

# LCFF Budget Overview for Parents

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

CDS Code: 43 10439

School Year: 2022-23

LEA contact information:

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Assistant Superintendent Educational Services Division

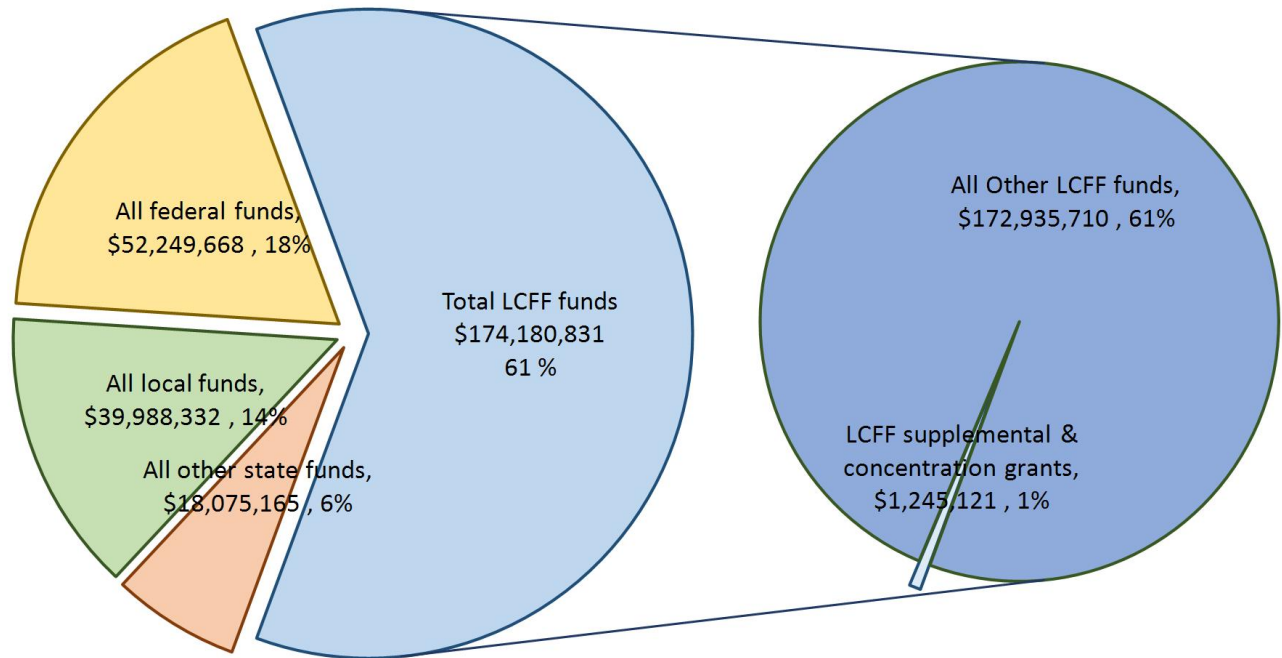
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



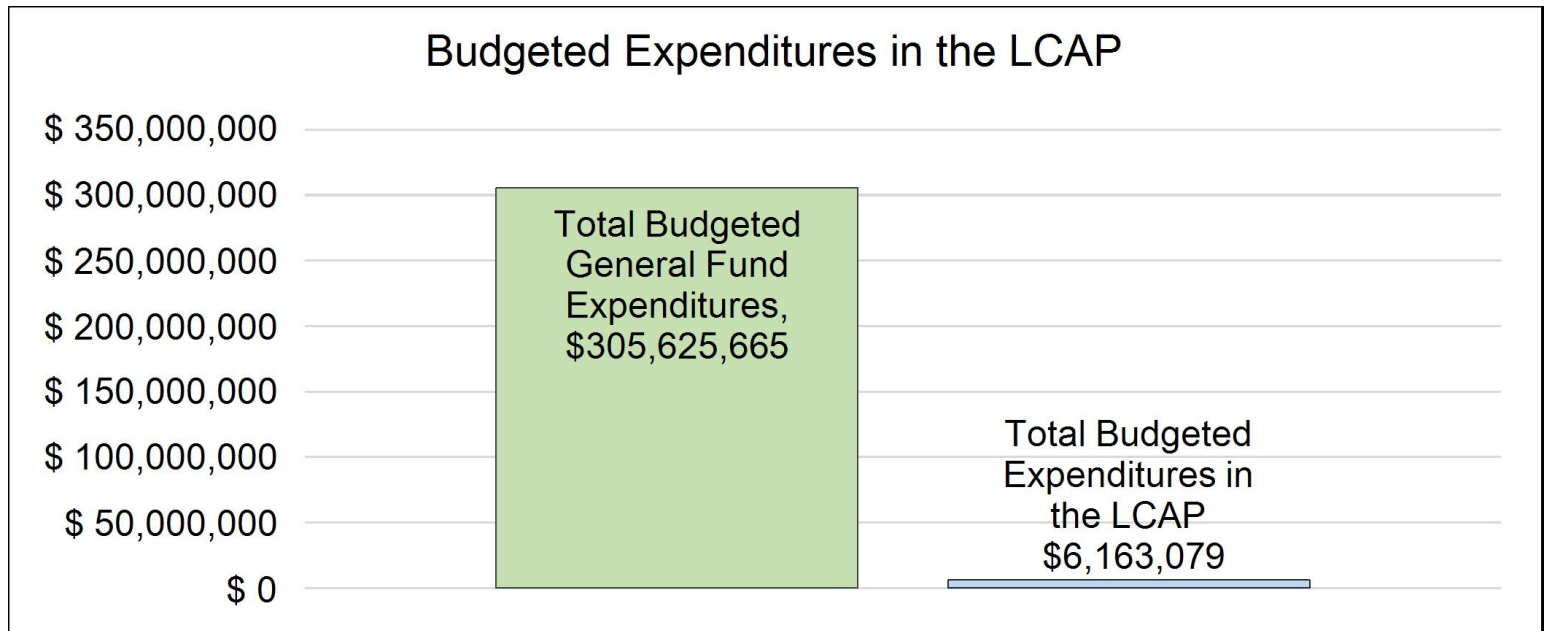
This chart shows the total general purpose revenue Santa Clara County Office of Education (SCCOE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Clara County Office of Education (SCCOE) is \$283,493,996.00, of which \$174,180,831.00 is Local Control Funding Formula (LCFF),

\$18,075,165.00 is other state funds, \$39,988,332.00 is local funds, and \$52,249,668.00 is federal funds. Of the \$174,180,831.00 in LCFF Funds, \$1,245,121.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Clara County Office of Education (SCCOE) plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Clara County Office of Education (SCCOE) plans to spend \$305,625,665.00 for the 2022-23 school year. Of that amount, \$6,163,079.00 is tied to actions/services in the LCAP and \$299,462,586.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Santa Clara County Office of Education (SCCOE) is a comprehensive education resource and service center with mandated fiscal, administrative, human resources, instructional oversight, administrative functions, and some direct student service functions. The direct student services provided to school districts include Special Education, Early Learning, Environmental Education, Alternative Education, Migrant Education and Opportunity Youth Academy (OYA). SCCOE also provides oversight and is the primary support for school districts in meeting assessment and accountability needs. General Funds not allocated for LCAP are restricted funds for mandated services and restricted programs that are provided to the Santa Clara County school districts and community.

