



Santa Clara County  
Office of Education

# 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                    |
|--|---|------------------------------------|
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## Plan Summary [2024-25]

### General Information

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

**General Information**  
Through the Educational Services Division, the Santa Clara County Office of Education (SCCOE) supports instruction for approximately 1032 students in grades PK-Post Secondary throughout Santa Clara County. The County Operated Special Education program serves 867 students, and the Alternative Education Department serves approximately 165 students at four school sites. The programs are housed at various sites throughout the county in partnership with local school districts.

**Alternative Education**  
The Santa Clara County Office of Education's (SCCOE) Alternative Education Department (AED) serves students in various programs. 4% of students identify as African American, while 76% identify as Latinx, 10% identify as white, and 6% of students identify as Asian. The Alternative Education Department provides services for students who are currently expelled, incarcerated, choosing independent studies or have a mutually agreed upon placement from their district of residence. The programs are structured to work with students to (a) recover academic credit, (b) earn a diploma, and (c) complete Rehabilitation Plans. Programs are facilitated throughout school districts across Santa Clara County and provide opportunities for specialized instruction for students. All Alternative Education programs provide multi-tiered systems of support for students. Alternative Education employs wellness specialists, academic counselors, and a family resource and community engagement coordinator to support student needs and reach out to families. AED partners with community-based organizations to provide enrichment and specialized services. Court programs work collectively with Probation to offer an academic program for detained students and to support student transition upon exit from the program. The Alternative Education program includes an unduplicated student count of 78%. 33% of students receive English language proficiency services, 75% of students identify as low-income, and 2% of students receive foster youth services, as indicated in the census report of October 2023.

**Court School Programs**  
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, including a core academic program to support graduation and career technical education. Students placed at James Ranch remain for long-term placement. Teaching is provided to students through in-person, direct instruction. The Edgenuity learning platform is offered as credit recovery for students to accelerate learning. 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 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.

#### Community School Program

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 complete instructional program for students. Both programs also offer support for students in meeting rehabilitation plans, preparing them for a successful 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.

Sunol Community School also offers independent study for students in grades 6-12. Students participate in the program through referrals from local districts. Students may request referral based upon (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 the independent study program after release from incarceration. Students participate in independent learning and meet with teachers for a minimum of one hour per week. Students have access to a full range of A-G courses and also have the option to participate in dual enrollment with local community colleges or participate in Silicon Valley Career Technical Education courses. 54.4% of students in independent study experience low socioeconomic status, 20% 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.

The Santa Clara County Office of Education (SCCOE) Court and Community School Programs are utilizing their base grant to continue and increase access to dual enrollment and concurrent enrollment classes through staffing and programs that increase enrollment. These funds are designated to address key areas of focus within our plan including access to a broad course of study and employees who provide services to achieve objectives of JCCS funding expectations and accountability. The Court and Community School Programs are also receiving Student Support and Enrichment Block Grant funds which will be spent to provide employees who achieve objectives 1-8 in the JCCS funding expectations and accountability.

#### Special Education Program

The County Operated Special Education program does not contribute to the unduplicated count of students or receive funding from the Local Control Funding Formula. Student data collected for these programs is reported to each student's district of residence.

Student enrollment in the Santa Clara County Office of Education's special education program is as follows: (a) 50% of students identify as low-income, (b) 37% of students identify as English Learners, and (c) less than 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) 15% White. The Santa Clara County Office of Education's special education program serves students at 47 school sites in 113.5 classrooms. The department serves as a partner with the county's 31 public school districts and 60 charter schools to serve students with disabilities.

### Foster Youth and 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 Department of Family and Children's Services, and (c) other agencies that work to improve the lives of students in foster care. The FYSCP coordinates educational services and opportunities and supports all foster youth countywide, including those enrolled in SCCOE's Alternative Education and Special Education programs. The FYSCP works in collaboration with (a) school districts and charter schools, (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. Furthermore, FYSCP provides technical support and professional learning to all LEAs and Charters as it pertains to laws, practices, and rights that protect students in foster care.

## Reflections: Annual Performance

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

The Santa Clara County Office of Education (SCCOE) Educational Services Division (ESD) strives to improve local and state indicators for all programs and have success related to student outcomes and Local Control Accountability Plan goals. The 2023 CA Dashboard reflects SCCOE's progression in improving student outcomes. Overall, the SCCOE saw improvement in all CA dashboard local indicators. The Educational Services Division (ESD) continues to work on increasing attendance, which supports increases in the engagement of students. In addition, graduation rates increased. The reclassification rate for students who identify as English Learners (EL) increased, and the percentage of English Learners meeting Level Four on the ELPAC test increased from 2021-22 to 2022-23. The percentage of English Learners who are proficient in Level Four on the ELPAC increased program-wide. The Community School and County Operated Special Education programs saw growth in the 2022-23 CAASPP performance in math and ELA as compared to 2021-22. The rates of parent engagement 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 increased as programs expanded to support career technical education, environmental literacy, and ethnic studies. The dropout rate for alternative education programs continued to decrease. Though the SCCOE saw improvement as a whole, there were still low-performing local indicators for each program.

For the 2023 CA Dashboard, the SCCOE received the lowest performance level indicator for chronic absenteeism. The SCCOE has incorporated action items in the Local Control Accountability Plan (LCAP) to address chronic absenteeism and improve student attendance through engagement for all programs.

The SCCOE Community School Program received the lowest performance level on the CA Dashboard indicator for suspension rate. Within the low indicator, the student groups that received the lowest performance level were socioeconomically disadvantaged Hispanic students.

The Court School Program received the lowest performance level indicator for graduation rate, and the student group that received the lowest performance level indicator was socioeconomically disadvantaged students. Due to these performance indicators, the Court School Program qualified for the equity multiplier goal. This goal in the LCAP strives to improve the graduation rate of socioeconomically disadvantaged students by June 2027. The program will work on student engagement and improvement through credit recovery, developing art and music programs, and expanding CTE pathways.

The County Operated Special Education program received the lowest performance level indicator for graduation rate, and the student group that received the lowest performance level indicator was socioeconomically disadvantaged and students with disabilities. The SCCOE is currently working on addressing the graduation rate for students with disabilities and will be starting an alternative pathway to a diploma. The goal of SCCOE is that with the development of an alternative pathway to a diploma, more students with disabilities will be able to graduate, thus improving the graduation rate.

## Reflections: Technical Assistance

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

Not applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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 the 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.

The various divisions within 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. Notification of the allocation of Comprehensive Support and Improvement funds is provided to school programs annually by the ESD. 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 the School Site Council's 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. Areas of support include a focus on student engagement, 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.

#### Resource Allocation

Resource allocation is completed intentionally according to need. Funds are distributed for CSI plans according to state requirements. The ESD team analyzes needs and the combined use of other state and federal funds to ensure equity for student needs and the 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 the 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 an analysis of funding and spending for CSI.

#### County Operated Special Education Program

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. The county-operated Special Education Program qualifies for CSI for the 2024-2025 school year due to low graduation rate. The Special Education program shows a graduation rate of 0% but also shows a Certificate of Completion rate of 100% and a Dashboard Alternative School Status (DASS) graduation rate of 21.3%.

Through a needs assessment, the Special Education Department and the School Site Council have determined that in order to address the graduation rate, they will select and implement research-based interventions/strategies/ activities to support the academic, 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), (c) structures to support PBIS implementation, (d) workshops and webinars for students and parents to learn about the new alternative pathway to diploma, and (e) opportunities for students and their families to engage in vocational planning and learn about colleges, college application requirements, and application strategies.

#### Court School Program

The Court School Program shows a graduation rate of 66.7% on the CA School Dashboard with a DASS one-year graduation rate of 90.5%. Through a needs assessment, the Santa Clara County Court Schools and the School Site Council have determined that in order to address the 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 the 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.

#### Community School Program

The Community School Program shows a graduation rate of 77.1% on the CA School Dashboard with a DASS graduation rate of 100%. Through a needs assessment, the Santa Clara County Community Schools and the School Site Council have determined that in order to address the 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.

#### Research-Based Interventions Used to Support Planning

The ESD utilizes research-based interventions to support the 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.

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

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

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) participate in a process of continuous improvement that supports the 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 program 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 2024-25 addresses the graduation rate.

Program Evaluation The structures above provide an opportunity for data analysis and program evaluation when the budget is developed and as a continual process. 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. 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 with 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 2024-25 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 the needs of students. Program evaluation is also obtained through discussions during parent conferences and Individual Education Plan (IEP) meetings. Student feedback regarding accessibility and needs is valued. Community partners involved with court and community schools also are included in decision-making meetings.



# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)                              | Process for Engagement   |
|---|--|
| Parent Advisory Committee                           | Parent Advisory Committee (PAC) meetings are held monthly throughout the year. 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 the 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, surveys, and at the LCAP Public Hearing. During the 2023-24 school year, ten parents regularly attended the monthly PAC meetings. Both Alternative Education and Special Education parents are represented in the meetings. |
| Staff (Teachers, Administrators, other personnel)   | During the 2023-24 school year, site administrators facilitated LCAP input sessions with parents and staff from each school. Input sessions facilitated by principals include staff who represent classified and certificated bargaining units. Engagement sessions were held in the Spring of 2024. These meetings, hosted by principals with their staff and parents, provided additional opportunities for feedback regarding LCAP priorities. An average of 12 staff members per meeting participated in the LCAP input sessions either through Cafecitos/ Coffee Chats, School Site Council, or ELAC.   |
| District English Learner Advisory Committee (DELAC) | The District English Learner Advisory Committee (DELAC) reviews 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. The data is disaggregated by (a) ethnicity, (b) student group, and (c) location. In  |

