

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara County Office of Education (SCCOE)

CDS Code: 43 10439

School Year: 2023-24

LEA contact information:

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Assistant Superintendent Educational Services Division

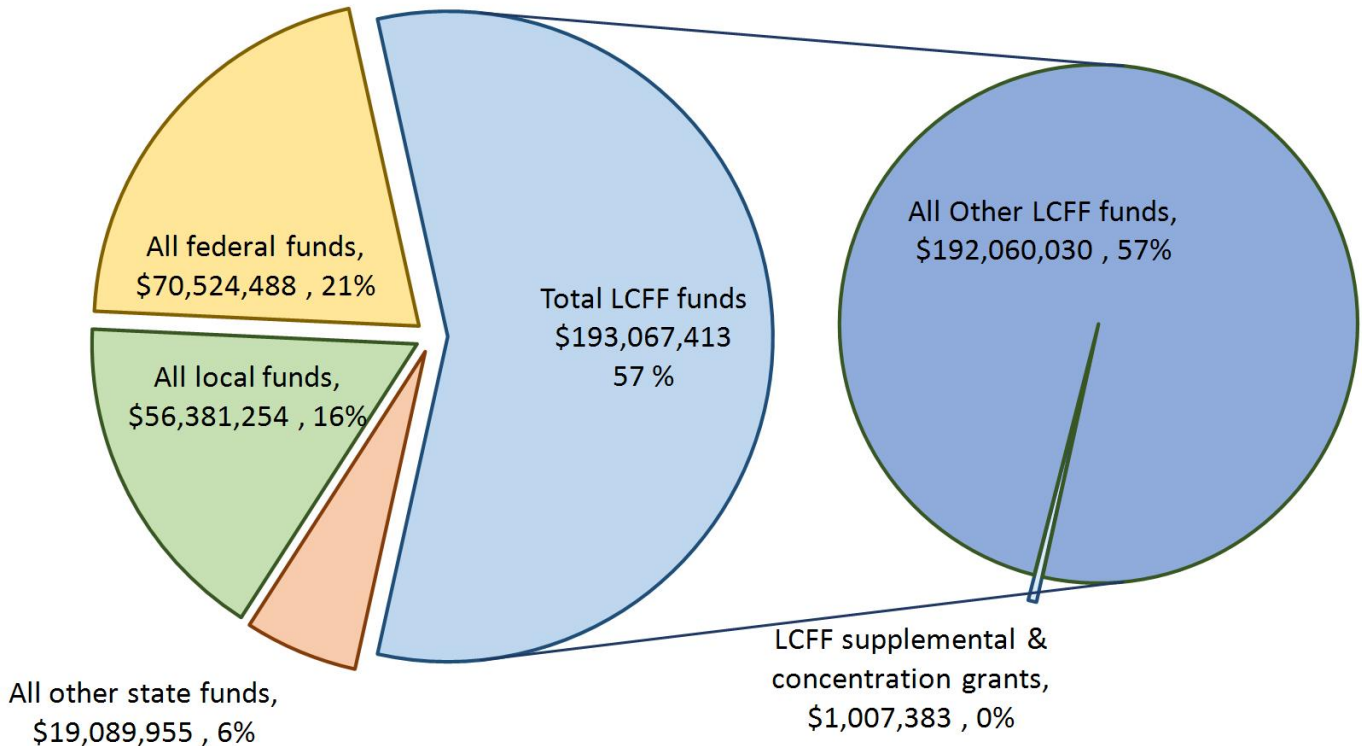
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

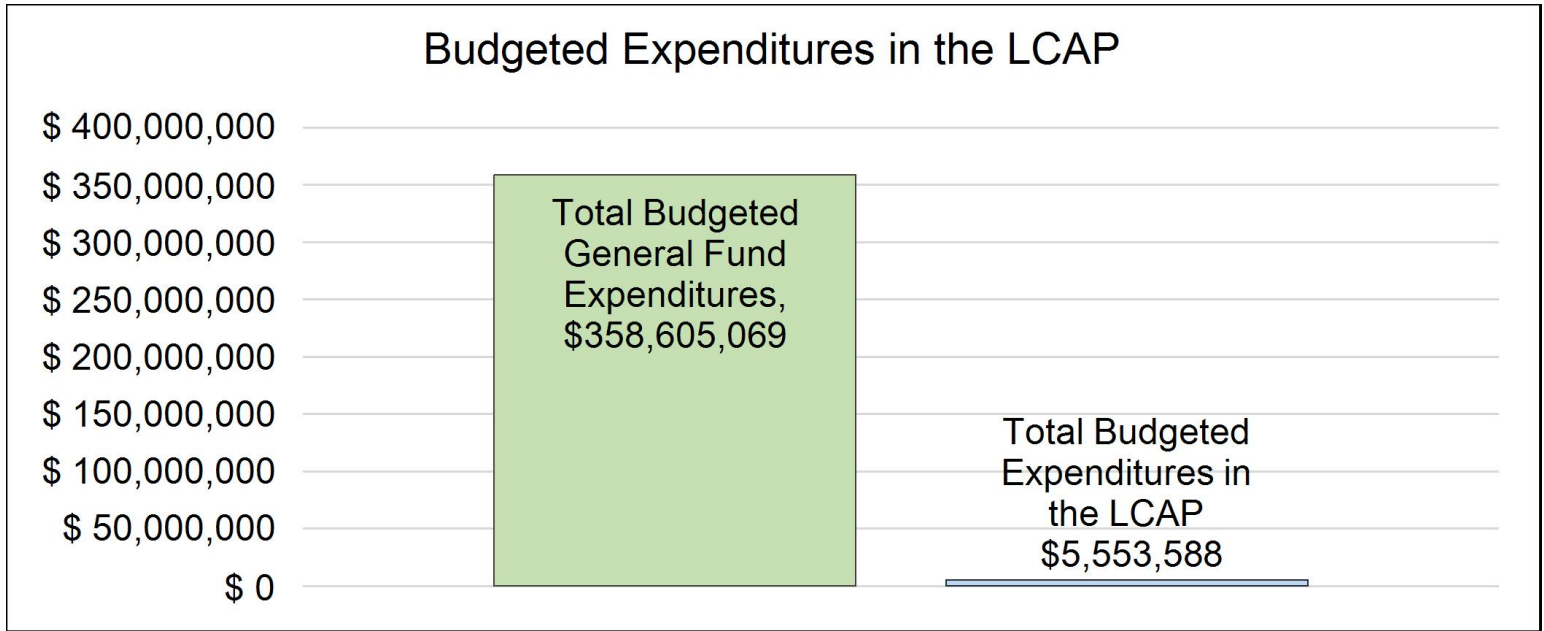


This chart shows the total general purpose revenue Santa Clara County Office of Education (SCCOE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Clara County Office of Education (SCCOE) is \$339,063,110, of which \$193,067,413.00 is Local Control Funding Formula (LCFF), \$19,089,955.00 is other state funds, \$56,381,254 is local funds, and \$70,524,488.00 is federal funds. Of the \$193,067,413.00 in LCFF Funds, \$1,007,383.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Clara County Office of Education (SCCOE) plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Clara County Office of Education (SCCOE) plans to spend \$358,605,069 for the 2023-24 school year. Of that amount, \$5,553,587.70 is tied to actions/services in the LCAP and \$353,051,481.3 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Santa Clara County Office of Education (SCCOE) is a comprehensive education resource and service center with mandated fiscal, administrative, human resources, instructional oversight, administrative functions, and some direct student service functions. The direct student services provided to school districts include Special Education, Early Learning, Environmental Education, Alternative Education, Migrant Education and Opportunity Youth Academy (OYA). SCCOE also provides oversight and is the primary support for school districts in meeting assessment and accountability needs.

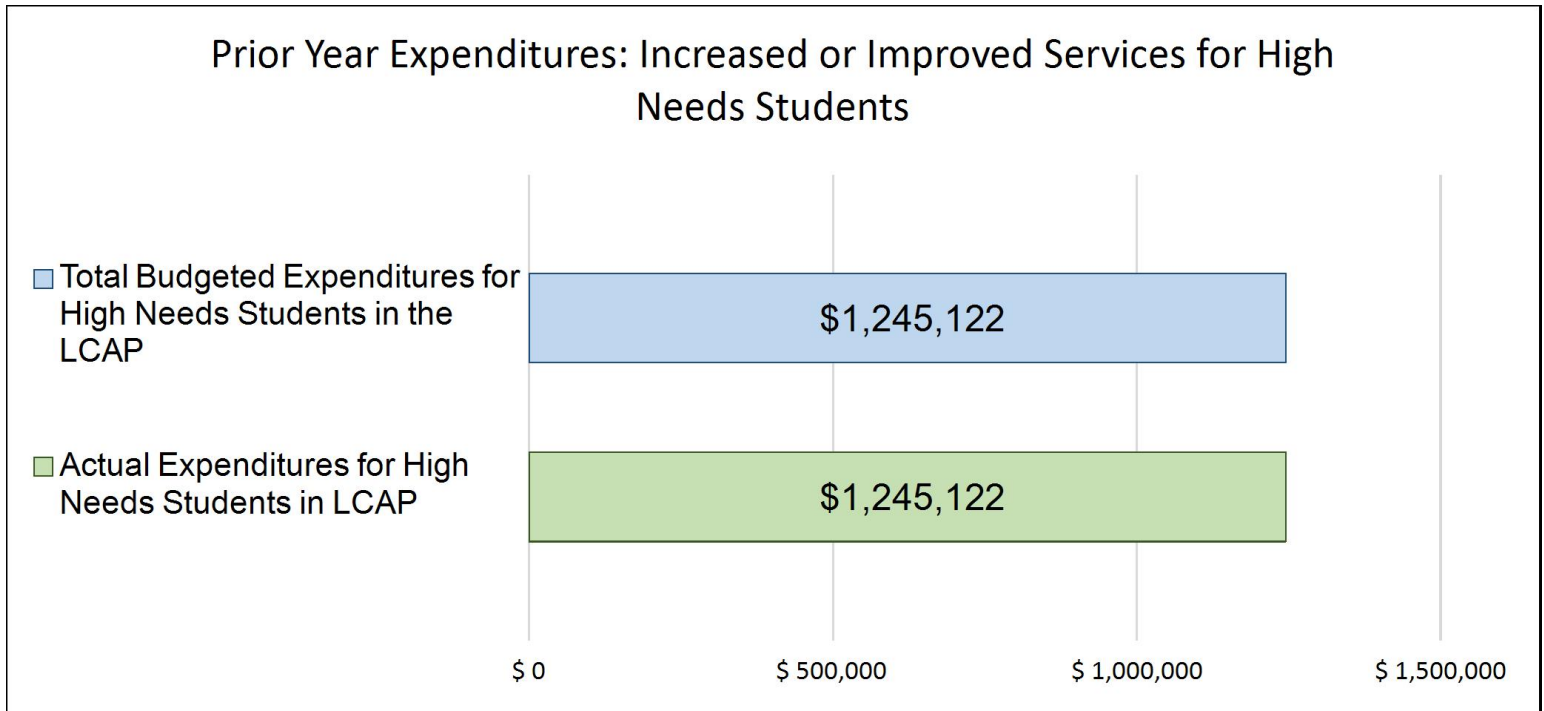
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Clara County Office of Education (SCCOE) is projecting it will receive \$1,007,383.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara County Office of Education (SCCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara County Office of Education (SCCOE) plans to spend \$1,007,383.00 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Santa Clara County Office of Education (SCCOE)'s LCAP budgeted \$1,245,122.00 for planned actions to increase or improve services for high needs students. Santa Clara County Office of Education (SCCOE) actually spent \$1,245,122.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Santa Clara County Office of Education (SCCOE)'s ability to increase or improve services for high needs students:

The 2023 budgeted expenditures are in alignment with the actual expenditures incurred.

# 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 Clara County Office of Education (SCCOE)	Jessica Bonduris, Ed.D Assistant Superintendent Educational Services Division	jbonduris@sccoe.org (408) 453-6874

## Plan Summary [2023-24]

### General Information

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

<p>General Information</p> <p>The Santa Clara County Office of Education (SCCOE) through the Educational Services Division supports instruction for approximately 1560 students in grades PK-Post Secondary throughout Santa Clara County. Special Education serves 1200 students and the Alternative Education Department serves approximately 150 students facing expulsion or incarceration and students desiring independent study. The Alternative Education Department provides services for students currently expelled in Santa Clara County and works with students to: (a) recover academic credit, (b) earn a diploma, and (c) complete Rehabilitation Plans. The Santa Clara County Office of Education also provides foster youth services for students in foster homes across Santa Clara County. Programs are facilitated throughout school districts across Santa Clara County and provide opportunity for specialized instruction for students.</p> <p>Alternative Education Department</p> <p>The Santa Clara County Office of Education's (SCCOE) Alternative Education Department (AED) serves students in a variety of programs. 7% of students represent as African American while 73% represent as Latinx, 10% represent as white, and 10% of students identify as Asian.</p> <p>Alternative Education serves youth currently incarcerated, grades 6-12 at Osborne School within Santa Clara County Juvenile Hall in San Jose, and grades 8-12 at Blue Ridge School at James Ranch in Morgan Hill. Students reside in the facilities during and after court placement, and the SCCOE provides educational services within the institutions to include a core academic program to support graduation and career technical education. Students placed at James Ranch remain for long-term placement. Teachers service students through direct instruction, and the Edgenuity learning platform is offered as credit recovery. In addition, students participate in career technical education coursework and job certifications through online programming. Students at James Ranch are also able to participate in career pathway</p>
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courses related to building construction, culinary arts, and horticulture. Students who are incarcerated and who graduate while attending the SCCOE programs are offered vocational coursework toward career readiness and the ability to enroll in local community colleges through online courses. Osborne School in Santa Clara County Juvenile Hall provides career preparation simulations related to construction and sustainable living. Students are also able to participate in a music academy and a coding class which was added for 2023-24. 100% of students identify as low income, while 33% of students receive services for English Language acquisition. No students who identify as foster youth are currently enrolled in juvenile facilities. The unduplicated percentage for court schools is 100% and 47% of students identify as Students with Disabilities.

SCCOE Alternative Education also provides services for students from local districts in grades 6-12 who have been referred due to: (a) expulsion, (b) attendance, or (c) social and emotional needs. Sunol Community School and South County Community School provide a full instructional program for students and both programs also provide support for students to meet rehabilitation plans for return to their district of residence. This support includes: (a) counseling, (b) tutoring, and (c) community involvement as well as access to Silicon Valley Career Technical Education (CTE) courses and college credit courses as requested. Recent career opportunities added to the curriculum include a culinary arts program, and students also participate in music classes. 59% of students represent as low income, while 21% of students receive services for English Language acquisition. Currently no students who receive foster youth services are enrolled in the community school program. The unduplicated count for the students in community school is 62% and 19% of students represent as students with disabilities.

SCCOE Alternative Education also offers an Independent Study Program for students in grades 6-12. Students participate in the program through referral from local districts. Students may request referral because of: (a) mental health or social emotional issues; (b) a desire to accelerate credit accumulation for graduation; or (c) referral due to non-attendance. Some may, at times, be placed in independent study after release from incarceration. Students participate in independent learning and meet with teachers at least one hour per week. Students have access to a full range of A-G courses and also have options to participate in dual enrollment with local community colleges or participate in Silicon Valley Career Technical Education courses. 33% of students in independent study experience low socioeconomic status, 14% receive services as English Learners, and there are no foster youth or students with disabilities currently enrolled in the program. The unduplicated count for the Independent Study Program is contained within the unduplicated count for the Santa Clara County Community School.

All Alternative Education programs provide multi-tiered systems of support for students. Alternative Education employs a therapist and counselors to support student needs and outreach to families, and partners with community-based organizations to provide enrichment and specialized services. Court programs work collectively with Probation to service incarcerated students and to support student transition upon exit from the program. The Alternative Education program includes an unduplicated student count of 80%. 36% of students receive English language proficiency services, 67% of students represent as low income, and less than 1% of students receive foster youth services as indicated in the census report of October of 2022.

## Special Education

The Santa Clara County Office of Education's special education program serves students at 53 school sites in 136.5 classrooms. The department serves as a partner with the county's 31 public school districts and 65 charter schools to serve students with disabilities. The special education professional team includes: (a) special education teachers, (b) itinerant specialists, (c) para-educators, (d) psychologists, (e) nurses, (f) other support staff and (g) administrators. Each member of the team plays an important role in delivering quality instruction to all students. The professional team helps to meet the special education needs of students in accordance with their Individualized Education Plan (IEP) from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs. The special education program operates many classes on public school campuses to maximize inclusion opportunities. Professional teams align special education goals with common core state standards and preschool learning foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special education programs include:

**Deaf/Hard of Hearing:** Provides a total communication approach that allows for all forms of communication in an instructional program.

**Orthopedic Impairment:** Provides instructional programs with instructors specializing in assistive technology and integration strategies to enhance the instructional program.

**Specialized Academic Instruction:** Classroom programs are based on structured teaching with the use of visual schedules, work systems and partner-assisted visually-aided systems of communication.

**Therapeutic:** Students receive individual and group social emotional and mental health services and support as well as academic instruction.

**Medically Fragile:** Provides instruction in a modified curriculum based on the common core, independent living skills, and inclusion.

**Itinerant Services:** Specialists provide services to district and county students in the following areas: Deaf and Hard of Hearing, Visual Impairment, Orientation and Mobility, Adapted Physical Education, Orthopedic Impairments, Assistive Technology, Behavioral, Counseling, and Home Teaching.

**Workability Program:** Serves students 16-22 years of age providing vocational training, transition planning and self-advocacy.

**Post-Secondary:** Designed for students 18-22 years of age with moderate-severe disabilities. The program provides an academic program and vocational skills while allowing access to community based instruction.

The Santa Clara County Office of Education's special education student enrollment is as follows: (a) 44% of students face low income status, (b) 37% of students receive services as English Learners, and (c) 1% of students receive foster youth services. 100% of students have an Individual Education Plan (IEP) and the breakdown of students represented by identified ethnicity is: (a) 4% African American (b) 30% Asian, (c) 44% Latinx and (d) 16% White. The County Operated Special Education program does not contribute to the unduplicated count of students or receive funding from the Local Control Funding Formula.



## Foster Youth Services Coordinating Program

The Santa Clara County Office of Education's Foster Youth Services Coordinating Program (FYSCP) provides technical support to districts to ensure students involved in the foster care system receive direct services from their home school districts. Services are designed to address their vital educational and social-emotional needs. The FYSCP technical support includes providing guidance and building the capacity of: (a) schools, (b) school district staff, and (c) district liaisons regarding the various educational laws and practices that protect the rights of students in foster care. The FYSCP also provides resources specific to the educational success of students in foster care.

The FYSCP works in collaboration with: (a) community based organizations, (b) the Juvenile Justice Department, (c) the Department of Family and Children's Services and (d) other agencies who work to improve the lives of students in foster care. The FYSCP coordinates educational services and opportunities and supports those foster youth enrolled in SCCOE's Alternative Education and Special Education programs in accordance with the AB 854 mandate. The FYSCP works in collaboration with: (a) school districts, (b) child welfare services, (c) juvenile court, (d) Probation, (d) community colleges, and (e) the Department of Family and Children's Services to improve educational outcomes for foster youth.

Services provided include: (a) immediate enrollment, (b) identifying, coordinating and referring for services, (c) gathering and reviewing school records, (d) accessing completion of partial credit and/or credit recovery, and (e) assisting with post-secondary education preparation including providing resources to youth placed in Santa Clara County from other counties in addition to monitoring and supporting Santa Clara County youth placed in neighboring counties. Furthermore, FYSCP provides technical support and professional learning to educational staff as it pertains to laws, practices and rights that protect students in foster care.

## Services for Expelled Students

Santa Clara County Office of Education (SCCOE) provides services for students who are expelled from the 31 districts in Santa Clara County. These services include academic and social and emotional programs and counseling to support students as they complete the requirements of their Rehabilitation Plans. Services for students who are expelled also offer opportunity for credit recovery and career technical education certifications, and students are given the option to remain at the school post-expulsion as a pathway to graduation. In addition, SCCOE staff members meet monthly with local districts and transition team members to discuss programming for students. These meetings also offer opportunities for local districts and county youth diversion programs to collaborate and discuss needs and plan collaboratively.