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

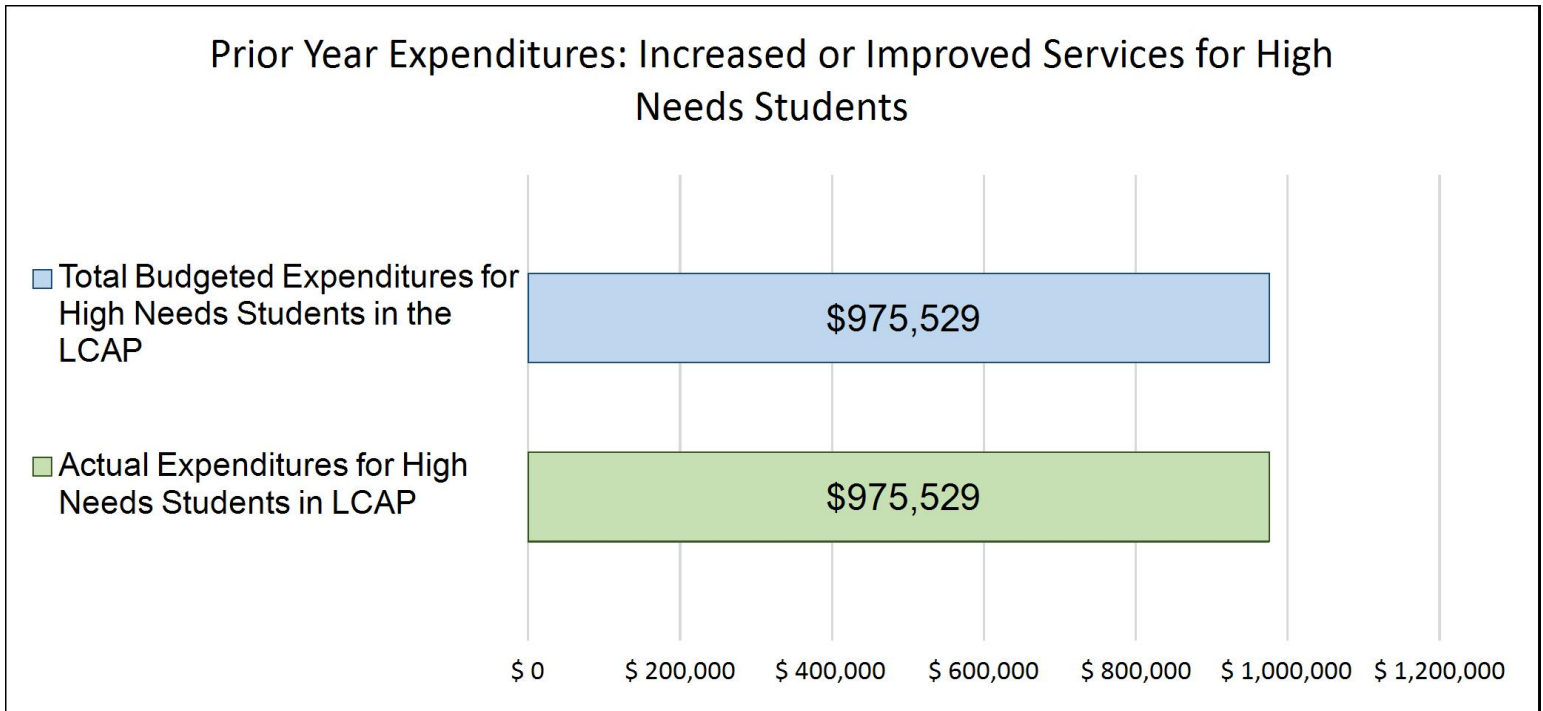
In 2022-23, Santa Clara County Office of Education (SCCOE) is projecting it will receive \$1,245,121.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara County Office of Education (SCCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara County Office of Education (SCCOE) plans to spend \$1,245,121.00 towards meeting this requirement, as described in the LCAP.

The Santa Clara County Office of Education services plans to provide increased and improved services for foster youth, English Learner, and low-income students through use of supplemental and concentration funding. Funding

will be utilized to provide supplemental resources for students to include: (a) supplies and materials, (b) career technical education programming, (c) literacy and credit recovery programming, (d) additional elective courses, (e) counseling and culturally responsive support services to eliminate barriers to achievement, and (f) transition services. Supplemental and concentration funding will also be used to enhance parent and family engagement and services for students experiencing homelessness.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Santa Clara County Office of Education (SCCOE)'s LCAP budgeted \$975,529.00 for planned actions to increase or improve services for high needs students. Santa Clara County Office of Education (SCCOE) actually spent \$975,529.00 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara County Office of Education (SCCOE)	Dr. Jessica Bonduris Assistant Superintendent, Educational Services Division	jbonduris@sccoe.org (408) 453-6560