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|                           | <p>addition, the DELAC reviews the Title III budget and provides input regarding programming for students receiving English Learner services specifically. The DELAC meetings are held twice per year and are attended by (a) parents, (b) staff, and (c) program representatives. The DELAC reviewed and provided input on the LCAP on May 28, 2024.</p>  |
| Parents                   | <p>The Educational Services Division (ESD) also facilitates the annual LCAP Survey, which is distributed to (a) parents, (b) staff, and (c) students. During the 2023-24 school year, the ESD saw an engagement rate of 11.57% 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. The December 2023 survey garnered 389 responses.</p> <p>In addition, during the 2023-24 school year, site administrators facilitated LCAP input sessions with parents and staff from each school. Input sessions facilitated by principals include staff who represent classified and certificated bargaining units. Engagement sessions were held in February of 2024. These meetings, hosted by principals with their staff and parents, provided additional opportunities for feedback regarding LCAP priorities. Approximately 30 parents from special education and alternative education participated.</p> |
| Court School Parents      | <p>The Educational Services Division engaged court school parents in the development of the Equity Multiplier goal through the LCAP Survey, parent participation in the Parent Advisory Committee, and participation in the School Site Council.</p>   |
| School Site Council (SCC) | <p>The School Site Council reviewed the LCAP goals during quarterly meetings, and members were invited to participate in the LCAP survey.</p>  |
| LCAP Advisory Committee   | <p>The LCAP Advisory Committee holds several meetings throughout the year to review data and monitor the progress of SCCOE goals, including the CSI Plan. Team members include administrators and fiscal representatives. Because the graduation rate is influenced by the academic and engagement needs of students and because the ESD holds a particular focus on the transition of students, the Advisory Committee 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</p>  |

|                                   |   |
|-----------------------------------|---|
|                                   | 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.  |
| Local Bargaining Units            | <p>Bargaining unit members, both classified and certificated, are included in the LCAP survey and program-based input sessions as a means of including bargaining unit representation and input. Responses are disaggregated by participant type.</p> <p>During the 2023-24 school year, site administrators facilitated LCAP input sessions with parents and staff from each program. Input sessions facilitated by principals include staff who represent classified and certificated bargaining units.</p> |
| Special Education Local Plan Area | The Special Education Local Plan Area reviewed the LCAP and provided input during the LCAP consultation meetings held on May 20th and May 21, 2024.   |
| Students                          | Students provided input through the online LCAP survey and the California Healthy Kids Survey. The surveys were administered to students in grades 6-12 in the Spring of 2024. Students indicated that they appreciate their teachers, their school programs and believe they have adults at school who care about their well-being. CA Healthy kids survey results are pending but 158 students participated.  |

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

The SCCOE and ESD continue to refine the services and support provided to programs 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 also see that input is valued and implemented as much as possible. A tone of respect and flexibility provides 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 available and reflective of all groups in a timely manner. 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 the 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 program-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.

The 2024-25 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) the addition of addressing access gaps, (b) online academic programs for learning acceleration for students, (c) supplemental support for English Learners and Long Term English Learners (LTELs), and (d) materials to support student literacy. These recommendations were reflected in input sessions, on the LCAP survey, and by the Parent Advisory Committee. Goal one, which is to focus on academic achievement, supports improving the graduation rate for all students.

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

Goal three supports fostering relationships with educational partners. Goal three reflects recommendations from partners to include: (a) parent engagement activities, (b) enrichment activities to support student engagement, (c) materials to support parent communication and engagement activities, (d) inclusive practices (e) educational excursions and (f) material and support for mental and social-emotional health and wellness. These recommendations were made through the LCAP survey, input sessions, and the Parent Advisory Committee.

Goal four relates to Santa Clara County justice-engaged foster youth, unhoused, and students with disabilities. Recommendations include continued funding and support to increase the foster youth stability rate in Santa Clara County. In addition, recommendations were made to continue to work on student transition and to provide therapy services to students. Recommendations were made by the LCAP survey, Parent Advisory Committee, and LCAP District Advisory Committee.

Goal five represents the Santa Clara County Court School's equity multiplier goal to increase the graduation rate of the school's socio-economic disadvantaged students by providing additional support and credit recovery opportunities. Recommendations were made through the LCAP Survey, school site staff and parent input meetings, Parent Advisory Committee and the LCAP District Advisory Committee.

The Districts of Residence are accountable and responsible for addressing special education disproportionality. Therefore in accordance with state regulations and CDE guidance, the determination was made to continue to address disproportionality of student referrals to county operated programs 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 program-based School Plan for Student Achievement and the LCAP.



# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 1      | All students will participate in rigorous, relevant, and engaging instruction aligned to 21st century skills to eliminate barriers, promote achievement, and address access and achievement gaps. | Broad Goal   |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA developed this goal in partnership with parents and staff to ensure that students are provided with a well-rounded academic program that leads to a high school graduation. Goal one addresses basic academic needs, intervention, and literacy for all students. Another aspect of this goal addresses support for methods to assess student needs and provides supplemental support with an 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. This goal extends the focus on teaching and learning to support students in accessing curriculum, obtaining credit recovery, and 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 program level, engages in the process of continuous improvement, which provides a thorough understanding of the need for 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. Data analysis and educational partner engagement enable staff to plan on methods to eliminate barriers, promote achievement, and address access and achievement gaps.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 1.1      | English Language Learner's Progress ELPAC<br>SCCOE/CALPS ELPAC Alternate Assessment | SCCOE students showed a 23.8% growth on the ELPAC as evidenced by CA Dashboard 2023.   |                |                | SCCOE students will show a 45% growth on the ELPAC   |                                  |
| 1.2      | Reclassification of English Learners Per Data Quest                                 | Reclassification Rate Per Data Quest and based on the 2022-23 school year<br>Community School- 22.6%<br>Court School- 22.2%<br>Special Education- 13.5%  |                |                | Reclassification Rate<br>Community School: 50%<br>Court School: 50%<br>Special Education: 20%  |                                  |
| 1.3      | % of Long Term English Learners (LTELs)   | Per 23-24 Data Quest<br><br>Community: 84%<br>Court: 75%<br>SPED: 44%  |                |                | Reduce the percentage of LTELs to be<br>Community: 60%<br>Court: 50%<br>SPED: 25%  |                                  |
| 1.4      | CAASPP Assessments per CA Accountability Dashboard                                  | CAASPP 22-23<br>Special Ed ELA- 4.88%<br>Special Ed Math- 2.22%<br><br>Court ELA- Data suppressed due to low test numbers<br>Court Math- 0%<br><br>Community ELA- 11.37%<br>Community Math- 11.63% |                |                | CAASPP 22-23<br>Special Ed ELA- 9%<br>Special Ed Math- 4.5%<br><br>Court ELA- Data suppressed due to low test numbers<br>Court Math- 20%<br><br>Community ELA- 23% |                                  |

|     |                                       |  |  |  |  |  |
|-----|---------------------------------------|--|--|--|--|--|
|     |                                       |  |  |  | Community Math-23%   |  |
| 1.5 | Local Reading Assessments             | 2023 Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed - 6.99   |  |  | Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed - 10  |  |
| 1.6 | Local Math Assessments                | Math Renaissance Star Alternative Ed YEAR-7.09   |  |  | Math Renaissance Star Alternative Ed YEAR- 10.09   |  |
| 1.7 | Student Credit Earned Per Transcripts | Percent of Long Term Students Who Earned 30+ Credits per Semester<br>Fall 2023 Baseline Court 10.6%<br>Fall 2023 Baseline Community- 33.8%   |  |  | Percent of Long-Term Students Who Earned 30+ Credits per Semester<br>Court 15%<br>Community- 35%   |  |
| 1.8 | CA Accountability Dashboard           | Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2023 with graduation rate and college and career readiness updates as indicated for 2023. <ul style="list-style-type: none"> <li>English Language Arts-149.9</li> </ul> |  |  | CA Accountability Dashboard <ul style="list-style-type: none"> <li>English Language Arts-90 Points Below Standard</li> <li>Math- 120 Points Below Standard</li> <li>English Learner</li> </ul> |  |



|  |  |   |  |  |   |  |
|--|--|---|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>Points Below Standard</li> <li>• Math- 163.3 Points Below Standard</li> <li>• English Learner Progress-Medium- 42.2% Making Progress</li> <li>• College Career Indicator- 8.9% Prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- 37%</li> <li>• Graduation Rate- 70%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate- 4.1%</li> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> </ul> |  |  | <ul style="list-style-type: none"> <li>Progress- 55.6% Making Progress</li> <li>• College Career Indicator- 20% Prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- 20%</li> <li>• Graduation Rate- 80%</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</li> </ul> |  |
|--|--|---|--|--|---|--|

- Coordination of Services for Expelled Students- Met

Santa Clara County Court Schools- 2023 Dashboard

- English Language Arts-Data not displayed for privacy
- Math-Data not displayed for privacy
- English Learner Progress- 76.9% Making Progress
- College Career Indicator- 13% Prepared
- Chronic Absenteeism Rate- data not displayed for privacy
- Graduation Rate- 66.7%
- Suspension Rate- 0%

Santa Clara County Community Schools 2023-Dashboard

- English Language Arts- data not

- Family Engagement- Met
- Local Climate Survey- Met
- Coordination of Services for Expelled Students- Met

Santa Clara County Court Schools- Dashboard

- English Language Arts-Data not displayed for privacy
- Math-Data not displayed for privacy
- English Learner Progress- 80% Making Progress
- College Career Indicator-

- displayed for privacy
- Math- 123.4 points below standard
- English Learner Progress- 28% Making Progress
- College Career Indicator- 3.6% Prepared
- Chronic Absenteeism Rate- 43.6%
- Graduation Rate- 77.1%
- Suspension Rate- 10.7%

Santa Clara County Special Education 2023-Dashboard

- English Language Arts- 145.1 points below standard
- Math- 165.6 points below standard
- English Learner Progress- 26.7% Making Progress
- College Career Indicator- 0% Prepared

- 15% Prepared
- Chronic Absenteeism Rate- data not displayed for privacy
- Graduation Rate- 70%
- Suspension Rate- 0%

Santa Clara County Community Schools - Dashboard

- English Language Arts- data not displayed for privacy
- Math- 108.4 points below standard
- English Learner Progress- 35% Making Progress
- College Career

- Chronic Absenteeism Rate- 46.5%
- Graduation Rate- 0%
- Suspension Rate- 1.9%

- Indicator- 10% Prepared
- Chronic Absenteeism Rate- 30%
- Graduation Rate- 80%
- Suspension Rate- 0%