# Reflections: Successes

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

## Overview

The Santa Clara County Office of Education (SCCOE) Educational Services Division (ESD) continues to experience growth in local and state indicators for all programs, and experience successes related to student outcomes and Local Control Accountability Plan goals. The SCCOE Educational Services (ESD) continues to see an increase in attendance which supports increases in engagement of students. In addition, suspension rates have decreased and graduation rates remain constant. The reclassification rate for students who identify as English Learners (EL) has increased, and the percentage of English Learners meeting Level Four on the ELPAC test increased from 2018-19 to 2021-22. The percent of English Learners who are proficient in Level Four on the ELPAC increased district wide. The Community School and County Operated Special Education saw growth on the 2021-22 CAASPP performance in math and ELA as compared to 2020-21. The completion rates of students in online learning platforms has increased. The rates of parent engagement have increased division wide as have completion rates for career technical education courses and work-related programming for students. Engagement of the Foster Youth Services Department with local districts continues to support the needs of foster youth in Santa Clara County. Services and collaborative support for youth experiencing expulsion continues to increase as programs are expanded upon to support career technical education, environmental literacy, and ethnic studies, and the dropout rate for alternative education programs continues to decrease.

## Successes

### Goal One

All teachers meet credentialing requirements.

All facilities reflect Good or Above on the Facilities Inventory Tool and all schools showed 100% compliance on Williams visits.

The percentage of students receiving English Learner services who showed growth on the English Learner Performance Assessments for California (ELPAC) increased from 8% in 2019 to 25.9% in 2022.

The percentage of students receiving English Learner services increased from 2.73% showing Level Four proficiency on the ELPAC in 2020-21 to 6.03% showing Level Four proficiency on the ELPAC for 2021-22.

Santa Clara County Community Schools met the participation rate requirement for the ELPAC.

Special Education showed growth in English Language Arts (ELA) performance on the California Assessment of Student Performance and Progress (CAASPP). The percent of students who met or exceeded standard in Special Education increased from 0% in 2020-21 to 5.26% in 2021-22.

The Community Schools also showed growth on the ELA CAASPP, moving from 8.70% who met or exceeded standards in 2020-21 to 10% who met or exceeded in 2021-22.

Special Education showed growth in math performance on the California Assessment of Student Performance and Progress (CAASPP). The percent of students who met or exceeded standard in Special Education increased from 0% in 2020-21 to 2.63% in 2021-22. The Community Schools also showed growth, moving from 4.35% who met or exceeded standards in 2020-21 to 5.56% who met or exceeded in 2021-22.

Santa Clara County Office of Education (SCCOE) students showed growth in the California Assessment of Student Performance and Progress (CAASPP). In English Language Arts (ELA) student performance below standard decreased from 162.3 points below standard in 2020-21 to 139.9 points below standard in 2021-22.

Santa Clara County Office of Education (SCCOE) students showed growth in the California Assessment of Student Performance and Progress (CAASPP). In math student performance below standard decreased from 238.4 points below standard in 2020-21 to 147.7 points below standard in 2021-22.

Special Education students showed growth in math on the California Alternate Assessment Level III, moving from 1.54% proficient in 2020-21 to 1.78% proficient in 2021-22.

The percentage of long term students (90 days or more) in the Community Schools who earned 30 credits or more increased from 21% in 2020-21 to 45% in 2021-22.

Santa Clara County Office of Education exited Differentiated Assistance in December of 2022.

#### Goal Two

100% of Santa Clara County Office of Education students have access to A-G coursework as applicable.

4% of Alternative Education students passed Advanced Placement courses in 2021-22, an increase from 0% in 2020-21.

100% of Alternative Education students have access to career readiness courses, an increase from 89% in 2021-22.

The Community School continues to provide work permits for 23% of students.

100% of students have a post secondary plan.

The percentage of Court School students accessing online courses increased by 3.5% from 2021-22 to 2022-23.

#### Goal Three

The drop-out rate decreased from 2020-21 to 2021-22.

Santa Clara County Office of Education showed a drop out rate of 24.1 in 2020-21 which decreased to 13.5 for 2021-22.

Santa Clara County Court Schools showed a drop out rate of 32.4 in 2020-21 to 20.0 in 2021-22.

Santa Clara County Community Schools showed a drop out rate of 42.6 in 2020-21 that decreased to 27.3 in 2021-22.

Suspension rates (1%) and expulsion rates (0) remain constant.

28% of parents participated in the 2022 LCAP Survey, an increase from 25% in 2021.

Attendance in the LCAP Parent Advisory Committee monthly meetings increased by 20% from 2021-22 to 2022-23.

100% of students have a transition or Individualized Learning Plan in both Alternative and Special Education.

Middle School drop out rate continues to reflect 0.

All students have access to a broad course of study.

#### Goal Four

100% of Santa Clara County School Districts subscribe to the Foster Vision data system.

100% of local educational agencies in Santa Clara County provide provisions for foster youth in the Local Control Accountability Plan aligned to student enrollment.

#### Goal Five

In 2021-22 84% of students experiencing expulsion transitioned successfully from expulsion, an increase from 63% in 2020-21. Santa Clara County Office of Education and the Alternative Education Department support 20 local districts in providing services for expelled or referred students.

### CSI

Per the 2022 CA School Dashboard release, three Santa Clara County Office of Education (SCCOE) programs qualify for Comprehensive Support and Improvement due to graduation rate as defined by the 4/5 Year Cohort Graduation rate. This includes: (a) Court with a 4/5 year graduation rate of 65.10% and with a Dashboard Alternative School Status (DASS) percentage of 85.7%, (b) Community Schools at 61% with a DASS percentage of 89.3%, and (c) Special Education at 1.5% with 93% of students achieving a Certificate of Completion and a DASS percentage of 7.4%. The overall graduation rate for the Santa Clara County Office of Education Educational Services Division programs is 61.60% based on the 4/5 Year Cohort Status as defined in the CA School Dashboard. No DASS rate is available for Educational Services overall. The DASS graduation rate continues to show an increase for Court and Community Schools.

The Santa Clara County Office of Education (SCCOE) exited Differentiated Assistance in December of 2022.

The Educational Services Division provides support for programs who meet CSI status through budget alignment, programming, and collaborative support.

## Reflections: Identified Need

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

Santa Clara County Office of Education

Reflections/Identified Need  
Santa Clara County Office of Education

### Alternative Education

Alternative Education is committed to college and career readiness for students as pathways to graduation. The Alternative Education department is also dedicated to providing a safe and orderly school environment for students to ensure engagement and school attendance. In addition to a focus on a broad course of study, the department specializes instruction for students who identify as English Learners and prioritizes social and emotional support for students. Review of the CA School Dashboard indicators is a part of the School Plan for Student Achievement (SPSA) development process and also is addressed in the Local Control Accountability Plan (LCAP) Annual Survey and LCAP District and Parent Advisory meetings. These meetings provide opportunity for partner engagement and input regarding local site plans and district plans and budgets, and utilize data and inquiry processes to determine need.

## Areas of Need in Alternative Education

### Goal One

Reclassification rate numbers continue to fluctuate based on student enrollment needs. In 2021-22, two students were reclassified and one student has qualified for reclassification during 2022-23.

Local reading and math assessment grade equivalency has maintained from 2021-22 to 2022-23. Court School math is 5.0 and Community School math is 5.1. Court School reading is 5.0 and Community School reading is 5.1.

Chronic absenteeism for Community Schools increased to 71.5% from 56.7% for the 2021-22 school year.

Court Schools showed low participation rates on the CAASPP and ELPAC for 2021-22 assessment windows. Court showed 79% participation rate for CAASPP math and English Language Arts and 63.4% participation on the ELPAC.

Community Schools showed low participation rates on the CAASPP 2021-22 assessment windows. Community showed 67% participation rate for CAASPP math and 60% participation rate for English Language Arts.

### Goal Two

No Community School students enrolled in the Metro Education school during 2022-23.

The percentage of students who engaged in online courses and completed at least 20% of the course (one credit) at the Community Schools decreased from 81% in 2021-22 to 61% in 2022-23.

The number of students acquiring ICEV Certificates and industry certifications has decreased from 2021-22 to 2022-23. Court Schools completion decreased ICEV certificates from 3 to 0 and Industry Certifications from 71 to 17. Two Community School students earned Industry Certifications in 2021-22 and 0 in 2022-23.

Community School attendance rates decreased from 82% in 2021-22 to 75.4% in 2022-23.

### Goal Three

Community School attendance rate decreased from 82% in 2021-22 to 75.4% in 2022-23.

Chronic absenteeism for Community Schools increased to 71.5% from 56.7% for the 2021-22 school year.

Graduation rates for Court and Community Schools did not make the CA School Dashboard benchmark of 67.5% per the non DASS percentages of 65.10% for Court Schools and 61% for Community Schools. Dashboard Alternative School Status (DASS) graduation rates showed positive progress at 89.3% for the Community School and 85.7% for the Court School.

## Continuous Improvement

Alternative Education student populations change rapidly from year to year. The Alternative Education department continues to respond to trend data and to support graduation pathways. Student groups do not show significant disproportionality regarding performance indicators as compared to enrollment demographics. The team continues to focus on meeting the needs of English Learners (33%) for both designated and integrated instruction and to ensure that Individual Education Plans (IEPs) are followed for Students with Disabilities. Performance of students on local math and reading assessments is a priority and testing for each student is repeated every 45 days. The needs of all referred students are considered in planning with special emphasis on: (a) credit recovery, (b) college and career readiness, and (c) graduation rate. School climate data continues to show a reduction in suspensions and chronic absenteeism at the Community Schools but chronic absenteeism is still high (71.5%). Continual data analysis enables Community School staff to identify students who have chronic

absenteeism or need extra support due to behavioral issues. Independent study students also are provided counseling as needed. One area of continual focus is ensuring that students in alternative education are successfully moving through career pathway courses and career technical education offerings. There are no significant gaps in the performance of student groups on LCAP metrics but a focus on reclassification of English Learners continues to be a priority. Community Schools also prioritize dual enrollment as a priority for student engagement.

## Special Education

Educational partners have met and provided input that students need access to rigorous curriculum and the opportunity to follow a path that will allow them the greatest options when exiting the special education program as young adults. The workability program has been highlighted as one in which more options can be developed for students to take part in: from bringing in additional work opportunities in the community to accessing career training programs, such as Silicon Valley Career Technical Education. In addition, students in the special education programs need access to their typically developing peers and the department is shifting to more inclusive models within programs: from full immersion preschool pilots next year to partnering with the Santa Clara County Office of Education (SCCOE) Inclusion Collaborative to provide innovative partnerships with comprehensive school sites.

### Areas of Need for Special Education

#### Goal One

Chronic absenteeism increased from 36.7% in 2020-21 to 62.1% in 2022-23.

The percentage of students meeting Level III on the English Language Arts, California Alternate Assessment decreased from 5.71% in 2020-21 to 3.03% in 2021-22.

Participation rate for the CAASPP ELA in 2021-22 was 71% and CAASPP math in 2021-22 was 69%. ELPAC participation was 38%.

Required participation rate is 95%.

#### Goal Two

School attendance rate percentage for 2021-22 was 78%.

#### Goal Three

Chronic absenteeism increased per DataQuest from 57.3% in 2020-21 to 59.7% in 2021-22.

Graduation rate shows at 1.5% per the 4-5 Year Cohort graduation rate. 93.1% of Special Education students earned a Certificate of Completion. The Dashboard Alternative School Status (DASS) one year graduation rate for 2021-22 is 7.4%.

### Continuous Improvement

The Special Education department continues to support student needs as indicated in Individual Education Plans and through careful analysis of local and state indicators. Per the 2022 CA School Dashboard, students who identify as African American indicated as “Very High” for the suspension indicator. The team continues to focus on meeting the needs of students who identify as English Learners (37%) for both designated and integrated instruction and to ensure that Individual Education Plans (IEPs) are followed for Students with Disabilities in alignment with district partners. Performance of students on local math and reading assessments is a priority. The needs of all students are

considered in planning with special emphasis on: (a) pathways to graduation and life skills readiness, (b) school attendance, and (c ) Positive Behavior Intervention Supports. School climate data addresses reductions in suspensions and chronic absenteeism. Continual data analysis and family outreach enable staff to identify students who have chronic absenteeism and need extra support. The Special Education department provides this outreach in multiple languages and modalities to engage families. There are no significant gaps in the performance of student groups on LCAP metrics but a focus on reclassification of students receiving English language acquisition support continues to be a priority. Although the graduation rate is low as indicated in the CA School Dashboard, the percentage of students who have earned a Certificate of Completion is 93%. The team continues to explore policy changes to address this variable.

### Foster Youth Services Coordinating Program

Aligning systems and coordinating service delivery to youth in foster care is essential. Building more advocates at schools and in districts to provide academic and social-emotional support through cross-system coordination continues to be our focus and requires constant attention while meeting the day to day needs of youth in foster care. With a goal to continue to build capacity within school districts, there is a need for schools, where youth in foster care are served, to be better connected to social workers and service providers who work with youths while in foster care. Connecting a youth's academic and social-emotional journey provides a deeper web of support and grows understanding of the importance these partnerships and crossovers play within the life of a youth in foster care. Being able to discuss meaningful data at regular intervals within the Foster Youth Services Coordinated Programs' Executive Advisory Council is a data governance challenge that is continually addressed with data sharing agreements with: (a) Local Education Agencies, (b) Community Based Organizations, and (c ) county agencies supporting foster youth and their families through a formal steering committee structure.

Per the 2022 CA School Dashboard release, Santa Clara County has four local educational agencies eligible for Differentiated Assistance (DA) based upon indicators for their foster youth sub-group dashboard reports. The FYSCP supports these districts further with findings based upon data from their Differentiated Assistance system analysis and direct collaboration. Continuing to align support to these districts is an on-going goal and need.

### Services for Expelled Students

The Santa Clara County Office of Education (SCCOE) through services offered in the Community School program collaborates with Santa Clara County local education agencies to provide services for students experiencing expulsion. The number of local education agencies participating in monthly meetings declined from 15 in 2021-22 to 10 in 2022-23 so continued engagement is a goal. This collaboration is a continuous process of information sharing to support students in healthy transitions. The Community School program continues to provide: (a) pathways to graduation, (b) social and emotional support for students, and (c ) opportunities for career exploration. The Alternative Education department will continue to increase the numbers of students who meet rehabilitation plan requirements and/or graduate or transition to other SCCOE programs. Graduation rate for both Court and Community Schools is a priority.

# LCAP Highlights

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

## LCAP Highlights

The 2023-24 LCAP goals support the Santa Clara County Office of Education (SCCOE) Educational Services Division (ESD) students which includes Alternative Education. Special Education is included in the LCAP as a program overview but the Special Education Department does not receive Local Control Funding Formula (LCFF) funding or contribute to increased and improved services for students. LCFF funds are utilized to support increased and improved services for students enrolled in Alternative Education to include students who identify as: (a) foster youth, (b) economically disadvantaged youth, and (c) English Learners. The unduplicated count for Santa Clara County Office of Education Court Schools is 100% and for Community Schools is 67%. Both alternative education and special education receive funding from: (a) Title I, (b) Title III, and (c) Title IV and the Educational Services Division allocates funding from Title II for professional development. Court, Community, and Special Education programs also qualify for Comprehensive School Improvement funding due to graduation rates. The allocation of these funds are outlined in Goals One to Three and Five. Funding for Goal Four is provided by the Foster Youth Services Grant to provide services for Santa Clara County youth who reside in foster homes. Goal Five represents services for students in Santa Clara County who are experiencing expulsion or disengagement from their home school districts due to attendance or social and emotional needs.

## LCAP Goals

1. All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.
2. All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.
3. In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.
4. Students in foster care will receive academic and social-emotional support through cross-system coordination and a collaboration of services with the child welfare agency, juvenile probation department, school districts and community stakeholders to improve educational outcomes.
5. Ensure that community school students receive the necessary support to meet their social, emotional, and academic needs.

Highlights of the 2023-24 Local Control Accountability Plan (LCAP) include increased emphasis on parent engagement and education and funding for career technical education and alignment of programming to support pathways to graduation. Another area of emphasis is environmental literacy and training for staff to teach environmental and science courses, civic engagement, and ethnic studies.

1. Goal One prioritizes professional learning and core and supplemental programming and materials to support a broad course of study and indicates a focus on literacy and support for instruction for students who are gaining English language proficiency or students in need of intervention services for math or reading.
2. Goal Two highlights a focus on development and continuation of career technical education and pathways to graduation for Alternative Education programs who serve an unduplicated student count of 80%.
3. Goal Three focuses specifically on engagement of students and families through a variety of supplemental services and programs to include field trips, parent education courses, and elective courses. Goal Three also provides for therapy services for students and enrichment



activities. Goal Three provides support for elective classes and additional coursework and materials for students who receive English Learner services, unhoused students, students living in foster homes, and students experiencing economic insecurity.

4. The Foster Youth Services program continues to expand services to foster youth throughout Santa Clara County as indicated in Goal Four.

5. Services for students experiencing expulsion or lack of engagement in home school districts and continued collaboration with feeder districts to support a high quality academic program for Alternative Education students continues to be a focus in the LCAP as indicated in Goal Five. Goal Five also provides a navigator position to ensure a positive and timely transition for students leaving alternative education programs.

Major highlights of the LCAP are supported through coordinated funding with other state and federal as well as local funds and LCAP actions and services are developed through a collaborative process which includes surveys, input sessions, and continuous improvement processes aligned to state and local data.

## 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.

Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) facilitate the Comprehensive Support and Improvement (CSI) Plans to support student needs as determined by analysis of: (a) the California School Dashboard data, (b) local surveys and needs assessments to include the California Healthy Kids Survey, and (c) information obtained during educational partner engagement processes. Currently three programs in ESD qualify for CSI: (a) Santa Clara County Court Schools, (b) Santa Clara County Community Schools, and (c) Santa Clara County Special Education. All programs qualify due to graduation rate.

### ***Support for Identified Schools***

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

#### Support for Identified Schools

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) work collaboratively to support eligible schools in developing Comprehensive Support and Improvement (CSI) Plans. CSI planning is aligned with district processes for annual updates to the Local Control Accountability Plan (LCAP) and School Plans for Student Achievement (SPSA). As a division of the SCCOE, the ESD also benefits from support from the SCCOE Department of Continuous Improvement and Accountability as requested by programs. Areas of support include a focus on student engagement and climate and processes to support a well-rounded academic program with an emphasis on college and career readiness. Another primary focus is parent and family engagement as a means to support student growth

and pathways to graduation. Student individual needs are addressed with the goal of graduation and college and career skills. Through analysis of strengths and areas for growth, the ESD supports programs in identifying actions and services to support pathways to graduation for students. Although Special Education receives CSI funding, the County Operated Special Education program enrollment does not weigh into the LCFF unduplicated count and County Operated Special Education does not receive LCFF funding.

Partner engagement is a priority for decision-making regarding planning and budget allocations. The Educational Services Division (ESD) utilizes data and inquiry to support planning through a continuous improvement process. The ESD involves parents and guardians in planning processes for both the District English Learner Plan (DELP) and the Local Control Accountability Plan (LCAP). LCAP Parent Advisory Meetings (PAC) are held monthly. PAC meetings are held remotely and offer opportunity for parent input and training for parents from local support providers. Topics provide parents and guardians an opportunity to: (a) review state and local data to include CA School Dashboard results and the local LCAP survey, (b) analyze goals and budget priorities as defined in the LCAP, and (c) articulate needs of students through collaboration and recommendations. The Parent Advisory Committee weighs into LCAP planning processes and has a voice in identifying priorities through input and surveys and input at the LCAP Public Hearing

The LCAP District Advisory Committee (DAC) meets monthly to review data and monitor progress of district goals to include the CSI Plan. Team members include administrators and fiscal representatives. Because graduation rate is influenced by academic and engagement needs of students, and because the ESD holds a particular focus on transition of students, the team chooses to view data for all indicators and for all student groups. Data reviewed includes three-year trends in state and local data regarding: (a) attendance, (b) suspension, (c) academic outcomes, (d) graduation rate, and (e) progress toward college and career readiness. In addition, data is disaggregated by: (a) ethnicity, (b) student group, and (c) location. The District English Learner Advisory Committee (DELAC) reviews this data as well as the Title III budget and provides input regarding programming for students receiving English Learner services specifically.

The Educational Services Division (ESD) also facilitates the annual LCAP Survey which is distributed to: (a) parents, (b) staff, and (c) students. During the 2022-23 school year, the ESD saw an engagement rate of 39% for parents and guardians. Surveys are provided in three languages and are offered to partners both electronically and through paper/pencil at each school site. During the 2022-23 school year, site administrators facilitated LCAP input sessions with parents and staff from each school. The findings from these sessions are shared with principals and School Site Councils to review as they write the School Plan for Student Achievement which includes the CSI Plan. A final method of obtaining partner input to support planning is analysis of the CA Healthy Kids Survey which is administered each year in March and analyzed according to school site. CSI Planning involves reflection and recommendations from these advisory groups. Input sessions facilitated by principals include school staff who represent classified and certificated bargaining units.

