

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a The percentage of students earning credits at an accelerated rate.	48.4% of students earn credits at an accelerated rate.  The baseline was established from 2020-21 data.	In 2021-22, 72.6% of students earned credits at an accelerated rate.	In 2022-23, 66.7% of students earned credits at an accelerated rate.	In 2023-24, the overall % of students earning credits at an accelerated rate was 72.9% (72/99). In the Court Schools, it was 64.9% (48/74). In the Community School, it is 85.7% (24/28).	80% of students will earn credits at an accelerated rate.
1.a The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP.	18% Court / 8.6% Community of students score at nearly met or met standard in ELA.  Due to the pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline	In 2020-21, 14% Court / 38% Community students scored at nearly met standard in ELA on the CAASPP.	In 2021-22, 37.5% of Court / 50% of Community students scored at nearly met or met standard in ELA on the CAASPP.	Based on the CAASPP assessment results of 2022-23, the overall % of students that scored nearly met or met standard in ELA was 32%. In the Court Schools, it was 54.5%. In the Community School, it was 14.3%.	40% of students will score at nearly met or met standard in ELA on the CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	is from the 2018-19 administration.				
1.a The percentage of students who score at nearly met or met standard in mathematics on the CAASPP.	0% Court / 0% Community of students score at nearly met or met standard in mathematics.  Due to the pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018-19 administration.	In 2020-21, 0% Court / 0% Community students scored at nearly met or met standard in mathematics on the CAASPP.	In 2021-22, 22.2% of Court / 0% of Community students scored at nearly met or met standard in mathematics on the CAASPP.	Based on the CAASPP assessment results of 2022-23, the overall % of students that scored nearly met or met standard in math was 0%. In the Court Schools, it was 0%. In the Community School, it was 0%.	35% of students will score at nearly met or met standard in mathematics on the CAASPP.
1.a The average growth of students between the Diagnostic Online Reading Assessment (DORA) pre/post scores.	0.70 average grade increase  The baseline was established from 2020-21 data.	In 2021-22, 0.21 was the average grade increase between the DORA pre/post scores.	In 2022-23, 1.36 was the average grade increase between the DORA pre/post scores.	In 2023-24, the overall average growth of students was 0.42 grade level increase in reading. In the Court School, there was 0.91 average grade level increase. In the Community School, there was 0.08 average grade level increase. This data reflects 20 students who took the pre and post assessment; 10	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				from the Court School and 10 from the Community School.	
1.a The average growth of students between the Adaptive Diagnostic Assessment of Mathematics (ADAM) pre/post scores.	0.85 average grade increase  The baseline was established from 2020-21 data.	In 2021-22, 0.37 was the average grade increase between the ADAM pre/post scores.	In 2022-23, 0.68 was the average grade increase between the ADAM pre/post scores.	In 2023-24, the overall average growth of students was 0.49 grade level increase in pre-algebra. In the Court School, there was 0.52 average grade level increase. In the Community School, there was 0.44 average grade level increase. This data reflects 20 students who took the pre and post assessment; 11 from the Court School and 9 from the Community School.	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.
1.a The percentage of workgroup members who attend professional learning/coaching sessions in mathematics and English Language Development (ELD)	0% - This is a new metric therefore baseline will be established in 2021-22.	In 2021-22, 93.33% of workgroup members attended professional learning for ELD and mathematics.	In 2022-23, 96.55% of workgroup members attended professional learning for ELD and mathematics.	In 2023-24, 93.75% of workgroup members have participated in all professional learning sessions.	100% of workgroup members will participate in all professional learning sessions for ELD and mathematics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on training sign-in sheets.					
1.a All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100%  The baseline was established from 2020-21 data.	In 2021-22, 100% of students had access to the curriculum and received instruction aligned to Common Core State Standards (CCSS).	In 2022-23, 100% of students had access to the curriculum and received instruction aligned to Common Core State Standards (CCSS).	In 2023-24, 100% of students had access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100% of students will have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).
1.a All English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100%  The baseline was established from 2020-21 data.	In 2021-22, 100% of English learners had access to the curriculum and received instruction aligned to CCSS and ELD standards.	In 2022-23, 100% of English learners had access to the curriculum and received instruction aligned to CCSS and ELD standards.	In 2023-24, 100% of English learners had access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100% of English learners will have access to curriculum and receive instruction aligned to CCSS and ELD standards.
1.b The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).	0% - Since JCCS is not WASC accredited courses can't be registered with UC/CSU.  The baseline was established from 2020-21 data.	In 2021-22, 0% of students successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU) because JCCS is not WASC accredited yet, so courses can't be registered with UC/CSU.	In 2022-23, 0% of students successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).  JCCS became WASC accredited in the spring of 2023 and has begun the	In 2023-24, 21 students were enrolled for 90+ days in JCCS. Of the 21 students, 13 were enrolled in an A-G course. Overall, 23.1% (3/13) successfully completed an A-G course with a C or higher. In the Court School, 27.3% (3/11) completed a course. In the Community	10% of students will have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			process to register its courses with UCOP.	School, 0% (0/2) completed a course.	
1.b. The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study.	100%  The baseline was established from 2020-21 data.	In 2021-22, 100% of students had a completed ILP.	In 2022-23, 100% of students had a completed ILP.	In 2023-24, 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.
1.c The percentage of students who meet two College and Career Readiness Indicators (CCI) for Dashboard for Alternative School Status (DASS).	0% - This is a new metric therefore baseline will be established in 2021-22.	In 2021-22, 0% of students met two CCI for DASS.	In 2022-23, 0% of students met two CCI for DASS.	This metric outcome was unknown and could not be established for the 2023-24 school year. Beginning with the 2022 Dashboard, the California Department of Education (CDE) treats Dashboard Alternative School Status (DASS) schools the same as all other schools on the Dashboard. The 2018 and 2019 Dashboard had previously used modified methods to calculate the Academic and Graduation Rate	25% of students will meet two CCI for DASS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Indicators for alternative schools. On July 27, 2022, the U.S. Department of Education (ED) declined California's waiver request that would allow for the continued use of these modified methods within the Accountability system. The only data point that continues to be provided for informational purposes is the DASS One Year Graduation Rate.	
1.c The percentage of students who are enrolled in a CTE course.	24%  The baseline was established from 2020-21 data.	In 2021-22, 39.3% of students were enrolled in a CTE course.	In 2022-23, 67.5% of students were enrolled in a CTE course	In 2023-24, overall 80.2% (105/131) of students were enrolled in a CTE course. In the Court School, 72.3% (73/101) were enrolled. In the Community School, 100% (34/34) were enrolled.	75% of students will be enrolled in a CTE course.
1.c The percentage of students who receive approved industry certifications.	0% - This is a new metric therefore baseline will be established in 2021-22.	In 2021-22, 19.6% of students received an approved industry certification.	In 2022-23, 13.5% of students received an approved industry certification.	In 2023-24, overall 8.6% (9/105) of students enrolled in a CTE course received approved industry	25% of students will receive an approved industry certification.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		In 2021-22, 42.9% of students enrolled in a CTE course received an approved industry certification.	In 2022-23, 20% of students enrolled in a CTE course received an approved industry certification.	certification. In the Court School, 6.8% (5/73) received a certification. In the Community School, 11.8% (4/34) received a certification.	
1.c The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	0% - We are not currently offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.  The baseline was established from 2020-21 data.	In 2021-22, 0% - We are not yet offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	In 2022-23, 0% - We are offering a CTE concentrator course that satisfies the first requirement for the CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks. We have not had a student complete the concentrator course yet, as we haven't had a student enrolled in the concentrator course remain in the school for more than 90+ days.	In 2023-24, overall 0% of students successfully completed a CTE pathway.  It should be noted that the school offering the pathway closed mid-year in February, 2024.	15% of students will successfully complete courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.
1.d The percentage of English learner students who are Redesignated as English Fluent Proficient (RFEP).	5.1% All 3.6% Court 9.1% Community  The baseline was established from 2020-21 data.	In 2021-22, 0% of English Learner students were Redesignated English Fluent Proficient.	In 2022-23, 0% of English Learner students were Redesignated English Fluent Proficient.	In 2023-24, overall 4.0% (2/49) English Learners (EL) were Redesignated English Fluent Proficient (RFEP). In the Court School, 3.8% (1/26)	Overall 8% of EL students will be Redesignated English Fluent Proficient.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				ELs were RFEP. In the Community School, 4.2% (1/24) ELs were RFEP.	
1.d The percentage of English learner students who have tested with JCCS for two consecutive cycles that make progress toward English proficiency as measured by the ELPAC.	0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.  The baseline was established from 2020-21 data.	37.5% of students improved a level. Eight students took the ELPAC with JCCS in two consecutive years (2019-20 & 2020-21).  Three of the students improved a level and made progress toward English proficiency as measured by the ELPAC.	60% of students improved a level.  Five students took the ELPAC with JCCS in two consecutive years (2020-21 & 2021-22).  Three of the five students improved a level and made progress toward English proficiency as measured by the ELPAC.	Based on the 2022-23 ELPAC, four English Learners took the ELPAC in two consecutive years (2021-22 and 2022-23). 25% (1/4) of students improved a level.	10% of EL students that test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.
1.e The percentage of students who meet their Individual Education Plan (IEP) goal progress.	100%  The baseline was established from 2020-21 data.	In 2021-22, 100% of eligible students met their IEP goal progress	In 2022-23, 100% of eligible students met their IEP goal progress	In 2023-24, 63% of students partially met their IEP goals.	100% of students will meet their IEP goal progress.
1.e The percentage of eligible students who have a completed Individual Transition Plan (ITP) as part of their IEP.	100%  The baseline was established from 2020-21 data.	In 2021-22, 100% of eligible students completed their ITP as part of their IEP.	In 2022-23, 100% of eligible students completed their ITP as part of their IEP.	In 2023-24, 100% of the students have completed the ITP as part of their IEP.	100% of eligible students will complete their ITP as part of their IEP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A	N/A	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A
The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A	N/A	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A

## Goal Analysis

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

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

Overall, our efforts have effectively supported students in achieving mastery of grade-level content standards, preparing them for college and career success. For instance, at Dos Puertas Court School, we've established a productive partnership with the local community college. This collaboration facilitates the transition of students into online classes as they work towards completing their high school credits, ensuring they are well-prepared for graduation and future endeavors. All of the planned actions were implemented as they were described in the adopted LCAP.

### SUCSESSES:

#### COLLEGE PREPARED: A-G COURSES:

We obtained initial WASC accreditation in February 2023 for all school sites, allowing us to register courses with the University of California Office of the President (UCOP) A-G Course Management Portal. This accreditation enabled us to offer A-G courses starting in the 2022-23 school year. With offerings ranging from English Language Arts to Algebra, including multiple courses through our online program PEAK, enrollment in A-G courses and successful completion rates have notably increased. In 2023-24, 13 students enrolled in A-G courses, with 23.1% successfully completing them, all of whom attended the Court school. A-G courses provide essential content and skills for higher education.

#### CAREER PREPARED: ENROLLMENT OF STUDENTS IN A CTE COURSE:

We have witnessed a steady rise in enrollment in Career Technical Education (CTE) courses, from 67.5% in 2022-23 to 80.2% in 2023-24. Notably, during the 2023-24 school year, 100% of our high school students at the Community School were enrolled in a CTE course. Collaboration among the JCCS Director, Coordinator, and CTE Director aims to enhance course offerings and identify industry certifications, internships, work-based learning, and dual enrollment opportunities. CTE courses offer hands-on learning tailored to specific industries, fostering postsecondary career goals.

#### CONTENT MASTERY: PERFORMANCE ON CAASPP ENGLISH LANGUAGE ARTS:

JCCS administers the California Assessment of Student Performance and Progress (CAASPP) annually to 7th, 8th, and 11th graders. Over the past three years, the percentage of students meeting or nearly meeting standards in English Language Arts has steadily increased. Ongoing professional development for teachers, facilitated by an Educational Consultant, provides a deep understanding of content standards, allowing for individualized and relevant curriculum and instruction design.

#### CHALLENGES:

We developed the LCAP to be a three-year plan, therefore some metrics and actions were not fully met. We still need time to fully develop a robust capstone CTE course. And, our school population includes students with significant academic needs who are also credit deficient. Lastly, we have a high instability rate, with the average days of enrollment being 57 for students in the Community School and 40 for students in the Court School. While we celebrate the fact that our Community School students are meeting their expulsion terms and returning to their school of residence, it can be very difficult to improve reading, writing, and mathematical skills in a short period of time.

#### MATH PROFICIENCY:

Math proficiency remains an area needing improvement. Many students enter with significant deficits in Algebra credits, impacting their foundational skills and ability to tackle complex tasks. To address this, a Math Workgroup has been formed to identify strategies tailored to our student population. Further professional learning on intervention platforms and interim assessments aims to enhance digital literacy and mathematical skills.

#### RECLASSIFICATION AND PROGRESS ON ELPAC:

Reclassification rates for English Learner students remain a focus area, with only 4% (2/49) of ELs redesignated as fluent English proficient (RFEP) in the 2023-24 school year, largely due to overall ELPAC scores. Our high percentage of Long Term English Learners (LTELs) poses a unique challenge, as the ELPAC becomes more difficult in high school. However, strategies such as extensive professional development and teacher-developed English Language Development (ELD) supports show promise, with improved ELPAC scores over time.

#### CTE: PATHWAY COMPLETION AND INDUSTRY CERTIFICATION

While enrollment in CTE courses has increased, pathway completion and industry certification remain unmet goals. Unexpected closures necessitated the relocation of materials for the Manufacturing Pathway. Efforts are underway to explore and develop a new Culinary Arts CTE pathway. Despite a decline in completed certifications due to increased negative student behaviors leading to suspensions, we remain committed to enhancing opportunities for students in CTE.

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.

In implementing the actions for Goal 1, we exceeded our initial budget by approximately \$280,012. This increase is primarily due to an increase in staffing. Originally, our plan (action 1.a.6) included funding for one high school classroom and one junior high classroom at the Community School. However, both the Santa Maria Joint Union High School District and the Santa Maria-Bonita School District requested an additional classroom at each grade band for the upcoming academic year following the approval of their district's LCAP. Consequently, the estimated cost for instructional staff surged by \$341,429.03 beyond the budgeted amount. We intend to recover this extra expenditure through the MOU process. We also had an increase in our expense for teacher-student ratios (action 1.a.5), of \$8,215.45. This increase stemmed from salary adjustments made after the LCAP was formulated.

Another area in which we exceeded the initial budget was in ELD instruction (action 1.d.2). This action item only included the subscription for an online curriculum called Newsela, costing \$2,612. However, during the springtime of this school year, the ELD committee, made up of staff members from both the Court and Community schools, met multiple times to review and vet a new ELD curriculum. Through the input of the ELD committee, it was decided to purchase a new ELD curriculum costing \$17,786.37. The new ELD curriculum will include teacher and student materials as well as professional development. With the purchase of the new ELD curriculum, we exceeded the budget expenditure by \$17,786.37.

In other actions within Goal 1, we underspent from what was allocated. Initially, we earmarked \$150,000 for hiring a Community Outreach and College Counselor (action 1.c.3). However, due to delays, we couldn't onboard a counselor until December 2023, resulting in an actual expenditure of \$71,390.05. This translates to \$78,609.05 less than the budgeted amount. We had originally allocated funds for this action item from other State funds. However, once the position was hired and onboarded, the needs of the students required the Community Outreach and College Counselor to focus predominantly on supporting socio-economically disadvantaged students that required increased services related to facilitating conflict resolutions between students. Additionally, at JCCS staff meetings and JCCS Leadership Team meetings, staff requested that the counselor also focus on supporting SED students as they transitioned from the Community and Court schools to their home schools and/or from their home schools to the Community and Court schools. Therefore, a decision was made to allocate \$53,543.21 from supplemental/concentration funds due to the increased services that were provided to SED students LEA-wide to support transitions and conflict resolutions. In order to clearly delineate this expenditure as an increased and improved service, we added action item 1.c.4 Guidance Counselor.

Lastly, within Goal 1, there were minor variations in expenditure for professional development workgroups (action 1.a.2) and credit recovery software (action 1.a.7) that equated to savings. For professional learning workgroups, the cost for substitutes was \$5,411 less due to some staff not requiring substitutes. The company who produces the credit recovery software prorated the cost due to changes being made in the product, which led to a savings of \$4,128.76.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions within Goal 1 have proven to be effective during the three-year LCAP cycle in making progress toward our goal.

Based on the accelerated credits earned by students during the 2023-24 school year, the action of providing additional academic support (action 1.a.1) through identifying time in the master schedule was effective. We saw an increase of 24.3% of students earning credits at an accelerated rate. While we were able to show an overall improvement from our baseline established in 2020-21 of 48.4%, we did not meet our goal of 80% of our students earning accelerated credits. We would like to celebrate that students at our Community school surpassed the desired outcome of 80%, with 85.7% of them earning credits at an accelerated rate. Our other action of using the Let's Go Learn intervention platform was partially effective. Staff have identified the need for more training so they can more effectively utilize this program.