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) support continuous involvement of educational partners through surveys, monthly Parent Advisory Committee meetings, and site- based advisory meetings. Educational partners include: (a) parents, (b) staff, (c) students, and (d) community partners. These engagement sessions support annual development of the Local Control Accountability Plan (LCAP). In addition, the SCCOE accepted funding through the Expanded Learning Opportunities grant (ELO) and the Elementary and Secondary Emergency School Relief grant (ESSER) as provided in the Budget Act of 2021. As a means to engage partners in the development of the plans for use of the ELO and ESSER funding, the SCCOE enacted the following engagement processes: (a) an Expanded Learning Opportunities grant survey was administered in July of 2020 and educational partners were invited to participate in engagement sessions via Zoom or phone, (b) input sessions were conducted with the District English Learner Advisory Committee in May and October of 2020 and 2021 and the Parent Advisory Committee in October and December of 2021, and (c) School Site Councils provided input during quarterly meetings during the 2020-21 school year and in July, September, and November of the 2021-22 school year. The LCAP Survey was administered to parents, staff, and students in November of 2020 and 2021 and guided planning for student instruction. All surveys were provided electronically and also conducted by phone in multiple languages to include: (a) English, (b) Spanish, and (c) Vietnamese to ensure parent involvement. All meetings were provided with translation in multiple languages and are currently held via Zoom. The Expanded Learning Opportunities grant was approved by the SCCOE Governing Board in May of 2020. The ESD will conduct school-based LCAP engagement sessions in February of 2022 and these findings will continue to guide planning for the LCAP and other grants as the SCCOE plans for the 2022-23 school year.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Santa Clara County Office of Education and the Educational Services Division did not receive additional concentration grant add-on funding so this prompt does not apply.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) continue to engage educational partners in determining the use of one-time federal funding intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Educational partners were engaged in decision-making regarding the use of federal funds at the onset of the pandemic. Informal outreach was conducted by school principals in the spring of 2020 to ensure students were engaged and to obtain parent input regarding the impact of distance learning on students and families. A formal survey was conducted for all partners to include: (a) parents, (b) students, and (c) staff as well as relevant community partners such as Probation to determine needs of students and families in July of 2020. This survey was provided electronically and also was conducted by phone. Surveys were translated into multiple languages, and school sites also held Zoom meetings for partners to solicit feedback as aligned to the survey. 243 individuals responded to the survey. The July 2020 survey included questions around: (a) educational options, (b) COVID-19 mitigation strategies, (c) family needs to include internet access, food, and instructional devices, and (d) social and emotional needs of students. This survey guided decision making regarding the use of one-time federal funding at the onset of the pandemic and as the pandemic continued into the 2020-21 school year. As the pandemic continued into the 2021-22 school year and with additional funding provided through the Budget Act of 2021, the SCCOE and ESD have utilized: (a) Local Control Accountability Plan surveys, (b) Parent Advisory Committee meetings, (c) School Site Council meetings, (d) site-based input sessions, and (e) District English Learner Advisory Committee recommendations to guide the use of one-time federal funding. All formal plans are approved by the SCCOE Governing Board and reflect findings from input sessions and surveys. These findings were applied in the Elementary and Secondary School Emergency Relief (ESSER) III plan which was approved by the SCCOE Governing Board in October of 2021. The SCCOE and ESD continue to use the one-time federal funding to support: (a) social and emotional support for students and families, (b) intervention and acceleration, (c) school site mitigation strategies, (d) support for staff, and (e) COVID-19 testing and vaccine clinics for staff and students. Partner engagement and input is a continuous process facilitated by the Educational Services Division and these structures continue to guide planning and resource allocation.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Elementary and Secondary School Emergency Relief expenditure plan (ESSER III) was approved by the Santa Clara County Office of Education (SCCOE) Governing Board on October 6, 2021. The ESSER III plan provides for a continuation of actions and services provided to SCCOE students and staff serviced by the Educational Services Division (ESD) since the onset of the COVID-19 pandemic and aligns with the Local Control Accountability Plan and with the distribution of other one-time state and federal funds.

ESSER III funds are budgeted to provide strategies for continuous and safe in-person learning. These funds continue to be used to: (a) provide vaccination clinics and COVID-19 testing for students and staff, (b) distribute supplies and resources to ensure school facilities are sanitized in accordance with Centers for Disease Control (CDC) guidelines, (c) maintain and repair school facilities to improve air quality and ventilation to prevent the spread and transmission of COVID-19, and (d) provide personal protective equipment to students and staff. Funding supports Educational Services programs and: (a) provides staff and students with daily health assessment screenings, (b) supports recruitment and advertising efforts to fill vacant positions, and (c) improves technology infrastructure to ensure continuous and uninterrupted digital access for staff and students. In addition ESSER III funds are budgeted to address the academic impact of lost instructional time. Loss of instructional time and student growth is provided by: (a) expansion of mental health and wellness and physical health support in schools to reduce barriers to youth in need of support; (b) decreasing the stigma around mental health; (c) improving school attendance, and (d) focusing on prevention and early intervention identification of student needs. Supplemental funding also support students with academic intervention in the form of extra instructional minutes throughout the school day and increases in health and wellness supports for students in Alternative Education and Early Learning Services.

The SCCOE and the ESD continue to experience success in meeting the goals of the ESSER III plan in alignment with the LCAP. This includes providing vaccination clinics and COVID-19 testing for students and staff. Schools are cleaned according to CDC guidelines, and upgrades to ventilation and air quality systems ensure a safe in-person learning environment. Personal protective equipment is regularly provided to SCCOE staff members and students, and a system of health screenings is enacted throughout all schools. The SCCOE and ESD continue to hire highly qualified staff to support classroom needs, and students are provided social and emotional support and wellness services through additional social work and counseling staff. The recent 2021 LCAP Survey indicated that all families have internet access and students are provided devices for instruction both at school and at home. The SCCOE County Superintendent of Schools and her Emergency Operation Center team continue to partner with Santa Clara County Public Health Department to ensure health orders are realized and communicated in a timely manner. Students are offered opportunities for extended learning as needed. Administrators and mental health staff work with families to mitigate barriers to student attendance at schools and provide support for students in achieving academic goals.

Challenges to implementing the ESSER III plan relate to the continuation of the pandemic and additional challenges related to new variants and case rates. The SCCOE County Superintendent of Schools prioritizes student and staff health and safety and through collaboration with Santa Clara County Public Health, and the Emergency Operations Center staff continues to address each new challenge expediently and according to California Public Health and Centers for Disease Control recommendations. Systems are in place to meet these challenges through communication and timely responses to need.



The addition of ESSER III funding has enabled the Santa Clara County Office of Education and the Educational Services Division to facilitate in-person learning for students and staff in a safe environment and to provide academic and social and emotional support to students and families.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) allocate fiscal resources received for the 2021-22 school year in a manner that is consistent with: (a) the Safe Return to In-Person Instruction and Continuity of Services Plan, (b) the Elementary and Secondary School Emergency Relief plan (ESSER III), and (c) the Expanded Learning Opportunities (ELO) grant plan. All plans align to the 2021-22 Local Control Accountability Plan and Annual Update (LCAP). Specific supplemental funding for the 2021-22 school year includes ESSER funds and the Expanded Learning Opportunities grant. These expenditures align to the 2021-22 Local Control Accountability Plan and Annual Update and provide supplemental support to the ESD in providing in-person instruction for students and staff with safe practices aligned to California Public Health orders. Funding also enables the ESD to provide both academic and social and emotional support to students including: (a) special education students, (b) incarcerated youth, (c) expelled youth, (d) foster youth, and (e) students who prefer independent study.

### 2021-22 LCAP Goals and Alignment of Plans and Funding

LCAP Goal One: All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

Fiscal resources during 2021-22 align to LCAP Goal One and other plans to include: (a) ESSER, (b) the Safe Return to In Person Instruction and Continuity of Service Plan, and (c) the Expanded Learning Opportunities grant. These fiscal resources support the core academic program and supplemental programs which provide math and reading intervention and credit recovery as pathways to graduation. ELO grant supplemental funds during 2021-22 continue to be used to implement: (a) in-class instruction, (b) professional development and coaching of staff and administrators, (c) online supplemental programming for reading and math, (d) elective classes, ( e) after school and summer academic programs, and (f) staffing to enhance instruction of English Learners. Funds are also allocated for: (a) online learning , (b) access to devices, and (c) acquisition of library materials. Funding ensures that staff and students are offered vaccines and routine COVID-19 testing and safe school environments aligned to CDC recommendations. Supplemental funds also support the acquisition of highly-qualified staff and provide monies for intervention and extended instructional minutes for students and address learning loss.