In addition, through annual engagement processes, budgets and needs for CSI planning are identified and aligned with School Plans for Student Achievement which are aligned to LCAP goals. The continuous improvement process is followed at each school site. School Site Councils meet quarterly and include affiliation with the English Learner Advisory Committee (ELAC) at each site. Each School Site Council ensures a staff member is included to represent the needs of Students with Disabilities. Composition includes: (a) parents, (b) students, (c) certificated and classified staff and (d) community partners. The Educational Services Division continually encourages parents/guardians and students to participate in planning groups. CSI plans as needed are articulated in the SPSA and approved by each School Site Council as defined by California Education Code. Ultimately the LCAP and SPSAs are approved by the Santa Clara County Board of Education in June

of each year, and CSI Plans as defined in the SPSA are included in this approval process. As CA School Dashboard needs change, the ESD provides support for programs to address specific needs as defined in the Dashboard. For 2023-24 planning, the primary CSI need for all programs is graduation rate.

#### Resource Inequities

Resource allocation is completed intentionally according to need. Funds are distributed for CSI plans according to state requirements. The ESD team analyzes need and also analyzes the combined use of other state and federal funds to ensure equity for student needs and best use of funding for student groups. If the ESD identifies a need, the team works collaboratively to ensure the funding meets student needs. This process is also followed through allocation of Titles I-IV and LCAP Supplemental and Concentration funding at the site level. The CSI funds are used to support immediate needs for improvement as defined in the data and to supplement other forms of funding as an added layer of support. The ESD team continually evaluates progress in funding and resource allocation through quarterly categorical meetings. These meetings include analysis of funding and spending for CSI.

#### Research Based Interventions Used to Support Planning

The ESD utilizes research-based interventions to support planning and implementation of the CSI Plan. ESD follows a process of continuous improvement and utilizes state approved and research-based processes when planning. Programs utilize root cause analysis and strategic planning to guide budget development and strategic plans. The ESD also benefits from planning support from SCCOE internal assessment and accountability partners and utilizes improvement science to guide processes. These systems support CSI planning toward a well-rounded student program grounded in research based strategies. Parent and family input is an integral part of the process.

#### Research Based Interventions To Address Student Needs

The schools eligible for Comprehensive Support and Improvement for 2023-24 all are eligible due to graduation rate. The Special Education school shows a graduation rate of 1.5% but also shows a Certificate of Completion rate of 93% and a Dashboard Alternative School Status (DASS) graduation rate of 7.4%. The Court Schools show a graduation rate of 65.10% on the CA School Dashboard with a DASS one year graduation rate of 85.7%, and Community Schools show a graduation rate of 61% on the CA School Dashboard with a DASS graduation rate of 89.3%. 2023-24 graduation rates in the CA School Dashboard are based on the 4/5 year graduation cohort rate. All schools also are DASS Community of Practice Schools and represent the one year Dashboard Alternative School Status rate.

#### Special Education

Through a needs assessment, the Special Education Department and the School Site Council have determined that in order to address graduation rate, they will select and implement research based interventions/strategies/ activities to support academic and social and emotional needs of students as they meet graduation and IEP goals. These strategies include: (a) professional development for staff in implementing supplemental educational programs to address academics and social and emotional learning, (b) staff coaching to implement Positive Behavior Interventions and Support (PBIS), and (c) structures to support PBIS implementation.

#### Santa Clara County Court Schools

Through a needs assessment, the Santa Clara County Court Schools and the School Site Council have determined that in order to address graduation rate they will select and implement research based interventions/strategies/and activities to support student literacy and Career

Technical Education programs. These strategies include: (a) Professional Learning Community coaching and facilitation to support instruction of students receiving English language acquisition services, (b) Professional Learning Community coaching and facilitation to support implementation of a broad course of study with emphasis on: ethnic studies, civic engagement, and environmental studies, (c) materials and supplies to support expansion and sustainability of Career Technical Education programs, (d) materials and supplies to enhance supplemental literacy and library initiatives, and (e) software to support college and career planning for students.

#### Santa Clara County Community Schools

Through a needs assessment, the Santa Clara County Community Schools and the School Site Council have determined that in order to address graduation rate, they will select and implement research based interventions/strategies/and activities to support Career Technical Education, a broad course of study, academic intervention, and college and career readiness. These strategies include: (a) Career Technical Education expansion and sustainability building through materials and supplies, (b) materials to enhance student supplemental intervention programming to include supplemental support for students receiving English language acquisition services, (c) materials to supplement hands on science instruction, and (d) software to support college and career planning for students.

Notification of the allocation of Comprehensive Support and Improvement funds is provided to school programs annually by the Educational Services Division. Each school program then meets with the School Site Council to review local and state data related to student performance and in particular CA School Dashboard indicators. The School Site Council is composed of: (a) parents, (b) certificated and classified staff, (c) students, (d) school administration, and (e) community partners. Members of the School Site Council represent Students with Disabilities and students who receive English learner services. The School Site Council makes recommendations for spending and this is contained in the School Plan for Student Achievement (SPSA) after School Site Council approval. The SPSA is approved annually by the Santa Clara County Office of Education Board of Education. A process of continuous improvement enables programs to frequently review progress data and expenditures to ensure funds are meeting the needs of students and developing high quality programs and systems.

### ***Monitoring and Evaluating Effectiveness***

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

#### Monitoring and Evaluating Effectiveness

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) participates in a process of continuous improvement which supports monitoring and evaluation of the Comprehensive Support and Improvement (CSI) Plan. The CSI Plan is revised annually in conjunction with state guidelines and district planning processes. The ESD has a defined process of continuous improvement which involves: (a) data analysis and monitoring, (b) educational partner input structures, and (c) alignment of monitoring and evaluation processes with resource allocation and budgeting. This process is continual and systemic and includes alignment of Local Control Accountability Plan (LCAP) goals with School Plans for Student Achievement (SPSA) at the site level as well as the Master Plan for English Learners and the Comprehensive Support and Improvement (CSI) plan. The CSI Plan for Court, Community, and Special Education programs for 2023-24 addresses graduation rate.

The continuous improvement process is implemented at the district level through LCAP processes and these processes are implemented at the school site level through development and monitoring of the SPSA. Processes begin in the fall with analysis of current goals and data and continue through June with Santa Clara County Office of Education Board of Education's approval of plans. SPSA goals and LCAP goals are aligned. Data analyzed includes: (a) state and local assessments, (b) LCAP survey data, (c) data derived from the CA School Dashboard, (d) data derived from the CA Healthy Kids Survey, (e) anecdotal data derived from input at LCAP Parent Advisory Committee (PAC), and District English Learners Advisory Committee (DELAC) meetings and (f) data derived from advisory meetings from the LCAP District Advisory Committee and the Special Education Local Plan Advisory (SELPA). Input is also provided at individual school and cluster meetings facilitated by principals. Data is disaggregated by: (a) ethnicity, (b) student group, and (c) school site and is provided with three-year trends. Data analysis includes the areas of: (a) student enrollment, (b) attendance and absenteeism, (c) student academic outcomes in reading and math, (d) graduation rate, (e) suspension rate, and (f) college and career readiness. LCAP District Leadership meetings are held monthly and consist of fiscal and educational services team members who work together to monitor and implement LCAP processes and review the plan. LCAP Parent Advisory Committee meetings are held monthly. Communications are offered in three languages, and meetings provide interpretation services as needed. The District English Learner Advisory Committee (DELAC) is held twice each year and all: (a) parents/guardians, (b) certificated and classified staff, and (c) administrators are invited. School Site Councils meet at each school site quarterly and involve partners to include: (a) parents/guardians, (b) classified and certificated staff, (c) students, and (d) administrators. All meetings involving parents include interpretation services, and all meeting notifications are sent in three languages. Collectively these spaces provide opportunity for monitoring and evaluating the CSI plan.

#### Program Evaluation

The structures above provide opportunity for data analysis and program evaluation when budget is developed and as a continual process. The CSI Plan is a part of this program evaluation and monitoring process. CSI funds are used to provide supplemental support for LCAP goals aligned to CA School Dashboard needs. As goals and data are analyzed annually during budget development processes, the value and quality of CSI interventions are also evaluated and modified as needed. CSI funding is used collectively with other state and federal funds to provide a well-rounded program to support student needs. Structures are in place to review expenditures and goals quarterly. For the 2023-24 school year, the County Operated Special Education, Court, and Community School programs will participate in CSI.

#### Educational Partner Feedback and Support

Partner support and engagement through surveys and anecdotal feedback is an integral part of the monitoring and reflection process, and the ESD continually enacts outreach to parents and guardians to garner feedback regarding needs of students. Program evaluation is also obtained through discussions during parent conferences and Individual Education Plan (IEP) meetings. Student feedback is valued regarding accessibility and needs. Community partners involved with court and community schools also are included in decision-making meetings.

#### LEA Support for Capacity Building

The SCCOE and ESD continue to refine the services and support provided to school sites and educational partners in building a system of continuous improvement. The ESD leadership has a dedicated vision to ensure all educational partners are valued and opinions are respected. Communication avenues and structures for input are consistently refined to meet the needs of staff and families. Transparency is a goal, and the ESD desires that educational partners not only provide input but see that input is valued and implemented as possible. A tone

of respect and flexibility provides for safe spaces for individuals to provide feedback, and various venues are available for input. Data is shared readily, and systems are in place to ensure that state and local data is timely and available and reflective of all groups. Budgeting processes are collaborative, and funding is guided toward student needs and equity in opportunity. The ESD continues to benefit from support from the SCCOE Professional Learning and Support Division and the SCCOE Curriculum, Assessment, and Instruction network as experts and coaches. Sustainability is built through training of administrators and teacher leaders as new systems are implemented. Parent leadership is encouraged and decisions are made to reflect the needs of the whole child as defined in the CA School Dashboard. The programs within the ESD are diverse and grounded in specific needs. The ESD works to support site level decisions grounded in LCAP goals related to: (a) academic achievement and college and career readiness, (b) student and family engagement, and (c) student transition and support. Through both consistency and communication, the ESD continues to refine processes to implement continuous improvement and support as a means for planning at all levels of the organization. CSI planning is a part of this process.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Educational Services Division (ESD) provides opportunities for educational partner engagement in conjunction with the Local Control Accountability Plan (LCAP) planning. Parent Advisory Committee (PAC) meetings are held monthly throughout the year as a means to share data with parents and obtain input into goals and needs for students. During the 2022-23 school year, ten parents regularly attended these meetings and parents represented the PAC at the LCAP Public Hearing on June 14, 2023. The LCAP Public Hearing also provided an opportunity for the community to view a video that illustrated the impact of LCAP goals, actions, and services. Opportunity for educational partner engagement is also provided during the District English Learner Advisory Committee (DELAC) meetings which are held twice per year and are attended by: (a) parents, (b) staff, and (c) district representatives.

The primary source of educational partner engagement is solicited through the Annual LCAP Survey and site based input sessions as well as student responses on The California Healthy Kids Survey. The Annual LCAP Survey is distributed via email to: (a) parents and guardians, (b) classified and certificated staff, (c) students, and (d) community partners. The December 2023 survey garnered 381 responses. Bargaining unit members, both classified and certificated, are included in the survey and site based input sessions as a means to include bargaining unit representation and input. Responses are disaggregated by participant type. The California Healthy Kids Survey was administered to students in grades 6-12 in March of 2023. Students indicated that they feel safe at school and appreciate their teachers. Students appreciate their school programs and believe they have adults at school who care about their well being.

Engagement sessions were held in February of 2023. These meetings, hosted by principals with their staff and parents, provided additional opportunity for feedback regarding LCAP priorities. These meetings included all staff to include classified and certificated bargaining unit members. During February of 2023, a total of 12 school site level meetings were held to obtain feedback from parents and staff regarding LCAP goals. Participants answered two questions, "What is working?" and "What needs improvement?". A total of 15 parents and 176 staff members participated in the LCAP Input Sessions. Individual meetings for input were held for the Parent Advisory Committee (January, 2023) and the LCAP District Advisory Committee (February, 2023)

In addition, advisory committees reviewed the LCAP before final submission to the Santa Clara County Board of Education. These groups included: (a) Santa Clara County Office of Education (SCCOE) District Advisory Committee (May 15, 2023), (b) the District English Learner Advisory Committee (May 30, 2023), and (c) the Special Education Local Plan Area (SELPA) team (May 22 and May 25, 2023). The Parent Advisory Committee reviewed the LCAP goals, actions, and services on April 3, 2023 and the full LCAP document on May 8, 2023. Both alternative education and special education parents are represented in the meetings. Questions that arose were posted to the County Superintendent of Schools as applicable with responses posted in three languages on the Educational Services website. The 2023-24 LCAP was presented for Public Hearing on June 14, 2023, and the notification of public hearing and LCAP draft for review were posted on May 31, 2023. Notifications included Notice of the Public Hearing and notice that the LCAP draft was posted electronically and available for public preview in the district office. Modifications were noted as suggested by public response before the final Santa Clara County Board of Education approval on June 21, 2023. This process included the Budget Overview for Parents and approval of CA School Dashboard Local Indicators. Partner engagement is a priority for the Educational Services Division and is a continuous process.

A summary of the feedback provided by specific educational partners.

Feedback from the participants in the Local Control Accountability Plan (LCAP) survey focused on areas of priority. 381 participants completed the LCAP Survey in December of 2022. Respondents included: (a) 22% parents and guardians, (b) 39% students, (c) 23% classified staff, and (d) 15% certificated staff to include certificated and classified bargaining unit members. Community members represented 1% of the participants. Key findings from the LCAP survey included identification of priorities. Top five priorities overall included: (a) school safety, (b) career readiness, (c) extra support services, (d) teaching and learning, and (e) student mental health and wellness. Participants indicated that email was a preferred mode of communication (69%) and text was a second preferred mode of communication (46%). Survey responses also included a number of comments which were disaggregated and coded into common themes and shared with site and district leadership. Additional input was gathered from LCAP Input Sessions held in February of 2023. Sessions were held by alternative education and special education principals and included parent/guardians and staff.

Key recommendations from these sessions include the following for the Special Education program: (a) LCAP Goal One: (i) technology access and device upgrades, (ii) adaptive physical education teachers for all students, (iii) training for staff regarding use of technology programs and devices, (iv) consistent staffing to include substitute teachers and paraeducators, (v) online learning such as STAR Links and Touch Math, and (vi) aligned grade level multi-cultural curriculum for students; (b) LCAP Goal Two: (i) community partnerships, (ii) life skills classes, and (iii) opportunities for students to do tasks in schools to support life skills; and (c) LCAP Goal Three: (i) keep and increase family field trips and bilingual staff, (ii) provide inclusion for students and parents in home school districts, (iii) in person parent meetings and workshops, and (iv) opportunity for students to interact with community in planned activities such as performances and visits to businesses.

Key recommendations from LCAP Input Sessions include the following for the Alternative Education program: (a) LCAP Goal One: (i) computer applications and certifications, (ii) library and literacy access for students, (iii) guest speakers, and (iv) college and career field trips; (b) LCAP Goal Two: (i) dual enrollment, (ii) job shadowing and mentoring with industry partners, (iii) increased Career Technical Education (CTE) at Community Schools, and (iv) consistency in CTE offerings for programs; and (c) LCAP Goal Three: (i) English as Second Language courses for parents, (ii) parent engagement, and (iii) family meetings and field trips. Primary findings from LCAP Input Sessions with the Parent Advisory Committee (PAC) included: (a) LCAP Goal One: adaptive physical education for all students and multicultural grade level curriculum, (b) LCAP Goal Two: community partnerships and life skills activities, and (c) LCAP Goal Three: inclusion of parents and students on home campuses, and field trips and community activities. Input sessions and recommendations related to Goal Five as provided by staff included additional therapy services and mental health counselors for youth facing expulsion. Partner engagement is a high priority for the Santa Clara County Office of Education.

Recommendations by the SELPA partners included consideration of addition of an LCAP action related to disproportionality of special education students.



A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The 2023-24 Local Control Accountability Plan (LCAP) reflects the recommendations of educational partners.

Goal One provides for the academic progress of students. Goal One reflects recommendations from partners to include: (a) positive behavior interventions and support training for staff, (b) training for staff to implement online learning programs, (c) training for staff in using a variety of technology devices and apps, (d) training for staff to implement culturally responsive teaching and learning and inclusion, and (e) training for staff in implementing environmental literacy, ethnic studies, and civic engagement. Also in Goal One recommendations from partners that are included in the LCAP include: (a) online learning platforms for students (b) building sustainable libraries, and (c) materials to support student literacy. These recommendations were reflected in input sessions, on the LCAP survey, and by the Parent Advisory Committee. Goal One and the focus on academic achievement supports graduation rate for all students.

Goal Two supports career and college readiness and pathways to graduation. Goal Two reflects recommendations to partners to include: (a) career planning and job training, (b) community partnerships to enable students to have relevant work experiences and work outcomes, (c) opportunity for industry certifications, and (d) expansion of career technical education programming to build program consistency in Alternative Education. These recommendations were made through the LCAP survey, input sessions, and the Parent Advisory Committee. Goal Two and the focus on college and career readiness provides for students opportunity to achieve career readiness and to graduate in a timely manner.

Goal Three supports engagement of students and families in a culturally safe and relevant environment. Goal Three reflects recommendations to partners to include: (a) field trips, (b) parent engagement activities, (c) outreach to parents through bilingual staff, (d) training and programs or staff in positive home and school communication, (e) training for staff in implementing positive school climates and restorative practices, and (f) materials to support parent communication and engagement activities. Goal Three also incorporates recommendations to include: (a) therapy services for students, (b) outreach activities for families of students who are aspiring to English language proficiency, and (c) resources and materials to support unhoused students and students living in foster homes. These actions provide support for outreach to families and engagement of students through elective courses such as: (a) art, (b) music, and (c) environmental literacy. Goal Three provides for supplemental activities and processes to support engagement of students in the school environment as a means to reduce chronic absenteeism and address student social and emotional needs in a positive manner. Goal Three also provides for methods of outreach to families and enrichment activities to engage parents and families. These priorities were indicated in input sessions by the PAC and by staff members and will enable students to meet graduation rate goals.

Goal Four relates to Santa Clara County youth receiving foster services. Recommendations for this goal include continued support for students identified as foster youth when exiting detention and continued funding and support to increase the foster youth stability rate in Santa Clara County.

Goal Five represents Santa Clara County youth who are experiencing expulsion. No specific recommendations were made for this goal in the input processes. The recommendations here were to continue to work on student transition and to provide therapy services to students which is also addressed in Goal Three. Recommendations were made by the LCAP District Advisory Committee.

Some recommendations of educational partners were not addressed in the LCAP but are being implemented throughout the ESD. These include: (a) consistency and training for para educators in special education programs, (b) continued communication with host schools for Students with Disabilities, (c) adaptive PE for all Students with Disabilities which currently is implemented, (d) guest speakers to support college and career readiness, (e) increase of dual enrollment, (f) monthly events at the community schools, and (g) resources for teen parents. In addition, because special education disproportionality is addressed through local educational agencies and local charter school identification of special education students and because the LCAP does not address increased and improved services for special education students, the determination was made to continue to address disproportionality of student referrals for special education in collaboration with special education partners who contribute to the County Operated Special Education program and to not include this action in the LCAP.

Educational partner engagement is an ongoing part of the LCAP planning and recommendations are considered as plans are made in both the site based School Plan for Student Achievement and the LCAP.

# Goals and Actions

## Goal

Goal #	Description
1	All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

An explanation of why the LEA has developed this goal.