Santa Clara County Special Education - Dashboard  
 English Language Arts- 139 points below standard  
 Math-156 points below standard  
 English Learner Progress- 30%  
 Making Progress College Career Indicator- 2%  
 Prepared Chronic Absenteeism Rate- 40%  
 Graduation Rate- 20%  
 Suspension Rate- 0%

|     |  |   |  |  |   |  |
|-----|--|---|--|--|---|--|
|     |  | <ul style="list-style-type: none"> <li>• Chronic Absenteeism Rate- 46.5%</li> <li>• Graduation Rate- 0%</li> <li>• Suspension Rate- 1.9%</li> </ul> |  |  | <ul style="list-style-type: none"> <li>Indicator- 10% Prepared</li> <li>• Chronic Absenteeism Rate- 30%</li> <li>• Graduation Rate- 80%</li> <li>• Suspension Rate- 0%</li> </ul> <p>Santa Clara County Special Education - Dashboard<br/>   English Language Arts- 139 points below standard<br/>   Math-156 points below standard<br/>   English Learner Progress- 30%<br/>   Making Progress College Career Indicator- 2%<br/>   Prepared Chronic Absenteeism Rate- 40%<br/>   Graduation Rate- 20%<br/>   Suspension Rate- 0%</p> |  |
| 1.9 | California Alternate Assessments (CAA) per | Current Baseline CAA 2022-23<br>ELA- 0.78%  |  |  | 2026-27 CAA<br>ELA- 3%<br>Math-3%   |  |

|      |  |   |  |  |  |  |
|------|--|---|--|--|--|--|
|      | CA Accountability Dashboard                            | Math-0.8%   |  |  |  |  |
| 1.10 | Dashboard Alternative School Status (DASS)             | DASS 1- Year Graduation Rate<br>Court School: 90.5%<br>Community School: 100%<br>Special Education: 21.3%   |  |  | DASS 1-Year Graduation Rate<br>Court School: 95%<br>Community School: 100%<br>Special Education: 30%   |  |
| 1.11 | Participation Rates for SBAC to include CAASPP and CAA | Participation Rates in California Alternative Assessment (CAA):<br>overall participation rates for Math: 78.6% and ELA: 80.2%<br>SPED Participation Rate CAASPP<br>ELA-44%<br>Math- 48.4%<br><br>Community School Participation Rate CAASPP<br>ELA- 88%<br>Math- 86%<br><br>Court School Participation Rate CAASPP<br>ELA- 50%<br>Math- 60.9% |  |  | Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 86% and ELA: 90%<br><br>SPED Participation Rate CAASPP<br>ELA-75%<br>Math- 60%<br><br>Community School Participation Rate CAASPP<br>ELA- 100%<br>Math- 100%<br><br>Court School Participation Rate CAASPP<br>ELA- 100%<br>Math- 100% |  |
| 1.12 | California Healthy Kids Survey                         | Baseline will be established June 2024  |  |  | All students will participate in CA  |  |

|      |  |  |  |  |   |  |
|------|--|--|--|--|---|--|
|      |  |  |  |  | Healthy Kids Survey   |  |
| 1.13 | Student, Staff, and Parent (LCAP) Survey | The 2023-24 LCAP Survey yielded results as follows:<br>389 participated<br>Parent Participation 11.57%<br>Student: 23.39%<br>Staff: 63.23% |  |  | 500 participants<br>25% Parent Participation<br>50% Student Participation<br>100% Staff participation |  |

## Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

|     |  |  |              |     |
|-----|--|--|--------------|-----|
| 1.1 | Supplemental Programs to Support Core Instruction  | This action provides culturally relevant supplemental programs for all students in Special Education, Court, and Community Schools, including educational applications, and supplemental online program subscriptions for math, reading, and literacy to support student-centered learning and critical thinking. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey.   | \$8,952.00   | No  |
| 1.2 | Supplemental materials to Support Core Instruction   | This action provides culturally relevant supplemental materials for all students in Special Education, Court, and Community Schools, including library books and literacy materials, intervention materials for math, reading, science, and environmental literacy supplemental materials and supplies. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey.   | \$99,020.00  | No  |
| 1.3 | Online academic programs will provide learning acceleration for students in the alternative education program. | Credit Recovery contracts will provide supplemental blended learning and instruction for alternative education students as an increased and improved service. This action also supports extra hours for teachers to provide credit recovery to students after school. Students who identify as low-income in the alternative education program are 75% of the student population. This will be measured by an increase in Student Credit earned per transcript, student performance growth reflected in the CA Dashboard, the California Alternate Assessments (CAA) per CA Accountability Dashboard and the Dashboard Alternative School Status (DASS). | \$347,500.00 | Yes |
| 1.4 | Professional Development for Staff for Instructional Programs  | This action will provide funding for support for training in implementing instructional programs. This includes training for implementation of core and supplemental curriculum, programs and subscriptions. 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. This will be measured by an increase in the percentage of students showing growth on the ELPAC and CAASPP.  | \$14,300.00  | No  |

|     |   |  |                |     |
|-----|---|--|----------------|-----|
| 1.5 | Access to a Broad Course of Study   | The LCFF base and Student Support Enrichment funds will contribute to personnel costs to support a broad course of study for alternative education students. This will be measured by growth in student credit earned per transcript, student performance growth reflected in the CA Dashboard, the California Alternate Assessments (CAA) per CA Accountability Dashboard and the Dashboard Alternative School Status (DASS). | \$3,730,980.00 | No  |
| 1.6 | Staff to support math and reading literacy intervention for students in the alternative education program.                              | This action supports an alternative education intervention teacher to support reading and math literacy. This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.  | \$0.00         | No  |
| 1.7 | Online reading and math assessments will support the academic success of students who participate in the alternative education program. | This action provides for reading and math assessment programs and provides the opportunity for staff to monitor student progress as increased and improved services for alternative education students, including students who identify as low income (75%). This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.            | \$0.00         | Yes |
| 1.8 | Supplemental Materials to Support English Language Instruction  | These materials will provide supplemental materials for instruction for students receiving English language acquisition services. This will be measured by an increase in the percentage of students showing growth on the ELPAC.  | \$21,320.00    | No  |
| 1.9 | Supplemental Support for students identified as Long Term English Learners (LTELs)  | This action provides supplemental intervention materials will be provided for students. This will be measured by an increase in the percentage of students showing growth on the ELPAC and progress in lowering the number of students identified as LTELs.  | \$16,319.00    | No  |



|             |   |  |              |     |
|-------------|---|--|--------------|-----|
| <b>1.10</b> | Support to address attendance gaps and chronic absenteeism                | This action supports the purchase of an online platform to organize and implement interventions for chronically absent/truant students, connect families to an array of community resources to support school attendance; and devise our overall attendance strategies given our unique set of attendance challenges.<br>This will be measured by improvement in the CA Dashboard local indicator for chronic absenteeism and improvement in student attendance rate.  | \$42,442.00  | No  |
| <b>1.11</b> | Support and professional development to reduce the suspension rate        | This action is to provide support to reduce suspension rates for Special Education, Court, and Community Schools. Supports include but are not limited to professional development such as restorative justice, Positive Behavioral Interventions, and Support and ProAct training. This will be measured by the reduction of suspension rates in the CA Dashboard.  | \$32,375.00  | No  |
| <b>1.12</b> | 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 the implementation of ethnic studies, environmental literacy, and civic engagement, and coaching to support curriculum alignment and collaborative spaces. This will be measured by an increase in the percentage of students showing growth on the ELPAC, CAASPP, and local reading and math assessments. | \$121,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal                 |
|--------|--|------------------------------|
| 2      | All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services, and curriculum. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed goal two to support the specific needs of students in the areas of transition, graduation, and college and career readiness. This goal is a maintenance of progress goal because metrics showed a continuous improvement of students transitioning to college/ career programs. The SCCOE will continue the goal and improve services for students. 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 the 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 the achievement of academic, social, and emotional goals. In order to achieve goal two, which focuses on student transition and graduation through college and career readiness, the Educational Services team engaged in the process of analyzing data and stakeholder engagement feedback as a means to adapt findings to create actions, services, and budget anticipated expenditures. This process 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 to their district of residence or a successful transition to college and/or career.

## Measuring and Reporting Results

| Metric # | Metric                     | Baseline              | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------|-----------------------|----------------|----------------|---------------------------|----------------------------------|
| 2.1      | % of A-G Courses Available | 100% available in AED |                |                | 100% available in AED     |                                  |

|     |  | SPED: Available if in student's IEP   |  |  | SPED: Available if in student's IEP  |  |
|-----|--|---|--|--|--|--|
| 2.2 | % of students taking Advanced Placement              | Less than 1%  |  |  | 5%   |  |
| 2.3 | % of students passing Advanced Placement             | Less than 1%  |  |  | 10% taking Advanced Placement  |  |
| 2.4 | % Early Academic Progress via CAASPP Grade 11        | 2022-23 Exceeded Standard<br>ELA 8%<br>Math 6%  |  |  | 2026-27 Exceed Standard<br>ELA 15%<br>Math 13%   |  |
| 2.5 | # of students enrolled in dual enrollment courses    | Seven students  |  |  | All Alternative Education students will be taking dual enrollment courses.   |  |
| 2.6 | % of Students enrolled in CTE programs/ certificates | 96% of Alternative Education students were enrolled in CTE Programs for Fall 2023.<br><br>Current # of certificates earned:<br>Osborne: 11 Food handler<br>Blue Ridge: 45 food handler<br>ICEV: 3<br>Construction: 16<br>Welding: 11<br>Forklift: 8 |  |  | 100% of Alternative Education students enrolling in CTE Programs<br><br>All students taking the food handler course will earn a certificate<br>All students taking ICEV will earn a certificate<br>All students in CTE will earn the certificate to their appropriate pathway. |  |

|      |  |  |  |  |   |  |
|------|--|--|--|--|---|--|
| 2.7  | School Attendance Rates  | ADA:<br>Court School: 100%<br>Community School: 67.4%<br>Special Education: 89.3%  |  |  | ADA:<br>Court School: 100%<br>Community School: 75%<br>Special Education: 95%   |  |
| 2.8  | # of students engaged in work experience or workability programs | Current # of students<br>27 Students in AED have work permits and 275 students with disabilities participate in workability.   |  |  | All Alternative Education Student that meet the age and grade requirements requesting a work permit will have one. All students who qualify for workability will participate. |  |
| 2.9  | #of students have a post-secondary plan                          | 24 students  |  |  |   |  |
| 2.10 | % Participation in Exit Survey                                   | 100 % for AED  |  |  | 100% for AED  |  |
| 2.11 | High School Graduation Rates                                     | 2023 Graduation Rates as Indicated in the CA Accountability Dashboard<br>Court- 66.7%<br>Community-77.1%<br>Special Education - 0%<br><br>DASS 1-Year Graduation Rate<br>Court School: 90.5%<br>Community School: 100%<br>Special Education: 21.3% |  |  | CA Dashboard<br>Court- 70%<br>Community-80%<br>Special Education - 20%<br><br>DASS Graduation Rate<br>Court School- 95%<br>Community School- 100%<br>Special Education- 30%   |  |

# Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

| Action # | Title   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
| 2.1      | College and career programs for students who participate in the alternative education programs. | <p>This action provides increased and improved services for alternative education students to include students who identify as low income. (75%)</p> <p>The following contracts support college and career readiness and include but are not limited to:</p> <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> <li>5. Other</li> </ol> <p>This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.</p> | \$536,260.00 | Yes          |

|            |   |  |              |     |
|------------|---|--|--------------|-----|
|            |   |  |              |     |
| <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 75% low income. This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.  | \$416,834.00 | 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 (1 FTE) and a Career Technical Education teacher (1 FTE) for court schools who will provide students direct support through classwork, individualized guidance, A-G transcript review and college application preparation and guidance. This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.             | \$375,974.00 | No  |
| <b>2.4</b> | Career Preparation Programs To Support Pathways to Graduation and Career Planning | This action will provide programs to support college and career readiness for all students, including online curriculum and Myers Briggs Career Inventory licenses. For Special Education, this action will support the development of an alternative pathway for a diploma. This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses, improvement in school attendance rates and growth in graduation rates. | \$127,796.00 | No  |
| <b>2.5</b> | Expand and explore dual enrollment  | This action will allow for the exploration and expansion of Alternative School dual enrollment programs in order to increase student participation and transition to college/career. This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses, improvement in school attendance rates, and growth in graduation rates.  | \$4,400.00   | No  |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | Foster relationships with educational partners to promote a positive, inclusive, and collaborative environment focused on student achievement. | Broad Goal   |

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed goal three to provide engagement opportunities that will enhance the educational environment to support students and families. These experiences include opportunities for parent/guardian engagement through parent education classes, family events, and enrichment opportunities for students in the form of (a) educational excursions, (b) mentorships and job training, (c) mental health and wellness services, (d) elective classes, and (e) parent engagement events. 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. 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 the engagement of students and families to support student achievement and graduation. Analyzing metrics and educational partner input as a means to develop actions and services with associated budgeted expenditures will support student achievement and rigorous instruction in an environment that is culturally responsive, inclusive and safe.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|

|     |                              |  |  |  |   |  |
|-----|------------------------------|--|--|--|---|--|
| 3.1 | School Attendance Rate       | 2023-24 Current<br>Average daily attendance rate<br>Community School Program: 67.4%<br>Court School Program: 100%<br>Special Education Program: 89.3%  |  |  | Average daily attendance rate<br>Community School Program: 75%<br>Court School Program: 100%<br>Special Education Program: 95%              |  |
| 3.2 | Chronic Absenteeism          | Chronic Absenteeism Per 2023 CA Accountability Dashboard-<br>37% of Santa Clara County Office of Education students are chronically absent.<br>Special Education: 46.5%<br>Court: data not displayed for privacy<br>Community: 43.6% |  |  | 20% of Santa Clara County Office of Education students are chronically absent.<br><br>Special Education: 35%<br>Court: 0%<br>Community: 30% |  |
| 3.3 | High School Dropout Rates    | 4-Year-Adjusted Cohort Dropout Rate<br>2022-23<br>Court Schools- 28.6%<br>Community Schools- 21.4%   |  |  | 4-Year-Adjusted Cohort Dropout Rate<br>Court Schools- 25%<br>Community Schools- 20%   |  |
| 3.4 | High School Graduation Rates | 2023 Graduation Rates as Indicated in the CA Accountability Dashboard<br>Court- 66.7%<br>Community-77.1%<br>Special Education - 0%   |  |  | CA Dashboard Graduation Rate<br>Court- 70%<br>Community-80%<br>Special Education - 20%  |  |



|     |  |   |  |  |  |  |
|-----|--|---|--|--|--|--|
|     |  | Dashboard Alternative School Status (DASS)<br>2023 Graduation Rate<br>Court School- 90.5%<br>Community School- 100%<br>Special Education- 21.3% |  |  | Dashboard Alternative School Status (DASS)<br>2023 Graduation Rate<br>Court School- 95%<br>Community School- 100%<br>Special Education- 30%      |  |
| 3.5 | Middle School Drop Out Rate              | 0%  |  |  | 0%   |  |
| 3.6 | Student Suspension Rates                 | Per 2023 CA Accountability Dashboard Suspension Rate:<br>Community schools: 23%<br>Court school: 0%.<br>Special Ed: 4%.                         |  |  | Per CA Accountability Dashboard suspension rate<br>Community schools: 0%<br>Court school: 0%.<br>Special Ed: 0%.                                 |  |
| 3.7 | California Healthy Kids Survey           | California Healthy Kids Survey Participation baseline will be established June 2024   |  |  | All students will participate in CA Healthy Kids Survey  |  |
| 3.8 | Student, Staff, and Parent (LCAP) Survey | 2023-24 LCAP Survey yielded results as follows:<br>389 participated<br>Parent Participation 11.57%<br>Student: 23.39%<br>Staff: 63.23%          |  |  | LCAP Survey yielded results as follows:<br>500 participants<br>25% Parent Participation<br>50% Student Participation<br>100% Staff participation |  |

|      |   |  |  |  |   |  |
|------|---|--|--|--|---|--|
| 3.9  | Increase parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and parent engagement opportunities | <p>Current level of participation:<br/>AED ELAC and SSC:<br/>10-15 parents attend</p> <p>Parent Advisory Committee:<br/>9 Parents attending opportunities</p> <p>District English Learner Advisory Committee (DELAC): 2 parents attended</p> <p>Special Ed:<br/>SSC and ELAC:<br/>average of 5 parents attending meetings.</p> <p>30 parents attending ASL classes</p> <p>AED Weekly Parent Events:<br/>5-6 parents attending Weekly AED Parent Events</p> |  |  | <p>AED ELAC and SSC: 20-25 parents attend</p> <p>Parent Advisory Committee: 12 Parents attending</p> <p>District English Learner Advisory Committee (DELAC): 8 parents</p> <p>Special Ed:<br/>SSC and ELAC:<br/>An average of 10 parents attend meetings.</p> <p>45 parents attending ASL classes</p> <p>AED Weekly Parent Events:<br/>Ten parents attending Weekly AED Parent Events</p> |  |
| 3.10 | Exit/ Reflection Survey   | 100% of Alternative Education students participated on the Exit Survey.  |  |  | 100% of Alternative Education students participate  |  |
| 3.11 | # of resource events, inclusive opportunities offered to students and families  | <ul style="list-style-type: none"> <li>Two resource events for AED (one for Court</li> </ul>   |  |  |   |  |

|      |   |  |  |  |  |  |
|------|---|--|--|--|--|--|
|      |   | <ul style="list-style-type: none"> <li>and one for Community)</li> <li>• Weekly Parent Involvement Meetings (One week Spanish/ One week English)</li> <li>• Weekly ASL Classes</li> <li>• SPED Monthly Coffee Chats with Principals</li> <li>• Sports- Pro-Com</li> <li>• Educational excursions</li> <li>• Chandler Tripp Fair</li> <li>• Visual and Performing Arts experiences</li> <li>• Sports experiences</li> <li>• Inclusive cultural experiences</li> <li>• Community involvement experiences</li> <li>• Museum experiences</li> <li>• Environmental Literacy/Camp experiences</li> </ul> |  |  |  |  |
| 3.12 | Resource material provided for students |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• College and career resources</li> <li>• Health Resources</li> <li>• Social Emotional Learning</li> <li>• Housing</li> <li>• Food and Rental Assistance</li> <li>• There is a Family and Community Resource Coordinator for AED</li> <li>• Resources made available at family events</li> <li>• Resources made available on Parent Square</li> </ul> |  |  |  |  |
|--|--|--|--|--|--|--|

### Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## 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 students in county programs to include visual and performing arts, social-emotional learning, therapy, coaching, sports, opportunities for students to experience hands-on learning in iSTEAM and Environmental Literacy, science material, and supplies, as well as educational excursions aligned to family engagement, academic programs in order to improve student engagement which will lead to an improvement student attendance rates, chronic absenteeism and suspension rate. This action will be measured by an improvement in student attendance rate and chronic absenteeism, an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey. | \$273,665.00 | Yes          |
| 3.2      | Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved. | Enrichment activities will support student engagement and may include but are not limited to: 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 programs for students who identify as low-income in alternative education programs. (75%)<br>This action will be measured by improvement in student attendance rate, chronic absenteeism, and graduation rate. Student engagement will also be measured by an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey and Exit/Reflection Survey.   | \$69,300.00  | Yes          |