The action steps (1.a.3 and 1.a.4) are associated with the use of local assessments to inform instruction and intervention, which were partially effective in impacting student achievement. In the area of English Language Arts (ELA), the students performed better as compared to math. As evidenced by the ELA CAASPP scores, the students in our Court Schools have shown a steady increase in the number of students who have scored nearly met or met standard and have surpassed the desired outcome. However, the students in our Community School have not shown gains in this area. In both of the schools, our students continue to underperform on the Math CAASPP. However, CAASPP scores are not always an accurate measure of our student achievement due to our instability rate. Therefore, we rely on local assessment data from the Let's Go Learn curriculum (LGL). We have addressed the participation rate of this assessment through monthly staff meetings to ensure that we continue the practice of assessing students upon entry to our school, then again at the end of each semester/trimester, and upon exit from our program. An identified area for improvement is to increase our assessment of students before they leave.

The professional development workgroups in ELA and math (action 1.a.2) have been effective in supporting our teachers in their implementation of effective instructional practices, especially in the area of ELA as evidenced by 32% of the JCCS students nearly meeting and meeting the standard on the ELA CAASPP assessment. In thinking about how to make refinements for the 2024-25 LCAP, staff have shared that they would like to rotate the teachers that are participating in the ELA workgroup annually to ensure that everyone benefits from the professional learning.

By utilizing the data from our metric in 1.a.1, to also evaluate the effectiveness of the identified action in 1.a.7 of using Anywhere Learning System's PEAK credit recovery program, we show that 72.7% of students earned credits at an accelerated rate through a combination of the actions in both 1.a.1 and 1.a.7. Staff have shared that with more training they could increase the use of the PEAK program therefore increasing its effectiveness in helping students make progress in their learning and credits.

Action 1.b.1 was effective as evidenced by our receiving an initial 3-year WASC Accreditation, therefore for the newly developed LCAP 2024-25, we will shift our actions related to WASC to focus on the writing of the WASC self-study report. The self-study report will address areas of need identified in the 2022 initial report. The Leadership Team will continue meeting regularly to review WASC goals, so we maintain accreditation.

JCCS staff have been effective in implementing 1.b.3 by creating an Individualized Learning Plan (ILP) for 100% of students. By having an ILP for every student, we are able to strategically place all students in courses towards their graduation. Additionally, to support our students with IEPs, the special education teacher collaborates with general education teachers during weekly staff meetings.

We exceeded our goal of enrolling 75% of students in CTE courses as 80.2% of our students were enrolled in a CTE course. We accomplished this by creating career exploration labs in all of the JCCS schools, therefore this action (1.c.1) was effective. The development of CTE Pathways is an on-going action that requires that we analyze industry trends within our region. This analysis has prompted us to fine-tune our capstone course in Manufacturing and to explore the addition of a Culinary Arts course to our catalog since Hospitality is the number one industry sector in Santa Barbara County.

Action items (1.d.1, 1.d.2 and 1.d.3) address the needs of our English Learners (ELs). About a third (32%) of our JCCS students are ELs, which is 8% higher than the county average and 13% higher than the state average. This in combination with the addition of the Stability Rate being publicly available through DataQuest has allowed us to analyze our data from a new perspective. With a non-Stability Rate for JCCS schools of 93% and EL population of 32%, we realized we needed to adopt a new EL curriculum that is more appropriate for our student population. Additionally, we have decided to utilize the Observation Protocol for Teachers of English Learners (OPTTEL) to help inform our instruction and support ELs with improving their language acquisition.

Lastly, actions items (1.e.1, 1.e.2, 1.e.3) support our students with disabilities. This is another student group that has a high concentration, with 36.6% of our students having an Individual Education Plan (IEP). Considering that the average length of enrollment in our court schools is 40 days, we feel we are very effective with our students with disabilities. Our data shows that 100% of eligible students have a transition plan and that the majority, 63%, have partially met their IEP goals.

During the early December, we onboarded a Community Outreach and Career Counselor. We quickly realized that the needs of the students required the Community Outreach and College Counselor to focus predominantly on supporting socio-economically disadvantaged students that required increased services related to facilitating conflict resolutions between students. The counselor also was able to support the transition of the eight (8) students that had completed their expulsion rehabilitation plans and were able to return to their home school. Lastly, the Counselor has been able to make great strides in the asset mapping and needs assessment related to the planning for the implementation of the California Community Schools Partnership Program (CCSPP).

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

#### Revisions to Goal 1:

Upon consulting with our educational partners, we have opted to streamline the language in Goal 1 to enhance focus and clarity. Consequently, we are replacing "mastery" with "proficiency" and "successful" with "prepared," aligning with quantifiable measures of whether a student meets the standard. Therefore, for the period of 2024-27, Goal 1 will read as follows: All students will demonstrate proficiency in grade-level content standards and will be adequately prepared for college and/or career.

#### Revisions to Metrics:

This move towards simplified and easily measurable language extends to our metrics as well. While the majority of metrics remain unchanged, we have revised their descriptors for better comprehension by our educational partners. Additionally, we are introducing metrics related to enrollment to better accommodate our fluid student population. Given our limited control over student exits and their impact on course completion, we will prioritize enrollment, ensuring that students are enrolled in CTE and A-G courses during their time with us.

The reclassification of our fluid population has presented challenges, with one notable factor being the high percentage of Long Term English Learners (LTELs) at 74%. Consequently, we are incorporating the Observation Protocol for Teachers of English Learners (OPTTEL) as a metric, utilizing it as a formative tool to gauge growth among students enrolled with JCCS.

#### Revisions to Actions:

Now that we have obtained WASC accreditation, we must transition our actions from the Initial Visit School Description application to completing and submitting a Self Study. Additionally, we have introduced an action for staff to undergo training in utilizing the OPTTEL formative tool to support English Learners (ELs).

**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.**



## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.a The percentage of Parent Staff Advisory Committee (PSAC) members who attend PSAC meetings.	94.4% of PSAC members attended the PSAC meetings.  The baseline was established from 2020-21 data.	In 2021-22, 93.75% of PSAC members attended the PSAC meetings.	In 2022-23, 81.25% of PSAC members attended the PSAC meetings.	In 2023-24, 70.83% of PSAC members attended the meetings.	100% of PSAC members will attend the PSAC meetings.
2.a The percentage of parents who participate in parent/teacher conferences.	62.4% of parents participated in parent/teacher conferences.  The baseline was established from 2020-21 data.	In 2021-22, 84.44% of parents participated in parent/teacher conferences.	In 2022-23, 87.69% of parents participated in parent/teacher conferences.	In 2023-24, 86.73% of parents participated in parent/teacher conferences.	75% of parents will participate in parent/teacher conferences.
2.a The percentage of parents who sign-up for ParentSquare	88% of parents are signed up for ParentSquare.	In 2021-22, 89% of parents are signed up for ParentSquare.	In 2022-23, 77% of parents are signed up for ParentSquare.	In 2023-24, 95% of parents are contactable through Parent Square. All	100% of parents will sign-up for ParentSquare.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent communication.	The baseline was established from 2020-21 data.			parents have signed up for Parent Square.	
2.a The percentage of parents attending Parent Information Nights.	29.6% of parents attend Parent Information Nights.  The baseline was established from 2020-21 data.	In 2021-22, 0% of parents attended Parent Information Nights.	In 2022-23, 22% of parents attended Parent Information Nights.	In the 2023-24, 50% of parents attended Back to School Night and 42% of parents attended a Parent Information Night. Recently, 18.1% of parents participated in a six-part series of workshops.	40% of parents will attend Parent Information Nights.
2.a The percentage of parents attending Open House.	11.76% of parents attended Open House.  The baseline was established from 2020-21 data.	In 2021-22, an Open House was not offered, therefore 0% of parents attended Open House.	In 2022-23, 32.56% of parents attended Open House.	In the 2023-24, 33% of parents attended Open House.	30% of parents will attend Open House.
2.a The percentage of parents that participate in their child's IEP meetings.	96% of parents participated in their child's IEP meeting.  The baseline was established from 2020-21 data.	In 2021-22, 100% of parents participated in their child's IEP meeting.	In 2022-23, 100% of parents participated in their child's IEP meeting.	In 2023-24, 100% of parents have participated in the IEP meetings.	100% of parents will participate in their child's IEP meeting.
2.a The percentage of parents that provide	100% of parents provided input during their child's IEP assessment.	In 2021-22, 100% of parents provided input during their child's IEP assessment.	In 2022-23, 100% of parents provided input during their child's IEP assessment.	In 2023-24, 100% of parents have provided input during the IEP	100% of parents will provide input during their child's IEP assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
input during IEP assessment of child.	The baseline was established from 2020-21 data.			assessment of their child.	
2.b The percentage the students who are attending school on a daily basis. (school attendance rate)	Community = 68.8% Court = 97.5% The baseline was established from 2020-21 data.	In 2021-22, 75.2% of community school students attended school on a daily basis.  In 2021-22, 97.5% of court school students attended school on a daily basis.	In 2022-23, 72.4% of community school students attended school on a daily basis.  In 2022-23, 96.8% of court school students attended school on a daily basis.	In 2023-24, the overall daily attendance rate is 89%. In the Court Schools, the daily attendance rate is 94.3%. In the Community School, the daily attendance rate is 82.4%.	75% of community school students will attend school on a daily basis.  Maintain 97.5% of student attendance at the court school on a daily basis.
2.b The percentage of students who are absent 10 percent or more of the school days. (chronic absenteeism rate)	Community = 0% Court = 0% The baseline was established from 2020-21 data.	In 2021-22, 100% of the community school students were chronically absent.  In 2021-22, 0% of court school students were chronically absent.	In 2022-23, 60% of the community school students were chronically absent.  In 2022-23, 0% of court school students were chronically absent.	On the Dashboard, this metric only includes students that are in grades K-8th grade.  In 2023-24, 58.3% of junior high students in JCCS are chronically absent. In the Court School, 0% (0/2) are chronically absent. At the Community School, 63.6% (14/22) have been chronically absent.	Less than 10% of community school students will be considered chronically absent.  Less than 10% of court school students will be considered chronically absent.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.b The percentage of middle school students who drop out. (middle school dropout rate)	0% of middle school students have dropped out.  The baseline was established from 2020-21 data.	In 2021-22, 0% of middle school students dropped out.	In 2022-23, 0% of middle school students dropped out.	In 2023-24, 0% of middle school students dropped out.	0% of middle school students will drop-out.
2.b The percentage of high school students who drop out. (high school dropout rate)	Community = 16.67% (1 student)  Court = 55.56% (5 students)  The baseline was established from 2020-21 data.	In 2021-22, 50% (2 students) of community high school students dropped out.  In 2021-22, 9.09% (2 students) of court high school students dropped out.	In 2022-23, 33.3% (3 students) of community high school students dropped out.  In 2022-23, 57.87% (11 students) of court high school students dropped out.	In 2023-24, 0% (0 students) of community high school students dropped out.  In 2023-24, 17.2% (5 students) of court high school students dropped out.	Less than 15% of community high school students will drop out.  Less than 50% of court high school students will drop out.
2.b The percentage of students who graduate high school. (one-year graduation rate)	92.3% of students graduated in 2019-20. (one-year graduation rate (DASS))  The baseline was established from 2019-20 data.	In 2020-21, 100% of students graduated (DASS-one-year graduation rate).	In 2021-22, 63.3% of students graduated.	In 2023-24, 85% (6/7) students graduated from high school.	Maintain that at least 92% of students will graduate from high school. (one-year graduation rate)
2.b The percentage of students suspended one or more days. (suspension rate)	2.7% of students were suspended in 2020-21.	In 2021-22, 11.9% of students were suspended.	In 2022-23, 11.4% of students were suspended.	In 2023-24, 20.1% (31/154) students were suspended one or more days. In the Court Schools, 8.7% (9/103) were	Reduce suspension rate by 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The baseline was established from 2020-21 data.			suspended. In the Community School, 39.3% (22/56) were suspended.	
2.b The percentage of students expelled from a JCCS school. (expulsion rate)	0% of students have been expelled from a JCCS school.  The baseline was established from 2020-21 data.	In 2021-22, 0% of students were expelled from a JCCS school.	In 2022-23, 0% of students were expelled from a JCCS school.	In 2023-24, 0% of students were expelled from a JCCS school.	0% of students will be expelled.
2.b The percentage of students who indicate they have caring adult relationships on the California Healthy Kids Survey (CHKS).	60% of students indicated they have caring adult relationships on the 2021-22 CHKS.  The baseline was established from 2020-21 data.	The data is the same as 2021-22 CHKS. 60% of students indicated they have a caring adult relationships. The CHKS will be administered in the fall of 2022.	On the 2022-23 CHKS 39% of students indicated they have a caring adult relationships.	On the 2023-24 CHKS, 48% of students indicated they have a caring adult relationships.	70% of students will indicate they have caring adult relationships on the CHKS.

## Goal Analysis

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

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

Overall, the actions were effective in meeting our goal of providing targeted services to students and families to support students in overcoming barriers impacting their education and the majority of the planned actions were implemented as they were described in the adopted LCAP.

SUCSESSES:

PARENT ENGAGEMENT:

We are proud of the increase in Parent Engagement. We increased our parent/teacher conference attendance rate from our baseline established in 2020-21 of 62.4% to 86.7% in 2023-24. We have also seen steady improvement in the number of parents signing up for Parent Square from 80% to 95%. With the addition of the Promotora Network, we have increased the number of Parent Information night offerings from three (3) workshops to six (6) workshops. Our metrics show we have consistently maintained 100% of our parents involved in the IEP process. We are also able to provide interpretation/translation services in Spanish and Mixteco at 100% of our events.

#### ATTENDANCE:

Our overall attendance rate in JCCS has improved, especially at the Community School. In 2023-24, the overall daily attendance rate was 89%, which exceeded our goal of 75%. In the Court Schools, the daily attendance rate was 94.3%. In the Community School, the daily attendance rate was 82.4%. While our chronic absentee rate is still much higher than our goal of less than 10%, we have made significant strides in reducing the chronic absenteeism rate of 100% in 2020-21 to 36.7%. We contribute this to our increase in counseling services at FitzGerald as well as to the return of students to school after Covid.

#### DROP-OUT AND GRADUATION RATE:

One of our biggest successes this year has been the reduction of our drop-out rate. We had 0% of students drop out from FitzGerald. We also met our goal of having less than 50% of our students drop out from the Court School, with 17.4% of students dropping out. On the other hand, the one-year graduation rate for students at the Court School is 85% (6/7).

#### CHALLENGES:

##### SUSPENSION RATE:

The pattern of volatility with our student population that began in 2021-22 has continued to be an area of concern. Upon analysis, our student population continues to be booked into the Juvenile Justice Center for violent crimes. Additionally, the majority of students who have been referred to FitzGerald are referred for fighting. The result of this ongoing violence in the community has resulted in a significant increase in suspensions at both sites from 2.7% in 2020-21 to 20.1% in 2023-24.

Of our identified strategies, we were able to have staff attend CPI training, which focuses on de-escalation strategies. However, we were unable to implement PBIS because our identified trainer/consultant unexpectedly closed their business due to health issues causing us to start the identification process over.

We have implemented several promising strategies this spring to tackle the rise in suspensions. First, we've increased the frequency of parent meetings to discuss effective strategies that can be applied both at home and at school to mitigate aggressive behaviors. Additionally, we've initiated Intervention Meetings with the counseling team to ensure that students are appropriately referred for necessary interventions. Furthermore, we conduct re-entry meetings involving parents, students, and either teachers or administrators after each suspension. These meetings serve to review past behavior, document strategies for promoting future positive behavior, and facilitate the student's return to the school environment.

Moreover, we've introduced a Discipline Matrix for teachers to consult when addressing disciplinary issues. This matrix aligns with relevant education codes and systems like Aeries, enabling us to track student disciplinary issues over time. In line with Ed Code, we've emphasized

alternatives to suspension and community service, particularly for behaviors categorized under Ed Code 48900 (k) - defiance. These initiatives have been discussed extensively in staff meetings, where we've actively sought input to improve and address emerging issues. Staff members have been provided with multiple opportunities to contribute feedback for ongoing development and refinement of our approach.

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

Our efforts to achieve Goal 2 resulted in an actual increase in expenses of \$14,067.55 compared to our budgeted and estimated expenditures. Due to a rise in campus conflicts, various stakeholders including the JCCS Leadership Team, staff, labor partners, and parents recognized the need for enhanced security measures to ensure the safety of both students and staff. Based on a recommendation from a neighboring district, we contracted with Quest Security, a firm specializing in school security, which added \$20,056.48 to our expenses. This represents an improvement in services for our socio-economically disadvantaged students.

For other initiatives, we incurred lower expenses than anticipated. In particular, we spent \$8,792.90 less on translation services (action 2.a.4) because the payroll calculation for bilingual stipends, which are a percentage of salary, decreased with the hiring of new bilingual staff at lower salary rates. Additionally, the cost for gym space at the Community School rose by \$6,966.47 due to increased utility costs. However, we saved \$3,021.49 on Mental Health and CPI Training (action 2.b.4) as the training provider, SELPA, covered the tuition costs through a grant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the actions in Goal 2 were effective towards meeting our desired outcomes.

The actions (2.a.1 through 2.a.6) associated with parent/guardian engagement have been very effective. The Parent Staff Advisory Committee (PSAC), now called the School Site Council (SSC), met regularly to review and provide input on important plans such as the Comprehensive School Safety Plan, Single Plan for Student Achievement, and the LCAP. Participation in Parent/Teacher conferences has surpassed our target, with 86.73% of parents/guardians attending, exceeding our goal of 75%. The parent/guardian survey, facilitated by the Promotores Network, has also contributed to these high engagement levels. These conferences, council meetings, and surveys have ensured that family voices are heard, supported by comprehensive translation and interpretation services. Furthermore, we have achieved 100% participation from parents/guardians of students with disabilities in the IEP process.