Goal One is developed in order to ensure that students are provided a well-rounded academic program which leads to high school graduation. Goal One addresses basic academic needs, intervention and literacy for all students. Goal One also addresses support for methods to assess student needs and provides supplemental support with emphasis on technology-based supplemental learning and literacy. Goal One provides staff training on best teaching practices and implementation of academic programming as well as additional coaching and support for teaching and learning. Goal One extends the focus on teaching and learning to integration of technology to support students in accessing curriculum and obtaining credit recovery and to providing supplemental services to students to support academic needs. Inherent in Goal One are opportunities for staff to receive coaching regarding: (a) support for students who receive English language acquisition services, (b) implementation of curriculum aligned to civic engagement, ethnic studies, and environmental literacy, (c) coaching to support inclusion, and (d) professional development for district leaders. The Educational Services team through ongoing structures at both the LEA and site level engages in a process of continuous improvement which provides a through line of need to access. This process involves analyzing metrics to include: (a) CA School Dashboard results, (b) local assessment data, and (c) educational partner engagement input. Actions and Services as well as projected expenditures are aligned to findings from these continuous improvement processes. To achieve Goal One which focuses on student academic progress and overcoming barriers to learning, the Educational Services team undertook a process of analyzing data and educational partner feedback and developed Actions, Services, and Expenditures to support these findings. This process of grouping together metrics, engagement input, and findings with proposed Actions, Services, and Expenditures ensures that resources are allocated to meet student needs as defined in state and local indicators and educational partner recommendations. This continuous improvement process enables the SCCOE Educational Services team to ensure that all students participate in a rigorous, relevant, and engaging instructional program aligned to 21st century skills. Data analysis and educational partner engagement enables staff to plan on methods to eliminate barriers and promote achievement. Educational partners include: (a) certificated and classified staff and bargaining units, (b) parents and guardians, (c) students, (d) leadership team members, and (e) community partners. We believe that analyzing metrics and partner engagement as a means to develop Actions and Services with associated budgeted expenditures will provide a through line connecting need with action to equip staff to provide rigorous, relevant, and engaging instruction aligned to 21st century skills and a means to identify and eliminate barriers to student achievement. This continuous process enables the Educational Services team to plan ahead while recognizing successes and areas of need.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card Williams Act Report Facilities Inventory Report	<p>2020-21 100% of AED teachers are fully credentialed 100% of Special Ed teachers are fully credentialed.</p> <p>2019 100% of students have access to textbooks as per Williams visit 2019. (No visit 2020 due to COVID-19)</p> <p>2020-21 Facilities have a rating of "good".</p>	<p>2021-22 100% of AED teachers are fully credentialed. 100% of Special Education Teachers are fully credentialed. 100% of facilities have a rating of good per FIT rating 2021</p>	<p>2022-23 100% of AED teachers are fully credentialed. 100% of Special Education teachers are fully credentialed. 100% of students have access to textbooks per Williams visits 2022. 100% of facilities have a rating of good per FIT rating 2022.</p>		<p>100% of teachers are fully credentialed. 100% of students have access to standards aligned materials. All facilities maintain a FIT rating of good.</p>
English Language Learners Progress  ELPAC SCCOE/CALPS ELPAC Alternate Assessment	<p>SCCOE students showed 8% growth on the ELPAC as evidenced by CA Dashboard 2019. SCCOE CALPS will transition to ELPAC Alternate Assessment 2021-22 and a new baseline will be established.</p>	<p>No data is available regarding ELPAC growth on the CA Dashboard. Alternative ELPAC is in progress and results will be reported in 2023.</p> <p>Update ELPAC % Proficient Level Four</p>	<p>25.9% of SCCOE students showed growth on the ELPAC as evidenced by the CA School Dashboard 2022.</p> <p>ELPAC % Proficient Level Four 2021-22 SCCOE-6.03% Community-0%</p>		<p>15% of students will show growth on the ELPAC and ELPAC Alternate Assessment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(No Data is available for 2019-20)  2018-19 SCCOE-3.93 Community-5.56 Court-13.73 Special Education-0  2020-21 SCCOE-2.73 Community-* (Small sub group) Court- 17.86 Special Education-0.27	Court-5.56% Special Education-4%		
Re-Classification of English Learners Per Data Quest.	Per Data Quest and based on the 2018-19 school year. Alternative Education Reclassification Rate-0% Special Education Reclassification Rate-0%	Reclassification Rate Data Quest 2020-21 Community School-10.5% Court School-7% Special Education-.07%  2021-22 Community School-4 students Court School- 2 students Special Education-22 students	Reclassification rate is not posted as per Data Quest for 2021-22.  Year to Date May 2022-23 Local Data Community School-1 Court School-0 Special Education-26.8% (117 students)		Programs will show a reclassification rate of 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessments Per CA Accountability Dashboard	CAASPP Current Baseline CAASPP 18-19 Special Ed ELA- 3.70% Special Ed Math- 2% Court ELA-2.78% Court Math-0% Community ELA- 8.79% Community Math-2%	CAASPP Scores 2020-21 Special Education ELA- 0% Meet and Exceed Special Education Math- 0% Meet and Exceed Court School ELA- 0% Meet and Exceed Court School Math- 0% Meet and Exceed Community School ELA- 8.70% Meet and Exceed Community School Math- 4.35% Meet and Exceed	CAASPP Scores 2021-22 Special Education ELA- 5.26% Meet and Exceed Special Education Math- 2.63% Meet and Exceed Court School ELA- 0% Meet and Exceed Court School Math- 0% Meet and Exceed Community School ELA- 10% Meet and Exceed Community School Math- 5.56% Meet and Exceed		CAASPP Projected % of students who meet or exceed on CAASPP: (Increase by 2% annually) Special Ed- ELA-10% Special Ed Math- 8% Court ELA-9% Court Math-10% Community ELA-15% Community Math-10%
Local Reading Assessments	2021 Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed 2021- 5.1	Reading Renaissance Star Update 2021-22 Grade Equivalency Court GE- 5.9 Community GE- 5.7 Special Education SANDI 2021-22 # Tested 915 % Proficient= 3.65%	Reading Renaissance STAR Update 2022-23 Grade Equivalency Court GE-5.0 Community GE-5.1 Special Education SANDI 2022-23 % Proficient-3.7		Projected Grade Equivalency Reading is 8.0 on Renaissance STAR Reading Assessment. (An increase of 1% annually)
Local Math Assessments	2021 Alternative Education	Math Renaissance Start Update	Math Renaissance STAR Update		Projected Grade Equivalency Math is 8.0 on Renaissance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Renaissance STAR Math Assessment Grade Equivalency Alternative Ed 2021-5.7	2021-2022 Grade Equivalency Court- 5.9 Community-5.5 Special Education SANDI 2021-22 # Tested 915 % Proficient 3.17%	2022-23 Grade Equivalency Court-5 Community-5.1 Special Education SANDI 2022-23 % Proficient-3.2		STAR Math Assessment.
Student Credits Earned Per Transcripts	Percent of Long Term Students Who Earned 30+ Credits per Semester 2021 Baseline Court 100% 2021 Baseline Community- 75%	Percent of Long Term Students Who Earned 30+ Credits 2021-22 Court- 75% Community- 21%	Percent of Long Term Students Who Earned 30+ Credits 2022-23 Court-100% Community-45%		Projected that 100% of Long Term Students in Alt Ed earn at minimum of 30 credits per semester.
CA Accountability Dashboard	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2019 with graduation rate and college and career readiness updates as indicated for 2021. SCCOE- 2019 Dashboard <ul style="list-style-type: none"> <li>English Language Arts-162.3</li> </ul>	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2019 with graduation rate and college and career readiness updates as indicated for 2021. SCCOE- 2019 Dashboard <ul style="list-style-type: none"> <li>English Language Arts-162.3</li> </ul>	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2022.  SCCOE- 2022 Dashboard <ul style="list-style-type: none"> <li>English Language Arts-247.4</li> </ul> Points Below Standard		SCCOE- <ul style="list-style-type: none"> <li>English Language Arts-0 Points Below Standard</li> <li>Math- 0 Points Below Standard</li> <li>English Learner Progress-100%</li> </ul> Making Progress on ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Points Below Standard</li> <li>Math- 238.4</li> <li>Points Below Standard</li> <li>English Learner Progress-Very Low- 8.6% Making Progress</li> <li>College Career Indicator- 0.7% Prepared</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- 37%</li> <li>Graduation Rate- 2019- 24.8% 2020-28.9%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services</li> </ul>	<ul style="list-style-type: none"> <li>Points Below Standard</li> <li>Math- 238.4</li> <li>Points Below Standard</li> <li>English Learner Progress-Very Low- 8.6% Making Progress</li> <li>College Career Indicator- 0.7% Prepared</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- 37%</li> <li>Graduation Rate- 2019- 24.8% 2020-28.9%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services</li> </ul>	<ul style="list-style-type: none"> <li>Math- 237.3</li> <li>Points Below Standard</li> <li>English Learner Progress-Very Low- 25.9% Making Progress</li> <li>College Career Indicator- NA</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- 34.4%</li> <li>Graduation Rate- NON DASS- 61.60%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 1.9%</li> </ul>		<ul style="list-style-type: none"> <li>College Career Indicator- 100% Prepared</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- Less than 3%</li> <li>Graduation Rate- 90%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- Less than 3%</li> <li>Basic Services- Met</li> <li>Parent and Family Engagement- Met</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>for Foster Youth- Met</li> <li>• Suspension Rate</li> </ul> 2019- 4.3% 2020-1.9% <ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> Santa Clara County Court Schools- 2019 Dashboard <ul style="list-style-type: none"> <li>• English Language Arts-172.6 Points Below Standard</li> <li>• Math- 258.9 Points Below Standard</li> <li>• English Learner Progress- Very Low-</li> </ul>	<ul style="list-style-type: none"> <li>for Foster Youth- Met</li> <li>• Suspension Rate</li> </ul> 2019- 4.3% 2020-1.9% <ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> Santa Clara County Court Schools- 2019 Dashboard <ul style="list-style-type: none"> <li>• English Language Arts-172.6 Points Below Standard</li> <li>• Math- 258.9 Points Below Standard</li> <li>• English Learner Progress- Very Low-</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> Santa Clara County Court Schools- 2022 Dashboard <ul style="list-style-type: none"> <li>• English Language Arts-ND</li> <li>• Math- ND</li> <li>• English Learner Progress- ND</li> <li>• College Career Indicator- NA</li> <li>• Implementation of Academic Standards- Met</li> </ul>		<ul style="list-style-type: none"> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> Santa Clara County Court Schools <ul style="list-style-type: none"> <li>• English Language Arts-0 Points Below Standard</li> <li>• Math- 0 Points Below Standard</li> <li>• English Learner Progress- 100% Making Progress on ELPAC</li> <li>• College Career Indicator- 100% prepared</li> <li>• Implementation of Academic Standards- Met</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>34.2% Making Progress</p> <ul style="list-style-type: none"> <li>College Career Indicator- 2% Prepared</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- NA Less Than 11 Students</li> <li>Graduation Rate- 2019-61.2% 2020-58.9%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 2019-0 2020 -1%</li> </ul>	<p>34.2% Making Progress</p> <ul style="list-style-type: none"> <li>College Career Indicator- 2% Prepared</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- NA Less Than 11 Students</li> <li>Graduation Rate- 2019-61.2% 2020-58.9%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 2019-0 2020 -1%</li> </ul>	<ul style="list-style-type: none"> <li>Chronic Absenteeism Rate- 0</li> <li>2022 NON DASS Graduation Rate- 65.10%</li> <li>2022 DASS Graduation Rate- 85.7%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 0</li> <li>Basic Services- Met</li> <li>Parent and Family Engagement- Met</li> <li>Local Climate Survey- Met</li> <li>Coordination of Services for Expelled Students- Met</li> </ul>		<ul style="list-style-type: none"> <li>Chronic Absenteeism Rate- 0%</li> <li>Graduation Rate- 90%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 0%</li> <li>Basic Services- Met</li> <li>Parent and Family Engagement- Met</li> <li>Local Climate Survey- Met</li> <li>Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Community Schools</p> <ul style="list-style-type: none"> <li>English Language Arts- 0 points</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Community Schools 2019-Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-No Data- Less Than 11 Students</li> <li>• Math- No Data- Less Than 11 Students</li> <li>• English Learner Progress- Very Low- 6.3% Making Progress</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Community Schools 2019-Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-No Data- Less Than 11 Students</li> <li>• Math- No Data- Less Than 11 Students</li> <li>• English Learner Progress- Very Low- 6.3% Making Progress</li> </ul>	<p>Santa Clara County Community Schools 2022-Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-ND</li> <li>• Math- 253.5 Below Standard</li> <li>• English Learner Progress- 33.3 % Making Progress- No Level</li> <li>• College Career Indicator- NA</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- 71.5%</li> <li>• Graduation Rate</li> </ul> <p>2022 NON DASS- 61%</p> <p>2022 DASS Rate- 89.3%</p>		<p>below standard</p> <ul style="list-style-type: none"> <li>• Math- No Data- 0 Points Below Standard</li> <li>• English Learner Progress- 100% making progress.</li> <li>• College Career Indicator- 100% Approaching Prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- Less than 3%</li> <li>• Graduation Rate-90%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>College Career Indicator- 5% Approaching Prepared</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- 56.7%</li> <li>Graduation Rate 2019-65% 2020-44.4%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 2019-23% 2020-8.3%</li> <li>Basic Services- Met</li> <li>Parent and Family</li> </ul>	<ul style="list-style-type: none"> <li>College Career Indicator- 5% Approaching Prepared</li> <li>Implementation of Academic Standards- Met</li> <li>Chronic Absenteeism Rate- 56.7%</li> <li>Graduation Rate 2019-65% 2020-44.4%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 2019-23% 2020-8.3%</li> <li>Basic Services- Met</li> <li>Parent and Family</li> </ul>	<ul style="list-style-type: none"> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate- 6%</li> <li>Basic Services- Met</li> <li>Parent and Family Engagement- Met</li> <li>Local Climate Survey- Met</li> <li>Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Special Education 2022- Dashboard</p> <ul style="list-style-type: none"> <li>English Language Arts-131.7 Below Standard</li> </ul>		<ul style="list-style-type: none"> <li>for Foster Youth- Met</li> <li>Suspension Rate-Less than 3%</li> <li>Basic Services- Met</li> <li>Parent and Family Engagement- Met</li> <li>Local Climate Survey- Met</li> <li>Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Special Education 2019-Dashboard</p> <ul style="list-style-type: none"> <li>English Language Arts-0% Below Standard</li> <li>Math-0% Below Standard</li> <li>English Learner Progress- 100%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Engagement-Met</p> <ul style="list-style-type: none"> <li>Local Climate Survey- Met</li> <li>Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Special Education 2019-Dashboard</p> <ul style="list-style-type: none"> <li>English Language Arts-58.2% Below Standard</li> <li>Math- 79.1% Below Standard</li> <li>English Learner Progress-Very Low- 4.8% Making Progress</li> <li>College Career Indicator- 0% Prepared</li> <li>Implementation of Academic Standards-Met</li> </ul>	<p>Engagement-Met</p> <ul style="list-style-type: none"> <li>Local Climate Survey- Met</li> <li>Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Special Education 2019-Dashboard</p> <ul style="list-style-type: none"> <li>English Language Arts-58.2% Below Standard</li> <li>Math- 79.1% Below Standard</li> <li>English Learner Progress-Very Low- 4.8% Making Progress</li> <li>College Career Indicator- 0% Prepared</li> <li>Implementation of Academic Standards-Met</li> </ul>	<ul style="list-style-type: none"> <li>Math- 139.4 Below Standard</li> <li>English Learner Progress-Low 42.9% showing growth.</li> <li>Implementation of Academic Standards-Met</li> <li>Chronic Absenteeism Rate- 62.1%</li> <li>Graduation Rate- Non DASS-1.5%</li> </ul> <p>(Certificate of Completion Rate- 93%) DASS Grad Rate- 7.4%</p> <ul style="list-style-type: none"> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> </ul>		<p>making progress.</p> <ul style="list-style-type: none"> <li>College Career Indicator- 100% Prepared</li> <li>Implementation of Academic Standards-Met</li> <li>Chronic Absenteeism Rate-Less than 3%</li> <li>Graduation Rate-90%</li> <li>Access to a Broad Course of Study- Met</li> <li>Coordination of Services for Foster Youth- Met</li> <li>Suspension Rate-Less than 3%</li> <li>Basic Services-Met</li> <li>Parent and Family</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate- 36.7%</li> <li>• Graduation Rate</li> </ul> <p>2019-0%</p> <p>2020- 75%</p> <ul style="list-style-type: none"> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate-</li> </ul> <p>2019-4%</p> <p>2020-1.7%</p> <ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate- 36.7%</li> <li>• Graduation Rate</li> </ul> <p>2019-0%</p> <p>2020- 75%</p> <ul style="list-style-type: none"> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate-</li> </ul> <p>2019-4%</p> <p>2020-1.7%</p> <ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension Rate- Less than 1%</li> <li>• Basic Services-Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>2022 CA School Dashboard Updates</p> <p>SCCOE exited Differentiated Assistance- December 2022</p> <p>2022 CSI- Court, Community, and Special Education qualified for CSI per 2022 School Dashboard for graduation rate.</p>		<p>Engagement- Met</p> <ul style="list-style-type: none"> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Exit Differentiated Assistance as an LEA</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SCCOE Student Groups Eligible for Differentiated Assistance Per CA Accountability Dashboard December 2019</p> <ul style="list-style-type: none"> <li>• 2019 All, EL, HI, SED, SWD-</li> <li>• 2020-Suspended</li> </ul>	<p>SCCOE Student Groups Eligible for Differentiated Assistance Per CA Accountability Dashboard December 2019</p> <ul style="list-style-type: none"> <li>• 2019 All, EL, HI, SED, SWD-</li> <li>• 2020-Suspended</li> </ul> <p>DASS Cohort Graduation Rate Alternative Programs CA Accountability Dashboard Comparing 2020 and 2021</p> <p>SCCOE Change from 83% to 81.5%  Court-Change from 81.3% to 64.7%  Community- Change from 100% to 73.3%  Special Education- Change from 8.1% to 4.7%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Alternate Assessments (CAA) Per CA Accountability Dashboard	CAA Increase by 1% annually the % of students who meet Level III on the CAA Current Baseline CAA 2018-19 ELA- 6% Math-4%	CAA % of Students Annually Who Meet Level III 2020-21 ELA-5.71% Math-1.54%	CAA % of Students Annually Who Meet Level III 2022 ELA- 3.03% Math 1.78%		Projected % of students who meet Level III on CAA (Increase by 1% annually) ELA-9% Math-7%
Participation Rates for SBAC to include CAASPP and CAA	Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 91.4% and ELA: 91.8%  Alt Ed Participation Rate CAASPP Court- 94% Community- 79%	No Data Available. Participation Rate was waived for CAASPP and ELPAC for 2020-21	2021-22 Participation Rates SBAC and ELPAC  SBAC ELA- 70% SBAC Math-68% ELPAC-76.8%  Court SBAC ELA- 79% SBAC Math-79% ELPAC-63.4%  Community SBAC ELA- 67% SBAC Math-60% ELPAC-96.2%  Special Education SBAC ELA- 71% SBAC Math-69% ELPAC-38%		SCCOE programs will show a participation rate of 95% for state assessments.

## Actions



Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Programs and Materials to Support Core Instruction	This action provides culturally relevant supplemental materials for all students to include: library books and literacy materials, Brain Pop teaching app, intervention materials for math and reading, science and environmental literacy supplemental materials and supplies, career technical education supplies and materials, and supplemental online program subscriptions for math reading, and literacy to support student centered learning and critical thinking. This action also provides for supplemental materials to support instruction of students who also receive services for English Language proficiency (\$7458.00)	\$216,990.00	No
1.2	Professional Learning for Staff to Support Core and Supplemental Programs	This action provides for professional learning and coaching for staff to include a focus on: instruction for students who receive English proficiency instruction, leadership development, coaching to support implementation of ethnic studies, environmental literacy, and civic engagement, and coaching to support curriculum alignment and collaborative spaces. 1. Studer Contract- \$74,888.00 2. IOSA English Language Proficiency Instruction-\$20,000.00 3. IOSA Curriculum Coaching to Include Environmental Literacy, Civic Engagement, and Ethnic Studies-\$20,000.00	\$116,688.00	No
1.3	Oversight for Title I Programming for Multi-Lingual Families	This action supports .10 FTE to conduct outreach and support for multi-lingual families.	\$12,035.00	No
1.4	Online academic programs will provide supplemental instruction for students in the	Edgenuity contract will provide supplemental blended learning and instruction for alternative education students as an increased and improved service. Students who identify as low income are 80% of student population.	\$103,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	alternative education program.			
<b>1.5</b>	Professional Development for Staff to Implement Online Instructional Programs	This action will provide funding for consultants and extra pay for staff to support training in implementing online programs. This includes training for implementation of: ABC Teach, Raz-Kids, Edgenuity, EdHelper, Enchanted Learning, N2Y (Unique, SymbolStix, L3 Skills), HelpKidzLearn/ChooseltMaker, IXL, Lexia, Starfall, STAR/LINKS, SANDI and Teachers Pay Teachers. These programs support supplemental instruction in math and reading, online instruction, local assessments for math and reading, and materials to provide supplemental instruction for Students with Disabilities who are also receiving English Language proficiency services.	\$34,863.00	No
<b>1.6</b>	Academic Educational Excursions	This action provides support for field trips aligned to: family engagement, academic program, and Positive Behavior Interventions and Support programs to supplement instruction and school climate for learning for all students.	\$17,564.00	No
<b>1.7</b>	Access to a Broad Course of Study	The LCFF base will contribute to personnel costs to support a broad course of study for alternative education students.	\$2,310,041.00	No
<b>1.8</b>	Staff to support math and reading literacy intervention for students in the alternative education program.	This action includes salary and benefits for an alternative education intervention teacher to support reading and math literacy.	\$151,442.00	No
<b>1.9</b>	Professional development for staff regarding inclusion and instruction of	This action includes a contract (\$55,000.00) with the Professional Development and Instructional Services Division to provide professional development and coaching for staff regarding inclusion and instruction of students who identify as low income (80%)	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students through equitable teaching and learning.			
1.10	Online reading and math assessments will support academic success of students who participate in the alternative education program.	This action provides for the Renaissance STAR reading and math assessment subscription and provides opportunity for staff to monitor student progress as increased and improved services for alternative education students to include students who identify as low income. (80%)	\$28,000.00	Yes

## Goal Analysis [2022-23]

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.