LCAP Goal Two: All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

Fiscal resources during 2021-22 align to LCAP Goal Two and other plans to include: (a) ESSER, (b) the Safe Return to In Person Instruction and Continuity of Service Plan, and (c) the Expanded Learning Opportunities grant. These fiscal resources provide pathways to college and career readiness for students. ELO grant supplemental funding provides for: (a) accelerating learning through individual staffing supports, (b) coursework for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility, and (c) extended instructional learning time. ESSER funds also enhance supplemental instruction for students and provide additional funding for academic intervention and accelerated learning as well as funding to ensure highly qualified staff. These funds align with LCAP funds in providing: (a) career technical education pathways and certifications, (b) accelerated opportunities for student graduation, and (c) funding to support college and career liaisons and address learning loss.

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

Fiscal resources during 2021-22 align to LCAP Goal Three and other plans to include: (a) ESSER, (b) the Safe Return to In Person Instruction and Continuity of Service Plan, and (c) the Expanded Learning Opportunities grant. These fiscal resources support student and family engagement in school and are allocated to ensure a safe and culturally safe school environment. ELO grant supplemental funding provides support for integrated student support to address social and emotional barriers to learning and training for school staff on strategies to engage students and families in addressing students' social-emotional health. The ESSER grant continues this supplemental support and provides additional funding for resources for student mental health and wellness and physical health support. The ESSER funds enable staff training and provide the opportunity to remove the stigma around mental health and also provides for intervention to address barriers to school attendance. ESSER funds also fund prevention and early intervention resources which includes an intensive focus for Alternative Education and Early Learning. Collectively these funds align with LCAP funds in providing: (a) elective courses in art, music, and enrichment, (b) positive behavior intervention supports, (c) mental health services and staff, (d) family nights and virtual field trips, and (e) specialized engagement events for parents of English Learners.

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

Fiscal resources during the 2021-22 school year align to LCAP Goal Four and other plans to include ESSER and the Safe Return to In Person Instruction and Continuity of Service Plan. These fiscal resources support Santa Clara County Office of Education staff in providing support for foster youth and their families. LCAP funds provide staffing for the Foster Youth Services Division who in turn provide outreach for foster youth and their home school districts throughout Santa Clara County. The ESSER plan provides funding to ensure staff safety and a high quality workforce for all SCCOE staff to include the Foster Youth Services Division.

LCAP Goal Five: Ensure that all expelled students successfully complete their rehabilitation plan.

Fiscal resources during the 2021-22 school year align to LCAP Goal Five and other plans to include ESSER and the Safe Return to In Person Instruction and Continuity of Service Plan. These fiscal resources support Santa Clara County Office of Education staff in providing programming for expelled youth and their families. Goal Five services include: (a) assisting students in academic success (LCAP Goal One),

(b) assisting students in achieving career readiness and pathways to graduation (LCAP Goal Two), and (c) providing structures to engage students and their families in the school environment with special emphasis for programming for English Learners and their families (LCAP Goal Three). ESSER and ELO funds address the needs of expelled students in achieving social emotional and academic success and in engaging in the school environment. Emphasis is placed on student completion of rehabilitation plans and return to home districts. Goal Five also includes implementation of collaborative structures with Santa Clara County local districts.

#### Safe Return to In-Person Instruction and Continuity of Services Plan

Goal Two of The Safe Return to In-Person Instruction and Continuity of Services grant requires that school districts, "maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing; (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine and in collaboration with the State, local, territorial, or Tribal health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; and (h) appropriate accommodations for children with disabilities with respect to health and safety policies." This goal aligns with LCAP goals as a means to provide a safe academic environment for students and staff.

Goal Three of the Safe Return to In-Person Instruction and Continuity of Services Plan provides for, continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices. This goal aligns with LCAP goals to provide a safe academic environment for students.

The SCCOE Safe Return to In-Person Instruction and Continuity of Services Plan was approved in March of 2021.

#### Summary

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division's (ESD) supplemental fiscal resources are allocated in alignment with LCAP goals. The SCCOE continues to plan with intention to ensure that the Budget Act of 2021 plans align to LCAP goals and provide supplemental support to programs during the COVID-19 pandemic. All plans to include: (a) the Local Control Accountability Plan, (b) the ESSER III plan, (c) the Expanded Learning Opportunities Grant plan, and (d) the Safe Return to In-Person Instruction and Continuity of Services Plan were created in collaboration with educational partners to include:(a) parents and guardians, (b) staff, (c) students, and (d) community partners and were approved by the Santa Clara County Office of Education Governing Board as required.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary*

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara County Office of Education (SCCOE)	Jessica Bonduris Ed.D Assistant Superintendent Educational Services Division	jbonduris@sccoe.org (408) 453-6874

## Plan Summary [2022-23]

### General Information

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

The Santa Clara County Office of Education (SCCOE) through the Educational Services Division supports instruction for approximately 1400 students in grades PK-Post Secondary throughout Santa Clara County. The district includes: (a) Special Education which serves 1200 students and an Alternative Education Department which serves approximately 200: (a) incarcerated students, (b) expelled students and (c) students desiring independent study. The Alternative Education Department provides services for expelled students in Santa Clara County and works with students to: (a) recover academic credit,(b) earn a diploma, and (c) complete Rehabilitation Plans. The Santa Clara County Office of Education also provides foster youth services for foster youth across Santa Clara County. Programs are facilitated throughout school districts across Santa Clara County and provide opportunity for specialized instruction for students.

#### Alternative Education Department

The Santa Clara County Office of Education's Alternative Education Department (AED) serves students in a variety of programs. 5% of students represent as African American while 73% represent as Latinx and 12% represent as white. Less than 3% of students are Asian.

Alternative Education serves incarcerated youth, grades 6-12 at Osborne School within Juvenile Hall in San Jose and grades 8-12 at Blue Ridge School at James Ranch in Morgan Hill. Students reside in the facilities during and after court placement, and the SCCOE provides educational services within the institutions to include a core academic program to support pathways to graduation and career technical education courses and pathways. Student placement includes short-term placement until adjudication by the Courts and long-term placement. Students placed at James Ranch are housed for long-term placement. Teachers service students through blended learning, and the Edgenuity learning platform is offered as credit recovery. In addition, students participate in Career Technical Education coursework and certifications through online programming. Students at James Ranch are also able to participate in career pathway courses related to Building Construction and Culinary Arts, and a new pathway in collaboration with Foothill Community College will begin in 2022-23 and offer coursework in horticulture. Incarcerated students who graduate while attending SCCOE programs are offered vocational coursework toward

career readiness and the ability to enroll in local community colleges through online courses, and Osborne School in Juvenile Hall provides career preparation simulations related to construction and sustainable living. Students are also able to participate in a music academy. 100% of students are low income, while 33% of students are English Learners and 1% represent as foster youth. The unduplicated percentage for court schools is 100% and 48% of students identify as Students with Disabilities.