Professional development actions (2.b.1, 2.b.2, and 2.b.4) have been partially successful. While formal training in Restorative Practices and PBIS was not conducted, staff received professional learning aimed at engaging students academically and socially-emotionally. Additional

counselors have helped implement Restorative Practices, though an increase in student behavioral issues indicates a need for more specific training. CPI training continues, although funding needs to be increased as training frequency has shifted from biennial to annual.

The addition of two classrooms at FitzGerald School has led to increased gym usage (action 2.b.3), underscoring its effectiveness in promoting student wellness. This usage has necessitated newer and additional equipment, identified through student surveys and planned for purchase in the upcoming LCAP. The action to support student transitions (2.b.7) has also been beneficial, accommodating the increased enrollment at the Community School.

The establishment of an Intervention Team, including the JCCS Coordinator, CADA counselor, and Academic and Behavioral Supports staff (actions 2.b.5 and 2.b.6), has been impactful, successfully integrating 61 students into our counseling programs through bi-monthly meetings.

For the Court School (Dos Puertas), the continued use of hotspots is essential for administering academic assessments in quiet settings outside of the classroom, particularly given the occasional internet outages due to its location outside city limits.

Lastly, the improved attendance rate at the Community School can be partially attributed to the School Attendance Review Board (SARB - action 2.c.1). The daily attendance rate for the 2023-24 school year, as of March 8th, was 82.4%, reflecting a 10% increase from the previous year.

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

#### Revisions to Goal 2:

To enhance clarity and emphasize collaborative efforts with our educational partners and the community, we've refined Goal 2 to underscore our commitment to addressing the unique needs of students and families. Our revised goal for 2024-27 is: "In collaboration with staff and the community, we will provide students and families with tailored services to address individual needs and help students overcome barriers affecting their education."

#### Revisions to Metrics:

For Goal 2, we've updated the metrics descriptors for clarity and added new metrics to enhance our strategic approach to student support. Notably, we've introduced chronic absenteeism as a metric for high school students. Additionally, we've consolidated metrics to evaluate parent/guardian engagement at Parent Information Nights and refined our approach to measuring parent engagement on Parentsquare.

#### Revisions to Actions:

Several changes were made to our actions in Goal 2 in our desire to more effectively support our students and families. First, we added actions for Parent Engagement Events (2.a.4), Planning for CCSP (2.b.9) and the Behavioral Support - Security Staff (2.b.10). Then we consolidated the action for the Positive Behavior Incentive Program with Restorative Practices (PBIS). Next, we updated our language from Mental Health to Behavioral Health and changed CADA Counselor to Behavioral Health Counselors (2.b.6).

As previously mentioned we have seen a significant increase in volatile student behavior at our Community School which has resulted in a 35.9% increase in suspensions since 2022-23. To address this concern we contracted with a security firm in April 2024, allowing us to have at least one security guard on site daily. The addition of the security guards has been a welcomed addition with staff, students, parents and community partners in approval, therefore we will continue this action going forward in 2024-27.

Through our Community Schools work we will also target our gym as a space that is conducive to leading more restorative practices and overall school activities (such as after school clubs) to build a sense of trust and community within our student body. This includes new PE items like workout equipment, new wall paint, and professional development for staff to develop physical education units based on the 2009 Framework for CA.

**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.**



# Goals and Actions

## Goal

Goal #	Description
3	<p>The School Access Guide will be used to continue to support the process of improved collaboration between schools, community partners, students, and education rights holders in the decision-making process as it relates to improving school stability for foster youth. Through the improved collaboration, Santa Barbara County youth in foster care will have reduced suspension rates, attend school more often, and have increased graduation rates. (Priority 10) -</p> <p>The wording of this goal was modified from the 2022-23 LCAP.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.a Suspension rate of students in foster care	<p>The suspension rate was 10.8% for students in foster care.</p> <p>The baseline was established from 2019-20 data.</p>	In 2020-21, the suspension rate was 0.8% for students in foster care.	In 2021-22, the suspension rate was 14.5% for students in foster care.	In 2022-23, the suspension rate was 15.8% for students in foster care.	Decrease suspension rate of students in foster care to 8% or lower
3.a Graduation rate of students in foster care	<p>The graduation rate for students in foster care was 70.3%.</p> <p>The baseline was established from 2019-20 data.</p>	In 2020-21, the graduation rate was 68.1% for students in foster care.	In 2021-22, the graduation rate was 70.2% for students in foster care.	In 2022-23, the graduation rate was 73.6% for students in foster care.	Increase graduation rate of students in foster care to 84% or higher
3.a	The chronic absenteeism rate for	In 2020-21, the chronic absenteeism	In 2021-22, the chronic absenteeism	In 2022-23, the chronic absenteeism	Reduce chronic absenteeism rate of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate of students in foster care	students in foster care was 35.1%.  The baseline was established from 2018-19 data.	rate for students in foster care was 27.4%.	rate for students in foster care was 45.8%.	rate for students in foster care was 41.1%.	students in foster care to 25%
3.a School stability rate of students in foster care	The school stability rate of students in foster care was 63.2%.  The baseline was established in 2019-20.	In 2020-21, the school stability rate of students in foster care was 65.5%.	In 2021-22, the school stability rate of students in foster care was 64.1%.	In 2022-23, the school stability rate of students in foster care was 62.9%.	Increase the school stability rate of students in foster care to 68%.
3.a The number of freshman students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care	Approximately 18 freshmen enrolled in a Santa Barbara County community college were marked as being in or formerly in foster care.  The baseline was established from 2020-21 data.	In 2021-22, 62 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.	In 2022-23, 42 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.	In 2023-24, 104 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.	Increase the number of freshmen students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care to 25
3.a The percentage of seniors in foster care who complete the Free Application Federal Student Aid (FAFSA)	84% of seniors in foster care completed the FAFSA.  The baseline was established from 2020-21 data.	In 2021-22, 86.7% of seniors in foster care completed the FAFSA.	In 2022-23, 72% of seniors in foster care completed the FAFSA.	In 2023-24, there are 17 seniors on track to graduate, and 11 have completed the FAFSA (64.7%).	95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.a The percentage of seniors in foster care who complete the Chafee grant	84% of seniors in foster care completed the Chafee grant.  The baseline was established from 2020-21 data.	In 2021-22, 86.7% of seniors in foster care completed the Chafee grant.	In 2022-23, 72% of seniors in foster care completed the Chafee grant.	In 2023-24, there are 17 seniors on track to graduate, 9 have completed the CHAFEE (52.94%).	95% of seniors in foster care will complete the Chafee grant
3.a The number of supportive services provided to JCCS students in foster care	Six (6) supportive services were provided to four (4) JCCS students in foster care.  The baseline was established from 2020-21 data.	In 2021-22, 20 supportive services were provided to six (6) JCCS students in foster care.	In 2022-23, 25.5 supportive services were provided to four (4) JCCS students in foster care.	In 2023-24, 36 supportive services have been provided to eight (8) JCCS students in foster care.	At least two (2) supportive services will be provided to every JCCS student in foster care.
3.a The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court	100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.  The baseline was established from 2020-21 data.	In 2021-22, 100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.	In 2022-23, 100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.	In 2023-24, 100% of Educational Records for students in foster care were provided to Child Welfare Services and Juvenile Court.	100% of Educational Records for students in foster care will be provided to Child Welfare Services (CWS) and Juvenile Court

## Goal Analysis

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

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

The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC) (action 3.a.1) met three times this year to identify countywide needs, develop and prioritize goals, and monitor progress. Based on countywide needs, the EAC continued to prioritize ways to improve school stability and support students with the greatest need. To improve school stability, the FYSCP coordinated and facilitated Best Interest Determination (BID) meetings to support students remaining in their School of Origin (SOO). Additionally, to better support foster youth throughout the county, the FYSCP provided outreach and resources, as well as, worked collaboratively with districts and community partners to find solutions to transportation and access to services.

The FYSCP has improved cross-collaboration with Child Welfare Services (CWS), school districts, charter schools, juvenile court and community schools, juvenile probation, students, post-secondary education, Behavioral Wellness (BWell), and Short Term Residential Therapeutic Placements (STRTP) (action 3.a.2), so students and families are more easily connected to appropriate housing, health and personal care, education, and career resources. To build trust and improve relationships for improved cross-collaboration, the FYSCP attends and facilitates meetings and training for stakeholders.

Overall, we had a successful year that included a comprehensive needs assessment, goal setting, and clarification of the BID process. We conducted a comprehensive needs assessment across all educational partners. The findings from this assessment play a pivotal role in shaping the program plan for the FYSCP as well as informing the development of the new LCAP. These results also serve as the primary priorities for the EAC and guide our focus moving forward. Additionally, we set goals in collaboration with the EAC, particularly focusing on initiatives related to school stability and student support. This ensures alignment with the overarching objectives of the organization and maximizes the effectiveness of our efforts. Lastly, we clarified the BID process, which is crucial for continuing to support students in remaining in their school of origin whenever possible. This clarity facilitates smoother decision-making processes and enhances our ability to provide consistent and reliable support to students facing housing instability or other challenges.

One challenge we encountered was with the implementation of the School Access Guide (action 3.a.3). This challenge stemmed from a lack of buy-in or consensus among stakeholders and the complexity of the guide, which made it unrealistic in terms of alignment with the capacity of the Transitional Youth Services (TYS) staff. Despite these difficulties, we recognized the importance of the guide and its potential impact.

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 2023-24 fiscal year, the FYSCP program is funded by three different funding sources, the FYSCP grant (\$437,423), Title IV (\$204,168), and AB 130 (\$93,245). These funds cover the cost of staffing the FYSCP program. In one area, there is an overage of \$23,108. This difference is due to the increased cost of certificated staffing. In another funding area, there are \$46,313 remaining funds. This difference is due to only having one Youth Support and Services Specialist (YSSS). The previous year, TYS had conducted an analysis of services and found that one YSSS staff member could complete the necessary responsibilities without disruption or a decrease in services. In summary, there is an overall material difference of \$23,204 remaining funds from the budgeted expenditure amount of \$758,041 to the estimated actual expenditure amount of \$734,837.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Enhancing collaboration through the EAC (Action 3.a.2), among districts, community-based organizations, and TYS staff has proven highly effective in advancing outcomes for students in foster care, including increased graduation rates, improved school stability, and timely record transfers to CWS to facilitate their immediate enrollment and foster smooth transitions. Data analysis indicates a notable rise in countywide graduation rates for foster youth, from 70.3% to 73.6%, while school stability rates remained steady at approximately 63.9% over the three-year period. Furthermore, all educational records for foster youth were successfully provided to our educational partners. We take pride in the expansion of services for foster youth at JCCS, which began with six direct services for four students as our baseline and has since increased to 34 direct services for eight students in 2023-24. In addition to the impact that the action steps had on foster youth in our county, our educational partners of the EAC were provided training and space for discussion on topics that address the unique needs of foster youth.

Despite our understanding that fostering positive environments is key to reducing suspension and chronic absenteeism rates, data indicates that foster youth still experience disproportionately high rates of both. This trend mirrors national patterns, exacerbated by ongoing pandemic recovery efforts.

Unfortunately, the initiative related to the School Stability Guide (action 3.a.3) did not yield the desired outcomes, as the guide was not finalized due to a lack of stakeholder buy-in and its complexity. Acknowledging the guide's significance, we underwent a process to refine its core concepts and transform it into a more user-friendly resource. This involved streamlining content and adapting it to better suit the needs of staff, ensuring its effectiveness and alignment with our mission.

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

The Transitional Youth Services (TYS) department has been actively gathering input from various educational partners over the past year. This feedback, combined with an analysis of foster youth data, has led to the development of a new goal, metrics, desired outcomes, and actions.

Revisions to Goal 3:

After engaging with educational partners and reflecting on past practices, a broad new goal has emerged. It aims to strengthen collaboration between community-based organizations, districts, and the county to provide better support for foster youth. Identified barriers, such as variability in service quality and quantity, particularly due to staff turnover and inconsistent training, have led to increased suspension rates, absences, and decreased graduation rates. The new goal focuses on ensuring all foster youth receive targeted support to address educational barriers, ultimately aiming to reduce suspension rates, improve attendance, and increase graduation rates.

Along with an updated goal, there have been updates in our actions, metrics, and target for year three outcomes (formerly known as desired outcomes).

Revisions to Metrics:

Working with TYS staff, we have added metrics that will help staff identify areas of success and areas of growth.

In the area of suspension, we added a metric that measures the proportion of students in foster care who experience multiple suspensions in one year. This addition stems from the goal of addressing the underlying reasons for suspensions beyond the initial incident, with the intention of preventing the development of a recurring pattern of behaviors that result in a suspension.

In the area of graduation, we added a metric that measures the 5-year cohort adjusted graduation rate. Due to placement changes and circumstances beyond the control of foster youth, many fail to complete high school within the traditional four-year timeframe. Acknowledging the importance of this additional year, data related to this extended timeline should be included and monitored in reporting.

In the area of absenteeism, we added a metric that measures the reasons for absences so that we can track unexcused absences for foster youth. Foster youth have a high incidence of chronic absenteeism compared to other student groups. This is frequently attributed to factors such as placement changes, transitional periods, essential support services offered beyond regular school hours, and court appointments. Presently, certain reasons are categorized as "unexcused," despite being obligatory and beyond the students' control. There is a need to establish policies distinguishing what genuinely qualifies as "unexcused" and to report on rates of authentic truancy.

Lastly, in the area of post-secondary plans, we removed the metric that reported on the number of foster youth enrolled in a local city college and added a metric that will allow us to track a broader set of post-secondary options. TYS is dedicated to assisting foster youth in shaping their future plans, be it through college enrollment, trade school participation, pursuing certificate programs, or entering the workforce directly. With targeted post-secondary planning support, foster youth are bound to experience enhanced success in realizing their goals.

**Revisions to Actions:**

As we updated our goal and metrics, we also updated the actions so that TYS can provide the service and support necessary to realize our goal. Our educational partners have evaluated the effectiveness of our actions and associated metrics. As a result, we are continuing with two action items: 3.a.1 The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC) and 3.a.2 Improving Inter-agency Collaboration and Efficiency. The EAC stressed the importance of ongoing training and support for resource parents and caregivers, leading to its inclusion in action 3.a.2. Additionally, based on feedback, we're introducing two new actions. We added action 3.a.3 Strengthening Collaboration with Districts because regular meetings with district liaisons have proven crucial as they serve as opportunities for TYS staff to offer training, share relevant information and data, and facilitate peer discussions. Lastly, action 3.a.4 3 Improving Collaboration within the Department has been added based on TYS Staff feedback. Due to the number of staffing changes, including a new Director, the staff recognized the need to establish a strong foundation by aligning values, mission, and vision. This foundation would enable TYS staff to provide high-quality service and leadership to district liaisons and community-based organizations.

**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.**

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.a The percentage of teachers in the LEA that appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on California Education Code 44865.  The baseline was established from 2020-21 data.	100% of the 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.	100% of the 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.	This metric is known. As reported on the CA Dashboard, 67.0% of the Community School teachers are appropriately assigned and fully credentialed in the subject area they are teaching. At the Court School, 20.8% of the teachers are appropriately assigned and fully credentialed in the subject area they are teaching.  However, based on California Education Code 44865, 100% of the teachers in the LEA are appropriately	100% of the teachers in the LEA will continue to be appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on California Education Code 44865.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				assigned and fully credentialed in the subject area and for the pupils they are teaching.  See Action 4.a.1 below for more information.	
4.a The percentage of students that have sufficient access to the standards-aligned instructional materials.	100% of students have sufficient access to the standards-aligned instructional materials.  The baseline was established from 2020-21 data.	100% of students have sufficient access to the standards-aligned instructional materials.	100% of students have sufficient access to the standards-aligned instructional materials.	In 2023-24, 100% of pupils continue to have sufficient access to the standards-aligned instructional materials.	100% percentage of students will continue to have sufficient access to the standards-aligned instructional materials.
4.a The percentage of school facilities that are maintained in good repair.	100% of school facilities are maintained in good repair.  The baseline was established from 2020-21 data.	Based on the December 2021 Facility Inspection Tool (FIT), 100% percent of the school facilities are maintained in good repair.	Based on the December 2022 Facility Inspection Tool (FIT), 100% percent of the school facilities are maintained in good repair.	In 2023-24, 100% of school facilities continue to be maintained in good repair.	100% percentage of the school facilities will continue to be maintained in good repair.
4.b The percentage of districts within the county that have adopted a plan (Countywide Plan for	100% of districts within the county have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with	In June of 2021, 100% of districts within the county adopted a plan (Countywide Plan for Expelled Youth), in conjunction with	In June of 2021, 100% of districts within the county adopted a three year plan (Countywide Plan for Expelled Youth), in	This outcome metric is in progress. The Triennial Expelled Youth Plan has been written for 2024-27. The approval of the	100% of districts within the county will continue to approve a plan (Countywide Plan for Expelled Youth), in conjunction with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expelled Youth), in conjunction with SBCEO, to provided services for expelled students.	SBCEO, to provided services for expelled students.  The baseline was established from 2020-21 data.	SBCEO, to provide services for expelled students.	in conjunction with SBCEO, to provide services for expelled students.	plan will be completed in June 2024.	SBCEO, to provide services for expelled students.
4.b The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions.	71% of district-referred JCCS expelled youth met the terms and conditions of their expulsions.  The baseline was established from 2020-21 data.	In 2021-22, we had 87.5% of district referred JCCS expelled youth meet the terms and conditions of their expulsions.	In 2022-23, we had 81.8% of district referred JCCS expelled youth meet the terms and conditions of their expulsions.	In 2023-24, 100% of district-referred JCCS expelled youth met the terms and conditions of their expulsions.	85% percentage of district-referred JCCS expelled youth will meet the terms and conditions of their expulsions.