Most actions were implemented for Goal One which provides a through line focus on academics based on student data and defined expenditures. Action 1.8 provided for staff to support literacy, intervention, and library services for alternative education students. These positions were eliminated by the School Site Council (SCC) in July of 2022. This was done because Santa Clara County Office of Education employed a librarian to support schools countywide and this person is working with staff to implement library services. Intervention was provided by staff through an integrated approach. The major challenge faced in implementing Goal One plans was related to the availability of additional state grants that provided funding for programs such as credit recovery/A-G which were implemented but modified the intended budget. Successes are fueled by consistency in planning. Online program implementation, professional development, supplies, and goals related to literacy and science are now in their third year of implementation by a consistent leadership team. This sustainability enables actions to be consistent from year to year which supports implementation.

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.

The major material difference in Goal One is that the categorical funding allocated for literacy positions was reallocated to provide supplies for career technical education instruction and supplemental materials to support math, reading, and science core instruction. This decision to transfer the Title I Part D funding was made by the School Site Council in July of 2022 and was made due to changes in library services provided by the Santa Clara County. There were no material differences in the funding budgeted for Increased and Improved Services for students.

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

These actions focused on academics were effective in meeting continuous goals. Programs continue to see an increase in the performance of students who receive English Language services on the ELPAC state assessment and the number of students reclassified continues to increase. Reading grade equivalency as defined by local assessments continues to increase and math remains stable. Students continue to show growth on state English Language Arts and math assessments, and the percent of students in alternative programs earning 30 credits per semester continues to show growth. Actions 1.1 and 1.11 were implemented to provide supplies for a broad course of study with supplemental materials to support students who receive English language services, reading and math intervention, and career technical education programming. Actions 1.2, 1.5, and 1.9 were implemented to provide coaching to staff in supporting a broad course of study, intervention, and supplemental instruction, Actions 1.4 and 1.10 were implemented to provide supplemental online instruction, and Action 1.3 and 1.6 enabled engagement of parents in the academic program through communication and family activities.

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.

One change is made to this goal for 2023-24. An intervention teacher will be added to the Alternative Education Department for the 2023-24 school year and funded through Title I Part D. No changes were made with the goal or the metrics associated with Goal One.

**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 will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed Goal Two to support specific needs of students in the areas of transition, graduation, and college and career readiness. This goal addresses programming for job readiness for students such as work-related programs and career technical education classes as well as training for staff in delivery of programs. Another aspect of this goal relates to providing services and training for staff to support students and families as they overcome barriers to achievement of academic and social and emotional goals. The Educational Services team through structures at both the LEA and site level engages in a process of continuous improvement. This process involves analyzing metrics to include: (a) CA School Dashboard results, (b) local assessment data, and (c) educational partner engagement input throughout the school year. Actions and Services as well as projected expenditures are aligned to findings from these continuous improvement processes. In order to achieve Goal Two which focuses on student transition and graduation through college and career readiness, the Educational Services team engaged in a process of analyzing data and stakeholder engagement feedback as a means to adapt findings to created Actions, Services, and Expenditures. The process of grouping together metrics, engagement input, and findings with proposed Actions, Services, and Expenditures ensures that resources are allocated to meet student needs as defined in state and local indicators as well as partner engagement, and that funding follows student needs as they transition from Santa Clara County Office of Education programs prepared for return to districts or a successful transition to college and/or career. We believe that analyzing metrics and stakeholder engagement as a means to develop Actions and Services with associated budgeted expenditures will provide a through line connecting need with action and programs in creating quality programs, services, and curriculum so students will transition prepared for graduation and/or college and or career readiness.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of A-G Courses Available	2019-20 AED: 0% of students meet A-G	2020-21 Court- 0% Community-59% Special Education-1%	Students Who Have Access to A-G Coursework 2022-23 Court-100% Community-100%		100% of eligible high school students will complete coursework aligned to A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20 Special Ed: 0% of students met A-G.	2021-22 Court-100% of students have access to A-G coursework. Community- 100% of students have access to A-G coursework. Special Education-18% of students are eligible and have access to A-G coursework.	Special Education-100% of Eligible Students per IEP		
% passing Advanced Placement	2020-21 AED: 0% of students are taking AP classes or exams.  2020-21 Special Ed: 0% of students passed AP classes or exams.	2020-21 Court- 0% Community- 0% Special Education-1%	2021-22 Court-0% Community-4% Special Education-0%		100% of eligible students will pass Advanced Placement courses and test.
% Early Academic Progress via CAASPP Grade 11	2018-19 CAASPP AED: 0% of students demonstrated college preparedness (EAP).  2018-19 CAASPP Special Ed: 0% of students demonstrated college preparedness (EAP).	No data is available from CDE for this report for 2020-21	SCCOE EAP GRADE 11 2022 CAASPP ELA Level 4-0% Level 3-18.67% Level 3-32.00% Level 1-45.33%  MATH Level 4-0%		Alternative Education students in grade 11 will complete the Early Assessment Program at the end of CAASPP math and English Language Arts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Level 3-2.74% Level 2-5.48% Level 1-91.78%  Court EAP Grade 11 2022 CAASPP ELA Level 4-0 Level 3-0 Level 3-0 Level 1-0  MATH Level 0 Level 3-0 Level 2-0 Level 1-0  Community EAP GRADE 11 2022 CAASPP ELA Level 4-* Level 3-* Level 3-* Level 1-*  MATH Level 4-* Level 3-* Level 2-* Level 1-*		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Special Education EAP GRADE 11 2022 CAASPP ELA Level 4-* Level 3-* Level 3-* Level 1-*  MATH Level 4-* Level 3-* Level 2-* Level 1-*		
# of students enrolled in Metro Ed (Silicon Valley CTE)	AED: Due to COVID-19, no students are enrolled in Metro Ed for 2020-21. For 2019-20 AED had 3 students enrolled.	2021-22 No students participated in Metro Education courses during 2021-22.	2022-23 No students participated in Metro Education courses during 2022-23.		Alternative Education will enroll 3-7 students annually in Metro Ed courses to support career readiness.
#of Students enrolled and completing online courses	AED: 2019-20 Students with Enrollment in online curriculum at 20% completion rate to support variable credits= 76% 20% completion rate of a course is a metric as some students only require partial	2021-2022 83% of Community School students completed online courses at 20% completion rate. (20% completion rate to accommodate partial credits)	Mid Year 2022-23 61% of Community School students completed online courses at 20% completion rate. (20% completion rate to accommodate partial credits) 3.5% of Court School students completed		100% of Alternative Education students will participate in blended learning in conjunction with distance learning and/or in class instruction.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>completion of a course to meet graduation credit requirements.</p> <p>2020-21 0 students in Special Ed enrolled and completing online curriculum</p>	<p>Court School students are not enrolled in online curriculum during 2021-22.</p> <p>Less than 1% of Special Education students completed online courses.</p>	<p>online courses, an increase from 0% in mid year 2021-22.. .08% of special education students enrolled and completed online courses.</p>		
# of Students using ITP/ICEV/& CTE	<p>AED: 2019-20 Participation in CTE Courses Blue Ridge- 100%</p> <p>2020-21 Participation in CTE Courses Blue Ridge- 33%</p> <p>ICEV Certificates Earned 2019-20 Court Schools 122 Certificates</p> <p>2020-21 Court Schools 7 Certificates</p> <p>2020-21 Community Schools 0 Certificates</p> <p>2020-21 Special Ed: 100% of student have an</p>	<p>Participation in CTE Courses 2021-22 Court- 89% Community-4%</p> <p>ICEV Certificates Earned 2021-22 Mid Year Court-3 Community-0 Work Certifications Court-71 Community- (Driver's Ed- 2)</p> <p>Special Education 100% of students have an Individualized Transition Plan (ITP) per IEP.</p>	<p>Participation in CTE Courses for 2022-23 Court- 100% Community-0%</p> <p>No ICEV certificates Mid Year 2022-23 Work Certifications Mid Year 2022-23 Court-17 Community-0</p> <p>Special Education 100% of students have an individualized Transition Plan (ITP) per IEP.</p>		<p>Alternative Education 100% of students in long term placement will participate in Career and Technical Education courses.</p> <p>100% of students in long term placement will have access to ICEV certification.</p> <p>100% of Special Education students will have an Exit Plan.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Individualized Transition Plan (ITP) per IEP.				
School Attendance rates	<p>2020-21 AED: attendance is currently at 85% in community schools and 99.6 % in the court schools.</p> <p>2020-21 Average Special Education attendance rate during the is 88.7%.</p>	<p>2021-22 ADA Court- 99% Community-82% Special Education-78%</p>	<p>2022-23 ADA Court 100% Community-75.4% Special Education-86.6%</p>		Programs will maintain an attendance rate of 95%
# of students engaged in work experience or workability programs	<p>AED: approximately 28% of students enrolled in work experience classes during the 2020-21 school year.</p> <p>2020-21 Special Ed: currently 200 students are actively in work experience, 291 are in job clubs, and 5 have transitioned to employment.</p>	<p>2021-22 AED 7 students have work permits</p> <p>Special Education 322 students enrolled in job clubs. 322 enrolled in Work Experience. 48 students employed.</p>	<p>2022-23 Mid Year Data Community School Work Permits-26 Special Education 186 students are enrolled in job clubs 186 students are enrolled in work experience 35 students are employed</p>		<p>Alternative Education will ensure that 50% of students who are eligible will obtain work permits and enroll in Work Experience as applicable.</p> <p>Special Education will ensure that 100% of eligible students participate in work experience or workability programs.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#of students have a post-secondary plan	<p>2020-21 AED: will develop an exit interview/survey to illustrate all student have a post-secondary education plan.</p> <p>2020-21 Special Ed: all students have an ITP that illustrates post-secondary education planning.</p>	<p>2021-22 100% of Alternative Education students have a post secondary education plan. 100% of Special Education students have an Individual Transition Plan that illustrates post-secondary planning.</p>	<p>2022-23 of Alternative Education students have a post secondary education plan. 100% of Special Education students have an Individual Transition Plan that illustrates post-secondary planning.</p>		100% of Alternative Education students will complete the Exit Survey.
% Participation in Exit Survey	<p>2020-21 0% of Alternative Education students completed Exit Survey</p>	<p>2021-22 100% of long-term Alternative Education students have completed Exit Surveys upon leaving the program.</p>	<p>2022-23 22% of long-term Alternative Education students have completed Exit Surveys upon leaving the program.</p>		100% of Alternative Education students will complete the Exit Survey.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and career programs for students who participate in the	<p>This action provides for contracts for increased and improved services for alternative education students to include students who identify as low income. (80%)</p> <p>Contracts support college and career readiness and include:</p>	\$221,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	alternative education programs.	<ol style="list-style-type: none"> <li>1. LiUNA Construction Trades programs</li> <li>2. Silicon Valley Creates and Art House Art Programs</li> <li>3. Rebekah Center Culinary Arts Programs</li> <li>4. Rebekah Center Counseling Services</li> </ol>		
<b>2.2</b>	Consumables and Materials for College and Career Technical Education programs.	Career Technical Education program supplies and materials will supplement the Career Technical Education program and provide increased and improved services for students in the alternative education program who present as 80% low income.	\$28,679.00	Yes
<b>2.3</b>	Staff Will Support College and Career Readiness and Pathways to Graduation	This action will provide for College and Career Liaisons (2 FTE) and a Career Technical Education teacher (1 FTE) for court schools. Amount includes salary and benefits.	\$454,488.00	No
<b>2.4</b>	Consumables and Materials to Support Career Technical Education Programs for All Students	This action will provide supplies and materials for all students to include career technical education supplies and materials, ICEV certifications and career licenses, and materials for dual enrollment of students in college and Metro Ed programs.	\$152,132.00	No
<b>2.5</b>	Career Preparation Programs To Support Pathways to Graduation and Career Planning	This action will provide for programs to support college and career readiness for all students to include: Naviance career planning program, Silicon Valley Career Technical Education program tuition, and Myers Briggs Career Inventory licenses.	\$33,004.00	No

## Goal Analysis [2022-23]

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.

Goal Two focuses on career technical education program to support college and career readiness for alternative education students. No differences were made in Goal Two during 2022-23. Two Actions are added for 2023-24 (2.4 and 2.5) which provide for additional career technical education supplies and resources funded outside of LCFF funding and programs to support students in career planning. Successes for Goal Two include the implementation of additional career technical education programs to include culinary arts for community school students and virtual career experiences for students facing incarceration. Other successes include consistency in processes which continue to contribute to sustaining college and career programming. Barriers to implementation are few. The major barrier to implementation of planned actions for Goal Two related to the receipt of additional funding through state grants which resulted in funds being shifted from program development to supplies.

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 made for Goal Two during the 2022-23 school year and no material differences were made in actions/budget for Increased and Improved Services for students in Goal Two.

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

The actions indicated in Goal Two were effective in progressing toward the goal of college and career readiness for students. All students now have 100% access to A-G coursework and the percent of students participating in Career Technical Education courses has increased. 100% of students have a plan of study to ensure college and career readiness through credit recovery, elective courses, and a broad course of study. Action 2.1 provided for programming implementation for career technical education programs. This action was implemented with fidelity and any additional funds were shifted to purchase supplies for the program. Action 2.2 provides for supplies and materials to support career technical education and this action was implemented. Action 2.3 provides for staffing to include college and career liaisons and a career technical education teacher at juvenile hall. These positions were filled. This combination of actions has enabled students to participate in hands on and virtual career technical education coursework and obtain industry certifications and to participate in career exploration. These actions also enable students to engage in future planning and to participate in online courses to support dual enrollment

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.

No major changes will be made for Goal Two for 2023-24. An addition of career planning inventories (Myers-Briggs) and software (Naviance) and career supplies funded outside of LCFF funding are additional actions (2.4 and 2.5).

**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	In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed Goal Three to provide for engagement opportunities which will enhance the educational environment to support students and families. These experiences include opportunities for parent/guardian engagement through parent education classes and family events, and enrichment opportunities for students in the form of: (a) field trips, (b) mentorships and job training, (c) mental health services, and (d) elective classes. This goal also focuses on provisions for a safe and culturally responsive climate in schools and for staff training to encourage community partnerships and outreach as well as connections with students through positive behavior interventions and supports and social and emotional learning. A focus on creating a safe school environment for students and families grounded in meaningful enrichment activities will enable students to achieve at high levels and meet college and career readiness goals. Actions also provide intentional parent engagement strategies for families of students who identify as English Learners as well as all other parents, and specialized funding to support needs of unhoused students and students who receive foster youth services. The Educational Services team through structures at both the LEA and site level engages throughout the school year in a process of continuous improvement. This process involves analyzing metrics to include: (a) CA School Dashboard results, (b) local assessment data, and (c) partner engagement input throughout the school year. Actions and services as well as projected expenditures are aligned to findings from these continuous improvement processes. In order to meet Goal Three which relates to student, family, and community partnerships, the Educational Services team engaged in a process of analyzing state and local data and partner engagement in order to develop actions, services, and expenditures to support engagement of students and families to support student achievement and graduation. The process of grouping together: (a) metrics, (b) engagement input, and (c) findings with proposed actions, services, and expenditures ensures that resources are allocated to meet student needs as defined in state and local indicators as well as partner input. Engagement and data findings on how to provide a culturally safe and enriched academic environment for students and families supports students as they progress through their academic program. We believe that analyzing metrics and educational partner input as a means to develop actions and services with associated budgeted expenditures will provide a through line connecting demonstrated need with action in order to connect with students, community and family members as a means to support student achievement and rigorous instruction in an environment that is culturally responsive and safe.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rates	2020-21 AED: attendance is currently at 85% in community schools and 99.6 % in the court schools.  Special Ed: Attendance rate averaged at 88.7%.	2021-22 January 2022 Community Schools-82% Court Schools-99% Special Education-78%	2022-23 Community Schools-75.4% Court Schools-100% Special Education-86.6%		Programs will maintain 95% attendance rate.
Chronic Absenteeism	Chronic Absenteeism Per 2019 CA Accountability Dashboard-  37% of Santa Clara County Office of Education students are chronically absent.	Chronic Absenteeism Rate Data Quest 2020-21 SCCOE- 34.3% Community-71.1% Court-3% Special Education-57.3%	Chronic Absenteeism 2021-22-Data Quest SCCOE 56.6% Community-71.5% Court-0 Special Education-62.1%		Chronic Absenteeism (Grades K-8) will move below 3% as indicated in CA Accountability Dashboard.
High School Dropout Rates	4 Year Adjusted Cohort Drop Out Rate 2019-20 Court Schools- 39.7% Community Schools-41.4% Special Education-9.4%	4 Year Adjusted Cohort Drop Out Rate 2020-21 Data Quest SCCOE-24.1 Court- 32.4 Community-42.6 Special Education- 3.6	4 Year Adjusted Cohort Drop-Out Rate 2021-22 SCCOE-13.5% Court-20% Community-27.3% Special Education-4.5%		4 Year Adjusted Cohort Drop Out Rates Court Schools- Less than 5% Community Schools- Less than 5% Special Education- Less than 5%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rates	<p>2019 Graduation Rates as Indicated in the CA Accountability Dashboard (DASS)            Court- 61%            Community-67%            Special Education - 0%            Incomplete data</p> <p>2019-20 Graduation Rate            Court School- 58.9%            Community School- 44.4%            Special Education- 75%</p>	<p>DASS Cohort Graduation Rate Alternative Programs CA Accountability Dashboard            Comparing 2020 and 2021            SCCOE Change from 83% to 81.5%            Court-Change from 81.3% to 64.7%            Community- Change from 100% to 73.3%            Special Education- Change from 8.1% to 4.7%</p>	<p>DASS Cohort Grade Rate 2022            SCCOE- 4/5 Year Cohort Rate=61% (DASS Not Published)            Court-85.7%            Community-89.3%            Special Education- 7.4%            (Certificate of Completion-93%)</p>		<p>Maintain or increase graduation rate of 90% for CA School Dashboard.</p>
Student Suspension Rates	<p>Per 2019 CA Accountability Dashboard</p> <p>AED: the suspension rate for community schools is 23% and the court school is 0%.</p> <p>Special Ed: the suspension rate was 4%.</p>	<p>Per 2020-21 Data Quest Reporting            AED: Suspension rate 0%            Special Education Suspension Rate- .2%</p>	<p>Per 2022 CA Accountability Dashboard            Court-0%            Community-6%            Special Education- 1.4%</p>		<p>Suspension rates will remain below 3% for all students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rates	AED: the expulsion rate was 0.0%.  Special Ed: the expulsion rate was 0.0%	2020-21 Per Data Quest reporting AED- Expulsion Rate- 0% Special Education- Expulsion Rate- 0% No expulsions 2021-22 school year.	2021-22 Exclusion Rate Per Data Quest SCCOE-0% Court-0% Community-0% Special Education-0%		Maintain 0% expulsion rate for programs.
California Healthy Kids Survey	California Healthy Kids Survey Participation Spring 2020  Court-74% Community-78% Special Ed- 3%	California Healthy Kids Survey Participation Spring 2022 SCCOE Secondary Responses- 12%	CA Healthy Kids Survey Participation Spring 2023 SCCOE Secondary Responses-43%		Maintain 85% of eligible student completion of CHKS annually.
Student, Staff, and Parent (LCAP) Survey	2020-21 LCAP Survey yielded results as follows: 641 participated Parent Participation 31%	2021-22 LCAP Survey 590 Participated Parent Participation- 28%	2022-23 LCAP Survey 381 Participated Parent Participation- 23%		100% Staff Participation on LCAP Survey 75% Parent Participation on LCAP Survey. 100% of eligible students will participate on LCAP Survey.
Increase parent participation in school events such as ELAC, SSC, and Parent	2020-21 AED and Special Ed, current level of	2021-22 AED and Special Education, current level of participation is 5-6 parents attending	2022-23 AED and Special Education continue to maintain number of parents attending		Increase participation in parent meetings by to 5-10 parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Project/Parent Institute meetings	<p>participation is 3 to 4 parents attending for SSC and ELAC meeting and District level Parent Advisory and DELAC meetings.</p> <p>Special Ed: the Parent Institutes are currently averaging 14 parents attending.</p>	<p>School Site Council, ELAC, DELAC, and Parent Advisory Meetings.</p> <p>Parent participation has increased by 20% in 2021-22</p>	<p>governance and advisory meetings.</p> <p>LCAP Parent Advisory meeting participation has increased by an additional 20% for 2022-23.</p>		<p>Maintain average of 14 parents attending Parent Institutes.</p>
Exit/Reflection Survey	<p>0% of Alternative Education students participated on the Exit Survey.</p>	<p>100% of long-term Alternative Education students have completed the Exit Survey</p>	<p>22% of long-term Alternative Education students have completed the Exit Survey.</p>		<p>100% completion of Exit Survey by Alternative Education students.</p>
Middle School Drop Out Rate	<p>0%</p>	<p>0%</p>	<p>0%</p>		<p>Maintain 0% drop out rate for middle school students.</p>
Students will participate in a Broad Course of Study	<p>All students have access to a Broad Course of Study as defined in the CA Accountability Dashboard</p>	<p>All students have access to a Broad Course of Study as defined the the CA Accountability Dashboard.</p>	<p>All students have access to a Broad Course of Study as defined in the 2022 CA Accountability Dashboard.</p>		<p>Maintain access to a Broad Course of Study for all students.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enrichment activities will support student engagement.	Enrichment activities and elective classes will provide supplemental opportunities for all students to include: 1. Art House Art Program and Silicon Valley Creates Art Program 3. Rebekah Center Therapy and New Hope for Youth 4. Environmental literacy and science materials and supplies 5. Teachers Pay Teachers	\$62,351.00	No
3.2	Enrichment activities will support student engagement as increased and improved services for students in the alternative education programs.	Enrichment activities will support student engagement and include: 1. Silicon Valley Creates Art Program 2. Fresh Lifelines for Youth (FLY) will train students to self-advocate, manage conflict, and understand civil rights. (Community Schools) These activities will provide supplemental and elective programs for students who identify as low income. (80%)	\$155,045.00	Yes
3.3	Supplemental Materials to Support English Language instruction	These materials will provide for supplemental instruction for students receiving English language acquisition services.	\$1,614.00	No
3.4	Parent and Family Engagement Activities For All Students	Parent and family engagement will support the success of all students. This action provides for: 1. Materials and supplies to support parent and family engagement through mailings, translation, and communication services.- 2. Family Liaison Consultant and staff to enhance parent engagement opportunities and provide parent trainings. 3. Specialized activities for parents and families of students identified as English Learners to include: parent lending library, parent groups, newsletter, field trips, and parent engagement series.	\$107,283.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Family Engagement for Families of students who identify as English Learners	This action provides targeted and increased support for families of students who identify as English Learners in accessing school resources and participating in engagement activities. (33%)	\$17,182.00	Yes
3.6	Mental Health Services will provide increased and improved services for students who participate in alternative education programs.	This action will provide .5 position for a therapist to support increased and improved services for alternative education students who represent as low income.(80%)	\$91,560.00	Yes
3.7	Staff to Support Transition of Unhoused Youth and Youth Who Receive Foster Youth Services	This action will provide for foster and homeless services for Educational Services students to include: .5 FTE Foster and Homeless Liaison and .5 Foster Youth Services Manager positions and associated costs.	\$197,205.00	No
3.8	Staff to support continuous improvement processes and parent engagement districtwide	This action supports partial salary and benefits (.10) for Coordinator of State and Federal Programs-Educational Services. This position supports continuous improvement activities and parent engagement for Educational Services.	\$24,688.00	No
3.9	Professional Development to Support Facilitating a Positive School Climate	This action provides for professional development and coaching for staff regarding: Restorative Practices, Leadership Capacity, and Positive Behavior Interventions and Supports.	\$95,000.00	No
3.10	Materials to Provide Increased and Improved Services Students Who Receive Foster Youth	This action provides for materials to provide increased and improved services for students who receive Foster Youth Services in the Community School. (1%)	\$21,110.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Services in the Community School			
3.11	LCFF Staff to Support Continuous Improvement Processes and Parent Engagement	The Coordinator of State and Federal Programs-Educational Services (.30) will facilitate increased and improved services to include continuous improvement/accountability and parent engagement to support students to include 80% low income.	\$73,923.00	Yes
3.12	Activities to Support Positive School Climate	This action provides funds to support educational excursions aligned to family engagement and Positive Behavior Interventions and Support to encourage student engagement as a pathway to graduation.	\$40,219.00	No
3.13	Supplemental Materials to Support English Language Services and Instruction	This action will provide additional funding for supplemental materials to support the language instruction of students who identify as English Learners.	\$1,905.00	No
3.14	Operational costs will support increased and improved services for unduplicated students	This action reflects the operational costs (10.00%) aligned to LCFF supplemental and concentration funding as a means to support the increased and improved services for students in the alternative education program. (80%)	\$91,579.70	Yes

