	$2,760.00	$7,910.00
1	**1.b.1**	WASC Accreditation and Leadership Team	No	$10,000.00	$4,675.47
1	**1.b.2**	Course of Study Assignment	No	$0.00	$0.00
1	**1.b.3**	A-G Courses	No	$3,520.00	$3,795.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.c.2	CTE Course Development and Implementation	No	$157,768.00	$0.00
1	1.c.3	Community Outreach and Career Counselors	Yes	$265,006.96	$231,769.03
1	1.d.1	ELPAC Training	No	$5,648.56	$7,357.89
1	1.d.2	ELD Curriculum and Instruction	No	$11,245.00	$3,745.00
1	1.d.3	Reclassification of EL students	No	$0.00	$0.00
1	1.d.4	Observation Protocol for Teachers of English Learners (OPTEL) Training	No	$3,380.00	$0.00
1	1.e.1	Individual Transition Plans	No	$0.00	$0.00
1	1.e.2	Supports for Students with Disabilities	No	$0.00	$0.00
1	1.e.3	Services for Students with Disabilities	No	$0.00	$0.00
2	2.a.1	School Site Council	No	$350.00	$351.37
2	2.a.2	Parent-Teacher Conference	No	$0.00	$0.00
2	2.a.3	Parent Engagement Events	Yes	$61,500.00	$61,436.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.a.4	ParentSquare Licenses	No	$1,100.00	$1,214.00
2	2.a.5	Translation Services	Yes	$25,004.00	$29,397.28
2	2.a.6	IEP Parent Attendance	No	$0.00	$0.00
2	2.a.7	Parents Included in IEP Assessments	No	$0.00	$0.00
2	2.b.1	Community School Gym	No	$74,684.00	$75,684.00
2	2.b.2	Academic and Behavioral Support	No	$0.00	$0.00
2	2.b.3	Behavioral Health Counselors	Yes	$350,637.40	$183,963.97
2	2.b.4	Transition Support for Students	No	$64,413.17	$51,896.55
2	2.b.5	School Attendance Review Board (SARB)	No	$400.00	$400.00
2	2.b.6	WiFi Hotspots	No	$4,560.00	$4,585.32
2	2.b.7	Planning for the Implementation of California Community School Partnership Program (CCSPP)	No	$152,978.52	$78,258.94
2	2.b.8	Behavioral Support - Security Staff	Yes	$56,070.00	$58,550.87
3	3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.a.2	Improve Inter-agency collaboration and efficacy	No	$685,117.18	$628,202.26
3	3.a.3	Strengthening Collaboration with Districts	No	$0.00	$0.00
3	3.a.4	Improve Collaboration within the Department	No	$0.00	$0.00
4	4.a.1	Teacher Credentials	No	$0.00	$0.00
4	4.a.2	Standards Aligned Curriculum	No	$0.00	$0.00
4	4.a.3	School Facilities	No	$25,107.78	$25,107.78
4	4.b.1	County Plan for Expelled Youth	No	$70,608.12	$75,482.28
4	4.b.2	Expelled Youth Rehabilitation Plans for JCCS Students	No	$0.00	$0.00
5	5.a.1	Calming Space for Students	No	$1,000.00	$1,000.00
5	5.a.2	Staff Professional Development	No	$26,052.72	$34,262.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.a.3**	JCCS Coordinator	No	$136,467.60	$116,487.98
5	**5.a.4**	Student OnBoarding Process	No	$1,500.00	$1,503.48
5	**5.a.5**	Student Led Campus Beautification Projects and Clubs	No	$2,000.00	$2,000.00
5	**5.a.6**	Behavioral Support with Joven Noble	No	$33,900.00	$50,088.48

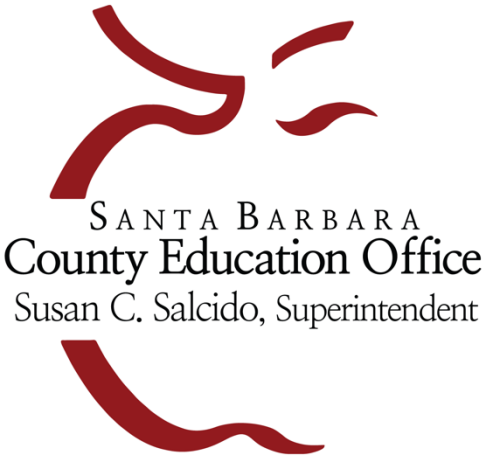
2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$586,947	$719,438.66	$625,635.04	$93,803.62	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.a.1	Embedded Intervention Academic Support	Yes	$9,690.00	$9,690.00		
1	1.a.5	Teacher-Student Ratios	Yes	$242,374.12	$230,612.23		
1	1.c.3	Community Outreach and Career Counselors	Yes	$132,503.48	$134,946.02		
2	2.a.3	Parent Engagement Events	Yes	$61,500.00	$61,198.89		
2	2.a.5	Translation Services	Yes	$6,698.66	$1,500.00		
2	2.b.3	Behavioral Health Counselors	Yes	$238,637.40	$157,422.47		
2	2.b.8	Behavioral Support - Security Staff	Yes	$28,035.00	$30,265.43		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$16,213,141	$586,947	0.00%	3.620%	$625,635.04	0.000%	3.859%	$0.00	0.000%



Instructions

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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