|            |   |   |              |     |
|------------|---|---|--------------|-----|
|            |   |   |              |     |
| <b>3.3</b> | Parent and Family Engagement Activities For All Students                          | <p>Parent and family engagement will support the success of all students in Special Education, Community Schools and Court School programs. This action provides for:</p> <ol style="list-style-type: none"> <li>1. Materials and supplies to support parent and family engagement through mailings, translation, and communication services.</li> <li>2. Family and Community Resources Coordinator and staff to enhance parent engagement opportunities and provide parent training.</li> <li>3. Parent/ Family Engagement Events</li> </ol> <p>This action will be measured by the increase in parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and parent engagement opportunities.</p> | \$102,729.00 | No  |
| <b>3.4</b> | Family Engagement for Families of students who are identified as English Learners | <p>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.</p> <p>Specialized activities for parents and families of students identified as English Learners may include but are not limited to: parent lending library, parent groups, newsletter, field trips, and parent engagement series. This action will be measured by increased parent participation in school events such as ELAC and DELAC.</p>  | \$54,052.00  | Yes |
| <b>3.5</b> | Staff to support continuous improvement processes and parent engagement           | <p>This action supports partial salary and benefits (.25) for Manager Implementation and Compliance-Educational Services. This position supports continuous improvement activities and parent engagement for Educational Services by developing the Parent Engagement Plan, conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating increased and improved services to include continuous improvement/accountability and parent engagement to support students to include 75% low income. This action will be measured by the increase in parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and</p>  | \$75,938.00  | Yes |

|            |  |  |              |     |
|------------|--|--|--------------|-----|
|            |  | Project/Parent Institute meetings, events, and parent engagement opportunities.  |              |     |
| <b>3.6</b> | Supplemental support and supplies for student mental health and wellness | This action provides for supplemental support and materials such as social emotional learning curriculum, contracts supporting mental health and wellness as well as supplies and expansion of Wellness Centers within SCCOE Programs. This action includes support for sites that have 75% of students who identify as low-income. This action will be measured by an increase in resources provided to students, student engagement on the LCAP survey and CA Healthy Kids Survey. | \$405,318.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 4      | Support intervention/prevention programs for youth including justice engaged, foster youth, unhoused and students with disabilities to improve academic outcomes. | Broad Goal   |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Educational Services Division, has developed goal four based on staff and parent feedback to provide support for intervention/prevention for justice-engaged, foster youth, students experiencing homelessness, and students with disabilities to improve academic outcomes. This goal is relevant to support Santa Clara County expelled students as they meet their rehabilitation plans with the goal of returning to their home districts or achieving placement after graduation. Another aspect of this goal is to sustain current practices for Foster Youth on current services provided to sustain and increase outcomes and support children.

The actions and services in goal four 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, sustain the current progress of cross-system coordination and collaboration and will enable services to continue to serve justice engaged, students experiencing homelessness, foster youth and students with disabilities across Santa Clara County.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|



|     |   |  |  |  |   |  |
|-----|---|--|--|--|---|--|
| 4.1 | % of students expelled students who successfully meet rehabilitation plans to return to local districts | During the 2023-24 school year, 72 expelled students were enrolled at the Community School. 32% of the students completed their Rehabilitation Plan. 5.5% of students did not complete their Rehabilitation Plan and remained in attendance. 2% of students did not complete their rehabilitation plan and dropped out of the program. |  |  | 100% of the students will complete their Rehabilitation Plan.   |  |
| 4.2 | High School graduation rates  | <p>2023 Graduation Rates as Indicated in the CA Accountability Dashboard<br/> Court- 66.7%<br/> Community-77.1%<br/> Special Education - 0%</p> <p>Dashboard Alternative School Status (DASS)<br/> 2023 Graduation Rate<br/> Court School- 90.5%<br/> Community School- 100%<br/> Special Education- 21.3%</p>                         |  |  | <p>CA Accountability Dashboard<br/> Court- 70%<br/> Community-80%<br/> Special Education - 20%</p> <p>DASS Graduation Rate<br/> Court School- 95%<br/> Community School- 100%<br/> Special Education- 30%</p> |  |
| 4.3 | The number of Memorandums of Understanding and number of student  | 19 districts participated in a Memorandum of Understanding during the 2023-24 school year  |  |  | 25 districts will participate in a Memorandum of Understanding  |  |

|     |  |   |  |  |   |  |
|-----|--|---|--|--|---|--|
|     | allotments in collaboration with Santa Clara County School Districts.  | for a total of 120 allotments.  |  |  | during the 2026-27 school year for a total of 150 allotments.   |  |
| 4.4 | Monthly meetings with district partners to facilitate services for expelled students                                   | 8-12 districts continued to participate in monthly Alternative Education meetings during the 2023-24 school year. |  |  | 25 districts will participate in monthly Alternative Education meetings during the 2026-27 school year. |  |
| 4.5 | Provide educational status and progress information to child welfare agency to minimize changes in school placement.   | Santa Clara County Stability Rate per Data Quest is 58.5%   |  |  | Santa Clara County Stability Rate per Data Quest 75%  |  |
| 4.6 | 100% of LEA use of county data sharing tool, FosterVision.   | 100% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.                             |  |  | 100% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.                   |  |
| 4.7 | Increase the number of LEA's formulating actions in the LCAP to address the academic needs of students in foster care. | 96% of local districts have identified actions or services for foster youth in their LCAP.                        |  |  | 100% of local districts will have identified actions or services for foster youth in their LCAP.        |  |
| 4.8 | Increase the 4 year cohort graduation rate of youth in foster care county wide.  | 2022-23 4-Year Cohort Graduation Rate for youth in foster care countywide. 56%                                    |  |  | 4-Year Cohort Graduation Rate for youth in foster care countywide. 75%                                  |  |
| 4.9 | Number of Foster Youth students served in the  | Baseline will be established in 24-25 school year   |  |  |   |  |

## Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 4.1      | 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. Professional development in the areas such as MTSS, PBIS, Trauma Informed Care, Restorative Justice, TUPE and Truancy Abatement (SARB) will provide staff the needed resources to help advocate for at-risk students in an effort to reduce suspensions and expulsions. This action will be measured by an increase in the percentage of expelled students who successfully meet rehabilitation plans to return to local districts and an increase in district participation in monthly meetings. | \$5,500.00  | No           |

|     |  |   |              |     |
|-----|--|---|--------------|-----|
| 4.2 | Transition Services Planning   | 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 home 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. This action will be measured by an increase in district participation in monthly meetings. |              | No  |
| 4.3 | Student Exit Surveys and Transition Plans  | Alternative Education staff will collaborate to support student transition and placement upon exit from Court and Community School programs and will support the implementation of Individual Transition Plans. This action will be measured by an increase in the percentage of expelled students who successfully meet rehabilitation plans to return to local districts and an increase in district participation in monthly meetings.   |              | No  |
| 4.4 | Staff to Support Transition of Youth experiencing homelessness and Youth Who Receive Foster Youth Services | This action will provide for foster and youth experiencing homelessness services for educational services students, including .4 FTE Foster and Homeless Liaison and .5 Foster Youth Services Manager positions. These positions provide direct educational coordination to support school enrollment and engagement, referrals to identified supports and services, provide specialized assistance to staff, student and family to determine and support identified needs, collect, evaluate and track data to laws and responsibilities to support target population, provide professional development, technical and differentiated assistance to SCCOE staff members serving qualified youth. This action will be measured by the number of students served.  | \$204,308.00 | No  |
| 4.5 | Materials to Provide Increased and Improved Services   | This action provides materials and supplies such as but not limited to transportation to school, loaner clothes, and hygiene kits to increase student attendance and improve services for students who receive Foster   | \$27,500.00  | Yes |

|     |   |  |              |    |
|-----|---|--|--------------|----|
|     | Students Who Receive Foster Youth Services in the Community School  | Youth Services in the Community School. This action will be measured by the number of students served.   |              |    |
| 4.6 | Build capacity within Santa Clara County districts to support youth in foster care.   | The Foster and Homeless Educational Services Department will host a Community of Practice Network to provide technical assistance to all school districts and charter schools. In addition, each district's foster youth liaison will have two members of the Foster and Homeless Youth Department assigned to support their work to improve system response and support to qualifying students. This action will be measured through data entered in Foster Vision.   | \$255,846.00 | No |
| 4.7 | Provide coordinated educational case management care and support Higher Education Transitions for Foster Youth for Santa Clara County | In partnership with our local child welfare agency, all dependency cases will be assigned to a Foster Youth Services Manager upon intake. The manager will provide educational case management for each youth in care. A manager will be assigned upon entry into care and throughout the term of the dependency case. Beginning in the 8th grade, the SCCOE education manager assigned to each case will work with child welfare to hold an education-based Child and Family Team (CFT) where post-secondary planning will be the focus. In addition, youth who choose to engage with an education coach will be matched throughout high school and beyond to build stability for post-secondary plan creation and implementation. This action is measured through the data entered in Foster Vision. | \$255,846.00 | No |
| 4.8 | Support integrated data systems to support foster youth.  | SCCOE will maintain data-sharing agreements with all LEAs, probation, and child welfare to host the integrated data system, Foster Vision. Foster Vision is a cross-agency data-sharing tool that provides required data points in collaboration between agencies that have a joint responsibility to serve youth in partnership. This action is measured by the number of school districts that submit data to Foster Vision which allows for tracking of foster youth students county wide.  | \$5,000.00   | No |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal                 |
|--------|---|------------------------------|
| 5      | By June 2027, Court School will increase engagement and improve the graduation rate of socio-economic disadvantaged students. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

|   |
|---|
| Priority 7: Course Access (Conditions of Learning)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
|---|