## Goal Analysis [2022-23]

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.

Goal Three focuses on engagement of students and families both in school and with the community. No major changes were made related to this goal. There were few challenges to engaging parents and community members. Successes include increased attendance at Parent Advisory Committee meetings and increased attendance of families at LCAP input sessions at the site level. Other successes include the continued attendance of parents and families at Cafecitos and parent meetings.

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 budgeted expenditures and actuals. Due to a need to spend categorical carryover funds, Comprehensive Support and Improvement funds for parent engagement were shifted to funding for coaching of staff in implementing positive behavior intervention and support. There were no changes in the Increased and Improved Services for students.

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

Goal Three addresses partnerships with families and the community as well as student engagement. Evidence of the successful implementation of this goal includes a decrease in drop out rates as students are engaging and fulfilling their graduation plans. Additional evidence of success of this goal is related to the increase of graduation rates as indicated in the Dashboard Alternative School Status (DASS). Parent participation in governance and enrichment meetings has increased by 20% districtwide. Actions 3.1, 3.2, and 3.12 provide for programs to support enrichment of students through field trips, additional elective courses and activities to support a positive school climate. Action 3.3, 3.4, 3.5, and 3.11 were implemented to support engagement, outreach, and training for parents and families and were implemented as practical due to pandemic restrictions. Staff members to support students who receive foster services, require therapy services, are unhoused, or in need of social and emotional support are represented in Actions 3.6 and 3.7 and continue to support students with these needs. Action 3.8 provides for staff to support parent engagement, and 3.9 provides continual training for staff in engaging families. Actions 3.10 and 3.13 provide for materials to support unhoused families and students receiving foster youth services. These actions were implemented collectively and the impact is reflected in the Goal Three metrics to show that students are engaging with school, reaching graduation status, and benefiting from enrichment activities. Parents and families also have shown increased engagement which is a benefit of these actions. The team will continue to reflect on increasing attendance and decreasing chronic absenteeism for 2023-24.

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.

No major changes were made to this goal for 2023-24 as Goal Three provides for engagement of students and families and this is a major priority.

**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	Students in foster care will receive academic and social-emotional support through cross-system coordination and a collaboration of services with the child welfare agency, juvenile probation department, school districts and community stakeholders to improve educational outcomes.

An explanation of why the LEA has developed this goal.

Educational outcome indicators for youth in foster care attending schools in Santa Clara County are lower than the state average and extremely disparate from their non-foster peers. Community partners are engaged and system shifts are being made to address the conditions for improving these outcomes. The Actions in Goal Four will sustain current practices and will expand on current services provided to sustain and increase outcomes and support children. Aligning Foster Youth Services staff with local districts will enable services to be enhanced throughout the County at a local district level. In addition, aligning Foster Youth Services staff with local districts and providing technical support will increase district capacity to include foster youth support in local LCAPs. Utilizing the Foster Vision system and increasing the number of districts participating enables the Santa Clara County Office of Education staff to respond to district needs and enter data sharing agreements with other educational agencies to support student transition and placement. This data sharing will ensure that foster youth are able to maintain consistency in their educational program and placement. This goal enables the Santa Clara County Foster Youth Services program to provide countywide focused and integrated support for foster children in order to meet their academic and social and emotional needs. We believe that the Actions and Services indicated in Goal Four will sustain the current progress of cross-system coordination and collaboration and will enable services to continue to serve foster youth across Santa Clara County. Analysis of data regarding performance and stability rate in the county aligned with services provided to students represents a through line between the reality evident in the data to demonstrate need and the actual delivery of services.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide educational status and progress information to child welfare agency to minimize changes in school placement.	2020-21 Baseline will be established	2020-21 Santa Clara County Stability Rate per Data Quest is 70.5%	2021-22 Santa Clara County Stability Rate per Data Quest is 59.3%		To be determined in Year One based upon data in 2021-2022 school year publication in Data Quest.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of LEA use of county data sharing tool, FosterVision.	2020-21 93% of Santa Clara County School Districts subscribe to Foster Vision dashboard.	100% of Santa Clara County school districts subscribed to Foster Vision during 2021-22 school year.	2022-23 100% of Santa Clara County LEAs subscribe to Foster Vision		100% of Santa Clara County School Districts will maintain their data sharing responsibilities by subscribing to Foster Vision.
Increase the number of LEA's formulating actions in the LCAP to address the academic needs of students in foster care.	2020-21 As a baseline year, currently 0 districts formulate Actions and Services in their LCAPs to support students in foster care.	91% of local districts show actions which directly support academic and social and emotional needs of students in the LCAP. (21-22)	2022-23 80% of Santa Clara County LEA's service foster youth. Of the 80% LEAs who service foster youth, 100% indicate support which directly supports social and emotional needs of students in the LCAP.		95% of Santa Clara County School Districts will create Actions and Services in the LCAP to support students in foster care.
Increase the 4 year cohort graduation rate of youth in foster care county wide.	2019-20 4 Year Cohort Graduation Rate for youth in foster care countywide. 51%	2020-21 Foster Youth Four Year Cohort Graduation Rate for Santa Clara County (Data Quest January 2022) 46.3%	2021-22 Foster Youth Four Year Cohort Graduation Rate is 43.5% per Data Quest.		Increase 4 Year Cohort Graduation Rate for youth in foster care to 86% countywide.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Build capacity within Santa Clara County districts to support youth in foster care.	SCCOE Foster Youth Managers will work with LEA liaisons to coordinate services and build capacity to align actions that improve educational outcomes for students across Santa Clara County.	\$255,846.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Provide coordinated educational case management care for Santa Clara County youth in foster care.	As a means for providing services for foster youth in Santa Clara County the FYS team will: work with collaborating agencies (LEA's, CBO's and DFCS) to develop an 8th grade transition services model in order to align cross-system supports to improve educational outcomes that eliminate redundancies and fill service gaps; provide technical assistance to improve the effectiveness of district implementation and LCAP plans in meeting the educational needs of foster youth; provide Professional Development to district staff to ensure understanding of the challenges of students in foster care. and seek support and potential funding to develop functions for FosterVision enhancement to support coordinated education management for youth who qualify for services.	\$255,846.00	No
4.3	Support Higher Education Transitions for Foster Youth	In collaboration with CBOs, SCCOE and DFCS will support Higher Education transitions as a means to: provide college/career learning opportunities and supports for financial aid process and its implication for college-bound foster youth in collaboration with local colleges and vocational education programs within the SCCOE Alternative Education Department and countywide; develop resources, systems and processes to support students' transitions to post-secondary services or institutions through the FYSI/FYSCP Collaborative and identify needs to bring compulsory to college integrated needs to the FosterVision steering committee for consideration of increasing functionality to include post-secondary transition coordination.		No
4.4	Support integrated data system to support foster youth.	Provide coordinated services for foster youth through managed data and data sharing.	\$5,000.00	No

## Goal Analysis [2022-23]

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.

Goal Four addresses countywide services for foster youth. This goal was fully implemented. Successes are evident in the metrics. The foster youth stability rate in Santa Clara County has increased. Barriers are few. The local educational agencies (LEAs) in Santa Clara County appreciate working collaboratively with the Foster Youth Services Department.

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 for Goal Four and estimated actuals. Goal Four does not provide support for Increased and Improved Services for students as this goal is countywide.

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

The actions in Goal Four were effective in addressing the needs of LEAs and students and families of students receiving foster youth services. Staff members were hired as planned in Action 1.1, 1.2 and 1.3 and Foster Youth Services continues to participate in the Foster Vision Dashboard (1.4) which provides countywide and real time updates regarding the status of students receiving foster services. Goal Four metrics provide a through line of success from planning to implementation of goals. 100% of Santa Clara County LEAs include goals regarding foster youth services in their LCAP. Plans continue to address graduation rates of students receiving foster youth services countywide.

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 position of .20 Foster Youth Services manager was excluded from Goal Four as this position will be addressed elsewhere in the SCCOE planning.

**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
5	Ensure that all expelled students successfully complete their rehabilitation plan.

An explanation of why the LEA has developed this goal.

The Educational Services Division includes Goal Five in the LCAP as per CA Education Code. This goal is relevant to the district mission to support Santa Clara County expelled students as they meet their rehabilitation plans with a goal of returning to their home districts or achieving placement after graduation. The Santa Clara County Office of Education (SCCOE) and the Alternative Education department will provide an integrated approach to ensure that the transition of students from programs is efficient and sustainable. This process includes: (a) meeting with local districts each month to discuss student transition, (b) supporting students in writing and completing Individual Transition Plans, and (c) providing training for local districts on school climate and research-based processes to support expelled students. These Actions and Services will enable the SCCOE to continue to build relationships with feeder districts and provide an integrated approach to meet the needs of expelled students as they transition to their home districts, sustaining current progress and improving outcomes to support all students. We believe the Actions and Services in Goal Five will enable the Santa Clara County Office of Education to increase current levels of collaboration and services to support youth facing expulsion and their school districts in supporting students. Considering the number of students who are expelled and their individual needs while also collaborating with local districts regarding their perceptions of student and county needs to support expelled students provides a through line of services from need to delivery of services.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Santa Clara County Expelled students who meet rehabilitation plans to return to local districts.	During the 2019-20 school year, 78 expelled students were enrolled at the Community School. 51% of the students completed their Rehabilitation Plan. 34% of students did not complete their Rehabilitation Plan	2020-21 Community School Data Total Expelled students: (35) Total Expelled students who completed their Rehab Plan and returned to District: (8)-23%	2021-22 Community School Data Total Expelled Students: 55 Total Expelled students who completed their Rehabilitation Plan and returned to District: (24) 44%		100% of enrolled and expelled students will complete Rehabilitation Plan.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and remained in attendance. 15% of students did not complete their Rehabilitation Plan and dropped from the program.</p>	<p>Total Expelled students who graduated: (1)-3% Total Expelled students who did not complete their Rehab Plan and remained at Community Schools: (13)-37% Total Expelled students who did not complete their Rehab Plan, but did not return to Community Schools: (13)-37% (3 transitioned to other SCCOE schools and 10 did not enroll elsewhere)</p>	<p>Total Expelled students who graduated: (7) 13% Total Expelled students who did not complete their Rehabilitation Plan and remained at Community Schools: (15) 27% Total Expelled students who did not complete their Rehabilitation Plan, but did not return to Community Schools: (9) 16% (5 transitioned to other SCCOE schools and 4 did not enroll elsewhere)</p>		
<p>High School graduation rates</p>	<p>The CA Accountability Dashboard requires a graduation rate of 67% for District Alternative Dashboard (DASS) targets.</p> <p>Court School Graduation Rate. 2019-61% 2020-50.8%</p>	<p>2021 Graduation Rate (DASS) per CA Accountability Dashboard Court- 64.7% Community-73.3% SCCOE-81.5%</p>	<p>4 Year Cohort Graduation Rate SCCOE-61.6% 2021-22 DASH GRAD Rate Community-89.3% Court-85.7%</p>		<p>Aspire to graduation rate of 90% for Alternative Education seniors.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Community School Graduation Rate 2019-65% 2020- 48.3%				
The number of Memorandums of Understanding and number of student allotments in collaboration with Santa Clara County School Districts.	9 districts participated in a Memorandum of Understanding during the 2019-20 school year for a total of 105 allotments.  During the 2020-21 school year, Santa Clara County Alternative Education participated in a Memorandum of Understanding with 17 school districts for a total of 77 seat allotments.	2021-22 Memorandum of Understanding 16 School Districts with 100+ allotments.	2022-23 Memorandum of Understanding 20 school districts with 91 allotments.		Partner with 32 Santa Clara County districts to provide services for expelled youth.
Monthly meetings with district partners to facilitate services for expelled students	Ten districts continued to participate virtually in monthly Alternative Education meetings during the 2020-21 school year.	2021-22 12-15 Santa Clara County School Districts participate in monthly Alternative Education meetings.	2022-23 An average of 10 school districts are represented each month at District Representative Meetings.		Meet with representatives from 32 districts in the county to support expelled youth and transition services.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Navigator position will provide transition services for students who exit alternative education programs.	<p>Navigator position 1.0 FTE will provide personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success as increased and improved services.</p> <p>a) Provide social and emotional support for trauma impacted youth to fulfill terms of their expulsion  b) Family collaboration and transition planning  c) Coordination of community-based organizations, mental health providers, and healthcare options to support students during and post enrollment in AED</p> <p>Provide crisis response as necessary for students who identify as: 80% low income.</p>	\$121,305.00	Yes
5.2	Professional Development to Support Transition of Students Facing Expulsion	Work with Districts to keep the Triennial Report updated with the changes within SCCOE and Santa Clara County. In addition, provide opportunities, encouragement, and advocacy for at risk students, programs, and efforts to reduce suspensions and expulsions through collaboration, coordination, and identified professional development services that are provided through SCCOE. These services include but are not limited to MTSS, PBIS, Trauma Informed Care, Restorative Justice, TUPE, and Truancy Abatement (SARB).	\$0.00	No
5.3	Transition Services Planning	The SCCOE team will meet with feeder districts monthly to provide updates regarding students and transitions as an increased and improved service for student transition of incarcerated students to home districts or institutions of higher education.	\$0.00	No
5.4	Student Exit Surveys and Transition Plans	Alternative Education staff will collaborate to support student transition and placement upon exit from Court School programs and will support implementation of Individual Transition Plans.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

Goal Five provides social, emotional and academic support for students who are facing expulsion or referral from their home local education agency (LEA). Planned actions were implemented for Goal Five. Successes are evident in securing transition services for students as are reflected in a reduction in drop out rate. Successes are reflected in enrollment and county LEA participation in the program. Barriers to implementing actions for Goal Five include stability due to the transient nature of students enrolled in programs. Families move and often face hardships and students often turn 18 while in the program and are no longer required to attend school or benefit from services provided. Outreach and services are instituted to support students throughout the duration of the year.

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 are no material differences between budgeted expenditures in Goal Five and actuals. Goal Five contributes to Increased and Improved Services for students and there is no material difference between actuals and intended expenditures.

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

Actions in Goal Five were implemented with fidelity. Action 5.1 supports the position of a Navigator who works with students and families to ensure smooth transition of students. Actions 5.2 and 5.3 reflect a continuous process of collaborating and providing training and support for county LEAs. Action 5.4 was an area of focus for 2022-23 and will continue to be an area of focus in 2023-24. Metrics reflect that the drop out rate has decreased, and local metrics reflect that students who exit programs are enrolling in their district of residence in a timely manner. The percentage of students facing expulsion who complete a Rehabilitation plan as required by CA Education Code has increased as has the percentage of students who graduated. The Dashboard Alternative School Status (DASS) shows an increase in the one year graduation rate for students, and the number of LEAs who have signed a Memorandum of Understanding with the program has increased. This collective process of communication, training, and hands on interaction with families and local districts has enabled Goal Five metrics to continue to show growth and benefit students.

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.

No changes were made to Goal Five for the 2023-24 school year.



**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,007,383.00	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
3.13%	0.00%	\$0.00	3.13%

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

## Required Descriptions

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

Santa Clara County Office of Education (SCCOE) through the Alternative Education department represents the following as unduplicated students: (a) 80% of students represent as low income, (b) 33% of students receive English language acquisition services, and (c) less than 1% of students receive services as foster youth. A thorough needs assessment enabled the SCCOE to connect the needs of students as defined in state and local metrics as a means to create Actions and Services specific to student needs. We applied a through line process which aligns (a) students, (b) student needs as defined in metrics, and (c) Actions and Services as a means to meet the needs of all students. We continue this process annually in conjunction with Local Control Accountability Plan (LCAP) and school site planning.

Increased and Improved Services: Schoolwide

(a) Students Who Identify as Low Income

Analysis of the data regarding performance of students who identify as low income as aligned to the California School Dashboard indicators, partner input, and local assessments shows a need for increased services for students who identify as low income. Results of the needs

assessment indicate that students who represent as low income show lower performance in the areas of: (a) English and reading performance (CAASPP and Renaissance Star Reading), (b) math performance (CAASPP and Renaissance Star math), and (c) chronic absenteeism than the entire student population. Students who represent as low income showed greater performance in college and career preparation in relation to all students as indicated on the 2021 CA School Dashboard, yet a 2019 pre pandemic needs assessment shows that 2% of students at the Court schools who represent as 100% Low Income are prepared and 5% of students at the Community schools who represent as 67% Low Income are approaching prepared. (2019 CA Accountability Dashboard) 2022 DASS graduation rates increased for Court (100% Low Income) but are lower than Community Schools (67% Low Income). In 2023 the Court Schools show students who present as 100% Low Income and the Community School presents as 67% Low Income for a total district wide low income rate of 80%. The needs assessment indicates a need for emphasis on pathways to graduation for all students.