## Goal Analysis

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

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

All of the planned actions were carried out in 2023-24 to support the continued success in implementing programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9). SBCEO JCCS 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.

There were no material differences between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The planned actions were effective in maintaining the progress towards the goal for the entire three-year LCAP cycle. Our teaching staff were 100% appropriately credentialed, we provided 100% of students with standards aligned curriculum, and 100% of our facilities were maintained in good repair. Additionally, we were effective in providing services and supports to expelled youth.

In particular, the action item 4.b.2, was very effective in improving performance. Over the three years, there was a 29% increase of JCCS students who were able to meet their terms and conditions as compared to the 71% baseline.

During the school year of 2023-24, the Triennial Expelled Youth Plan was written through a collaborative process that included all districts and charter schools. The plan outlines the educational options for expelled youth as well as best practices to reduce exclusionary discipline. The plan identified two gaps in services and possible strategies to mitigate the gaps. The plan was adopted by 100% of the districts.

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

After reviewing our past practices, analyzing state and local data, and considering input from educational partners, we've made some minor adjustments to Goal 4, its metrics, the three-year outcome, and associated actions.

Revisions to Goal and Metrics:

Goal 4 remains unchanged as it continues to be relevant. We've found that the metrics and actions tied to it are effective. However, we realized the need to modify the expected outcome for one metric: the percentage of district-referred JCCS expelled youth meeting the terms of their expulsions. Our JCCS staff has been successful in supporting these students, with all expelled youth completing their expulsion terms. As a result, we're revising the expected outcome to 100%.

**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.**

# Instructions

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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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.

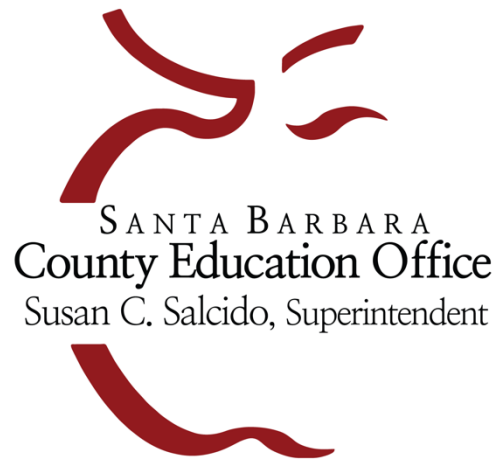
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023



## **2024-25 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 [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Santa Barbara County Education Office (SBCEO) Juvenile Court and Community School (JCCS) system operates two schools: one Court School, Dos Puertas School (DPS), and one Community School, Peter B. FitzGerald (FitzGerald). Both of these schools are located within the Santa Maria community. Santa Maria, a vibrant community, boasts diverse strengths and faces significant challenges. The community's foundation rests on its diverse population, fostering a rich tapestry of cultures and perspectives. Community-based partnerships play a pivotal role in providing essential services to students and families, exemplified by initiatives like the Secure Families Grant, offering wrap-around support to those most in need. However, Santa Maria grapples with socioeconomic hurdles, characterized by low-income levels and educational attainment. Additionally, the city has witnessed a troubling surge in violent crimes, particularly firearm related incidents, over the past decade. As Santa Maria navigates these challenges, leveraging its community strengths and fostering collaboration between community-based organizations and SBCEO will be crucial in fostering a safer, more prosperous future for our students.

The Court School, DPS, is located in the Santa Maria Juvenile Justice Center and operates in partnership with the Santa Barbara County Probation Department. The Juvenile Justice Center serves incarcerated youth, male and female detainees, ranging in age from 12-18 years old, and who have been removed from their home by the court for commitments lasting one day to more than a year. All youth under the age of 18 years old are required to attend the Court School while detained unless they have previously earned their high school diploma. The enrollment at the Court School fluctuates daily, ranging from a low of 16 to a high of 36 students during the 2023-24 school year. The students that are enrolled in Court School come from all over Santa Barbara County.

The Community School, FitzGerald, is located at the SBCEO North County office. FitzGerald has operated in partnership through a Memorandum of Understanding (MOU) with two local school districts for the past decade. Santa Maria Joint Union High School District (SMJUHSD) refers 9th-12th grade students, and Santa Maria-Bonita School District (SMBSD) refers 7th-8th grade students to attend school at FitzGerald. In the past, both districts referred students for reasons such as expulsion, behavior, and chronic absenteeism. However, this



school year, SMJUHSD has only referred students who have been expelled. In 2023-24, FitzGerald enrollment ranged from a low of 14 at the beginning of the school year to a high of 57 this spring.

The Local Control Funding Formula (LCFF) requires districts to identify an unduplicated count of students in the following groups: English Learners (including Long Term English Learners), low-income (or socio-economically disadvantaged), and foster youth. Students in these groups are counted only once even if they fit into two or more categories. For JCCS, the percentage of unduplicated students in 2023-24 was 100% (100% in the Court School and 100% in the Community School).

The October 2023 Cal-PADS report included a total of 44 students enrolled in JCCS, 30 in the Court Schools, and 14 in the Community School. The average days of enrollment for our Court School is 40 and for our Community School is 57. The JCCS recidivism rate in 2023-24 reflected that 57 of 103 (55.3%) of Court School students were repeat offenders.

Additionally, our October 2023 demographics were:

Hispanic or Latino: 39 (95.1%);

Black or African American: 0 (0.0%);

White: 2 (4.8%);

English Learners: 13 (31.7%);

Long Term English Learners (6+ years): 12/13 English Learners (92.3%) or 12/41 all students (29.3%);

Redesignated Fluent English Proficient (RFEP): 18 (43.9%);

LEP (EL + RFEP that are being monitored): 17 (41.4%);

English Only: 10 (24.4%);

Students with Disabilities: 15 (36.6%)

Foster Youth: 2 (4.8%);

Homeless Youth: 13 (31.7%);

Socio-Economically Disadvantaged: 41 (100%);

Due to the low number of students in our schools, we do not report our student group data for the metrics within our goals metrics.

Both schools, Dos Puertas and FitzGerald, receive Equity Multiplier funding due to the high number of unduplicated students (100%) and the high non-stability rate (the Court School is 93% and the Community School is 93.6%).

JCCS and Special Education administration and staff have worked diligently to create a positive, supportive, and respectful learning environment for students, propelling the majority of our students toward high school graduation. We are proud to say that with our support, 72.7% of students worked at an accelerated pace in 2023-24 by recovering credits beyond what would have been expected during their time with us.

Below are responses from the most recent 2023-24 California Healthy Kids student survey and the locally administered parent survey:

Student responses:

48% of students report that they have caring relationships with adults in school;  
51% of students believe their teachers have high expectations for their success;  
50% of students report that they are academically motivated and try hard at their schoolwork;  
57% of students feel our teaching staff treats students fairly;  
36% of students feel safe in school.

Parent responses:

72.3% of parents believe our schools do a good job of keeping students safe and secure;  
81% of parents believe our schools do a good job of evaluating their children's academic needs;  
59.6% of parents believe our schools do a good job of preparing students for a career in the Trades;  
72.3% of parents believe our schools do a good job of preparing students for a career through college and/or community college;  
81% of parents believe that school does a good job providing child positive support & good guidance.

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

SBCEO is utilizing our Juvenile Court and Community School Base Grant to expand educational opportunities and support for our students. These funds are designated to address key areas of focus within our educational plan, including expanding access to A-G courses, fostering dual enrollment partnerships, enhancing elective and language offerings, strengthening vocational and career technical education, facilitating college preparation and application support, providing behavioral health services, and ensuring high school completion. Additionally, the Student Enrichment and Support Block Grant will ensure that our teachers deliver the highest level of instruction and support to the students with the greatest level of need. By transparently using these resources, we aim to promote student success, educational equity, and diverse learning opportunities within our Juvenile Court and Community Schools.

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

The Coordination of Services for Expelled Youth:

The majority of the districts in SBCEO (14 out of 20) are small elementary districts, many of which are situated in rural areas, and experience minimal expulsions, if any. When expulsions do occur, these districts find educational placements within their own district or in neighboring districts through the suspended expulsion process outlined in Education Code 48917. For the past five years, the number of expulsions within Santa Barbara County have increased from 44 (0.1%) in 2018-19 to 86 (0.1%) in 2022-23, with the grand majority of expulsions being

our high school aged students. “At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion” (Ed Code 48916.1). While it is the responsibility of each district to have an educational program for their expelled youth, SBCEO provides support for districts in reviewing the educational options. In our County, there are two districts that have a community day school for expelled youth. In Santa Maria, the educational option for students is the County Community School named Peter B. FitzGerald. For Lompoc, the educational option for students is their Community Day School named Bob Forinash. SBCEO also provides support to districts in exploring options for operating a community day school if they do not currently have one established. Additionally, through the development process of the Triennial Expelled Youth Plan (TEYP), districts identified that there was a need for professional development and regular opportunities for administrators to interact with peers on topics related to student discipline. Beginning in 2024-25, SBCEO plans to convene a series of meetings for site and district administrators that focus on topics related to student engagement and student discipline. It is our hope that as we learn together, we will continue to find ways to connect students to school and reduce the number of suspensions and expulsions.

#### The Coordination of Services for Foster Youth:

The Transitional Youth Services (TYS) Department operates within the Student and Community Services Division of SBCEO. It oversees two key programs: the Education for Homeless Children and Youth (EHCY) program and the Foster Youth Services Coordinating Program (FYSCP). The department's effectiveness relies on a dedicated staff of seven individuals, including a Director and an Administrative Assistant. Three Program Associates are assigned to support the county's 20 school districts and 14 charter schools, with each Associate overseeing several districts. Additionally, the TYS Department includes a Student Information Specialist and a part-time Health Advocate. Across the 20 districts, approximately 70,000 students are served, with 265 identified as foster youth.

Aligned with LCAP Goal 3, the TYS department offers various services. The FYSCP facilitates the Executive Advisory Council (EAC), composed of educational partners who convene three times yearly to assess countywide needs, set goals, and monitor progress. Moreover, TYS promotes collaboration among agencies through regular communication and meetings aimed at educating resource parents and partner agencies on crucial topics such as foster youth education rights, School of Origin policies, available community resources, and post-secondary programs. Additionally, TYS endeavors to enhance collaboration among districts by establishing effective procedures, providing templates, distributing resource guides, and conducting relevant training sessions for district liaisons. TYS staff members prioritize accessibility, approachability, and communication, striving to be dependable partners for districts.

## 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 2021-2024 Local Control Accountability Plan (LCAP), and educational partner input informed the development of the 2024-25 LCAP by identifying areas of success, need, and improvement.

Due to the small size of the Court and the Community Schools, student data on our Dashboard often show “no performance color,” making it challenging to identify student groups with the lowest performance levels on state indicators. As a result, determining performance levels and

gaps in performance between student groups can be difficult. We frequently rely on local data to compare how our students within each group are faring compared to their peers. It's worth noting that all of our students are classified as socio-economically disadvantaged.

While 31.7% of our students are English Learners (EL), with 92.3% classified as Long Term English Learners (LTELs), and 36.6% are identified as Students with Disabilities, neither group is considered significant for state reporting purposes at the school level. However, Hispanic/Latino students at our Court School did receive the lowest performance level on the Suspension Rate indicator on the 2023 Dashboard. Additionally, Students with Disabilities received the lowest performance level on the Suspension Rate indicator on the Santa Barbara County Education Office 2023 Dashboard.

Both the Court School and the Community School have received Equity Multiplier Funds. The inclusion of Goal 5 in the 2024-27 LCAP, along with associated actions and metrics, aims to address the needs of Hispanic/Latino students at both schools. Through consultation with educational partners, including staff and parents/guardians, there's a recognized need to implement strategies that will reduce suspensions, ensuring that Hispanic/Latino students will maintain access to instruction and resources by remaining engaged in the instructional program. Furthermore, the 2023-24 California Healthy Kids Survey revealed students' perceptions regarding connectedness, meaningful participation in school, and relationships with caring adults. Less than half of the students strongly agreed or agreed that they feel connected to school (35%), participate meaningfully (38%), or have a caring adult at school (48%). To address these concerns, actions are designed to foster positive relationships between students and staff, provide more opportunities for student-led campus projects, and incorporate engaging activities like clubs.

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

#### COLLEGE PREPARED: A-G COURSES:

In February 2023, we were granted an initial three year WASC accreditation for the Court and Community School. This initial accreditation allowed for us to register courses with the University of California Office of the President (UCOP) A-G Course Management Portal. This means that we were able to offer A-G courses beginning with the 2022-23 school year. We offered nine (9) A-G courses, ranging from English Language Arts and Algebra courses to multiple courses through our online program (PEAK). As a result, we have seen a significant increase in the number of students enrolled in A-G courses as well as students successfully completing these courses with a grade of a C or higher. In 2023-24, we had 13 students enroll in an A-G course and three (23.1%) students successfully completed a course.

#### CAREER PREPARED: ENROLLMENT OF STUDENTS IN A CTE COURSE:

We are very proud of our ongoing improvement in the area of Career Technical Education (CTE). We continue to see an increase in student enrollment in CTE courses from 67.5% in 2022-23 to 80.2% in 2023-24. A major highlight for the 2023-24 school year is that 100% of our high school students at the Community School were enrolled in a CTE course. In order to ensure that we continue to improve the area of CTE, the JCCS Director, the JCCS Coordinator, and the CTE Director will continue to collaborate with the goal to strengthen the CTE course offerings and to continue to identify industry certifications, internships, work-based learning, and dual enrollment opportunities for our students.

#### CONTENT MASTERY: PERFORMANCE ON CAASPP ENGLISH LANGUAGE ARTS:

JCCS administers the California Assessment of Student Performance and Progress (CAASPP) to all 7th, 8th, and 11th graders each spring. For the past three years, the number of students that nearly met and met the standard on the English Language Arts (ELA) exam have increased each year. At this time, we have not received the scores for the 2023-24 school year, however, during the school year 2022-23, 32% of our students nearly met or met the standard. Our teachers have continuously engaged in professional learning related to English Language Arts and English Language Development through a workgroup that is facilitated by an educational consultant. The workgroup meets six (6) times a year and provides teachers with an in-depth understanding of the content standards and time to design curriculum and instruction that is individualized and relevant to their students. This critical professional development will continue next year, with the goal of including additional teachers in the workgroup.

#### PARENT/GUARDIAN ENGAGEMENT

We are proud of the increased and sustained parent/guardian engagement that we have experienced during the 2023-24 school year across JCCS. We increased our parent/teacher conference attendance rate from our baseline established in 2020-21 of 62.4% to 86.7% in 2023-24. We have also seen steady improvement in the number of parents signing up for ParentSquare from 80% to 95%. With the addition of the Promotora Network, we have increased the number of Parent Information night offerings from three (3) a year to six (6). And, our metrics show that we have consistently maintained 100% of our parents involved in the IEP process. We are also able to provide interpretation/translation services in Spanish and Mixteco at 100% of our events. In order to sustain this high level of parent/guardian engagement, the LCAP will continue to have actions that focus on providing outreach, language access, and a variety of opportunities to engage our families.

Based on data gathered from the 2022-23 Dashboard and local assessment data, we identified three areas that need significant improvement to support students who are performing well below average.

#### MATH PROFICIENCY:

Math continues to be an area in need of improvement. In the previous LCAP, we have identified that the majority of our students come to us significantly deficient in Algebra credits. Which means their foundational skills of analysis, synthesis, problem-solving, communication, and critical thinking are below grade level, impacting their ability to perform complex tasks related to concepts, facts, and skills. To meet this need, we created a Math Workgroup to address the student needs in the area of mathematics and to identify strategies that will work with our unique student population. Through this work, teachers have identified that additional professional learning is needed on our intervention platform, Let's Go Learn (LGL), and on the Interim Assessments. We believe that increased use of these assessment results will provide students the opportunities to strengthen their digital literacy, test taking skills, and mathematical practices.

#### RECLASSIFICATION AND PROGRESS ON ELPAC:

Reclassification rates for English Learners (ELs) continue to be an area of focus. Only 4% of EL students were redesignated as fluent English proficient (RFEP) in the 2023-24. The reason for the low reclassification rate is that the students are not able to earn a 4 on the ELPAC. There is a high percentage of Long Term English Learners (LTELs) at JCCS, 92.3% of the ELs are LTELs as compared to the county average of 25%. The ELPAC becomes increasingly more difficult as students enter high school, therefore LTELs have a harder time earning the required score of a 4. We are encouraged that the strategies that teachers are using in the classroom are having a positive impact on ELs. Additional data analysis reveals that there has been improvement in student's ELPAC scores over time. Of the students that took the ELPAC for two consecutive years with JCCS, there was a level increase in cohort data from 37.5% (2019-2020 to 2020-21) to 60%

(2020-21 to 2021-22). We contribute this to our extensive professional development efforts and teacher developed English Language Development (ELD) supports.

#### SUSPENSION RATE:

The pattern of volatility with our student population that began in 2021-22 has continued to be an area of concern. The students that are adjudicated at the Juvenile Justice Center are for committing serious and often violent crimes. Additionally, the majority of students who have been referred to FitzGerald are for fighting. Therefore, there has been a significant increase of suspensions at both sites from 2.7% in 2020-21 to 20.1% in 2023-24.