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed goal five in partnership with parents and staff to establish the equity multiplier goal for the court school to ensure we increase student engagement and improve the graduation rate of socio-economically disadvantaged students. Providing the action items in goal five, the Educational Services Division aims to improve student engagement, thus improving the graduation rate of socio-economically disadvantaged students in court schools. This process involved 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. 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. Analyzing metrics and partner engagement as a means to develop actions and services with associated budgeted expenditures will equip staff and students with the support needed to meet this goal.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 5.1      | % of socio economic disadvantaged students participating in credit recovery | 100%  |                |                | 100%   |                                  |
| 5.2      | High School Graduation rate   | 2023 Graduation Rates as Indicated in the CA Accountability Dashboard<br>Court- 66.7% |                |                | Graduation Rates as Indicated in the CA Accountability Dashboard<br>Court- 70% |                                  |

|     |                           |  |  |  |   |  |
|-----|---------------------------|--|--|--|---|--|
|     |                           | Dashboard Alternative School Status (DASS)<br>2023 Graduation Rate<br>Court School- 90.5%  |  |  | Dashboard Alternative School Status (DASS)<br>2023 Graduation Rate<br>Court School- 95%   |  |
| 5.3 | CA Dashboard              | 2023 Graduation Rates as Indicated in the CA Accountability Dashboard<br>Court- 66.7%<br>English Language Arts- Data not displayed for privacy<br>Math-Data not displayed for privacy<br>English Learner Progress- 76.9%<br>Making Progress College Career Indicator- 13%<br>Prepared<br>Chronic Absenteeism Rate- data not displayed for privacy<br>Graduation Rate- 66.7%<br>Suspension Rate- 0% |  |  | CA Accountability Dashboard<br>Court- 70%<br>English Language Arts-Data not displayed for privacy<br>Math-Data not displayed for privacy<br>English Learner Progress- 80%<br>Making Progress College Career Indicator- 15%<br>Prepared<br>Chronic Absenteeism Rate- data not displayed for privacy<br>Graduation Rate- 70%<br>Suspension Rate- 0% |  |
| 5.4 | High School Drop out rate | 4 Year Adjusted Cohort Drop Out Rate<br>2022-23<br>Court Schools- 28.6%%   |  |  | 4-Year-Adjusted Cohort Dropout Rate<br>Court Schools- 25%   |  |

|     |   |   |  |  |  |  |
|-----|---|---|--|--|--|--|
| 5.5 | % of Socio-economic disadvantaged students enrolled in CTE programs/ certificates | 96% of socio-economic disadvantaged students participated in CTE programs |  |  | 100% of socio-economic disadvantaged students will participate in CTE programs |  |
|-----|---|---|--|--|--|--|

## Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 5.1      | Navigator position will provide transition services for students who exit Court Schools. | 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.<br>a) Provide social and emotional support for trauma-impacted youth to fulfill the terms of their expulsion<br>b) Family collaboration and transition planning | \$156,179.00 | Yes          |



|            |  |  |              |    |
|------------|--|--|--------------|----|
|            |  | <p>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 100% low-income.</p> <p>This action will be measured by an increase in graduation rate, percentage of socio-economically disadvantaged students participating in credit recovery, percentage of students dually enrolled, and a reduction in the high school dropout rate.</p> |              |    |
| <b>5.2</b> | Credit recovery programs/ support      | <p>This action provides for extra hours for court school teachers to provide credit recovery after school and materials and supplies used for credit recovery. This action will be measured by an increase in graduation rate, an improvement in the percentage of socio-economic disadvantaged students participating in credit recovery, and a reduction in the high school dropout rate.</p>  | \$175,782.00 | No |
| <b>5.3</b> | Support for Arts and Music Programming | <p>This action will provide additional supports for art and music programming including but not limited to materials, supplies, equipment, contracts, and program subscriptions. This action will be measured by an increase in student engagement which will lead to an increase in graduation rate and a reduction in the high school dropout rate.</p>  | \$55,000.00  | No |
| <b>5.4</b> | Support to expand CTE Pathways         | <p>This action will provide additional support to expand CTE pathways including but not limited to materials, supplies, equipment, contracts, and subscriptions. This action will be measured by an increase in student engagement which will lead to an increase in graduation rate and a reduction in the high school dropout rate.</p>  | \$165,000.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$1,456,298   | \$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 |
|---|-----------------------------|-------------------------|---|
| 4.351%  | 0.000%                      | \$0.00                  | 4.351%  |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
| 1.3               | <p><b>Action:</b><br/>Online academic programs will provide learning acceleration for students in the alternative education program.</p> <p><b>Need:</b><br/>Graduation rate for Court and Community School</p> | The action provides support to increase the graduation rate for low-income students. It is provided school-wide because 75.2% of the students in Court and Community School Programs identify as low-income. | This action will be measured by an increase in graduation rates and an increase in student credit earned per transcript. |

| Goal and Action #  | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|--------------------|--|---|---|
|                    | <p><b>Scope:</b><br/>Schoolwide</p>  |   |   |
| <p><b>1.7</b></p>  | <p><b>Action:</b><br/>Online reading and math assessments will support the academic success of students who participate in the alternative education program.</p> <p><b>Need:</b><br/>Improvement in Math and English performance for students that identify as low-income</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>The action addresses the needs because it provides for reading and math assessment programs and provides the opportunity for staff to monitor student progress as increased and improved services for alternative education students.</p>  | <p>This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.</p> |
| <p><b>1.12</b></p> | <p><b>Action:</b><br/>Professional Learning for Staff to Support Core and Supplemental Programs</p> <p><b>Need:</b><br/>Improve English Learner performance</p> <p><b>Scope:</b><br/>Schoolwide</p>  | <p>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 the implementation of ethnic studies, environmental literacy, and civic engagement, and coaching to support curriculum alignment and collaborative spaces.</p> | <p>This will be measured by an increase in the percentage of students showing growth on the ELPAC, CAASPP, and local reading and math assessments.</p>        |
| <p><b>2.1</b></p>  | <p><b>Action:</b><br/>College and career programs for students who participate in the alternative education programs.</p> <p><b>Need:</b><br/>College and career readiness</p>   | <p>This action provides increased and improved services for alternative education students to include students who identify as low income. It is provided school-wide because 75.2% of the students in Court and Community School Programs identify as low-income.</p>  | <p>Measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.</p>            |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|-------------------|---|--|--|
|                   | <p><b>Scope:</b><br/>Schoolwide</p>   |  |  |
| <p><b>2.2</b></p> | <p><b>Action:</b><br/>Consumables and Materials for College and Career Technical Education programs.</p> <p><b>Need:</b><br/>College and career readiness for low income students</p> <p><b>Scope:</b><br/>Schoolwide</p>   | <p>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 identify as 75.2% low income.</p>  | <p>This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.</p>   |
| <p><b>3.1</b></p> | <p><b>Action:</b><br/>Enrichment activities will support student engagement.</p> <p><b>Need:</b><br/>Improve chronic absenteeism and suspension rate for Community School</p> <p><b>Scope:</b><br/>Schoolwide</p>   | <p>This action will provide supplemental opportunities for students in county programs to include visual and performing arts, social-emotional learning, therapy, coaching, sports, opportunities for students to experience hands-on learning in iSTEAM and Environmental Literacy, science material, and supplies, as well as educational excursions aligned to family engagement, academic programs in order to improve student engagement which will lead to an improvement student attendance rates, chronic absenteeism and suspension rate.</p> | <p>This action will be measured by an improvement in student attendance rate and chronic absenteeism, an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey.</p> |
| <p><b>3.2</b></p> | <p><b>Action:</b><br/>Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved.</p> <p><b>Need:</b><br/>Improvement in attendance and chronic absenteeism of low income students</p> | <p>These actions will will support student engagement and increase student attendance for students in Alternative Education Programs who 75.2% identify as low income.</p>   | <p>measured by improvement in student attendance rate, chronic absenteeism, and graduation rate. Student engagement will also be measured by an increase in resource and inclusive opportunities for students, increased student</p>   |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|-------------------|--|---|--|
|                   | <p><b>Scope:</b><br/>Schoolwide</p>  |   | <p>participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey and Exit/Reflection Survey.</p>   |
| <p><b>3.5</b></p> | <p><b>Action:</b><br/>Staff to support continuous improvement processes and parent engagement</p> <p><b>Need:</b><br/>continuous improvement for graduation rates at Court and Community Schools</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>This position supports continuous improvement activities and parent engagement for Educational Services by developing the Parent Engagement Plan, conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating increased and improved services to include continuous improvement/accountability and parent engagement to support students to include 75% low income.</p> | <p>This action will be measured by the increase in parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and parent engagement opportunities.</p> |
| <p><b>3.6</b></p> | <p><b>Action:</b><br/>Supplemental support and supplies for student mental health and wellness</p> <p><b>Need:</b><br/>mental health and wellness support</p> <p><b>Scope:</b><br/>Schoolwide</p>  | <p>This action provides for supplemental support and materials such as social emotional learning curriculum, contracts supporting mental health and wellness as well as supplies and expansion of Wellness Centers within SCCOE Programs.</p>   | <p>his action will be measured by an increase in resources provided to students, student engagement on the LCAP survey and CA Healthy Kids Survey.</p>   |
| <p><b>5.1</b></p> | <p><b>Action:</b><br/>Navigator position will provide transition services for students who exit Court Schools.</p> <p><b>Need:</b><br/>Improve High School graduation rate</p> <p><b>Scope:</b><br/>Schoolwide</p>                       | <p>This action provides personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success as increased and improved services. This action is being provided schoolwide because 100% of students attending the Court School Program identify as low income.</p>  | <p>This action will be measured by an increase in graduation rate, percentage of socio-economically disadvantaged students participating in credit recovery, percentage of students dually enrolled,</p>                       |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness               |
|-------------------|--------------------|---|--|
|                   |                    |   | and a reduction in the high school dropout rate. |

### Limited Actions

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

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
| <b>3.4</b>        | <p><b>Action:</b><br/>Family Engagement for Families of students who are identified as English Learners</p> <p><b>Need:</b><br/>English Learner performance</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>                                    | 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. | This action will be measured by increased parent participation in school events such as ELAC and DELAC. |
| <b>4.5</b>        | <p><b>Action:</b><br/>Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School</p> <p><b>Need:</b><br/>Support for Foster Youth</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | The action is designed to provide supplemental support and material for Foster Youth Students in material they may need for school.   | This action will be monitored by the number of students served and tracked on FosterVision.             |