SCCOE Alternative Education also provides services for students from local districts in grades 6-12 who have been referred due to: (a) expulsion, (b) attendance, or (c) social and emotional needs. Sunol Community School and South County Community School provide a full instructional program for students and both programs also provide support for students to meet rehabilitation plans for return to their district of residence. This support includes: (a) counseling, (b) tutoring, and (c) community involvement as well as access to Silicon Valley Career Technical Education (CTE) courses and dual enrollment as requested. Recent career opportunities added to the curriculum include a culinary arts program. 75% of students are low income, while 31% of students are English Learners and 2% represent as foster youth. The unduplicated count for the students in community school is 75% and 17% of students represent as Students with Disabilities.

SCCOE Alternative Education also offers an Independent Study Program for students in grades 6-12. Students participate in the program through referral from local districts. Students may request referral because of: (a) mental health or social emotional issues; (b) a desire to accelerate credit accumulation for graduation; or, (c) referral due to non-attendance. Some may, at times, be placed in independent study after release from incarceration. Students participate in independent learning and meet with teachers at least one hour per week. Students have access to a full range of A-G courses and also have options to participate in dual enrollment with local community colleges or participate in Silicon Valley CTE courses. 47% of students are low income, 9% are English Learners, and there are no foster youth currently enrolled. The unduplicated count for the Independent Study Program is contained within the unduplicated count for the Community School.

All Alternative Education programs provide multi-tiered systems of support for students. Alternative Education employs social workers and counselors to support student needs and outreach to families, and partners with community-based organizations to provide enrichment and specialized services. Court programs work collectively with Probation to support incarcerated students and to support student transition upon exit from the program.

### Special Education

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



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

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

Autism Spectrum Disorders and Cognitive Delays: Classroom programs are based on structured teaching with the use of visual schedules, work systems and partner-assisted visually-aided systems of communication.

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

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

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

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

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

The Santa Clara County Office of Education's special education student enrollment is as follows: (a) 55% of students are low income, (b) 37% of students are English Learners, and (c) 1% of students represent as foster youth. 100% of students have an Individual Education Plan (IEP) and the breakdown of students represented by ethnicity is: (a) 5% African American (b) 30% Asian, (c) 43% Latinx and (d) 16% White. The County Operated Special Education program does not contribute to the unduplicated count of students or receive funding from the Local Control Funding Formula.

#### Foster Youth Services Coordinating Program

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

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

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

### Services for Expelled Students

Santa Clara County Office of Education provides services for students who are expelled from the 32 districts in Santa Clara County. These services include academic and social and emotional programs and counseling to support students as they complete the requirements of their Rehabilitation Plans. Services for expelled students also offer opportunity for credit recovery and career technical education certifications, and students are given the option to remain at the school post-expulsion as a pathway to graduation. In addition, SCCOE staff members meet monthly with local districts and transition team members to discuss programming for students. These meetings also offer opportunities for local districts and county youth diversion programs to collaborate and discuss needs and planning

## Reflections: Successes

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

### Overview

The Santa Clara County Office of Education (SCCOE) Educational Services Division (EDS) continues to experience growth in local and state indicators for all programs, and experiences successes related to student outcomes and Local Control Accountability Plan goals. The EDS continues to see an increase in attendance and a decrease in chronic absenteeism which supports increases in engagement of students. In addition, suspension rates have decreased and graduation rates remain constant. The reclassification rate for English Learners (EL) has increased, and the percentage of EL students meeting Level Four on the ELPAC test increased from 2018-19 to 2020-21. Also increasing is student performance on local reading and math assessments which support academic outcomes for students. The Community School saw growth on the 2020-21 CAASPP performance in math as compared to 2019-20. Student participation in A-G courses and AP courses as available has shown an increase, and the completion rates of students in online learning platforms has increased. The rates of parent

engagement have increased division wide as have completion rates for career technical education courses and work-related programming for students. Engagement of the Foster Youth Services Department with local districts continues to support the needs of foster youth in Santa Clara County as services expand. Services and collaborative support for expelled youth continues to increase as new programs are developed. The Court School program exited Comprehensive Support and Improvement status with the publication of the December 2021 CA Accountability Dashboard.

Successes Based On Local Data Changes 2019-20 to 2021-22 or as indicated below.

1. Chronic absenteeism continues to decrease for Alternative Education and Special Education. The SCCOE district chronic absenteeism rate dropped from 37% to 34.3 % from 2019-20 to 2020-21.
2. Suspension rates continue to decrease for Alternative Education and Special Education. Suspension rates dropped to 0% for the Community School and Special Education from 2019-20 to 2020-21, and Court Schools hold a 0% suspension rate.
3. The reclassification rate of English Learners for Alternative Education and Special Education has increased from 0 to 10.5% from 2019-20 to 2020-21.
4. Local reading and math assessments show an increase for students in math and reading for both Alternative Education and Special Education.  
Renaissance STAR Reading  
Court school grade equivalency increased from 5.1 to 5.9 (2020-21 to 2021-22)  
Community school grade equivalency increased from 5.1 to 5.7 (2020-21 to 2021-22)  
SANDI  
Percent proficient in reading for special education increased from 3.05% to 3.65% and the numbers of students tested increased.(2020-21 to 2021-22)  
Renaissance STAR Math  
Court school grade equivalency increased from 5.7 to 5.9 (2020-21 to 2021-22)
5. A G participation increased from 2020-21 to 2021-22. Community School increased from 0-59% and Special Education increased from 0-.1%.(2020-21 to 2021-22)
6. AP course participation increased for special education from 0-1% participation. (2020-21 to 2021-22)
7. 100% of students have a transition or Individualized Learning Plan in both Alternative and Special Education.
8. In Special Education, the number of students enrolled in work experience increased from 200 to 318 and the number of students employed has increased from 5 to 28 in work related courses for students who qualify. (2020-21 to 2021-22)
9. The Community School continues to provide work permits for 28% of students.
10. Dropout rates for students decreased to 24.1 district wide with special education dropout rates decreasing from 9.4% to 3.6%. (2019-20 to 2020-21)
11. The number of Santa Clara County school districts involved with the Foster Vision data management system has increased to 100% participation.
12. The number of foster youth specialists has increased and will enable the Foster Youth Services Division to provide support for all Santa Clara County school districts as they include foster youth needs in local LCAPS. In 2021-22 LCAPs, 91% of local districts showed actions specifically aligned to foster youth needs.