Of our identified actions, we were able to have all of our staff attend Crisis Prevention Institute (CPI) training, which focuses on de-escalation strategies. However, we were unable to have staff be trained on Positive Behavioral Interventions and Support (PBIS) because our identified trainer/consultant unexpectedly closed their business due to health issues. We are now working on finding another consultant that could train the staff for this upcoming year.

We have identified several promising strategies that we have begun to incorporate that will strengthen the culture and climate of JCCS so that students are more engaged in learning and less likely engaged in behavior that results in exclusionary discipline. In order to strengthen the culture and climate of JCCS, we will focus on professional development, creating opportunities for students to lead clubs and campus beautification, creating a calming space for students, and utilizing a Coordinator to support the implementation of a progressive discipline model that includes restorative 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
<p>Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Committee(EAC)</p>	<p>This council is an important contributor to the analysis of LCAP progress and the development of actionable work specific to students in foster care. The membership of the EAC includes the following representatives and agencies: Child Welfare Services, Fighting Back Santa Maria Valley, Family Care Network Independent Living Program, Children’s Resource Network, Santa Barbara City College, Cal State University Channel Islands and UCSB Guardian Scholars Staff, Court Appointed Special Advocates (CASA), Court Staff, Current Foster Youth, Former Foster Youth, SBCEO Early Childhood Education, Resource Parent, Director of TYS, Behavioral Wellness, Probation, School District Representatives, Short Term Residential Treatment Facility Staff, and SELPA..</p> <p>This council also assists in improving collaboration among agencies to increase school stability, ensure immediate enrollment in appropriate classes and services, and timely transfer of records of foster youth.</p> <p>Meeting dates: 11/15/23, 3/20/24, and 5/15/24</p>
<p>Transitional Youth Services (TYS) District Liaisons</p>	<p>TYS coordinates countywide district liaison meetings. Through the meetings, liaisons share best practices; review and provide input on the FYSCP program plan, LCAP goals, and actions; draft policies and</p>



	<p>procedures; and learn about community resources from collaborative partner presentations.</p> <p>These meetings also include special topics as chosen by the liaisons. In 2023-2024, the topics of Commercial Sexual Exploitation of Children (CSEC) and Resilience were explored deeply through presentations by local non-profits and community experts.</p> <p>Meeting dates: 10/3/23, 11/7/23, 12/5/23, 2/6/24, 3/5/24, 4/9/24, and 5/14/24</p>
<p>Transitional Youth Services (TYS) Staff</p>	<p>TYS gather bi-weekly for comprehensive meetings that include a range of topics. Each session includes community building, dissemination of programmatic information, and fostering communication for effective inter-agency collaboration. Discussions are about legislative updates that directly impact the work with foster youth. Additionally, TYS staff share information related to the wide variety of training attended.</p> <p>Furthermore, TYS Staff gathers to review students. These sessions often involve collaboration with outside agencies such as CWS, Family Care Network - Independent Living Program, and local STRTP Staff. TYS Staff also benefits from educational sessions led by SBCEO experts where topics related to foster youth are explored. Some such presentations include Special Education Staff explaining the fundamentals of IEPs. Early Childhood Education Staff also share information about topics like their Alternative Payment Plan which is relevant to foster youth who are also parents to infants.</p> <p>Staff meeting dates: 7/17/23, 7/31/23, 8/14/23, 8/28/23, 9/11/23, 11/6/23, 11/20/23, 12/18/23, 1/8/24, 1/29/24, 2/5/23, 3/4/24, 3/18/24, 4/15/24, 5/6/24, and 6/3/24</p>
<p>Former or Current Foster Youth Students</p>	<p>TYS understands how crucial it is to include foster youth input in setting LCAP goals and gathering data. Therefore, TYS makes it a priority to work with liaisons and conduct empathy interviews with foster youth three times annually to capture their perspectives.</p>

	<p>Additionally, TYS collects data on the post-secondary aspirations and needs of foster youth using surveys developed with Google Forms. This targeted effort involves partnerships with organizations like the Family Care Network Independent Living Program. Moreover, the Director of TYS participates annually in the Foster Youth Education Summit in Sacramento. This event focuses on the youth, featuring presentations by former foster youth who share their experiences passionately, and current foster youth who actively engage with attendees to convey a comprehensive understanding of the ongoing needs within the foster care system.</p> <p>Conference dates: 4/15/24-4/16/24 Statewide meeting dates: 12/5/23 and 4/17/24</p>
<p>District and Charter School Leaders for the County Expelled Youth Plan</p>	<p>District and Charter School Leaders participated in a variety of ways in order to develop the County Triennial Expelled Youth Plan. Collaborative meetings, both in person and virtual were held to review data, gather feedback and identify common practices and gaps in services. As the plan was being developed, leaders were provided multiple opportunities to provide feedback and revisions to the plan via email and office hours.</p> <p>Collaborative meetings were held on 11/6/23 and 12/14/23.</p>
<p>JCCS Leadership Team</p>	<p>The JCCS Leadership Team (which includes administrators, general and special education teachers, teaching assistants, and a student information specialist) collaborated on the Local Indicators, and provided essential support in the annual review of the 2023-24 LCAP, which included a review of three years of data, as well as the development of the 2024-2027 LCAP. The Leadership Team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and our processes for student assessment and achievement. With assistance from the Leadership Team, the SBCEO LCAP writing team incorporated their input and analysis into the 2023-24 Annual Report of the LCAP and the development of the 2024-27 LCAP.</p>

	Meeting dates: 8/31/23, 3/18/24 and 4/25/24.
Students at JCCS	<p>We believe that student voice is critical when creating an effective educational program. The California Healthy Kids Survey (CHKS) was administered in February 2024 and provided valuable feedback.</p> <p>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 eight students were interviewed. The interviews took place in December 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.</p>
Parents at JCCS	<p>We also used the Promotores (outreach workers who support families) to individually contact each family to obtain their responses during the March administration of the survey. We were able to reach 47 out of 59 parents, which is 79.7% of our parent population. This is a significant increase from last year, with an increase of 25%.</p> <p>This year's annual survey data reflected the following:  72.3% of parents believe our schools do a good job keeping students safe and secure;  81% of parents believe our schools do a good job of evaluating their children's academic needs;  59.6% of parents believe our schools do a good job of preparing students for a career in the Trades;  72.3% of parents believe our schools do a good job of preparing students for a career through college and/or community college;  81% of parents believe that school does a good job providing child positive support &amp; good guidance.</p> <p>During parent/teacher conferences in February of 2024, Dos Puertas parents/guardians of students with a disability were asked to share their feedback with JCCS. Staff were able to speak with 6 of 7 parents/guardians.</p>

JCCS Staff, classified and certificated	At both campuses, there is a weekly meeting with all staff that includes Professional Learning Community (PLC) collaboration time. The meetings consist of the sharing of information, discussion about student needs, and collaboration on programmatic issues. In addition, the meetings are also attended by staff from a variety of community based organizations that support our students and families.
JCCS School Site Council (SSC)	<p>The SSC meets quarterly and meetings were effectively used to engage school community members in the process of program review and planning. The SSC reviewed and provide input and feedback on the LCAP at the May meeting.</p> <p>Meeting dates: 10/24/23, 12/14/23, 2/29/24 and 5/2/24</p>
Special Education and SELPA	<p>Our JCCS program serves a significant portion (36.6%) 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's essential to continuously adjust our strategies. The SBCEO Special Education Team and Santa Barbara SELPA meet regularly to maintain a robust feedback loop. Furthermore, JCCS administrators regularly coordinate with Special Education/SELPA to focus on specific goals and actions tailored to the needs of these students.</p> <p>Meeting dates: 12/13/23, 1/22/24, 3/4/24, and 4/11/24</p>
Bargaining Units	Throughout the year, 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. Furthermore, given that this year coincided with contract negotiations, our meetings were more frequent to ensure comprehensive dialogue and problem-solving.

	<p>SBCEA Meeting Dates: 8/22/23, 9/29/23, 10/27/23, 11/28/23, 12/5/23, 12/12/23, 1/23/24, 2/14/24, 2/22/24, 2/23/24, 2/26/24, 3/18/24, 3/22/24, 3/25/24, 3/28/24, 4/15/24, 4/22/24, 4/23/24, and 5/31/24</p> <p>CSEA Meeting Dates: 8/30/23, 9/27/23, 10/25/23, 10/30/23, 11/13/23, 11/27/23, 11/29/23, 11/30/23, 1/17/24, 1/22/24, 2/21/24, 3/13/24, 4/18/24, 5/15/24, and 6/13/24</p>
<p>Probation Administration</p>	<p>The Deputy Chief Probation Officer, Juvenile Justice Center Director, and Juvenile Justice Center Supervisor were valuable contributors to the development of the LCAP, particularly in the areas of communication; processes, and procedures; supporting and maximizing instructional efforts; supporting on-task behaviors in the classroom; supporting college awareness efforts; supporting parent involvement, and supporting the effectiveness of career technical education.</p> <p>Meeting Dates: 9/14/23, 10/3/23, 11/29/23, 12/18/23, 1/19/24, 3/12/24, and 4/22/24</p>
<p>Behavioral Health Staff</p>	<p>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.</p> <p>During the 2023-24 school year, through the State Behavioral Health Incentive Program (SBHIP) implementation, there were monthly meetings with Flux Consulting and CenCal, our local Medi-Cal Managed Care Plan. These regular check-in sessions included updates on the implementation plan and the interventions being provided to students.</p> <p>Meeting Dates: 8/2/23, 8/15/23, 9/6/23, 10/26/23, 11/27/23, and 5/13/24</p>

<p>District Partners with FitzGerald</p>	<p>The JCCS Director meets monthly with the Santa Maria-Bonita School District (SMBSD) to discuss referrals, student progress updates, and program services.</p> <p>Additionally, the JCCS Director has met twice with the Santa Maria Joint Union High School District (SMJUHS) to discuss referrals, student progress updates, and program services. 10/24/23 &amp; 1/18/24</p>
<p>CTE Advisory Committee</p>	<p>The CTE Advisory Committee met this year, to solicit input and advice regarding CTE programming. The committee reviewed the curriculum to ensure alignment between pathways offered in JCCS schools and districts throughout the county and neighboring counties. There was a discussion regarding industry certifications, career interest surveys, and employability skills. The JCCS CTE teachers shared with advisory members the value of career interest survey data and how it is an integral part of their exploration courses.</p> <p>Meeting Dates: 12/11/23, 2/1/24, and 5/2/24</p>
<p>CTE Director and CTE Coordinator</p>	<p>The JCCS Director and Coordinator met with the CTE Department multiple times throughout the year to coordinate the CTE lab, Manufacturing Course implementation, and to begin the development of the Culinary Arts Pathway at Dos Puertas, as well as identify training needs and additional resources needed to ensure efforts would improve the CTE program.</p> <p>Meeting Dates: 7/17/23, 8/17/23, 9/5/23, 9/29/23, 3/15/24, and 4/9/24</p>
<p>Allan Hancock Dual Enrollment</p>	<p>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. In the future, these courses will be taught by a JCCS teacher that meets minimum qualifications.</p> <p>Meeting Dates: 12/15/23, 1/18/24, 1/19/24, 3/12/24, and 4/22/24</p>

Intervention Team at FitzGerald	The Intervention Team is led by the JCCS Administration and includes the Substance Abuse Disorder counselor, School Based Therapist, Social Worker, Youth Outreach Coordinator, and College and Career Guidance Counselor. This team meets at least 2-4 times a month to discuss student and family needs and supports.
Members of the Public	On June 14, 2024, the Santa Barbara County Board of Education held a public hearing to present the Local Control and Accountability Plan (LCAP). The public was encouraged to attend and offer their input and feedback. No comments were received from the public. Following the hearing, the LCAP was officially adopted at the County Board meeting on June 20, 2024.

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

Throughout the 2023-24 school year, SBCEO, JCCS, Special Education staff, and Transitional Youth Services staff created meaningful opportunities for educational partners to contribute to the LCAP process. Educational partners contributed by providing input and feedback in a variety of ways including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions reflected in 2024-2027 LCAP. We continue to find that having multiple modalities to collect information provides successful ways of gathering feedback from our specific educational partner groups and assists in meeting our obligation to consult with statutorily required educational partners.

Educational partners included:

Administrators- the JCCS Director who serves as the principal, the JCCS Coordinator, the TYS Director, the Associate Superintendent of Student and Community Services, and the Coordinator for Student and Community Services are the writers of the LCAP.

Special Education/ SELPA

School Site Council (SSC)- SSC is formerly known as the Parent Staff Advisory Committee (PSAC) - JCCS is not statutorily required to operate a DELAC committee.

Parents and guardians

JCCS Leadership team and bargaining units

Students

Probation administration and staff

Behavioral health staff

District partners

CTE Director and Coordinator

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 the Triennial Expelled Youth Plan

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

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

#### EDUCATIONAL PARTNER INFLUENCE ON GOALS 1, 2, 4 and 5 (JCCS)

Based on our educational partner's input we will continue with the two broad goals and one maintenance goal that guided the previous LCAP 2021-2024. 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. Our educational partners reviewed each goal to ensure that they aligned with the vision, mission, and school-wide learner outcomes that were developed in the fall of 2022 as part of the initial application for the Accrediting Commission for Schools Western Association of School and Colleges (ASC WASC).

During the LCAP development process, educational partners evaluated the actions and associated metrics to assess their effectiveness in achieving the goals and to decide if the actions should continue in subsequent years. Feedback was integrated into each metric, resulting in modifications that improve the measurement of student progress and align the metrics more closely with specific actions. Additionally, input shaped the development of targeted actions aimed at addressing the particular needs of English Learners and socio-economically disadvantaged students, ensuring increased and improved services for these groups.

Goal 1: The actions included in goal 1 based on educational partner input include:

- 1.a.1 Embedded Intervention Academic Support
- 1.a.2 Professional Development Workgroups
- 1.a.5 Teacher-Student Ratios
- 1.b.1 WASC Accreditation and Leadership Team
- 1.b.3 A-G Courses
- 1.c.2 CTE Course Development and Implementation
- 1.c.3 Community Outreach and Career Counselor
- 1.d.2 ELD Instruction
- 1.d.4 Observation Protocol for Teachers of English Learners (OPTTEL) Training

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



- 2.a.3 Parent Engagement Events
- 2.a.5 Translation Services
- 2.b.1 Positive Behavior Incentive Program
- 2.b.2 FitzGerald Gym
- 2.b.3 Behavioral Health and CPI Training
- 2.b.4 Academic and Behavioral Support
- 2.b.5 Behavioral Health Counselors
- 2.b.6 Transition Support for Students
- 2.b.9 Planning for the Implementation of the California Community School Partnership Program
- 2.b.10 Behavioral Support - Security Staff

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

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

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

Goal 5: The actions included in goal 5 based on educational partner input include:

- 5.a.1 Calming Space for Students
- 5.a.2 Staff Professional Development
- 5.a.3 JCCS Coordinator
- 5.a.4 Student Support Specialist Stipend
- 5.a.5 Student OnBoarding Process
- 5.a.6 Student Led Campus Beautification Projects and Clubs

#### EDUCATIONAL PARTNER INFLUENCE ON GOAL 3 (TYS)

Based on the feedback from our educational partners, it's clear that strengthening relationships, fostering collaboration and communication, and establishing consistent systems and procedures across all levels of support are ongoing priorities. In response, we've refined our overarching goal to better reflect this feedback. Our new goal is to enhance collaboration between community-based organizations and districts to better support foster youth in our county. However, despite our efforts, 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 quantity of services provided to foster youth. Discussions with TYS staff and the EAC suggest that staff turnover and inconsistent training and communication with agencies and liaisons might be contributing to this variability.

Our educational partners have also evaluated the effectiveness of our actions and associated metrics. As a result, we're continuing with two action items: 3.a.1 The Foster Youth Services Coordinating Program (FYSCP) EAC and 3.a.2 Improving Inter-agency Collaboration and Efficiency. The EAC stressed the importance of ongoing training and support for resource parents and caregivers, leading to its inclusion in action 3.a.2. Additionally, based on feedback, we're introducing two new actions. We added action 3.a.3 Strengthening Collaboration with Districts because regular meetings with district liaisons have proven crucial as they serve as opportunities for TYS staff to offer training, share relevant information and data, and facilitate peer discussions. Lastly, action 3.a.4 Improving Collaboration within the Department has been added based on TYS Staff feedback. Due to the number of staffing changes, including a new Director, the staff recognized the need to establish a strong foundation by aligning values, mission, and vision. This foundation will enable TYS staff to provide high-quality service and leadership to district liaisons and community-based organizations.