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

### **Additional Concentration Grant Funding**

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

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  |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
|           | [INPUT]  | [INPUT]  | [AUTO-CALCULATED]   | [AUTO-CALCULATED]  | [AUTO-CALCULATED]   |
| Totals    | 33,471,236   | 1,456,298  | 4.351%  | 0.000%   | 4.351%  |

| Totals | LCFF Funds        | Other State Funds | Local Funds       | Federal Funds     | Total Funds       | Total Personnel   | Total Non-personnel |
|--------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|
|        | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED]   |
| Totals | \$4,886,058.00    | \$1,097,002.00    | \$99,306.00       | \$2,100,069.00    | \$8,182,435.00    | \$5,220,071.00    | \$2,962,364.00      |

| Goal #   | Action # | Action Title  | Student Group(s) | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|--|----------|---|------------------|---|------------|-------------------------------|----------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|
| This table was automatically populated from this LCAP. |          |   |                  |   |            |                               |          |           |                 |                     |                |                   |             |               |                |
| 1  | 1.1      | Supplemental Programs to Support Core Instruction   | All              | No  |            |                               |          |           | \$0.00          | \$8,952.00          |                |                   |             | \$8,952.00    | \$8,952.00     |
| 1  | 1.2      | Supplemental materials to Support Core Instruction  | All              | No  |            |                               |          |           | \$0.00          | \$99,020.00         |                |                   |             | \$99,020.00   | \$99,020.00    |
| 1  | 1.3      | Online academic programs will provide learning acceleration for students in the alternative education program.                          | Low Income       | Yes   | Schoolwide | Low Income                    |          |           | \$55,000.00     | \$292,500.00        | \$292,500.00   |                   |             | \$55,000.00   | \$347,500.00   |
| 1  | 1.4      | Professional Development for Staff for Instructional Programs   | All              | No  |            |                               |          |           | \$0.00          | \$14,300.00         |                |                   |             | \$14,300.00   | \$14,300.00    |
| 1  | 1.5      | Access to a Broad Course of Study   | All              | No  |            |                               |          |           | \$3,730,980.00  | \$0.00              | \$3,029,760.00 | \$701,220.00      |             |               | \$3,730,980.00 |
| 1  | 1.6      | Staff to support math and reading literacy intervention for students in the alternative education program.                              | All              | No  |            |                               |          |           | \$0.00          | \$0.00              |                |                   |             | \$0.00        | \$0.00         |
| 1  | 1.7      | Online reading and math assessments will support the academic success of students who participate in the alternative education program. | Low Income       | Yes   | Schoolwide | Low Income                    |          |           | \$0.00          | \$0.00              |                | \$0.00            |             |               | \$0.00         |
| 1  | 1.8      | Supplemental Materials to Support English Language Instruction  | English Learners | No  |            |                               |          |           | \$0.00          | \$21,320.00         |                |                   |             | \$21,320.00   | \$21,320.00    |
| 1  | 1.9      | Supplemental Support for students identified as   | English Learners | No  |            |                               |          |           | \$0.00          | \$16,319.00         |                |                   |             | \$16,319.00   | \$16,319.00    |



| Goal # | Action # | Action Title   | Student Group(s) | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s) | Location                                      | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|--|------------------|---|------------|-------------------------------|---|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
|        |          | Long Term English Learners (LTELs)   |                  |   |            |                               |   |           |                 |                     |              |                   |             |               |              |
| 1      | 1.10     | Support to address attendance gaps and chronic absenteeism   | All              | No  |            |                               |   |           | \$0.00          | \$42,442.00         |              |                   |             | \$42,442.00   | \$42,442.00  |
| 1      | 1.11     | Support and professional development to reduce the suspension rate   | All              | No  |            |                               |   |           | \$0.00          | \$32,375.00         |              |                   |             | \$32,375.00   | \$32,375.00  |
| 1      | 1.12     | Professional Learning for Staff to Support Core and Supplemental Programs  | English Learners | Yes   | Schoolwide | English Learners              |   |           | \$0.00          | \$121,000.00        | \$60,500.00  |                   |             | \$60,500.00   | \$121,000.00 |
| 2      | 2.1      | College and career programs for students who participate in the alternative education programs.  | Low Income       | Yes   | Schoolwide | Low Income                    | Specific Schools: Court and Community Schools |           | \$0.00          | \$536,260.00        | \$409,184.00 |                   |             | \$127,076.00  | \$536,260.00 |
| 2      | 2.2      | Consumables and Materials for College and Career Technical Education programs.   | Low Income       | Yes   | Schoolwide | Low Income                    | Specific Schools: Court and Community Schools |           | \$0.00          | \$416,834.00        | \$336,503.00 |                   |             | \$80,331.00   | \$416,834.00 |
| 2      | 2.3      | Staff Will Support College and Career Readiness and Pathways to Graduation   | All              | No  |            |                               |   |           | \$375,974.00    | \$0.00              |              |                   |             | \$375,974.00  | \$375,974.00 |
| 2      | 2.4      | Career Preparation Programs To Support Pathways to Graduation and Career Planning  | All              | No  |            |                               |   |           | \$0.00          | \$127,796.00        |              |                   |             | \$127,796.00  | \$127,796.00 |
| 2      | 2.5      | Expand and explore dual enrollment   | All              | No  |            |                               |   |           | \$0.00          | \$4,400.00          |              |                   |             | \$4,400.00    | \$4,400.00   |
| 3      | 3.1      | Enrichment activities will support student engagement.   | Low Income       | Yes   | Schoolwide | Low Income                    | Specific Schools: Court and Community Schools |           | \$0.00          | \$273,665.00        | \$162,803.00 |                   |             | \$110,862.00  | \$273,665.00 |
| 3      | 3.2      | Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved. | Low Income       | Yes   | Schoolwide | Low Income                    |   |           | \$0.00          | \$69,300.00         | \$69,300.00  |                   |             |               | \$69,300.00  |

| Goal # | Action # | Action Title  | Student Group(s) | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location  | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|---|------------------|---|--|-------------------------------|---|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| 3      | 3.3      | Parent and Family Engagement Activities For All Students  | All              | No  |  |                               |   |           | \$0.00          | \$102,729.00        |              |                   | \$99,306.00 | \$3,423.00    | \$102,729.00 |
| 3      | 3.4      | Family Engagement for Families of students who are identified as English Learners                                       |                  | Yes   | Limited to Unduplicated Student Group(s) |                               | All Schools<br>Specific Schools:<br>Court and Community Schools |           | \$0.00          | \$54,052.00         | \$51,852.00  |                   |             | \$2,200.00    | \$54,052.00  |
| 3      | 3.5      | Staff to support continuous improvement processes and parent engagement   | Low Income       | Yes   | Schoolwide                               | Low Income                    | Specific Schools:<br>Court and Community Schools                |           | \$75,938.00     | \$0.00              | \$75,938.00  |                   |             |               | \$75,938.00  |
| 3      | 3.6      | Supplemental support and supplies for student mental health and wellness  | Low Income       | Yes   | Schoolwide                               | Low Income                    | Specific Schools:<br>Court and Community Schools                |           | \$0.00          | \$405,318.00        | \$214,039.00 |                   |             | \$191,279.00  | \$405,318.00 |
| 4      | 4.1      | Professional Development to Support Transition of Students Facing Expulsion   | All              | No  |  |                               |   |           | \$0.00          | \$5,500.00          |              |                   |             | \$5,500.00    | \$5,500.00   |
| 4      | 4.2      | Transition Services Planning  | All              | No  |  |                               |   |           |                 |                     |              |                   |             |               |              |
| 4      | 4.3      | Student Exit Surveys and Transition Plans   | All              | No  |  |                               |   |           |                 |                     |              |                   |             |               |              |
| 4      | 4.4      | Staff to Support Transition of Youth experiencing homelessness and Youth Who Receive Foster Youth Services              | Foster Youth     | No  |  |                               |   |           | \$204,308.00    | \$0.00              |              |                   |             | \$204,308.00  | \$204,308.00 |
| 4      | 4.5      | Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School | Foster Youth     | Yes   | Limited to Unduplicated Student Group(s) | Foster Youth                  | Specific Schools:<br>Community Schools                          |           | \$0.00          | \$27,500.00         | \$27,500.00  |                   |             |               | \$27,500.00  |
| 4      | 4.6      | Build capacity within Santa Clara County districts to support youth in foster care.                                     | All              | No  |  |                               |   |           | \$255,846.00    | \$0.00              |              |                   |             | \$255,846.00  | \$255,846.00 |

| Goal # | Action # | Action Title  | Student Group(s) | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|--------|----------|---|------------------|---|------------|-------------------------------|----------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|
| 4      | 4.7      | Provide coordinated educational case management care and support Higher Education Transitions for Foster Youth for Santa Clara County | Foster Youth All | No  |            |                               |          |           | \$255,846.00    | \$0.00              |              |                   |             | \$255,846.00  | \$255,846.00 |
| 4      | 4.8      | Support integrated data systems to support foster youth.  | Foster Youth     | No  |            |                               |          |           | \$0.00          | \$5,000.00          |              |                   |             | \$5,000.00    | \$5,000.00   |
| 5      | 5.1      | Navigator position will provide transition services for students who exit Court Schools.  | Low Income       | Yes   | Schoolwide | Low Income                    |          |           | \$156,179.00    | \$0.00              | \$156,179.00 |                   |             |               | \$156,179.00 |
| 5      | 5.2      | Credit recovery programs/ support   | All              | No  |            |                               |          |           | \$110,000.00    | \$65,782.00         |              | \$175,782.00      |             |               | \$175,782.00 |
| 5      | 5.3      | Support for Arts and Music Programming  | All              | No  |            |                               |          |           | \$0.00          | \$55,000.00         |              | \$55,000.00       |             |               | \$55,000.00  |
| 5      | 5.4      | Support to expand CTE Pathways  | All              | No  |            |                               |          |           | \$0.00          | \$165,000.00        |              | \$165,000.00      |             |               | \$165,000.00 |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds  |
|------------------------------|--|---|--|---|---|--|--|--------------------------|-------------------|
| [INPUT]                      | [INPUT]  | [AUTO-CALCULATED]   | [AUTO-CALCULATED]  | [AUTO-CALCULATED]   | [AUTO-CALCULATED]                                       | [AUTO-CALCULATED]                                    | [AUTO-CALCULATED]  |                          | [AUTO-CALCULATED] |
| 33,471,236                   | 1,456,298  | 4.351%  | 0.000%   | 4.351%  | \$1,856,298.00  | 5.180%   | 10.726 %   | <b>Total:</b>            | \$1,856,298.00    |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$0.00            |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$79,352.00       |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$1,776,946.00    |

| 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 (%) |
|------|----------|--------------|---|-------|-------------------------------|----------|--|---|
|------|----------|--------------|---|-------|-------------------------------|----------|--|---|

This table is automatically generated and calculated from this LCAP.