13. The number of local districts attending the District and Community Partners Alliance Meeting and District Representative Meetings have increased annually from 15-19 as provided by the Alternative Education Department.
14. The number of Memorandums of Understanding for services for expelled youth with local county districts has increased.
15. The percentage of English Learner students meeting Level Four proficiency on the English Language Proficiency Assessment (ELPAC) increased for Court Schools from 13.73% to 17.8% and for Special Education from 0 to .27%. SCCOE overall rates dropped slightly from 3.93% at Level Four to 2.73% at Level Four. (2020-21 ELPAC)

## CSI

The Santa Clara County Community School transitioned out of Comprehensive Support and Improvement (CSI) as indicated in the 2019 CA Accountability Dashboard and the Santa Clara County Court School exited CSI in December of 2021. County Operated Special Education will continue to receive Comprehensive Support and Improvement(CSI) funding for the 2022-23 school year to address chronic absenteeism and suspension rate. The SCCOE overall continues to participate in Differentiated Assistance with a focus on graduation rate and college and career indicators.

## Anecdotal Data from CA Accountability Dashboards Pre-Pandemic Are Listed Below

2019 CA Accountability Dashboard indicators showed an overall need for Differentiated Assistance support for Santa Clara County Office of Education as a district with red indicators in the areas of : (a) chronic absenteeism, (b) graduation rate, (c) and college and career indicators.

## Data from 2019 CA Accountability Dashboard

1. Santa Clara County Community School moved from red to orange in chronic absenteeism.
2. SCCOE moved from orange to green and the Community Schools moved from red to orange in suspension rate. Foster and homeless youth continue to reflect orange in the areas of suspension rate.
3. County Operated Special Education Schools moved from red to orange in English Language Arts outcomes.
4. County Operated Special Education Schools moved from red to orange in Math outcomes.
5. Santa Clara County Court Schools moved from red to orange and showed a 2% growth in college and career preparedness.
6. The SCCOE showed a 1% growth in college and career preparedness as indicated in the CA Accountability Dashboard College/Career Indicator.
7. Growth was apparent across the SCCOE programs but the data was incomplete regarding graduation rate for County Operated Special Education programs due to a glitch in data transmission.

Student Group growth was evident in the 2019 CA Accountability Dashboard in most student groups who identify as follows:

1. Economically disadvantaged students (51%) reduced chronic absenteeism and suspension rate, and showed growth in English Language Arts, math, and College and Career Indicators.
2. Hispanic students (47%) reduced chronic absenteeism and suspension rate.
3. Filipino students (5% reduced chronic absenteeism).
4. Multi-racial students (<1%) reduced suspension rate.

5. White students (16%) reduced suspension rate.
6. Homeless students (<1%) reduced suspension rate.
7. Students with disabilities (82%) showed growth in English Language Arts.
8. English Learners (39%) reduced suspension rate and 8% of EL students showed growth on the ELPAC.

## Reflections: Identified Need

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

### Santa Clara County Office of Education

The Santa Clara County Office of Education (SCCOE) district as a whole is receiving Differentiated Assistance support due to areas of need as reflected in the 2019 CA Accountability Dashboard. These areas are indicated in red and include: (a) chronic absenteeism, (b) graduation rate, and (c) college and career indicators. In addition, foster and homeless youth (1% of student population) indicate orange on the Dashboard in the area of suspension. Alternative Education programs have exited Comprehensive Support and Improvement (CSI) status. The Community School exited in 2019 and the Court School exited in 2021. Special Education continues to receive CSI support in the areas of suspension and chronic absenteeism. Santa Clara County Office of Education (SCCOE) and the Educational Services Division (EDS) experienced a slight decrease in DASS (Dashboard Alternative Schools Status) graduation rate with 83% for 2019-20 and 81.5% for 2020-21. College and Career Indicator status continues to be an area of need as 0% of students show as prepared on the 2021 CA Accountability Dashboard. Smarter Balance scores in English Language Arts and math showed a decrease from 2019 to 2021 districtwide. An exception is math performance on the CAASPP for Community School students. Math scores for local assessments have also shown a decrease for both Community School and Special Education. The district wide focus continues to support improvement of College and Career Indicators and chronic absenteeism as well as support for English Learners.

### Alternative Education

Alternative Education is committed to college and career readiness for students and has experienced a decrease in the percent of students indicated as College Prepared from 2019 CA Accountability Dashboard to 2021 Dashboard release. In addition, Community Schools continue to show high rates of chronic absenteeism and lower math performance on local assessments. Both Court and Community Schools showed a slight decrease in the DASS (Dashboard Alternative Schools Status) graduation rate from 2020 to 2021. Review of the CA Accountability Dashboard indicators is a part of the School Plan for Student Achievement (SPSA) development process and also is addressed in the Local Control Accountability Plan (LCAP) Annual Survey and LCAP District and Parent Advisory meetings. These meetings provide opportunity for stakeholder engagement and input regarding local site plans and district plans and budgets.

### Areas of Need in Alternative Education

1. Chronic Absenteeism for students in the Community Schools.

2. Graduation Rate for all Alternative Education programs.
3. Career and Career Indicators to include: (a) A-G course alignment where appropriate, (b) career pathways course participation and completion, (c) proficiency on the CAASPP ELA and math tests for grade 11, (d) DASS graduation rate of at least 75%, (e) completion of AP courses and tests as appropriate and (f) percent of students who show Career Preparedness as indicated on the CA Accountability Dashboard.
4. English Learners progress on the ELPAC.
5. Percent of Long Term Students who earn 30+ credits each semester.
6. Attendance
7. Local and state math and reading assessment proficiency.

#### Continuous Improvement

Alternative Education student populations change rapidly from year to year. The Alternative Education department continues to respond to trend data and to support graduation pathways. Student groups do not show significant disproportionality regarding performance indicators. The team continues to focus on meeting the needs of English Learners (33%) for both designated and integrated instruction and to ensure that Individual Education Plans (IEPs) are followed for Students with Disabilities. Performance of students on local math and reading assessments is a priority and testing for each student is repeated every 45 days. The needs of all expelled and referred students are considered in planning with special emphasis on: (a) credit recovery, (b) college and career readiness, and (c) graduation rate. School climate data continues to show a reduction in suspensions and chronic absenteeism at the Community Schools but chronic absenteeism is still high (64%). Continual data analysis enables Community School staff to identify students who have chronic absenteeism or need extra support due to behavioral issues. Independent study students also are provided counseling as needed. One area of continual focus is ensuring that students in alternative education are successfully moving through career pathway courses and career technical education offerings. There are no significant gaps in the performance of student groups on LCAP metrics but a focus on reclassification of English Learners continues to be a priority.

#### Special Education

The Special Education Department is committed to growth and has identified improving the attendance rate and decreasing the suspension rate for all students as areas of focus.