# 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.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p> <p>Therefore this goal is primarily aimed at addressing:</p> <ul style="list-style-type: none"> <li>Improving student academic achievement and language proficiency for our English Learners</li> <li>Helping students get back on track towards graduation through credit recovery and interventions</li> <li>Improving preparation for college by developing dual enrollment opportunities and expanding access to A-G courses</li> <li>Expanding the CTE program with a focus on enrollment, pathway completion, and industry certification completion</li> </ul> <p>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.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.a	The percentage of students earning credits at an accelerated rate.  (Aeries data)	72% (72/99) of students earned credits at an accelerated rate.  The baseline was established from 2023-24 data as of March 8, 2024.			80% of students will earn credits at an accelerated rate.	
1.a	The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP.  (Aeries)	32% of students scored nearly met or met standard in ELA on the CAASPP.  The baseline was established from 2022-23 data.			40% of students will score nearly met or met standard in ELA on the CAASPP.	
1.a	The percentage of students who score at nearly met or met standard in mathematics on the CAASPP.  (Aeries)	0% of students scored nearly met or met standard in math on the CAASPP.  The baseline was established from 2022-23 data.			35% of students will score nearly met or met standard in mathematics on the CAASPP.	
1.a	The percentage of students who score at nearly met or met standard in science on the CAST.  (Aeries)	0% of our students have scored nearly met or met standard in science.  This is a new metric, measured by CAST, therefore the baseline			35% of students will score nearly met or met standard in science on the CAST.	

		will be established from the 2023-24 data.				
1.a	The number of math Interim Block Assessments administered to students on an annual basis.  (Smarter Balance - Toms)	0 math Interim Block Assessments have been administered.  This is a new metric, therefore the baseline will be established from the 2024-25 data.			4 math Interim Block Assessments will be administered annually to students.	
1.a	The number of ELA Interim Block Assessments administered to students on an 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.			4 ELA Interim Block Assessments will be administered annually to students.	
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 between the DORA pre/post scores will indicate 1 (one) year of growth.	
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 between the ADAM pre/post scores will indicate	

	(Let's Go Learn)	The baseline was established from 2023-24 data as of March 8, 2024.			1 (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 our students have scored proficient on the local writing assessment.  At the Court School, 63.4% (26/41) of students have scored proficient.  At the Community School, 53.1% (26/49) of students have scored proficient.  The baseline was established using data from the 2023-24 school year.			75% of our students will score proficient on the local writing assessment.	
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.			100% of workgroup members attend sessions.	
1.a	All students have access to curriculum and receive instruction	100% of students have access to the curriculum and receive			100% of students will have access to the curriculum and	

	aligned to Common Core State Standards (CCSS).  (Adopted Curriculum)	instruction aligned to the CCSS.  The baseline was established using data from the 2023-24 school year.			receive instruction 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 English Learners will have access to the curriculum and receive instruction aligned to the CCSS and ELD standards.	
1.b	The percentage of high school students enrolled for 90% of the semester and who have successfully completed an A-G course with a C or higher.  (Aeries)	15.8% (3/19) of high school students enrolled for 90% of the semester have successfully completed an A-G course with a C or higher.  The baseline was established using data from the 2023-24 school year as of March 8, 2024.			50% of high school students who are enrolled for 90% of the semester will have successfully completed an A-G course with a C or higher.	
1.b	The percentage of high school students who are enrolled in A-G courses that satisfy the	77.9% (102/131) of high school students were enrolled in A-G courses.			95% of high school students will be enrolled in A-G courses.	

	requirements for entrance to the University of California (UC) and the California State University (CSU).  (Aeries)	The baseline was established using data from the 2023-24 school year.				
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 will have a completed ILP to ensure they have a broad course of study.	
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.			25% of high school students will be placed on the prepared level for the College and Career Indicator.	
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			90% of students will be enrolled in a CTE course.	



		from the 2023-24 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.			75% of high school students enrolled for 90% of the semester in a CTE course will receive an approved industry certification.	
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.			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.	
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.	75% of students (four) 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	

	(local survey)	The baseline was established using data from the 2023-24 school year.			enrolled in Allan Hancock College.	
1.d	The percentage of English Learner students who are Redesignated as English Fluent Proficient (RFEP).  (Aeries)	Overall 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.			8% of EL students will be Redesignated English Fluent Proficient.	
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.			.45% of EL students will make progress towards language proficiency.	
1.d	The average number of English Learner students who improve their scores on both the receptive	0% of EL students who have improved their score on the OPTTEL in both the receptive skills			80% of EL students will improve their score on the OPTTEL in	

	skills and the expressive skills as measured by the Observation Protocol for Teachers of English Learners (OPTEL).  (OPTEL rubric)	and the expressive skills.  This is a new metric, therefore baseline will be established from the 2024-25 data.			both the receptive skills and the expressive skills.	
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.	
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	

## Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
1.a.1	Embedded Intervention Academic Support	<p>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.</p> <p>Cost for Let's Go Learn intervention program.</p>	\$11,730.00	Yes
1.a.2	Professional Development Workgroups	<p>Workgroups will meet throughout the year in Mathematics, ELA, ELD, and Ethnic Studies for coaching to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work will include the development of pacing guides in math, ELA, and ELD and course development in Ethnic Studies.</p> <p>Costs for coaching, training, and substitutes.</p>	\$42,155.20	No

<b>1.a.3</b>	Interim Assessments	<p>The JCCS Director and Leadership Team will identify Smarter Balanced Interim Assessment Blocks and incorporate them into the instructional program to inform instruction.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>1.a.4</b>	Data Analysis	<p>Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, and interim block assessments to inform instruction. Student Information Specialist will provide relevant data for staff to analyze.</p> <p>Cost for salary and benefits Student Information Specialist.</p>	\$57,000.96	No
<b>1.a.5</b>	Teacher-Student Ratios	<p>JCCS will reduce student/teacher ratios at Dos Puertas to provide greater access to direct instruction course offerings.</p> <p>Costs for one additional teacher's salary and benefits.</p>	\$226,191.36	Yes
<b>1.a.6</b>	Instructional Staff	<p>Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction.</p> <p>Costs for base program instructional staff; includes salaries and benefits.</p>	\$1,573,554.87	No
<b>1.a.7</b>	Credit Recovery Software	<p>JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK).</p> <p>Cost for online software program.</p>	\$6,600.00	No

<b>1.b.1</b>	WASC Accreditation and Leadership Team	<p>JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Self Study by the end of school year 2024-2025. JCCS staff will begin the writing of the Self Study in the fall of 2024. The Self Study visit will be during the 2025-26 school year.</p> <p>Cost for WASC fees, WASC Coordinator stipend, cost of substitutes for Focus Group Chairs.</p>	\$3,010.00	No
<b>1.b.2</b>	Course of Study Assignment	<p>JCCS staff will assign students to courses according to the approved course of study that includes enrollment in A-G and CTE courses.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>1.b.3</b>	A-G Courses	<p>JCCS Director and Coordinator will continue to update and upload courses into the UC Course Management Portal. When needed, teachers will be given release time to write-up course descriptions.</p> <p>Cost for substitutes for release time.</p>	\$2,880.00	No
<b>1.c.2</b>	CTE Course Development and Implementation	<p>JCCS Director and CTE Director will collaborate to develop CTE courses in the Culinary Arts pathway, which includes industry certifications, internships, work-based learning, and dual enrollment opportunities. Staff will work together on implementing the Manufacturing pathway at Dos Puertas.</p> <p>Cost for substitutes for work groups.</p>	\$2,640.00	No

<b>1.c.3</b>	Community Outreach and Career Counselor	<p>The Community Outreach and Career Counselor is 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 Counselor 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, the counselor will coordinate the implementation of California Community Schools Framework at FitzGerald.</p> <p>Costs for Counselor; includes salary and benefits.</p>	\$117,396.52	Yes
<b>1.d.1</b>	ELPAC Training	<p>JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements.</p> <p>Costs for ELPAC Coordinator stipends, mileage, and substitutes.</p>	\$8,231.52	No
<b>1.d.2</b>	ELD Instruction	<p>JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students.</p> <p>Cost of Newsela subscription.</p>	\$2,692.00	No
<b>1.d.3</b>	Reclassification of EL students	<p>JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP). Students who are reclassified will be monitored for four years to ensure language and academic growth.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No

<b>1.d.4</b>	Observation Protocol for Teachers of English Learners (OPTEL) Training	<p>JCCS staff will participate in OPTEL training. The training will support staff in administering the tool as a formative assessment as well as designing lessons aligned with the skills measured by the OPTEL. The formative assessment tool will measure English Learners' growth in receptive and expressive skills.</p> <p>Cost for a full day of OPTEL training, materials, mileage, and substitutes.</p>	\$3,000.00	No
<b>1.e.1</b>	Individual Transition Plans	<p>JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators using career interest assessment tools that are current and reflective of individual learning styles; expanding options for work experience and job coaching in school and community settings; providing updated training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
<b>1.e.2</b>	Supports for Students with Disabilities	<p>The Special Education Director and JCCS Director will assist general education teachers to include support and strategies for students with disabilities in order to improve academic and behavioral outcomes.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No



<b>1.e.3</b>	Services for Students with Disabilities	<p>Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified support in their IEP from special education staff.</p> <p>No additional costs; part of the base program.</p>	\$0.00	No
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# 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.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p> <p>We originally developed this goal in response to insights gleaned from educational partners, as well as local and state data. It is evident that JCCS serves a student population facing significant challenges, often stemming from trauma experienced before enrollment. Recognizing this, the JCCS emphasizes the importance of engaging and supporting the entire family to address barriers to learning and promote student success. Thus, this goal is centered around:</p> <ul style="list-style-type: none"> <li>• Providing individual and group counseling services.</li> <li>• Implementing mental health support strategies.</li> <li>• Collaborating with community agencies for parent information nights.</li> <li>• Enhancing communication between the school and families.</li> </ul> <p>By prioritizing parent involvement, pupil engagement, and school climate, the JCCS aims to ensure that targeted services are provided annually to effectively address student and family needs.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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2.a	The percentage of School Site Council (SSC) members who attend SSC meetings.  (sign-in sheets)	71% of SSC members attended the meetings.  The baseline was established using data from the 2023-24 school year.			100% of SSC members will 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.			95% of parents will participate in parent/teacher conferences.	
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.			100% of parents will be contactable in ParentSquare.	
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.			50% of parents will attend Parent Information Nights, including Back to School Night and Open House.	

2.a	<p>The percentage of Court School parents/guardians that participate in their child's IEP meetings.</p> <p>(Siras)</p>	<p>100% of parents/guardians participate in their child's IEP meetings.</p> <p>The baseline was established using data from the 2023-24 school year.</p>			<p>100% of parents/guardians will continue to participate in their child's IEP meetings.</p>	
2.a	<p>The percentage of Court School parents/guardians that provide input during IEP assessment of their child.</p> <p>(Siras)</p>	<p>100% of parents/guardians provided input during the IEP assessment of their child.</p> <p>The baseline was established using data from the 2023-24 school year.</p>			<p>100% of parents/guardians will continue to provide input during the IEP assessment of their child.</p>	
2.b	<p>The percentage of the students who are attending school on a daily basis. (school attendance rate)</p> <p>(Aeries)</p>	<p>89% of students attend school on a daily basis.</p> <p>82.4% of Community School students attended school on a daily basis.</p> <p>94.3% of Court School students attended school on a daily basis.</p> <p>The baseline was established using data from the 2023-24</p>			<p>95% of students will attend school on a daily basis.</p> <p>90% of Community School students will attend school on a daily basis.</p> <p>97% of Court School students will attend school on a daily basis.</p>	

		school year as of March 8, 2024.				
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 Court School, 0% (0/2) are chronically absent.  In the Community School, 63.6% (14/22) are chronically absent.  The baseline was established using data from the 2023-24 school year as of March 8, 2024.			Less than 10% of junior high school students will be chronically absent.	
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 Court School, 14.9% (15/101) have been chronically absent.  In the Community School, 55.9% (19/34) have been chronically absent.  The baseline was established using data			Less than 10% of high school students will be chronically absent.	

		from the 2023-24 school year as of March 8, 2024.				
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.	
2.b	The percentage of high school students who drop out.  (Aeries)	0% (0 students) of community school high school students dropped out.  17.2% (5 students) of court school high school students dropped out.  The baseline was established using data from the 2023-24 school year.			Less than 5% of high school students dropped out.	
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.			90% of students graduate from high school as measured by the one-year graduation rate.	

2.b	<p>The percentage of students suspended one or more days.</p> <p>(Aeries)</p>	<p>20.1% (31/154) students were suspended one or more days.</p> <p>In the Court Schools, 8.7% (9/103) were suspended.</p> <p>In the Community School, 39.3% (22/56) were suspended.</p> <p>The baseline was established using data from the 2023-24 school year as of March 8, 2024.</p>			<p>Less than 5% of students will be suspended one or more days.</p>	
2.b	<p>The percentage of students expelled from a JCCS school.</p> <p>(Aeries)</p>	<p>0% of students expelled from a JCCS school.</p> <p>The baseline was established using data from the 2023-24 school year.</p>			<p>0% of students expelled from a JCCS school.</p>	
2.b	<p>The percentage of students that report that they feel safe in school.</p> <p>(California Healthy Kids Survey)</p>	<p>36% of students reported that they feel safe in school.</p> <p>The baseline was established using data from the 2023-24 school year.</p>			<p>70% of students report that they feel safe in school.</p>	

# Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
2.a.1	School Site Council	JCCS staff will collaborate with the School Site Council (SSC) to create, administer, and evaluate a parent survey, and develop and review the School Plan for Student Achievement, (SPSA) the Local Control Accountability Plan (LCAP), and the Comprehensive School Safety Plan (CSSP) along with other required documents.  Costs for meeting refreshments.	\$150.00	No
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.	\$0.00	No



		No additional cost; part of the base program.		
<b>2.a.3</b>	Parent Engagement Events	<p>To effectively support student success, parent/guardian engagement events will be held six (6) times during the year. These events will include educational opportunities and input sessions. The Promotores will conduct outreach and provide language access to boost parent attendance. Additionally, refreshments will be provided.</p> <p>Costs for the contracted services provided by the Promotores and meeting refreshments.</p>	\$62,700.00	Yes
<b>2.a.4</b>	ParentSquare Licenses	<p>JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between school and home in their native language.</p> <p>Cost for ParentSquare.</p>	\$735.00	No
<b>2.a.5</b>	Translation Services	<p>JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual stipends to support translation services for EL students and families.</p> <p>Cost for bilingual stipends.</p>	\$24,150.73	Yes

<b>2.a.6</b>	IEP Parent Attendance	<p>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.</p> <p>No additional cost; part of the base program.</p>	\$0.00	No
<b>2.a.7</b>	Parents Included in IEP Assessments	<p>Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires.</p> <p>No additional cost; part of the base program.</p>	\$0.00	No
<b>2.b.1</b>	Positive Behavior Incentive Program	<p>JCCS staff will be trained on Positive Behavior Incentive Program (PBIS). They will also utilize a positive behavior incentive program to reinforce positive choices. While this action supports all students, it is specifically targeted to address the suspension rates of students with disabilities.</p> <p>Cost for a contractor to provide professional development.</p>	\$20,000.00	No
<b>2.b.2</b>	FitzGerald Gym	<p>To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2024-25 school year for FitzGerald students. Additionally, physical education equipment will be purchased.</p> <p>Cost for gym lease and PE Equipment.</p>	\$74,684.00	No
<b>2.b.3</b>	Behavioral Health and CPI Training	<p>JCCS teachers and teaching assistants will receive training in behavioral health, substance abuse, trauma-informed practices, and/or Crisis Prevention &amp; Intervention (CPI).</p>	\$5,500.00	No

		Costs for registration, materials, training, and substitute costs.		
<b>2.b.4</b>	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
<b>2.b.5</b>	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.	\$177,457.00	Yes
<b>2.b.6</b>	Transition Support for Students	JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation) through timely communication and record sharing with districts.  Costs for office support staff.	\$61,788.83	No
<b>2.b.7</b>	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
<b>2.b.8</b>	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.	\$4,600.00	No

		Cost for data contract.		
<b>2.b.9</b>	Planning for the Implementation of California Community School Partnership Program (CCSPP)	<p>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, Family and Community Engagement.</p> <p>Cost for staffing.</p>	\$84,683.60	No
<b>2.b.10</b>	Behavioral Support - Security Staff	<p>To maintain a safe and secure school campus a security guard will be utilized at the Community School. The security guard is employed for seven (7) hours a day and provide additional support to students and staff. In particular, the security guard supervises students before, during, and after school. They may also intervene and help de-escalate student interactions.</p> <p>Cost for contract services.</p>	\$90,000.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

By actively engaging our educational partners and reflecting on past practices, TYS has created a new overarching objective aimed at strengthening collaboration between TYS, community-based stakeholders, and districts. This initiative seeks to bolster the support system for foster youth within our county. A needs assessment has revealed persistent barriers hindering the educational progress of foster youth. Through dialogue among TYS staff and the Executive Advisory Council (EAC), gaps in services have been pinpointed as contributing to these barriers. These gaps stem from inconsistencies in the quality and quantity of services provided to foster youth, alongside inconsistent practices and procedures.