The Alternative Education Department in conjunction with the Santa Clara County Educational Services team engages in frequent and structured data analysis processes at the local education agency (LEA) and site level. Metrics monitored include: (a) student academic progress, (b) student transition, (c) college and career readiness, and (d) student/family engagement outcomes. We have articulated LCAP goals as a means to ensure our students receive a well-rounded education with opportunities for academic intervention as needed and a focus on career pathways to equip students with industry certifications and job readiness upon exit of our programs. In the process of analysis it became evident that Actions and Services were necessary to continue this process of data analysis and inquiry in order to provide a well-rounded academic program for all students. During the needs assessment process the team also determined which Actions and Services were relevant to support Low Income students and their school progress and determined which Actions and Services would be continued in the LCAP update. In light of the fact that 80% of students present as Low Income, Actions and Services designed to increase this student group performance will also support the needs for all students and are indicated schoolwide.

This decision was made due to the fact that Alternative Education students represent a vulnerable group who have unique needs aligned to their incarceration and expelled status. In addition, when examining individual metrics, the gaps between the performance of students identified as Low Income and all peers are small and in some cases, due to small student groups, no comparison could be made. Finally, applying the schoolwide Actions and Services to all students will enable the Alternative Education Department to serve the: (a) academic, (b) transition, and (c) engagement needs of students who may not represent as: (a) Low Income, (b) Foster, or (c) students receiving English language services, but: (a) are unhoused, (b) have transient school records, or (c) display social and emotional needs not addressed by unduplicated groups.

### Low Income Students and Needs Assessment Findings

Students who present as Low Income present a unique need in the Santa Clara County Office of Education Alternative Education programs. Overall, the unduplicated student count for students who represent as Low Income is 80%. 100% of students in the Court School program

represent Low Income and 67% of students in the Community School program represent Low Income. A needs assessment of local and state indicators indicated a need for increased services to support Low Income students as indicated below:

\*CAASPP ELA data for 2022 indicates that all students in Court schools show 0% who meet or exceed standards and the Low Income subgroup is small with no score indicated

At the Community Schools 10% of all students meet or exceed the standard and 8.33% of Low Income meet or exceed the standard.

\*CAASPP math data for 2022 indicates that all students in Court schools show 0% who meet or exceed the standard as do students who present as Low Income.

At the Community Schools 5.56% of all students meet or exceed the standard and 0% of students who represent as Low Income meet or exceed the standard.

\*Community Schools show a chronic absenteeism rate of 71.3% for all students and a 69.7% chronic absenteeism rate for students who present as Low Income. Court School students show 3.3% chronic absenteeism and all students present as Low Income.

\*The suspension rate for All Students and students who represent as Low Income at the Court Schools is 0% .The suspension rate is 6.0 at the Community Schools for all students and 6.7 for students who represent as Low Income.

\*The Dashboard Alternative School Status (DASS) graduation rate for all students in the Court Schools who also represent 100% Low Income students shows 85.7 for all students who represent as Low Income.

\* The DASS graduation rate of the Community School which is identified as 67% Low Income is 89% for all students and 85.7% for students who represent as Low Income.

\*Students in Alternative Education who represent 80% Low Income showed 0% growth in College and Career Indicators for both Court and Community Schools for 2021 which is a drop from the 2019 CA Dashboard publication. No College and Career Indicator data was provided in 2022.

\*Court school students showed a 5.1 reading grade level equivalency for students identified as English Learners on the Renaissance Star Reading Assessment and 5.6 % instructional math level progress of students identified as English Learners on the Renaissance Star Math Assessment. These students all present as Low Income.

Community Schools showed a 5.1% instructional reading grade equivalency and 5.0% math in 2023 which represented the scores of all students to include 67% who identify as Low Income.

(b) Increased and Improved Actions and Services Designed to Meet the Needs of Low Income Students (80%) and Their Non Low Income Peers on a Schoolwide Basis

Goal One: All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. Goal One strives to provide a high quality academic program to students and also to focus on instruction that can eliminate barriers to achievement and promote achievement. This goal relates to student progress through a broad course of study which provides a well-rounded education, assessment and intervention, acceleration, and support in an inclusive environment.

1.4 Edgenuity will provide supplemental instruction for students who represent as Low Income and their non low income peers on a schoolwide basis. This Action and Service provides supplemental instruction for Court School students (100%) who identify as low income and Community School students (67%) who identify as low income and will also support non low income peers. Edgenuity is an online credit recovery platform that provides a broad course of study for students. Because many students come to incarceration or expulsion with deficits in credits, having an outline platform for student accessibility to online credit recovery is a benefit to the 80% of students who identify as low income students in Alternative Education as well as their peers. This platform provides opportunities for non incarcerated students to work at home on assignments as well as at school and for incarcerated students, an opportunity for accelerated credit recovery during after school classes and study time. The current DASS graduation rate for students who represent as Low Income in the Court School is 85.7% and for Community Schools is 85.7%.

DASS graduation rates showed an increase from 2021 to 2022 and this is in part due to availability of A-G online coursework. It is apparent that this increased and improved service will continue to benefit students in meeting graduation goals and college and career readiness.. This increased service is a continuation from the 2022-23 LCAP and the decision to retain the service was made due to the benefits of 65% of students in the program completing coursework via the platform. This Action and Service will benefit all students to include students who represent as Low Income as it is used to supplement a broad course of study and provide acceleration for students in meeting graduation requirements. This program also provides opportunity for the Alternative Education programs to provide A-G coursework for all students. Metrics in place to evaluate the effectiveness of this Action and Service include: (a) student participation and credit accumulation in the Edgenuity program, (b) DASS graduation rate, (c) number of students who earn 30 credits or more per semester, and (d) the College and Career Indicator on the CA School Dashboard when published.

1.9 A contract for coaching and professional development for staff will provide increased and improved services in meeting the needs of students who represent as Low Income and their non low income peers on a schoolwide basis. This Action and Service provides contracts to support professional development of staff in providing a broad course of study for Court School students who identify as (100%) Low Income,

and Community School students who identify as (67%) low income. This contract will provide coaching and professional development to staff in eliminating barriers to academic success for students. Professional development will support teaching and learning and coaching for inclusion. Students who present as Low Income (80%) and their peers will benefit from a culturally responsive learning environment as a means to break down barriers and achieve learning in a well-rounded program. This Action and Service presents increased and improved services as a means to ensure that students who present as Low Income and their peers benefit from an inclusive education grounded in equity and a broad course of study. Providing staff the opportunity for guidance in curriculum implementation and in classroom coaching will enhance the learning environment of students and provide opportunity for all students to learn in a safe and inclusive space. This Action and Service is a continuation from 2022-23 and the decision to continue this contract was made due to the success of previous coaching opportunities for teachers. This Action and Service will benefit all students toward pathways to graduation and college and career readiness and will enable all students to function in an inclusive environment with universal designs for learning. Metrics to evaluate the success for this Action and Service include: (a) DASS graduation rate, (b) number of credits earned per semester (c) College and Career Indicator as aligned to the CA School Dashboard, (d) suspension rates, and (e) chronic absenteeism. We believe that a quality learning environment grounded in best practices will benefit all students to include the 80% of students who present as Low Income.

1.10 A contract for purchase of Renaissance Star Reading and Math assessments will build a foundation for increased and improved services for students who represent as Low Income and their peers on a schoolwide basis. This Action and Service provides a contract to support quarterly reading and math assessments for Court School students who identify as 100% Low Income and Community School students with 67% who identify as low income. Quarterly assessments provide opportunity for monitoring grade equivalency of students as a means to provide information for teachers in differentiating instruction and providing intervention services. Currently Court school students showed a 5.1 grade equivalency level progress on the Renaissance Star Reading Assessment and 5.6% grade equivalency level progress on the Renaissance Star Math Assessment. Community Schools showed a 5.0 % math grade equivalency level. Having the ability every 45 days to monitor student grade equivalency provides staff the opportunity to address student needs. This Action and Service will support the 80% of students who present as Low Income and will also benefit their peers in achieving literacy and numeracy. Providing frequent assessment also benefits the staff in supporting students in acquiring skills in writing and intervention. This Action and Service is a continuation from the 2022-23 LCAP. The decision was made to continue this Action and Service due to the benefit in analyzing individual student needs in reading and writing and having points of comparison through local assessments as the school year progresses. The remaining 20% of students who do not represent as Low Income will continue to benefit from this Action and Service. Metrics to assess the effectiveness of this Action and Service include: (a) Renaissance Star reading and math assessments and grade equivalency, (b) reclassification rates of progress of students identified as English Learners as applicable, (c) CAASPP ELA and Math levels of proficiency, (d) DASS graduation rates, and (e) credits earned per semester.

Goal Two: All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services, and curriculum. Goal Two supports student transition and graduation and includes support for College and Career Readiness and student enrichment programs.

## 2.1 Contracts to Support College and Career Readiness for Alternative Education Students-

This Action and Service provides for contracts to support implementation of Career Technical Education programming for students who identify as low income at the Court Schools (100%) and Community Schools (67%). Contracts will provide services to students to support Career Technical Education (CTE) pathways in: (a) construction, (b) welding, (c) culinary arts, and (d) elective art programs for Alternative Education students who present as 80% low income. This Action and Service will support Increased and Improved Services and provide a rigorous, relevant, and engaging curriculum. This Action and Service is a carryover from the 2022-23 LCAP. After analysis of 2021 CA Accountability Dashboard data which shows that 0% of Alternative Education students are college prepared and the 2019 CA Accountability Dashboard which indicates that 2% of Court School students are prepared while Community School students show 5% nearing prepared, (CA Dashboard, 2019), the team determined that the CTE programming which began in 2017 is making an impact on student career preparedness and should be expanded upon.

Participation in career technical education and elective programs not only benefits students and their career preparedness, but also contributes to graduation rate. DASS graduation rates for 2022 continue to show an increase for both Court and Community programs. Because 80% of students in Alternative Education present as low income to include 100% in the Court Schools and 67% in the Community schools, providing these services schoolwide will support all students and increase College and Career readiness. Students who present as Low Income who are incarcerated and expelled present gaps in education and have a need for tactile learning and career skills as is evident in the data. Providing CTE and Pathways will not only support student paths to graduation but also enable students to earn certifications which are applicable in their lives as they exit programs. Although the additional 20% of students do not present as Low Income, they too have needs for college and career readiness and pathways to graduation and will benefit from this support. Metrics which will be used to evaluate this Action and Service include: (a) Career Preparedness percentage as aligned to the College and Career Indicator when published, (b) DASS graduation rate, and (c) student engagement as defined by chronic absenteeism and suspension rate metrics.

## 2.2 Consumables and Materials to Support Career Technical Education Programs-

This Action and Service provides consumable materials and supplies to support the Career Technical Education (CTE) plan as a means to college and career readiness and pathways to graduation for students who represent as Low Income(80%) and their peers. The supplies and materials will provide for supplies for the: (a) welding, (b) construction, (c) culinary, and (d) arts programs currently in existence at and also will provide additional materials to support program expansion. These programs will support the students who represent as Low Income (100%) in the Court Schools and enable staff to maintain and expand CTE opportunities for Community School Students (67%). These supplies and materials will enable staff to continue to provide a rigorous and relevant academic program grounded in Career Technical Education strategies and will also enable staff to expand current offerings to include expanded CTE programs as a means to engage students and eliminate barriers to graduation. The goal of the Alternative Education program is to provide a consistent and uniform CTE program for all students. This Action and Service is a carryover from the 2022-3 LCAP. After analysis of CA Accountability Dashboard data which shows that 2% of Court School students are prepared while Community School students show 5% nearing prepared, (CA Dashboard,

2019) and the 2021 CA Dashboard College and Career Indicators which indicate 0% preparedness for both Court and Community Schools, the team determined that the CTE programming which began in 2017 is making an impact on student career preparedness and needs to continue and expand. Because 80% of students in Alternative Education represent Low Income to include 100% in the Court Schools and 67% in the Community schools, providing these services schoolwide will support all students and increase the current LEA College and Career Indicator rate of 0%. Students who present as Low Income who are incarcerated and expelled often present gaps in education and have a need for tactile learning and career skills as is evident in credit completion data. Providing CTE and Pathways will not only support student paths to graduation, but also enable students to earn certifications which are applicable in their lives as they exit programs. Although the additional 20% of students do not present as Low Income, they too have needs for college and career readiness and pathways to graduation and will benefit from this support. Metrics which will be used to evaluate this Action and Service include: (a) Career Preparedness percentage as aligned to the College and Career Indicator when published, (b ) DASS graduation rate, and (c) student engagement as defined by chronic absenteeism, and (d) suspension rate metrics.

Goal Three: In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe. The purpose of Goal three is to provide opportunities for parent engagement as well as targeted support for students who identify and receive services and support to include: (a) students who receive English language acquisition services, (b) students who receive foster services, and (c) unhoused students. Goal Three also aspires to increase achievement levels by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe. Goal Three provides therapeutic services for students who experience trauma-informed behaviors and also provides for training for staff to support a safe school climate.

### 3.2 Enrichment Activities Will Support Student Engagement.-

This Action and Service provides for schoolwide activities designed to engage students in a culturally responsive and safe environment and to provide enrichment opportunities to engage students as they pursue a rigorous curriculum. These enrichment activities include life skills training and art classes . These additional programs will support students who represent as Low Income at the Court Schools (100%) as applicable and Community Schools (67%) as students progress through academic programs. This Action and Service is a continuation from the 2022-23 LCAP. The Community School continues to show a suspension rate of 6.0 for all students and 6.7 for low income students. Art and counseling classes provide an opportunity for staff to continue to change the culture and enrich school experiences. In addition, Court School students (100% who present as Low Income) benefit from enrichment classes to support the academic program and expand interest in areas such as art and music. This creativity can continue to benefit the Court School students (100% who present as Low Income) as they complete incarceration and also meet social and emotional needs of students in returning to the community. Maintaining an arts based, culturally responsive environment will enable students to connect with school staff in a way that feels safe and supportive. Although 80% of students in Alternative Education represent Low Income, the Actions and Services that represent Increased Actions and Services for students who represent as Low Income will benefit all students and their families as they engage in a rigorous school environment grounded



in cultural responsiveness and safety. Metrics to support evaluation of this Action and Service include: (a) chronic absenteeism, (b) suspension rate, and (c) DASS graduation rate.

3.6 Mental Health Services - This Action and Service provides counseling services to support students who represent as Low Income (80%) and their families as they maneuver the court system (100% who represent as Low Income) and systems for expelled youth (67% who represent as Low Income). Providing therapeutic support for students and families will enable them to meet rigorous achievement standards in an environment that is safe and culturally responsive as defined in Goal Three as an Increased and Improved Service. This Action and Service is a continuation from the 2022-23 LCAP. The Action and Service was continued due to analysis of suspension rates and chronic absenteeism rates of students in the Community School and graduation rates for both Court and Community School. The Community School has a suspension rate of 6.0 and for Low Income students the suspension rate at The Community School is 6.7. DASS graduation rates continue to increase in Alternative Education which is a positive that will continue with this support. Having a therapist available to assist families and students is beneficial in supporting students in engaging in school and graduating. Although Court School students (100% who present as Low Income) often receive therapy services from Probation, this Action and Service enables staff to continue to reach out to families as they transition from the facility and reconnect with school programs. 80% of Alternative Education present as Low Income students with 100% in Court School programs and 67% in Community School programs. This Action and Service is deemed school wide as the remaining students and their families will benefit from culturally responsive and safe therapy services and referrals as they maneuver incarceration and expulsion upon referral. Metrics to assess the continuation of the Action and Service include: (a) chronic absenteeism, (b) DASS graduation rate, and (c) suspension rate.

3.11- LCFF Staff to Support Continuous Improvement and Parent Engagement. This Action and Service provides support staff to support students and their families who identify as 80% Low Income in the Alternative Education program. Providing a staff member to monitor LCFF processes, assessment, and parent engagement enables the Alternative Education Department to ensure that services are aligned with a through line of emphasis on student need that begins with needs assessment and continues through LCAP engagement processes to include advisory groups, input sessions and surveys, budget alignment, and continuous improvement of the Local Control Accountability Plan. Having staff enables the ability to align site plans with district plans as a systemic process of addressing state and local indicators and local data from the needs assessment to ensure that students who present as Low Income (80%) and their peers receive increased and improved services. This position is new to Increased and Improved Services for 2023-24 and was included to ensure that student needs are addressed and parent and family engagement supports family needs. Parent Engagement has increased by 20% from 2021-22 to 2022-23 and due to frequent monitoring, there is no carryover in funding aimed for Increased and Improved Services for unduplicated students in the 2022-23 LCAP. Data visualization has enabled programs to identify areas of need and the DASS graduation rate increased in 2022 for all programs. This Action and Service is deemed school wide as it supports the 80% of students who represent as 100% Low Income in the Court Schools and 67% Low Income in the Community Schools. All students will benefit from continuous improvement processes and a focus on data analysis and parent and family engagement. Metrics to assess this Action and Service include: (a) graduation rate, (b) parent

and family engagement, ( c) state and local assessments, (d) college and career indicator when published, (e) suspension rate, (f) chronic absenteeism, and (g) engagement and input process completion to include the California Healthy Kids Survey and local LCAP survey.

3.14 Operational Costs will support schoolwide increased and improved services for students who present as Low Income (100% Court) and (67% Community). This Action and Service represents the indirect cost rate of 10% charged to supplemental and concentration LCFF funding. These operational costs will support increased and improved services for the 80% of students who present as low income and their peers in the Alternative Education program. These operational costs support: (a) a healthy and safe school environment, (b) outreach to families through communication services, (c) support for implementation of contracts and requisitions, and (d) support for operational staff managing hiring processes and onboard staff and (e) technology and infrastructure services. Operational costs are relevant to the whole school environment and will ensure that students are provided a well-rounded education in a safe environment. Often in schools that serve students who present as a significant low income population, the facilities and staff are not equitable to more affluent schools. These funds ensure that the behind the scenes operations provide to students a quality school experience. This is a continued Action and Service for the 2023-24 school year as illustrated in the LCAP. Although 80% of students present as Low Income, this Action and Service will provide support for all students who deserve quality services while incarcerated or expelled. Metrics to evaluate this Action and Service are far reaching and extend to both academic and climate metrics and outcomes for student graduation and college and career readiness as defined in Goals 1, 2, 3, and 5.

(b) Goal Five Ensure that students in the community school receive the necessary support to meet their social, emotional, and academic needs.

This goal relates to the transition of students and in particular expelled students. This goal provides support for student transition as a through line from student need to student placement in their next opportunity for education. The Action and Service is schoolwide due to the fact that the position at times also supports Community School students exiting from expulsion and provides opportunity for collaboration between programs.

5.1 The Navigator position will provide increased and improved transition services for students who exit Alternative Education programs and in particular students who are incarcerated. The Navigator position (1.0 FTE) will provide personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success. The position will: (a) provide social and emotional support for trauma impacted youth to fulfill terms of their expulsion (b) involve family collaboration and transition planning and (c) coordinate of community-based organizations, mental health providers, and healthcare options to support students during and post enrollment. This Action and Service is a continuation from the 2022-23 LCAP. The decision to continue this Action and Service was made due to the delicate needs of students in transitioning from Alternative Education programs. Metrics to evaluate this Action and Service include: (a) enrollment numbers, (b) student enrollment status upon exit, (c) participation numbers during collaboration meetings, and (d) drop out rate which decreased since this position was instituted.

(c) Metrics to Evaluate Schoolwide Programming for Students who Present as Low Income and Their Peers

Metrics to evaluate the validity of Actions and Services designed to meet the needs of students who identify as Low Income (80%) and their peers (20%) include: (a) state and local assessment data regarding math and reading/ELA performance, (b) graduation rate, and (c) College and Career Indicator Preparation. Because this Action and Service provides for services to students and families, metrics will also include: (a) suspension rate, (b) chronic absenteeism, (c) parent engagement as defined in the CA Dashboard Local Indicators and (d) student transition data. We also utilize anecdotal data from the Annual LCAP Survey which is distributed to parents, students, and all staff and bargaining groups and through the CA Healthy Kids Survey responses and input sessions with parents, staff, and community.

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

Limited  
PROMPT TWO

Increased and Improved Services: Limited

Santa Clara County Office of Education and the Educational Services Division provide education for Alternative Education students who present as: (a) 80% Low Income, (b) 33% English Learners, and (c) 1% students who receive foster youth services. These student groups represent the 80% unduplicated count of students who receive Increased and Improved Services through LCAP Actions and Services. Increased and Improved Services for students who identify as English Learners, and students who receive foster youth services are provided with a limited scope in order to ensure a focused approach to meeting student needs. Because 80% of students present as Low Income, Increased and Improved services for students who present as Low Income students are school wide.