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

## Areas of Need for Special Education

1. Chronic absenteeism
2. Graduation rate for eligible students.
3. Career and Career Indicators to include: (a) A G course alignment where appropriate, (b) career pathways course participation and completion, (c) proficiency on the CAASPP ELA and math tests for grade 11, (d) graduation rate of at least 75%, (e) completion of AP courses and tests as appropriate and (f) % of students who show Career Preparedness as indicated on the CA Accountability Dashboard.
4. English Learner progress on the ELPAC
5. Local and state math and reading assessment proficiency.

## Continuous Improvement

The Special Education department continues to support student needs as indicated in Individual Education Plans and through careful analysis of local and state indicators. Student groups do not show significant disproportionality regarding performance indicators. The team continues to focus on meeting the needs of English Learners (37%) for both designated and integrated instruction and to ensure that Individual Education Plans (IEPs) are followed for Students with Disabilities in alignment with district partners. Performance of students on local math and reading assessments is a priority. The needs of all students are considered in planning with special emphasis on: (a) pathways to graduation and life skills readiness, (b) school attendance, and (c ) Positive Behavior Intervention Supports. School climate data continues to show a reduction in suspensions and chronic absenteeism. Continual data analysis and family outreach staff identify students who have chronic absenteeism and need extra support. The Special Education department provides this outreach in multiple languages and modalities to engage families. There are no significant gaps in the performance of student groups on LCAP metrics but a focus on reclassification of English Learners continues to be a priority.

## Foster Youth Services Coordinating Program

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

Per the 2019 CA Accountability Dashboard release, Santa Clara County has four districts eligible for Differentiated Assistance (DA) based upon indicators for their foster youth sub-group dashboard reports. The FYSCP supports these districts further with findings based upon data from their DA system analysis and direct collaboration. Continuing to align support to these districts is an on-going goal and need.

### Services for Expelled Students

The Santa Clara County Office of Education (SCCOE) through services offered in the Community School program collaborates with Santa Clara County school districts to provide services for expelled students. This collaboration is a continuous process of information sharing to support students in healthy transitions from expulsion. The Community School program continues to provide: (a) pathways to graduation, (b) social and emotional support for students, and (c) opportunities for career exploration. The Alternative Education department will continue to increase the numbers of students who meet Rehabilitation Plan requirements and/or graduate or transition to other SCCOE programs.

## LCAP Highlights

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

The 2022-23 LCAP goals support the Santa Clara County Office of Education (SCCOE) Educational Services Division (EDS) students which includes Alternative Education and Special Education. LCFF funds are utilized to support increased and improved services for students enrolled in Alternative Education to include: (a) foster youth, (c) economically disadvantaged youth, and (c) English Learners. The unduplicated count for Santa Clara County Office of Education Court Schools is 100% and for Community Schools is 75%. Special education does not receive direct funding from the Local Control Funding Formula. Both alternative education and special education receive funding from: (a) Title I, (b) Title III, and (c) Title IV and the Educational Services Division allocates funding from Title II for professional development. The allocation of these funds are outlined in Goals One to Three and Five. Funding for Goal Four is provided by the Foster Youth Services Grant and AB139 as a means to provide services for Santa Clara County foster youth. Goal Five represents services for Santa Clara County's expelled youth.

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

Highlights of the 2022-23 LCAP include increased emphasis on parent engagement and education and funding for career technical education and alignment of programming to support pathways to graduation. Goal One prioritizes professional learning and core and supplemental programming and materials to support a broad course of study and indicates a focus on literacy and support for English Learners. Goal Two highlights a focus on development and continuation of career technical education and pathways to graduation for Alternative Education programs who serve an unduplicated student count of 80%. Goal Three focuses specifically on engagement of students and families through services and programs to include expanded learning classes and field trips. Goal Three also highlights resources for homeless and foster



youth. The Foster Youth Services program continues to expand services to foster youth throughout Santa Clara County as indicated in Goal Four and a .20 manager was added for 2022-23. Services for expelled students and continued collaboration of staff members to support a high quality academic program for Alternative Education students continues to be a focus in the LCAP as indicated in Goal Five and a Navigator position was added for 2022-23 to support this effort.

Major highlights of the LCAP are supported through coordinated funding with other state and federal as well as local funds and LCAP actions and services are developed through a collaborative process.

## **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 (EDS) facilitate the Comprehensive Support and Improvement (CSI) Plans to support student needs as determined by analysis of: (a) the California Accountability Dashboard data, (b) local surveys and needs assessments to include the California Healthy Kids Survey, and (c) information obtained during educational partner engagement processes. Santa Clara County Special Education qualifies for Comprehensive Support and Improvement support per the 2021 CA Accountability Dashboard.

### ***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 Santa Clara County Office of Education (SCCOE) and the Educational Services Division (EDS) 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 EDS also benefits from support from the SCCOE Division of Continuous Improvement and Accountability as requested by programs. Areas of support include: (a) a focus on student engagement and climate, (b) processes to support a well-rounded academic program with an emphasis on college and career readiness, and (c) processes to support student graduation and transition. Although funding supports all students, programming to support: (a) Students with Disabilities, (b) English Learners, and (c) foster and homeless youth remains a priority for the ESD. Santa Clara County Special Education provides an education for students who represent as: (a) 55% low income, (b) 37% English Learner, (c) 1% foster youth and (d) 100% Students with Disabilities. Although Special Education receives CSI funding, the County Operated Special Education program enrollment does not weigh into the LCFF unduplicated count and County Operated Special Education does not receive LCFF funding.

Partner engagement is a priority for decision-making regarding planning and budget allocations. The Educational Services Division (EDS) utilizes data and inquiry to support planning through continuous improvement process. The EDS involves parents and guardians in planning

processes for both the District English Learner Plan and the Local Control Accountability Plan. LCAP Parent Advisory Meetings (PAC) are held monthly. PAC meetings are held remotely and offer opportunity for parent input and trainings from local support providers. Topics provide parents and guardians an opportunity to: (a) review state and local data to include CA Accountability Dashboard results and the local LCAP survey, (b) analyze goals and budget priorities as defined in the LCAP, and (c) articulate needs of students through collaboration and recommendations.