Upon thorough examination with TYS staff and the EAC, it has become apparent that staff turnover and consistent training and communication with agencies and liaisons may underlie the variability in service delivery and consistency. Over the past three years, these identified barriers have manifested in trends, including a notable increase in suspension rates (+5%), a rise in chronic absenteeism among foster youth (+6%), and a graduation rate of 73.6%, significantly lower than both the state average of 86.2% and the Santa Barbara County average of 91.8%.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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3.a	Suspension rate of students in foster care.  (dataquest)	The suspension rate was 15.8% for students in foster care.  The baseline was established from 2022-23 data.			Decrease suspension rate of students in foster care to 8% or lower.	
3.a	Percentage of students in foster care with multiple suspensions.  (dataquest)	41.9% (26/62) of students in foster care have multiple suspensions.  The baseline was established from 2022-2023 data.			Decrease the percentage of students in foster care who have multiple suspensions to 30%.	
3.a	Adjusted four year cohort graduation rate of students in foster care.  (dataquest)	The adjusted four year cohort graduation rate was 73.6% (39/53) for students in foster care.  The baseline was established from 2022-2023 data.			Increase adjusted four year cohort graduation rate of students in foster care to 86% or higher.	
3.a	Five year cohort graduation rate of students in foster care.  (dataquest)	The adjusted five year cohort graduation rate was 70.2% (33/47) for students in foster care.  The baseline was established from 2022-2023 data.			Increase the five year graduation rate of students in foster care to 86% or higher.	
3.a	Chronic absenteeism rate of students in foster care.	The chronic absenteeism rate was			Reduce chronic absenteeism rate	

	(dataquest)	41.1% (158/384) for students in foster care.  The baseline was established from 2022-2023 data.			of students in foster care to 25%.	
3.a	Unexcused absenteeism rate of students in foster care.  (dataquest)	The unexcused absenteeism rate of students in foster care was 54.4% (201/357)  The baseline was established from 2022-2023 data.			Reduce the unexcused absenteeism rate of students in foster care to 39%.	
3.a	School stability rate of students in foster care.  (dataquest)	The school stability rate was 62.9% for students in foster care.  The baseline was established was 2022-2023 data.			Increase the school stability rate of students in foster care to 68%.	
3.a	Students who have a post secondary plan that includes college and/or career options.  (local survey)	0% of our students will have a post secondary plan that includes college and/or career options.  This is a new metric, measured by local survey, therefore baseline will be established in 2024-2025.			100% of the foster youth students will have a post secondary plan that includes college and/or career options.	

3.a	The percentage of seniors in foster care who complete the Free Application Federal Student Aid (FAFSA).  (Foster Focus and Webgrants)	64.7% (11/17) have completed the FAFSA.  The baseline was established from 2023-2024 data.			95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA).	
3.a	The percentage of seniors in foster care who complete the Chafee grant.  (Foster Focus)	64.7% (11/17) have completed the Chafee grant.  The baseline was established from 2023-2024 data.			95% of seniors in foster care will complete the Chafee grant.	
3.a	The number of supportive services provided to JCCS students in foster care.  (Foster Focus)	Thirty-six (36) supportive services were provided to eight (8) JCCS students in foster care.  The baseline was established from 2023-2024 data.			Continue to provide at least four (4) supportive services to every JCCS student in foster care.	
3.a	The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court.  (data from CWS/CMS Report)	100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court.  The baseline was established from 2022-2023 data.			100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court.	



# Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## 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	\$618,483.00	No

		<p>Area (SELPA), Behavioral Wellness (BWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), so students and families can be easily connected to appropriate housing, personal care, education, and career resources.</p> <p>The collaboration will be attained through supporting and educating resource parents, and educating educational partners on:</p> <ul style="list-style-type: none"> <li>• Creating positive experiences</li> <li>• Education rights</li> <li>• School of Origin and Best Interest Determination Procedure</li> <li>• Immediate enrollment</li> <li>• Least restrictive environment</li> <li>• FAFSA &amp; Chafee grant</li> <li>• AB waivers</li> <li>• Available resources</li> <li>• Mental health</li> <li>• Childcare</li> <li>• Post-secondary programs and transition support</li> </ul> <p>Costs for Transitional Youth Services staff salaries and benefits.</p>		
<p><b>3.a.3</b></p>	<p>Strengthening Collaboration with Districts</p>	<p>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.</p> <p>In support of these goals, YYS focuses on developing effective procedures, creating useful templates, distributing resource guides, and offering relevant training sessions to liaisons. Additionally, YYS staff strives to be accessible, approachable, and communicative, serving as a reliable partner to districts.</p> <p>No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).</p>	<p>\$0.00</p>	<p>No</p>

<b>3.a.4</b>	Improve Collaboration within the Department	<p>The TYS department will regularly collaborate to streamline policies and procedures, enhance internal teamwork, and define and implement core values. This effort aims to deliver outstanding service and leadership to districts while aligning priorities with the TYS mission and vision. Additionally, the TYS department will represent SBCEO consistently by aligning with the County Education Office's mission, vision, and values.</p> <p>No additional cost; part of the Transitional Youth Services program duties (action 3.a.2)</p>	\$0.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)          Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	<p>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.</p> <p>(Dataquest)</p>	<p>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.</p> <p>The baseline was established from 2023-24 data.</p>			<p>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.</p>	

4.a	<p>The percentage of students that have sufficient access to the standards-aligned instructional materials.</p> <p>(Williams Review)</p>	<p>100% of students will continue to have sufficient access to the standards-aligned instructional materials.</p> <p>The baseline was established from 2023-24 data.</p>			<p>100% of students will continue to have sufficient access to the standards-aligned instructional materials.</p>	
4.a	<p>The percentage of school facilities that are maintained in good repair.</p> <p>(FIT report)</p>	<p>100% of the school facilities will continue to be maintained in good repair.</p> <p>The baseline was established from 2023-24 data.</p>			<p>100% of the school facilities will continue to be maintained in good repair.</p>	
4.b	<p>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.</p> <p>(local data chart)</p>	<p>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.</p> <p>The baseline was established from 2023-24 data.</p>			<p>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.</p>	

4.b	The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions.  (local survey)	100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.  The baseline was established from 2023-24 data.			100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.	
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## Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
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<b>4.a.1</b>	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
<b>4.a.2</b>	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
<b>4.a.3</b>	School Facilities	SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at the two school sites.  Costs for custodial/maintenance staff.	\$25,107.78	No
<b>4.b.1</b>	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.	\$53,164.08	No
<b>4.b.2</b>	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	\$0.00	No

		<p>resources to ensure expelled youth in JCCS schools complete the terms and conditions of their rehabilitation plans by doing the following:</p> <ul style="list-style-type: none"><li>• Review rehabilitation plans with students upon entry</li><li>• Monitor progress to foster success, including but not limited to, counseling, academics, and attendance</li><li>• Provide transitional support for students who are ready to return to their districts</li></ul> <p>Associated costs listed in 1.c.3</p>		
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Within three years, JCCS will reduce rates of suspension for Hispanic/Latino students by implementing actions that promote relationships, student connectedness, and student voice.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The California Dashboard indicates that Hispanic/Latino students have disproportionately higher rates of suspension than other student groups. High rates of suspension mean that Hispanic/Latino students have less access to instructional time and resources that are provided at school. At JCCS, 95.1% of our students are Hispanic/Latino, so while this is a focus goal, all of our students will participate and benefit from the actions.

In consultation with educational partners, specifically staff and parents/guardians, there is an identified need to implement strategies that will reduce suspensions so that students continue to have access to instruction and resources. Additionally, on the 2023-24 California Healthy Kids Survey, students shared their perceptions in the areas of connectedness, meaningful participation in school, and caring adult relationships. In all of these areas, less than 50% of the students strongly agree or agree that they feel connected to school (35%), participate meaningfully (38%), and have a caring adult at school (48%).

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.a	The percentage of Hispanic/Latino students suspended one or more days. (suspension rate)  (Dashboard)	At the Court School, 9.4% (10/106) of Hispanic/Latino students are suspended one or more days.			Less than 5% of Hispanic/Latino students will be suspended one or more days.	

		<p>At the Community School, 33.8% (25/74) of Hispanic/Latino students are suspended one or more days.</p> <p>Baseline data is established with 2023-24 data as of March 8, 2024.</p>				
5.a	<p>The percentage of students that strongly agree or agree that they feel connected to school.</p> <p>(CHKS)</p>	<p>35% of students strongly agree or agree that they feel connected to school.</p> <p>Baseline data is established with 2023-24 data.</p>			<p>70% of students strongly agree or agree that they feel connected to school.</p>	
5.a	<p>The percentage of students that strongly agree or agree that they participate meaningfully in school.</p> <p>(CHKS)</p>	<p>38% of students strongly agree or agree that they participate meaningfully in school.</p> <p>Baseline data is established with 2023-24 data.</p>			<p>70% of students strongly agree or agree that they participate meaningfully in school.</p> <p>Baseline is established with 2023-24 data.</p>	
5.a	<p>The percentage of students that strongly agree or agree that they have a caring adult at school.</p> <p>(CHKS)</p>	<p>48% of students strongly agree or agree that they have a caring adult at school.</p>			<p>70% of students strongly agree or agree that they have a caring adult at school</p>	

		Baseline data is established with 2023-24 data.				
5.a	The percentage of staff participating in professional learning related to Restorative Approaches and Building Relationships.  (sign-in sheets)	0% of staff have participated in professional learning related to Restorative Approaches and Building Relationships.  This is a new metric and we will establish the baseline in the 2024-25 school year.			95% of staff have participated in professional learning related to Restorative Approaches and 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.			50 conflict resolution, restorative circles, or conferences were held with students annually.	

## Goal Analysis [2023-24]

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

## 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.	\$5,000.00	No
5.a.2	Staff Professional Development	All staff will engage in professional development sessions that cover a range of topics, including de-escalation techniques, restorative justice practices, building rapport with students, motivational interviewing, a study of nonviolent communication through book discussions, and strategies for implementing community school principles.  Costs include release time for staff, contracted services such as guest speakers, authors, artists, and specialized staff to inform trauma-informed practices and materials.	\$15,000.00	No

<b>5.a.3</b>	JCCS Coordinator	<p>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.</p> <p>Cost of salary and benefits for 60% of Coordinator.</p>	\$127,025.40	No
<b>5.a.4</b>	Student Support Specialist Stipend	<p>Two staff members, one from each site, will be provided a stipend as student support specialists. These selected individuals will be tasked with attending professional development sessions, acting as mentors for their colleagues, leading training during staff meetings, and facilitating restorative conversations.</p> <p>Cost for stipends, release time, and professional learning.</p>	\$9,800.00	No
<b>5.a.5</b>	Student OnBoarding Process	<p>JCCS students will be introduced to the program through a structured Onboarding Process. This will involve a one-on-one meeting with a staff member to establish rapport, connect with teachers and administrators, discuss the student's previous schooling experiences, set initial academic and personal goals, review the school's expectations, and the student will receive a student-designed t-shirt.</p> <p>Cost of t-shirts.</p>	\$2,250.00	No
<b>5.a.6</b>	Student Led Campus Beautification Projects and Clubs	<p>Students will engage in activities such as school-based projects to enhance the aesthetics of the Community School, focusing on areas like the 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. To cultivate a sense of community and create culturally responsive activities, we will leverage ongoing initiatives</p>	\$10,000.00	No

		<p>from our classrooms facilitated by One Community Action (Por Vida) and Fighting Back Santa Maria Valley (Joven Noble).</p> <p>Costs include food, contractors, art supplies, and other necessary equipment.</p>		
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$422,460.00	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.786%	1.078%	\$164,456.95	3.864%

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	<p><b>Action:</b> Embedded Intervention Academic Support</p> <p><b>Need:</b> All of our socio-economically disadvantaged students are currently underperforming in both mathematics and English Language Arts (ELA). In the 2023-24 school year, students</p>	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 school day. Utilizing the Anywhere Learning System, an online program, has been partially successful in past years in providing both intervention and credit recovery support. Our staff	<ul style="list-style-type: none"> <li>The average growth of students on the Diagnostic Online Reading Assessment</li> </ul>

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
	<p>achieved an average increase of 0.42 grade levels in mathematics as measured by the ADAM assessment, and an average increase of 0.49 grade levels in reading as measured by the DORA assessment. These students have faced numerous challenges, including inconsistent attendance at their traditional public schools, a lack of consistent academic support throughout their educational careers, credit deficiencies, and difficulties in accessing grade-level curriculum. Furthermore, many students have entered our schools with significant deficits in Algebra, adversely affecting their foundational skills and their capacity to manage complex tasks.</p> <p><b>Scope:</b> LEA-wide</p>	<p>have expressed the need for additional training on the effective use of the Anywhere Learning System to deliver personalized academic support. We plan to provide this additional training to staff in 2024-25. 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.</p>	<p>(DORA) based on pre/post scores.</p> <ul style="list-style-type: none"> <li>The average growth of students on the Adaptive Diagnostic Assessment of Mathematics (ADAM) based on pre/post scores.</li> </ul>
<p><b>1.a.5</b></p>	<p><b>Action:</b> Teacher-Student Ratios</p> <p><b>Need:</b> 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, and challenges accessing grade-level curriculum.</p> <p><b>Scope:</b></p>	<p>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 require additional academic support to overcome educational barriers and achieve academic success.</p> <p>Providing this on a schoolwide basis is justified because, although initially targeted at socio-economically disadvantaged students, all students within the court school system can benefit from</p>	<ul style="list-style-type: none"> <li>The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP.</li> <li>The percentage of students who score at nearly met or met standard in mathematics on the CAASPP.</li> </ul>



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
	Schoolwide	more tailored and focused instruction. Such an environment not only supports academic achievement but also promotes a more supportive and responsive educational atmosphere. 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.	<ul style="list-style-type: none"> <li>• The number of math Interim Block Assessments administered to students.</li> <li>• The number of ELA Interim Block Assessments administered to students.</li> </ul>
1.c.3	<p><b>Action:</b> Community Outreach and Career Counselor</p> <p><b>Need:</b> At the Community School, we have seen an increase in the number of socio-economically disadvantaged students needing support resolving conflicts and transitioning in and out of school. In 2023-24, 100% of socio-economically disadvantaged (SED) students were engaged in behaviors that resulted in a higher number of suspensions than previous years (20.1%). Additionally, there has been an increase in students transitioning in and out of the Community School due to the higher number of students enrolled. In 2022-23, there were 47 students enrolled throughout the school year and as of May 10, 2024, there have been a total of 81 students enrolled, which is an increase of 82.9%. This increase in enrollment, and therefore an increase in transitions, is mainly based on two reasons. Last year, the two districts that refer students to the Community School requested that an additional classroom be added for each grade</p>	<p>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.</p> <p>Providing this on an LEA-wide basis is justified because although initially targeted at socio-economically disadvantaged students at the Community School, which is 100% of our students, all students within the court and community system may benefit from transition support and conflict resolution.</p>	<ul style="list-style-type: none"> <li>• The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study.</li> <li>• The number of conflict resolutions and/or restorative circles / conferences.</li> </ul>

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
	<p>level. These additions doubled the size of the high school and junior high programs. Additionally, the two districts that refer students to the Community School are also experiencing an increase in student volatility, which means that there is a higher number of students being expelled or involuntarily transferred to the Community School.</p> <p><b>Scope:</b> LEA-wide</p>		
2.a.3	<p><b>Action:</b> Parent Engagement Events</p> <p><b>Need:</b> 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 2022-23 school year, 5.2% (1/19) of our EL students scored “standard nearly met” and 0% (0/19) scored “met” on the ELA portion of the CAASPP and 0% (0/18) scored “standard nearly met” or “standard met” on the math portion of the CAASPP. During the 2023-24 school year, 100% of our EL students are scoring 1 or more grades below grade level on the ELA local assessment (DORA). On the math local assessment (ADAM), 3.2% (1/31) of our ELs is at or within 1 grade level and 96.8% (30/31) of our ELs is more than 1 grade level below grade level. Lastly, during the 2023-24 school year, two ELs were reclassified and 10% of the ELs improved a</p>	<p>The planned action of holding parent engagement events that includes outreach, language access, and refreshments is directly aimed at increasing parent/guardian engagement for the parent/guardians of ELs. These events will be opportunities to provide information to families that will allow them to better support the engagement of their children in school, including the academic expectations and additional support available. Recognizing the importance of sustained engagement, we rely on the specialized services of the Promotores—trusted community health workers with firsthand experience, a depth of knowledge related to the culture and language needs of the communities they serve. With extensive training in community health and engagement, Promotores possess a unique ability to forge meaningful connections based on shared experiences, fostering trust, and understanding. They also are highly trained interpreters that are able to interpret in three languages, Spanish, English, and Mixteco. In collaboration with JCCS staff, Promotores will co-develop and co-lead workshops, ensuring language accessibility for our</p>	<p>The percentage of parents attending Parent Information Nights, including Back to School Night and Open House.</p>

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
	<p>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.</p> <p>While we have made strides in increasing parent/guardian engagement, we need to continue to have an intentional focus on engaging families of our English Learner students. For parent/teacher conferences we surpassed the desired outcome of 75% of the parents/guardians participating in the conferences by 11.5%. However, an average of 33% of parents/guardians attended the parent/guardian events and workshops, below our desired outcome of 40%. Furthermore, our parents/guardians continue to express a need for informational workshops. According to the 2023-24 parent/guardian survey, 81.4% are seeking additional information about the programs offered at Court and Community schools. Additionally, 81.4% are requesting information regarding drug and alcohol abuse, while 65.1% 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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>EL families. Additionally, we will provide refreshments to incentivize attendance, particularly during evening events.</p> <p>Providing this on an LEA-wide basis is justified because, although initially targeted at ELs and their families, which is 31.7% of our students, all families within the court and community system can benefit from parent/guardian engagement events tailored to the topics they have requested in the recent parent/guardian survey. As evidenced by the high numbers of students who are chronically absent (58.3% of our junior high students and 22.9% of our high school students) and behaviors that are leading to exclusionary discipline (20.1% suspension rate), all parents/guardians are in need of information that will allow them to support their children in overcoming barriers that are impacting their ability to access school.</p>	