Students Identified as English Learners

(a) Santa Clara County Office of Education and the Alternative Education Department provides English Language Development (ELD) instruction for students identified as English Learners and engagement opportunities for families of these students. Students identified as English Learners represent 33% of the students in the Alternative Education Department. At The Community School 21% of students receive English language acquisition services and at the Court Schools 26% of students receive these services.

Students Identified As English Learners and Needs Assessment Findings

\* 33% of Alternative Education students present as English Learners

- \*2022 ELA CAASPP scores indicate that 0% of all students meet or exceed proficiency and the % of students who identify as English Learners who meet or exceed proficiency in the Court Schools is not available due to small group size.
- \* 2022 ELA CAASPP scores indicate that 10% of all students meet or exceed proficiency and the % of students who identify as English Learners who meet or exceed proficiency in the Community Schools is not available due to small group size.
- \*2022 Math CAASPP scores indicate that 0% of all students meet or exceed proficiency and the % of students who identify as English Learners who meet or exceed proficiency in the Court Schools is not available due to small group size.
- \*2022 Math CAASPP scores indicate that 5.56% of all students meet or exceed proficiency and the % of students who identify as English Learners who meet or exceed proficiency in the Community Schools is not available due to small group size.
  
- \* The 2022 CA Accountability Dashboard indicates that 25.9% of progress of students identified as English Learners are making progress on the ELPAC districtwide.
- \* The 2022 CA Accountability Dashboard indicates that 33% of progress of students identified as English Learners are making progress on the ELPAC at the Community Schools.
- \*2022 CA Accountability Dashboard indicates that the % of progress of students identified as English Learners making progress on the ELPAC at the Court Schools is not available due to group size.
- \* 2019 CA Accountability Dashboard College and Career Indicators show that 0.7% of All Students are prepared and 0% of students identified as English Learners are prepared districtwide.
- \* 2019 CA Accountability Dashboard College and Career Indicators show that 2% of All Students are prepared and no data is available for progress of students identified as English Learners due to low group size at the Court School.
- \* 2019 CA Accountability Dashboard College and Career Indicators show that 5% of All Students are nearing preparation and no data is available for progress of students identified as English Learners due to low group size at the Community School.
- \* Numbers of English Learner students reclassified continues to increase as students achieve eligibility through ELPAC scores. The barrier to reclassification for ELPAC eligible students in the Court and Community Schools is performance on local reading assessment. Reclassification processes are initiated three times each year.
- \* The Suspension rate for Santa Clara County Office of Education programs as defined in Data Quest, 2021-22 is 1.5 for all students and 1.9 for students receiving English language support. Individual Court and Community School data is not available due to group size.
- \*The Chronic Absenteeism rate for Santa Clara County Office of Education programs as defined in Data Quest, 2021-22 is 34.3 for all students and 73.1 for students who receive English language services. Individual Court and Community School data is not available due to group size.
- \*The Dashboard Alternative School Status (DASS) graduation rate for Santa Clara County Court School students for 2021-22 is 85.7% and the rate for students receiving English Language services is 81.8%.
- \*The Dashboard Alternative School Status (DASS) graduation rate for Santa Clara County Community School students for 2021-22 is 89.3% and the rate for students receiving English Language services is not available due to small group size.

(b) Actions and Strategies to Meet the Needs of progress of students identified as English Learners from a Limited Scope

Goal Three: In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

3.5 Family Engagement for Families of progress of students identified as English Learners This Action and Service provides for activities to provide parent education and family engagement opportunities for families of students identified as English Learners. Due to the unique needs of progress of students identified as English Learners and dual language families, providing space for parent education and team building in traversing the educational system and also opportunities for families to attend activities and field trips will support engagement and increase literacy and achievement. This Action and Service is a continuation from the 2022-23 LCAP. Due to the unique needs of progress of students identified as English Learners who also may be incarcerated and expelled, it was determined that focused attention to engaging families will build a culture of success for students. Because there are gaps in performance between progress of students identified as English Learners and their English Only peers on the CAASPP, and with a goal of supporting students in achieving proficiency on the ELPAC as a means to reclassification, this targeted support will increase student achievement and graduation rates for progress of students identified as English Learners and support families as they traverse the educational system. Metrics to be evaluated in support of this Action and Service include: (a) state and local reading and ELA assessments, (b) English Learner progress on English Language Proficiency Assessment (ELPAC), (c) College and Career Indicators and percent prepared, (e) reclassification rates, and (f) graduation rate. Data to be analyzed will also include parent participation in meetings and family activities.

#### (c) Metrics to Evaluate Limited Scope Programming for progress of students identified as English Learners

Actions and Services to support progress of students identified as progress of students identified as progress of students identified as English Learners (EL) are limited in scope to provide a focused approach to support ELL students in obtaining English Language Proficiency. Metrics which will be utilized to evaluate the progress of students identified as English Learners in particular include: (a) state and local reading and ELA assessments, (b) progress on English Language Proficiency Assessment (ELPAC), (c) College and Career Indicators and percent prepared, (e) reclassification rates, and (f) graduation rate. Other metrics which will be monitored as possible to determine the engagement of students identified as English Learners and their families include: (a) chronic absenteeism, (b) suspension rate, and (c) participation in advisory committees and parent engagement activities.

#### Students Receiving Foster Youth Services and Needs Assessment Findings

Students receiving foster youth services are referred throughout the school year to the Community School. Because this student group is vulnerable and affected by transient situations and due to the enhanced social and emotional needs of foster involved children, a limited scope Action and Service is necessary to ensure that funding is set aside to support this group of students.

Goal Three: In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

#### 3.10 Materials to Support Students Receiving Foster Youth Services in Community Schools

This action provides for additional materials and supplies for unhoused students and students receiving foster youth services and families in the Community School program. Funding is available to provide supplies and materials for students receiving foster youth services who may also at times become homeless in transition. Included in this Action and Service are funds to provide transportation tokens and bus passes.

### (c) Metrics to Evaluate Limited Scope Programming for Students Receiving Foster Youth Services

Actions and Services to support students receiving foster youth services are limited in scope to provide a focused approach to support students in whatever way is needed. Metrics include: (a) state and local assessment scores, (b) attendance, (c) suspension, (d) credit accumulation, and (e) family engagement. Due to low numbers of students who receive foster youth services, metrics are often anecdotal and student focused.

### Summary of How the LEA is Meeting the Minimum Proportionality Percentage (MPP)

The Increased and Improved Services allocation for the Santa Clara County Office of Education and the Educational Services Division is 3.13%. This Supplemental and Concentration portion of funding (\$1,007,383.00) is earmarked to support district students who identify as: (a) foster youth (less than 1%), (b) English Learner (33%), and (c) low income (80%) as indicated in the CALPADS Census Day data. These Increased Actions and Services are allocated in Goals 1-3 and 5 of the LCAP which focus on: (a) student academic progress, (b) student transition and graduation, (c) stakeholder engagement and (d) services for expelled (and incarcerated) students. The LCAP team was deliberate in ensuring that 3.13% of expenditures or more were earmarked specifically for unduplicated student groups with Increased and Improved Actions and Services for Low Income students (80%) who may also represent as English Learner (33%) and foster youth. Additional state and federal funding sources combine with LCFF funding sources to support the 80% identified unduplicated students and their families with a goal of student achievement and eliminating barriers to student success.

These Increased and Improved Services provide for a well-rounded educational program for students who identify as Low Income students (80%) grounded in college and career readiness and pathways to graduation. We added two limited scope Actions and Services to provide targeted strategies for students receiving foster youth services to provide supplies to students identified as English Learners and their families to reach language proficiency. Because 85% of students identified as English Learners are long term- this limited scope will involve families in encouraging students toward reclassification. Because students receiving foster youth services represent 1% of the student enrollment and are the most vulnerable youth we serve, it is primary that we set aside funding for this group. Embedded throughout the Actions and Services designed to provide Increased and Improved Services is a focus on: (a) professional development for staff, (b) resource allocation and program implementation, and (c) partner engagement.

The Actions and Services designated as Increased and Improved represent a thoroughline process of analysis of data, planning, and resource allocation to support the unique needs of progress of students identified as English Learners (33%), students receiving foster youth services (less than 1%) and students identified as Low Income (80%). For the Educational Services team and our partners, this is a continuous process of grouping needs assessment, planning, and evaluation. Many of the Increased and Improved Services in the 2023-24 LCAP replicate those of the 2022-23 LCAP as we continue to see increases in graduation rate, progress of students identified as English Learners, and completion rates for career technical education and parent and family engagement.

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.

This section does not apply because the Educational Services program does not receive the concentration grant add-on funding from CDE.

<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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,317,424.70	\$516,692.00		\$1,719,471.00	\$5,553,587.70	\$3,968,190.00	\$1,585,397.70

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Programs and Materials to Support Core Instruction	All				\$216,990.00	\$216,990.00
1	1.2	Professional Learning for Staff to Support Core and Supplemental Programs	All				\$116,688.00	\$116,688.00
1	1.3	Oversight for Title I Programming for Multi-Lingual Families	Students with Disabilities				\$12,035.00	\$12,035.00
1	1.4	Online academic programs will provide supplemental instruction for students in the alternative education program.	Low Income	\$103,000.00				\$103,000.00
1	1.5	Professional Development for Staff to Implement Online Instructional Programs	Students with Disabilities				\$34,863.00	\$34,863.00
1	1.6	Academic Educational Excursions	Students with Disabilities				\$17,564.00	\$17,564.00
1	1.7	Access to a Broad Course of Study	All	\$2,310,041.00				\$2,310,041.00
1	1.8	Staff to support math and reading literacy intervention for students in the	Alternative Education Students All				\$151,442.00	\$151,442.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		alternative education program.						
1	1.9	Professional development for staff regarding inclusion and instruction of students through equitable teaching and learning.	Low Income	\$55,000.00				\$55,000.00
1	1.10	Online reading and math assessments will support academic success of students who participate in the alternative education program.	Low Income	\$28,000.00				\$28,000.00
2	2.1	College and career programs for students who participate in the alternative education programs.	Low Income	\$221,000.00				\$221,000.00
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Low Income	\$28,679.00				\$28,679.00
2	2.3	Staff Will Support College and Career Readiness and Pathways to Graduation	All				\$454,488.00	\$454,488.00
2	2.4	Consumables and Materials to Support Career Technical Education Programs for All Students	All				\$152,132.00	\$152,132.00
2	2.5	Career Preparation Programs To Support Pathways to Graduation and Career Planning	All				\$33,004.00	\$33,004.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Enrichment activities will support student engagement.	All				\$62,351.00	\$62,351.00
3	3.2	Enrichment activities will support student engagement as increased and improved services for students in the alternative education programs.	Low Income	\$155,045.00				\$155,045.00
3	3.3	Supplemental Materials to Support English Language instruction	English Learner All				\$1,614.00	\$1,614.00
3	3.4	Parent and Family Engagement Activities For All Students	Students who identify as English Learners All				\$107,283.00	\$107,283.00
3	3.5	Family Engagement for Families of students who identify as English Learners	English Learners	\$17,182.00				\$17,182.00
3	3.6	Mental Health Services will provide increased and improved services for students who participate in alternative education programs.	Low Income	\$91,560.00				\$91,560.00
3	3.7	Staff to Support Transition of Unhoused Youth and Youth Who Receive Foster Youth Services	Unhoused Students/Students Receiving Foster Services All				\$197,205.00	\$197,205.00
3	3.8	Staff to support continuous improvement processes and parent	All				\$24,688.00	\$24,688.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		engagement districtwide						
3	3.9	Professional Development to Support Facilitating a Positive School Climate	Students with Disabilities				\$95,000.00	\$95,000.00
3	3.10	Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School	Foster Youth	\$21,110.00				\$21,110.00
3	3.11	LCFF Staff to Support Continuous Improvement Processes and Parent Engagement	Low Income	\$73,923.00				\$73,923.00
3	3.12	Activities to Support Positive School Climate	Students with Disabilities				\$40,219.00	\$40,219.00
3	3.13	Supplemental Materials to Support English Language Services and Instruction	Students Who Identify as English Learners All				\$1,905.00	\$1,905.00
3	3.14	Operational costs will support increased and improved services for unduplicated students	Low Income	\$91,579.70				\$91,579.70
4	4.1	Build capacity within Santa Clara County districts to support youth in foster care.	Foster Youth All		\$255,846.00			\$255,846.00
4	4.2	Provide coordinated educational case management care for Santa Clara County youth in foster care.	Foster Youth All		\$255,846.00			\$255,846.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Support Higher Education Transitions for Foster Youth	Foster Youth All					
4	4.4	Support integrated data system to support foster youth.	Students Receiving Foster Youth Services All		\$5,000.00			\$5,000.00
5	5.1	Navigator position will provide transition services for students who exit alternative education programs.	Low Income	\$121,305.00				\$121,305.00
5	5.2	Professional Development to Support Transition of Students Facing Expulsion	Expelled and Incarcerated Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.3	Transition Services Planning	Expelled and Incarcerated Youth All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.4	Student Exit Surveys and Transition Plans	Alternative Education All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## 2023-24 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
\$32,178,867.00	\$1,007,383.00	3.13%	0.00%	3.13%	\$1,007,383.70	0.00%	3.13 %	<b>Total:</b>	\$1,007,383.70
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$38,292.00
								<b>Schoolwide Total:</b>	\$969,091.70

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Online academic programs will provide supplemental instruction for students in the alternative education program.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$103,000.00	
1	1.9	Professional development for staff regarding inclusion and instruction of students through equitable teaching and learning.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$55,000.00	
1	1.10	Online reading and math assessments will support academic success of students who participate in the alternative education program.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$28,000.00	
2	2.1	College and career programs for students who	Yes	Schoolwide	Low Income	Specific Schools: Alternative	\$221,000.00	

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 (%)
		participate in the alternative education programs.				Education Grades 6-12		
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$28,679.00	
3	3.2	Enrichment activities will support student engagement as increased and improved services for students in the alternative education programs.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$155,045.00	
3	3.5	Family Engagement for Families of students who identify as English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Alternative Education Grades 6-12	\$17,182.00	
3	3.6	Mental Health Services will provide increased and improved services for students who participate in alternative education programs.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$91,560.00	
3	3.10	Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Community Schools Grades 6-12	\$21,110.00	
3	3.11	LCFF Staff to Support Continuous Improvement Processes and Parent Engagement	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$73,923.00	
3	3.14	Operational costs will support increased and improved services for unduplicated students	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$91,579.70	
5	5.1	Navigator position will provide transition services	Yes	Schoolwide	Low Income	Specific Schools: Alternative	\$121,305.00	

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 (%)
		for students who exit alternative education programs.				Education Grades 6-12		

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$6,163,079.00	\$6,177,234.93

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	1.1	Supplemental Programs and Materials to Support Core Instruction	No	\$45,362.00	\$162,298.00
1	1.2	Professional Learning for Staff to Support Core and Supplemental Programs	No	\$139,815.00	\$105,990.00
1	1.3	Oversight for Title I Programming for Multi-Lingual Families	No	\$14,634.00	\$16,097.00
1	1.4	Supplemental instruction for low income, English Learner, and foster youth.	Yes	\$226,000.00	\$171,445.00
1	1.5	Professional Development for Staff Online Instructional Programs	No	\$12,199.00	\$23,604.00
1	1.6	Academic Field Trips	No	\$47,561.00	\$58,014.00
1	1.7	Access to a Broad Course of Study	No	\$2,861,008.00	\$2,861,008.00
1	1.8	Staff to support literacy, intervention, and library services for alternative education students.	No	\$211,103.00	0
1	1.9	Professional Development to include: English Learner program support, teaching and learning training for civic engagement, ethnic	Yes	\$95,000.00	\$120,700.00



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)
		studies, and environmental studies, and Inclusion Collaborative coaching.			
1	1.10	Online reading and math assessments will support academic success of low income, English Learner, and foster youth	Yes	\$47,151.00	\$27,213.00
1	1.11	Supplies and materials will support academic needs of low income, English Learner, and foster youth	Yes	\$12,626.00	\$56,182.00
2	2.1	Career technical education programs for low income, English Learner, and foster youth.	Yes	\$285,066.00	\$162,800.00
2	2.2	Career technical education program supplies	Yes	\$95,347.00	\$199,060.00
2	2.3	Staff Will Support College and Career Readiness and Pathways to Graduation	No	\$395,307.00	\$434,838.00
3	3.1	Enrichment activities will support student engagement as increased and improved services for students.	Yes	\$190,783.00	\$170,781.00
3	3.2	Enrichment activities will support student engagement.	No	\$75,000.00	\$104,000.00
3	3.3	Materials will support a well-rounded educational program for students.	No	\$21,253.00	\$16,451.00
3	3.4	Parent Engagement Activities	No	\$122,406.00	\$63,466.63
3	3.5	Family Engagement for Families of English Learners	Yes	\$896.00	\$1,896.00
3	3.6	Mental Health Services	Yes	\$87,030.00	\$95,733.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Staff to Support Foster and Homeless Youth Transition Districtwide	No	\$181,673.00	\$199,840.00
3	3.8	Staff to support continuous improvement processes and parent engagement districtwide	No	\$36,178.00	\$39,796.00
3	3.9	Professional Development Creating a Positive School Climate	No	\$97,096.00	\$166,149.57
3	3.10	Materials to Support Homeless and Foster Youth in Community Schools	Yes	\$9,358.00	\$10,678.00
3	3.11	Activities will eliminate chronic absenteeism and provide parent outreach regarding attendance.	No	\$35,000.00	\$20,900.00
3	3.12	Activities to Support Positive School Climate	No	\$31,353.00	\$34,939.00
3	3.13	Materials to Support Homeless and Foster Youth Districtwide	No	\$3,786.00	\$3881.73
3	3.14	Operational costs will support increased and improved services for unduplicated students	Yes	\$114,221.00	\$114,221.00
4	4.1	Build capacity within Santa Clara County districts to support foster youth.	No	\$256,891.00	\$282,580.00
4	4.2	Provide coordinated educational case management care for Santa Clara County foster youth.	No	\$256,891.00	\$282,580.00
4	4.3	Support Higher Education Transitions for Foster Youth	No	\$46,082.00	\$50,690.00
4	4.4	Support integrated data system to support foster youth.	No	\$5,000.00	\$5000.00
5	5.1	Navigator position will provide transition services for students who exit Court School programs.	Yes	\$104,003.00	\$114,403.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Professional Development to Support Transition/Expelled Youth	No	\$0.00	\$0.00
5	5.3	Transition Services Planning	No	\$0.00	\$0.00
5	5.4	Student Exit Surveys and Transition Plans	No	\$0.00	\$0.00

**2022-23 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)
\$1,245,122.00	\$1,245,122.00	\$1,245,122.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Supplemental instruction for low income, English Learner, and foster youth.	Yes	\$226,000.00	\$171,445.00		
1	1.9	Professional Development to include: English Learner program support, teaching and learning training for civic engagement, ethnic studies, and environmental studies, and Inclusion Collaborative coaching.	Yes	\$95,000.00	\$120,700.00		
1	1.10	Online reading and math assessments will support academic success of low income, English Learner, and foster youth	Yes	\$47,151.00	\$27,213.00		
1	1.11	Supplies and materials will support academic needs of low income, English Learner, and foster youth	Yes	\$12,626.00	\$56,182.00		
2	2.1	Career technical education programs for low income, English Learner, and foster youth.	Yes	\$269,266.00	\$162,800.00		

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)
2	2.2	Career technical education program supplies	Yes	\$88,788.00	\$199,060.00		
3	3.1	Enrichment activities will support student engagement as increased and improved services for students.	Yes	\$190,783.00	\$170,781.00		
3	3.5	Family Engagement for Families of English Learners	Yes	\$896.00	\$1896.00		
3	3.6	Mental Health Services	Yes	\$87,030.00	\$95,733.00		
3	3.10	Materials to Support Homeless and Foster Youth in Community Schools	Yes	\$9,358.00	\$10,678.00		
3	3.14	Operational costs will support increased and improved services for unduplicated students	Yes	\$114,221.00	\$114,221.00		
5	5.1	Navigator position will provide transition services for students who exit Court School programs.	Yes	\$104,003.00	\$114,413.00		

**2022-23 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)
30,106,384.00	\$1,245,122.00	0.00%	4.14%	\$1,245,122.00	0.00%	4.14%	\$0.00	0.00%

# 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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## **Plan Summary**

### **Purpose**



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

## Requirements and Instructions

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

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

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

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

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

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

## 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

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

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.



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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides 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 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.

### **Requirements and Instructions**

***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 low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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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