|   |      |   |     |            |                  |  |              |      |
|---|------|---|-----|------------|------------------|--|--------------|------|
| 1 | 1.3  | Online academic programs will provide learning acceleration for students in the alternative education program.                          | Yes | Schoolwide | Low Income       |  | \$292,500.00 | .58  |
| 1 | 1.7  | Online reading and math assessments will support the academic success of students who participate in the alternative education program. | Yes | Schoolwide | Low Income       |  |              | .12  |
| 1 | 1.12 | Professional Learning for Staff to Support Core and Supplemental Programs   | Yes | Schoolwide | English Learners |  | \$60,500.00  | .18  |
| 2 | 2.1  | College and career programs for students who participate in the alternative education programs.   | Yes | Schoolwide | Low Income       | Specific Schools:<br>Court and Community Schools | \$409,184.00 | 1.22 |

| 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 (%) |
|------|----------|--|---|--|-------------------------------|---|--|---|
| 2    | 2.2      | Consumables and Materials for College and Career Technical Education programs.   | Yes   | Schoolwide                               | Low Income                    | Specific Schools:<br>Court and Community Schools                | \$336,503.00   | .71   |
| 3    | 3.1      | Enrichment activities will support student engagement.   | Yes   | Schoolwide                               | Low Income                    | Specific Schools:<br>Court and Community Schools                | \$162,803.00   | .19   |
| 3    | 3.2      | Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved. | Yes   | Schoolwide                               | Low Income                    |   | \$69,300.00  | .2  |
| 3    | 3.4      | Family Engagement for Families of students who are identified as English Learners  | Yes   | Limited to Unduplicated Student Group(s) |                               | All Schools<br>Specific Schools:<br>Court and Community Schools | \$51,852.00  | .15   |
| 3    | 3.5      | Staff to support continuous improvement processes and parent engagement  | Yes   | Schoolwide                               | Low Income                    | Specific Schools:<br>Court and Community Schools                | \$75,938.00  | .23   |
| 3    | 3.6      | Supplemental support and supplies for student mental health and wellness   | Yes   | Schoolwide                               | Low Income                    | Specific Schools:<br>Court and Community Schools                | \$214,039.00   | .34   |
| 4    | 4.5      | 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:<br>Community Schools                          | \$27,500.00  | .08   |
| 5    | 5.1      | Navigator position will provide transition services for students who exit Court Schools.   | Yes   | Schoolwide                               | Low Income                    |   | \$156,179.00   | .46   |

# 2023-24 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
|               | [AUTO-CALCULATED]                                    | [AUTO-CALCULATED]                          |
| <b>Totals</b> | \$5,628,587.70                                       | \$4,816,410.89                             |

| 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) |
|--------------------|----------------------|---|--|--|---|
| startcollapse      |                      |   |  |  |   |
| 1                  | 1.1                  | Supplemental Programs and Materials to Support Core Instruction   | No   | \$216,990.00                                   | 275551  |
| 1                  | 1.2                  | Professional Learning for Staff to Support Core and Supplemental Programs   | No   | \$116,688.00                                   | 77617   |
| 1                  | 1.3                  | Oversight for Title I Programming for Multi-Lingual Families  | No   | \$12,035.00                                    | 0   |
| 1                  | 1.4                  | Online academic programs will provide supplemental instruction for students in the alternative education program. | Yes  | \$103,000.00                                   |   |
| 1                  | 1.5                  | Professional Development for Staff to Implement Online Instructional Programs                                     | No   | \$34,863.00                                    | 69680   |
| 1                  | 1.6                  | Academic Educational Excursions   | No   | \$17,564.00                                    | 45212   |
| 1                  | 1.7                  | Access to a Broad Course of Study   | No   | \$2,310,041.00                                 | 2310041   |
| 1                  | 1.8                  | Staff to support math and reading literacy intervention for students in the alternative education program.        | No   | \$151,442.00                                   | 124713  |

| 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                  | 1.9                  | Professional development for staff regarding inclusion and instruction of students through equitable teaching and learning.                  | Yes  | \$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  | \$28,000.00                                    | 23330   |
| 2                  | 2.1                  | College and career programs for students who participate in the alternative education programs.  | Yes  | \$221,000.00                                   | 190793  |
| 2                  | 2.2                  | Consumables and Materials for College and Career Technical Education programs.   | Yes  | \$28,679.00                                    | 116160  |
| 2                  | 2.3                  | Staff Will Support College and Career Readiness and Pathways to Graduation   | No   | \$454,488.00                                   | 421912  |
| 2                  | 2.4                  | Consumables and Materials to Support Career Technical Education Programs for All Students  | No   | \$152,132.00                                   | 73404   |
| 2                  | 2.5                  | Career Preparation Programs To Support Pathways to Graduation and Career Planning  | No   | \$33,004.00                                    | 912   |
| 3                  | 3.1                  | Enrichment activities will support student engagement.   | No   | \$62,351.00                                    | 124243.89   |
| 3                  | 3.2                  | Enrichment activities will support student engagement as increased and improved services for students in the alternative education programs. | Yes  | \$155,045.00                                   | 72075   |
| 3                  | 3.3                  | Supplemental Materials to Support English Language instruction   | No   | \$1,614.00                                     | 4762  |
| 3                  | 3.4                  | Parent and Family Engagement Activities For All Students   | No   | \$107,283.00                                   | 35267   |

| 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                  | 3.5                  | Family Engagement for Families of students who identify as English Learners   | Yes  | \$17,182.00                                    |   |
| 3                  | 3.6                  | Mental Health Services will provide increased and improved services for students who participate in alternative education programs. | Yes  | \$91,560.00                                    | 66488   |
| 3                  | 3.7                  | Staff to Support Transition of Unhoused Youth and Youth Who Receive Foster Youth Services   | No   | \$197,205.00                                   |   |
| 3                  | 3.8                  | Staff to support continuous improvement processes and parent engagement districtwide  | No   | \$24,688.00                                    | 66438   |
| 3                  | 3.9                  | Professional Development to Support Facilitating a Positive School Climate  | No   | \$95,000.00                                    | 4787  |
| 3                  | 3.10                 | Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School             | Yes  | \$21,110.00                                    |   |
| 3                  | 3.11                 | LCFF Staff to Support Continuous Improvement Processes and Parent Engagement  | Yes  | \$73,923.00                                    |   |
| 3                  | 3.12                 | Activities to Support Positive School Climate   | No   | \$40,219.00                                    |   |
| 3                  | 3.13                 | Supplemental Materials to Support English Language Services and Instruction   | No   | \$1,905.00                                     | 28  |
| 3                  | 3.14                 | Operational costs will support increased and improved services for unduplicated students  | Yes  | \$91,579.70                                    |   |
| 4                  | 4.1                  | Build capacity within Santa Clara County districts to support youth in foster care.   | No   | 255846   | 255846  |
| 4                  | 4.2                  | Provide coordinated educational case management care for Santa Clara County youth in foster care.                                   | No   | 255846   | 255846  |



| 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) |
|--------------------|----------------------|---|--|--|---|
| 4                  | 4.3                  | Support Higher Education Transitions for Foster Youth   | No   | 75000  | 75000   |
| 4                  | 4.4                  | Support integrated data system to support foster youth.   | No   | 5000   | 5000  |
| 5                  | 5.1                  | Navigator position will provide transition services for students who exit alternative education programs. | Yes  | \$121,305.00                                   | 121305  |
| 5                  | 5.2                  | Professional Development to Support Transition of Students Facing Expulsion                               | No   | \$0.00   |   |
| 5                  | 5.3                  | Transition Services Planning  | No   | \$0.00   |   |
| 5                  | 5.4                  | Student Exit Surveys and Transition Plans   | No   | \$0.00   |   |

# 2023-24 Contributing Actions Annual Update Table

## 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| [INPUT]  | [AUTO-CALCULATED]                                       | [AUTO-CALCULATED]   | [AUTO-CALCULATED]  | [AUTO-CALCULATED]                                    | [AUTO-CALCULATED]                                      | [AUTO-CALCULATED]  |
| 1007383.7  | \$1,007,383.70  | \$590,151.00  | \$417,232.70   | 0.000%   | 0.000%   | 0.000%   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| startcol           | lapse                |   |   |  |   |   |   |
| 1                  | 1.4                  | Online academic programs will provide supplemental instruction for students in the alternative education program.                   | Yes   | \$103,000.00   | 0   |   |   |
| 1                  | 1.9                  | Professional development for staff regarding inclusion and instruction of students through equitable teaching and learning.         | Yes   | \$55,000.00  | 0   |   |   |
| 1                  | 1.10                 | Online reading and math assessments will support academic success of students who participate in the alternative education program. | Yes   | \$28,000.00  | 23330   |   |   |
| 2                  | 2.1                  | College and career programs for students who participate in the alternative education programs.                                     | Yes   | \$221,000.00   | 190793  |   |   |
| 2                  | 2.2                  | Consumables and Materials for College and Career Technical Education programs.  | Yes   | \$28,679.00  | 116160  |   |   |

| 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) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3                  | 3.2                  | Enrichment activities will support student engagement as increased and improved services for students in the alternative education programs. | Yes   | \$155,045.00   | 72075   |   |   |
| 3                  | 3.5                  | Family Engagement for Families of students who identify as English Learners  | Yes   | \$17,182.00  |   |   |   |
| 3                  | 3.6                  | Mental Health Services will provide increased and improved services for students who participate in alternative education programs.          | Yes   | \$91,560.00  | 66488   |   |   |
| 3                  | 3.10                 | Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School                      | Yes   | \$21,110.00  | 0   |   |   |
| 3                  | 3.11                 | LCFF Staff to Support Continuous Improvement Processes and Parent Engagement   | Yes   | \$73,923.00  |   |   |   |
| 3                  | 3.14                 | Operational costs will support increased and improved services for unduplicated students   | Yes   | \$91,579.70  |   |   |   |
| 5                  | 5.1                  | Navigator position will provide transition services for students who exit alternative education programs.                                    | Yes   | \$121,305.00   | 121305  |   |   |

To Add a Row: Click **"Add Row."**

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press **"Save Data"** and refresh the page.

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
|   | 1007383.7   |  | 0.000%  | \$590,151.00   | 0.000%  | 0.000%   | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**



**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain



accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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



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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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