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
<p><b>2.a.5</b></p>	<p><b>Action:</b> Translation Services</p> <p><b>Need:</b> At JCCS, 31.7% of our students are designated as ELs. And, based on the 2023-24 school year, two ELs were redesignated fluent English proficient (RFEP) and 10% 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.</p> <p>In addition to our organized parent/guardian engagement events, JCCS staff maintain ongoing communication with parents/guardians of ELs for various school-related matters. According to the results of the home language survey, a significant portion of our parents/guardians speak Spanish (71%) and 42% (11/26) JCCS staff members are monolingual speakers. As a result, we rely on 10 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, 71.2% of respondents indicated satisfaction with the school's communication regarding their child's progress, and 74.5% were satisfied with communication regarding their child's attendance. However, these figures represent a decrease from the previous year, where 85% of respondents felt the school effectively communicated progress and 77.5% felt the</p>	<p>Based on this data, it's evident that we need 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.</p> <p>Providing this on a LEA-wide basis is justified because, although initially targeted at ELs and their families, which is 31.7% of our students, all non-English families (71%) within the court and community system can benefit from translation and interpretation to support their communication with staff.</p>	<ul style="list-style-type: none"> <li>• The percentage of parents who participate in parent/teacher conferences.</li> <li>• The percentage of Court School parents/guardians that participate in their child's IEP meetings.</li> <li>• The percentage of Court School parents/guardians that provide input during IEP assessment of their child.</li> </ul>

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
	<p>same about attendance. Furthermore, 100% of our parents are able to participate in the IEP process, and 87% participate in parent/teacher conferences. To maintain this high level of engagement in the IEP process and to increase parent/guardian perception data, it's imperative that we provide translation and interpretation services to our non-English speaking families.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.b.5</b></p>	<p><b>Action:</b> Behavioral Health Counselors</p> <p><b>Need:</b> 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%; 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, and an increase in the number of assaults occurring in the classroom. We have seen a similar pattern of volatile behaviors exhibited by Community School students so far in 2023-24, and our local data reflects a suspension rate of 39.3%.</p>	<p>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 the Council on Alcohol and Drug Abuse (CADA) and Family Service Agency (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.</p>	<ul style="list-style-type: none"> <li>• The percentage of students suspended one or more days.</li> <li>• The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions.</li> </ul>

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
	<p>Therefore, our data demonstrates that our socio-economically disadvantaged students are in need 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, 65.1% of the parents/guardians requested information related to counseling services and 81.4% of the parents/guardians requested information related to alcohol and drug abuse. Also, JCCS students reported on the 2023-24 California Healthy Kids Survey that 35% of them currently use alcohol or drugs on a regular basis, 16% agree or strongly agree that they have social emotional distress, and 15% have reported that they have experienced chronic sadness/hopelessness in the past 12 months.</p> <p>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.</p> <p>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</p>	<p>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 schools may benefit from group and individual counseling sessions.</p>	

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
	<p>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.</p> <p><b>Scope:</b> LEA-wide</p>		
2.b.10	<p><b>Action:</b> Behavioral Support - Security Staff</p> <p><b>Need:</b> In 2023-24, we experienced an increase in student volatility resulting in a suspension rate of 20.1%; 100% of the students suspended were socio-economically disadvantaged. At the Community School during the 2023-24 academic year, local data indicates a suspension rate of 39.3%. On the 2023-24 California Healthy Kids Survey, 36% of our students report that they have a sense of safety while at school. And, in the focus group interviews, students at the Community School are sharing concerns related to their safety and the need for staff to intervene during physical altercations. The low sense of safety is also being shared by the staff at the Community School in a variety of settings such as staff meetings, leadership meetings, and labor negotiations. The sense of safety is connected to the increase in suspensions at the Community School.</p>	<p>The decision to contract security guards 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 campus security guards, 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 school stakeholders.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• The percentage of students that report that they feel safe in school.</li> <li>• The percentage of students suspended one or more days.</li> </ul>



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
	<p>In the recent parent/guardian survey, 70.2% of parents/guardians report that the school does a good job of keeping students safe and secure. However, parents of students at the Community School, when asked if they had anything more to add during the parent/guardian survey process, shared concerns related to the safety of their children. They requested an additional staff member who could help keep students safe, drug-free, and on campus. Therefore, contracting for the services of campus security guards has been determined to be a need.</p> <p><b>Scope:</b> Schoolwide</p>		

**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
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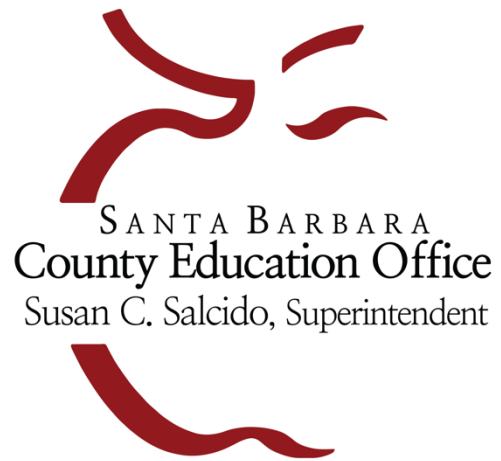


### **Additional Concentration Grant Funding**

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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



## **Action Tables**

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	15,166,235.00	422,460.00	2.786%	1.078%	3.864%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,364,409.35	\$903,517.58	\$1,098,851.85	\$162,983.07	\$3,529,761.85	\$2,999,523.85	\$530,238.00

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
This table was automatically populated from this LCAP.															
1	1.a.1	Embedded Intervention Academic Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	\$0.00	\$11,730.00	\$11,230.00	\$0.00	\$0.00	\$500.00	\$11,730.00
1	1.a.2	Professional Development Workgroups	All	No				Annual	\$7,655.20	\$34,500.00	\$7,655.20	\$34,500.00	\$0.00	\$0.00	\$42,155.20
1	1.a.3	Interim Assessments	All	No				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.a.4	Data Analysis	All	No				Annual	\$57,000.96	\$0.00	\$57,000.96	\$0.00	\$0.00	\$0.00	\$57,000.96
1	1.a.5	Teacher-Student Ratios	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Court School 9-12	Annual	\$226,191.36	\$0.00	\$226,191.36	\$0.00	\$0.00	\$0.00	\$226,191.36
1	1.a.6	Instructional Staff	All	No				Annual	\$1,573,554.87	\$0.00	\$605,572.52	\$0.00	\$967,982.35	\$0.00	\$1,573,554.87
1	1.a.7	Credit Recovery Software	All	No				Annual	\$0.00	\$6,600.00	\$0.00	\$6,600.00	\$0.00	\$0.00	\$6,600.00
1	1.b.1	WASC Accreditation and Leadership Team	All	No				Annual	\$1,320.00	\$1,690.00	\$0.00	\$3,010.00	\$0.00	\$0.00	\$3,010.00
1	1.b.2	Course of Study Assignment	All	No				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.b.3	A-G Courses	All	No				Annual	\$2,880.00	\$0.00	\$0.00	\$2,880.00	\$0.00	\$0.00	\$2,880.00

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
1	1.c.2	CTE Course Development and Implementation	All	No				Annual	\$2,640.00	\$0.00	\$2,640.00	\$0.00	\$0.00	\$0.00	\$2,640.00
1	1.c.3	Community Outreach and Career Counselor	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	\$117,396.52	\$0.00	\$62,865.94	\$54,530.58	\$0.00	\$0.00	\$117,396.52
1	1.d.1	ELPAC Training	English Learners	No				Annual	\$8,181.52	\$50.00	\$5,333.40	\$0.00	\$0.00	\$2,898.12	\$8,231.52
1	1.d.2	ELD Instruction	English Learners	No				Annual	\$0.00	\$2,692.00	\$2,692.00	\$0.00	\$0.00	\$0.00	\$2,692.00
1	1.d.3	Reclassification of EL students	English Learners	No				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.d.4	Observation Protocol for Teachers of English Learners (OPTTEL) Training	English Learners	No				Annual	\$500.00	\$2,500.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00
1	1.e.1	Individual Transition Plans	Students with Disabilities	No				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				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				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.a.1	School Site Council	All	No				Annual	\$0.00	\$150.00	\$150.00	\$0.00	\$0.00	\$0.00	\$150.00
2	2.a.2	Parent-Teacher Conference	All	No				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	\$62,700.00	\$62,700.00	\$0.00	\$0.00	\$0.00	\$62,700.00
2	2.a.4	ParentSquare Licenses	All	No				Annual	\$0.00	\$735.00	\$735.00	\$0.00	\$0.00	\$0.00	\$735.00
2	2.a.5	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	Annual	\$24,150.73	\$0.00	\$8,414.11	\$0.00	\$11,185.50	\$4,551.12	\$24,150.73
2	2.a.6	IEP Parent Attendance	Students with Disabilities	No				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				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.b.1	Positive Behavior Incentive Program	All Students with	No				Annual	\$0.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00

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
			Disabilities												
2	2.b.2	FitzGerald Gym	All	No				Annual	\$0.00	\$74,684.00	\$0.00	\$0.00	\$74,684.00	\$0.00	\$74,684.00
2	2.b.3	Behavioral Health and CPI Training	All	No				Annual	\$1,000.00	\$4,500.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00
2	2.b.4	Academic and Behavioral Support	All	No				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.b.5	Behavioral Health Counselors	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual	\$0.00	\$177,457.00	\$177,457.00	\$0.00	\$0.00	\$0.00	\$177,457.00
2	2.b.6	Transition Support for Students	All	No				Annual	\$61,788.83	\$0.00	\$0.00	\$0.00	\$0.00	\$61,788.83	\$61,788.83
2	2.b.7	School Attendance Review Board (SARB)	All	No				Annual	\$0.00	\$400.00	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00
2	2.b.8	WiFi Hotspots	All	No				Annual	\$0.00	\$4,600.00	\$4,600.00	\$0.00	\$0.00	\$0.00	\$4,600.00
2	2.b.9	Planning for the Implementation of California Community School Partnership Program (CCSPP)	All	No				Annual	\$84,683.60	\$0.00	\$0.00	\$84,683.60	\$0.00	\$0.00	\$84,683.60
2	2.b.10	Behavioral Support - Security Staff	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Community School	Annual	\$0.00	\$90,000.00	\$45,000.00	\$0.00	\$45,000.00	\$0.00	\$90,000.00
3	3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	Foster Youth	No				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				Annual	\$618,483.00	\$0.00	\$0.00	\$525,238.00	\$0.00	\$93,245.00	\$618,483.00
3	3.a.3	Strengthening Collaboration with Districts	Foster Youth	No				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				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.a.1	Teacher Credentials	All	No				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.a.2	Standards Aligned Curriculum	All	No				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
4	4.a.3	School Facilities	All	No				Annual	\$25,107.78	\$0.00	\$25,107.78	\$0.00	\$0.00	\$0.00	\$25,107.78
4	4.b.1	County Plan for Expelled Youth	All	No				Annual	\$53,164.08	\$0.00	\$53,164.08	\$0.00	\$0.00	\$0.00	\$53,164.08
4	4.b.2	Expelled Youth Rehabilitation Plans for JCCS Students	All	No				Annual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.a.1	Calming Space for Students	Hispanic/Latino All	No				Annual	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
5	5.a.2	Staff Professional Development	Hispanic/Latino All	No				Annual	\$2,000.00	\$13,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00
5	5.a.3	JCCS Coordinator	Hispanic/Latino All	No				Annual	\$127,025.40	\$0.00	\$0.00	\$127,025.40	\$0.00	\$0.00	\$127,025.40
5	5.a.4	Student Support Specialist Stipend	Hispanic/Latino All	No				Annual	\$4,800.00	\$5,000.00	\$0.00	\$9,800.00	\$0.00	\$0.00	\$9,800.00
5	5.a.5	Student OnBoarding Process	Hispanic/Latino All	No				Annual	\$0.00	\$2,250.00	\$0.00	\$2,250.00	\$0.00	\$0.00	\$2,250.00
5	5.a.6	Student Led Campus Beautification Projects and Clubs	Hispanic/Latino All	No				Annual	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00

# 2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
15,166,235.00	422,460.00	2.786%	1.078%	3.864%	\$593,858.41	0.000%	3.916 %	<b>Total:</b>	\$593,858.41
								<b>LEA-wide Total:</b>	\$322,667.05
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$271,191.36

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.a.1	Embedded Intervention Academic Support	Yes	LEA-wide	Low Income	All Schools	\$11,230.00	
1	1.a.5	Teacher-Student Ratios	Yes	Schoolwide	Low Income	Specific Schools: Court School 9-12	\$226,191.36	
1	1.c.3	Community Outreach and Career Counselor	Yes	LEA-wide	Low Income	All Schools	\$62,865.94	
2	2.a.3	Parent Engagement Events	Yes	LEA-wide	English Learners	All Schools	\$62,700.00	
2	2.a.5	Translation Services	Yes	LEA-wide	English Learners	All Schools	\$8,414.11	
2	2.b.5	Behavioral Health Counselors	Yes	LEA-wide	Low Income	All Schools	\$177,457.00	
2	2.b.10	Behavioral Support - Security Staff	Yes	Schoolwide	Low Income	Specific Schools: Community School	\$45,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$2,857,015.01	\$3,106,385.71

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.a.1	Additional Academic Supports	Yes	\$15,000.00	\$15,845.70
1	1.a.2	Professional Development Workgroups	Yes	\$44,200.00	\$38,788.14
1	1.a.3	Interim Assessments	No	\$0.00	\$0.00
1	1.a.4	Data Analysis	No	\$0.00	\$0.00
1	1.a.5	Teacher-Student Ratios	Yes	\$201,735.45	\$209,950.90
1	1.a.6	Instructional Staff	No	\$1,313,960.89	\$1,655,389.92
1	1.a.7	Credit Recovery Software	Yes	\$6,600.00	\$2,471.24
1	1.b.1	WASC Accreditation	No	\$1,610.00	\$1,690.00
1	1.b.2	WASC Accreditation and Leadership Team	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)
1	1.b.3	Course of Study Assignment	No	\$0.00	\$0.00
1	1.c.1	Career Exploration Labs	No	\$0.00	\$0.00
1	1.c.2	CTE Course Development	No	\$0.00	\$0.00
1	1.c.3	Community Outreach and Career Counselor	No	\$150,000.00	\$ 25,257.74
1	1.d.1	ELPAC Training	No	\$7,719.95	\$7,446.33
1	1.d.2	ELD Instruction	No	\$2,613.00	\$20,478.37
1	1.d.3	Reclassification of EL students	No	\$0.00	\$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
1	1.c.4	Guidance Counselor - Support Transitions and Conflict Resolution	Yes	\$0	\$53,543.21
2	2.a.1	PSAC	No	\$100.00	\$177.79
2	2.a.2	Parent-Teacher Conferences	No	\$0.00	\$0.00
2	2.a.3	ParentSquare Licenses	No	\$735.00	\$1,017.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.a.4	Translation Services	Yes	\$29,389.45	\$18,829.38
2	2.a.5	IEP Parent Attendance	No	\$0.00	\$0.00
2	2.a.6	Parents Included in IEP Assessments	No	\$0.00	\$0.00
2	2.b.1	Restorative Practices	No	\$0.00	\$0.00
2	2.b.2	Positive Behavior Incentive Program	No	\$0.00	\$0.00
2	2.b.3	FitzGerald Gym	No	\$64,161.84	\$71,128.31
2	2.b.4	Mental Health and CPI Training	Yes	\$3,021.49	\$0.00
2	2.b.5	Academic and Behavioral Support	No	\$0.00	\$0.00
2	2.b.6	CADA Counselor	No	\$71,928.00	\$71,928.00
2	2.b.7	Transition Support for Students	No	\$58,547.19	\$57,884.69
2	2.c.1	SARB	No	\$400.00	\$0.00
2	2.c.2	WiFi Hotspots	No	\$5,000.00	\$4,561.20
2	2.c.3	Behavioral Support - Security Staff	No	\$0	\$20,056.48

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)
			Yes		
3	3.a.1	The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)	No	\$0.00	\$0.00
3	3.a.2	Improve Collaboration	No	\$618,483.00	\$641,591.72
3	3.a.3	Use School Access Guide	No	\$139,558.00	\$93,245.32
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	\$54,000.00	\$52,608.97
4	4.b.1	Countywide Plan for Expelled Youth	No	\$68,251.75	\$67,752.54
4	4.b.2	Expelled Youth Rehabilitation Plans	No	\$0.00	\$0.00

# 2023-24 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)
\$523,942	\$299,946.39	\$359,485.05	(\$59,538.66)	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.a.1	Additional Academic Supports	Yes	\$15,000.00	\$15,845.70		
1	1.a.2	Professional Development Workgroups	Yes	\$44,200.00	\$38,788.14		
1	1.a.5	Teacher-Student Ratios	Yes	\$201,735.45	\$209,950.90		
1	1.a.7	Credit Recovery Software	Yes	\$6,600.00	\$2,471.24		
1	1.c.4	Guidance Counselor - Support Transitions and Conflict Resolution	Yes	\$0	\$53,543.21		
2	2.a.4	Translation Services	Yes	\$29,389.45	\$18,829.38		
2	2.b.4	Mental Health and CPI Training	Yes	\$3,021.49	\$0		
2	2.c.3	Behavioral Support - Security Staff	Yes	\$0	\$20,056.48		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$15,252,076	\$523,942	0.00%	3.435%	\$359,485.05	0.000%	2.357%	\$164,456.95	1.078%

# 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](mailto: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.

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.

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.
- 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.

### 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

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.</li> </ul>

- 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.
- 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.

## **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 of 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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