The ESD LCAP District Advisory Committee (DAC) meets monthly to review data and monitor progress of district goals to include the CSI Plan. Team members include administrators and fiscal representatives. Data reviewed includes three-year trends in state and local data regarding: (a) attendance, (b) suspension, (c) academic outcomes, (d) graduation rate, and (e) progress toward college and career readiness. In addition, data is disaggregated by: (a) ethnicity, (b) student group, and (c) location. The District English Learner Advisory Committee (DELAC) reviews this data as well as the Title III budget and provides input regarding programming for English Learners. The ESD also facilitates the annual LCAP Survey which is distributed to: (a) parents, (b) staff, and (c) students. During the 2021-22 school year, the ESD saw an engagement rate of 38% for parents and guardians. Surveys are provided in three languages and are offered to stakeholders both electronically and through paper/pencil at each school site. During the 2021-22 school year site administrators facilitated LCAP input sessions with parents and staff from each school. The findings from these sessions are shared with principals and School Site Councils to review as they write the School Plan for Student Achievement which includes the CSI Plan for the Special Education program. A final method of obtaining partner input to support planning is analysis of the CA Healthy Kids Survey which is administered each year in March and analyzed according to school site. CSI Planning involves reflection and recommendations from these advisory groups. Input sessions facilitated by principals include school staff who represent classified and certificated bargaining units.

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

#### Resource Inequities

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

### Research Based Interventions Used to Support Planning

The ESD utilizes research-based interventions to support planning and implementation of the CSI Plan. ESD follows a process of continuous improvement and utilizes state approved and research-based processes when planning. Programs utilize root cause analysis and strategic planning to guide budget development and strategic plans. In addition, district implementation of Differentiated Assistance through participation in a quad differential collaboration with: (a) Santa Cruz, (b) San Joaquin, (c) Merced, and (d) Stanislaus County Offices of Education enables the district to also apply these processes in supporting graduation rate and college and career indicators districtwide. The ESD also benefits from planning support from SCCOE internal assessment and accountability partners and utilizes improvement science to guide processes. These systems support CSI planning toward a well-rounded student program grounded in research based strategies. Parent and family input is an integral part of the process.

### Research Based Interventions To Address Student Needs

Research-based interventions are also evident in the Special Education CSI Plan as supplemental processes to support chronic absenteeism and suspension rate as well as graduation rate and college and career indicators. These include: (a) Positive Behavior Intervention and Supports as a support for student engagement, (b) Professional Learning Communities and coaching to support a well-rounded education and student academic outcomes, (c) Career Technical Education planning and partnerships to support college and career indicators and pathways to graduation, and (d) supports for digital learning and credit recovery to support student pathways to graduation. These interventions were selected based on analysis of student need as defined in the data and through alignment with current initiatives as defined by the California Department of Education. The process for selection is collaborative and embedded in district and site level processes as defined above and is enacted annually as program needs change. In particular, the Special Education Department continues to utilize Positive Behavior Interventions and Supports (PBIS) and parent engagement to address climate needs and also utilizes trauma based interventions and professional development to train staff in meeting needs of students which manifests in chronic absenteeism. The Special Education team also utilizes a Community of Practice model when training administrators and implements culturally responsive practices when aligning courses. The Special Education team continues to see results as they implement these strategies to include a reduction in suspension rate and chronic absenteeism and an increase in Restorative Justice principles.

The ESD continually solicits input from partners and is attentive to recommendations as a means to support students and families. This input is considered in all planning processes and is tailored to meet student need as the CSI plan is evaluated and modified annually.

## ***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) participates in a process of continuous improvement which supports monitoring and evaluation of the Comprehensive Support and Improvement (CSI) Plan. The CSI Plan is revised annually in conjunction with state guidelines and district planning processes. The ESD has a defined process of continuous improvement which involves: (a) data analysis and monitoring, (b) stakeholder input structures, and (c) alignment of monitoring and evaluation processes with resource allocation and budgeting. This process is continual and systemic and includes alignment of Local Control Accountability Plan (LCAP) goals with School Plans for Student Achievement (SPSA) at the site level as well as the Master Plan for English Learners and the

Comprehensive Support and Improvement (CSI) plan. The CSI Plan for Special Education includes evidence based interventions to support: (a) student engagement, (b) college and career readiness and indicators, and (c) pathways to graduation and is created in collaboration with the School Plan for Student Achievement.

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

#### Program Evaluation

The structures above provide opportunity for data analysis and program evaluation when budget is developed and as a continual process. The CSI Plan is a part of this program evaluation and monitoring process. CSI funds are used to provide supplemental support for LCAP goals aligned to CA 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 2022-23 school year, the County Operated Special Education school will participate in CSI.

#### Educational Partner Feedback and Support

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

#### LEA Support for Capacity Building

The SCCOE and ESD continue to refine the services and supports provided to school sites and educational partners in building a system of continuous improvement. The ESD leadership has a dedicated vision to ensure all educational partners are valued and opinions are respected. Communication avenues and structures for input are consistently refined to meet the needs of staff and families. Transparency is a goal, and the ESD desires that educational partners not only provide input but see that input is valued and implemented as possible. A tone of respect and flexibility provides for safe spaces for individuals to provide feedback, and various venues are available for input. Data is shared readily, and systems are in place to ensure that state and local data is timely and available and reflective of all groups. Budgeting processes are collaborative, and funding is guided toward student needs and equity in opportunity. ESD continues to benefit from support from the SCCOE Professional Learning and Support Division and the SCCOE Assessment and Accountability network as experts and coaches. Sustainability is built through training of administrators and teacher leaders as new systems are implemented. Parent leadership is encouraged and decisions are made to reflect the needs of the whole child as defined in the CA Accountability Dashboard. The programs within the ESD are diverse and grounded in specific needs. The ESD works to support site level decisions grounded in LCAP goals related to: (a) academic achievement and college and career readiness, (b) student and family engagement, and (c) student transition and support. Through both consistency and communication, the ESD continues to refine processes to implement continuous improvement and support as a means for planning at all levels of the organization. CSI planning is a part of this process.

# Engaging Educational Partners

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

The Educational Services Division (EDS) provides opportunities for educational partner engagement in conjunction with the Local Control Accountability Plan (LCAP) planning. Parent Advisory Committee (PAC) meetings are held monthly throughout the year as a means to share data with parents and obtain input into goals and needs for students. During the 2021-22 school year, five parents regularly attended these meetings and represented the PAC at the LCAP Public Hearing on June 8, 2022. Opportunity for educational partner engagement is also provided during the District English Learner Advisory meetings which are held twice per year and are attended by: (a) parents, (b) staff, and (c) district representatives. The primary source of educational partner engagement is solicited through the Annual LCAP Survey. This survey is distributed via email to: (a) parents and guardians, (b) classified and certificated staff, (c) students, and (d) community partners. The December 2021 survey garnered 590 responses. Bargaining unit members, both classified and certificated are included in the survey as a means to include representation. Responses are disaggregated by participant type. The California Healthy Kids Survey was administered to district students in grades 6-12 in March of 2022. Students indicated that they feel safe at school and that they would appreciate more rigor in their classes. Students appreciate their school programs and believe they have access to quality materials. Engagement sessions were held in February of 2022 through virtual meetings. These meetings, hosted by principals with their staff and parents, provided additional opportunity for feedback regarding LCAP priorities. These meetings include all staff to include classified and certificated bargaining unit members. During February of 2022, a total of 10 school site level meetings were held to obtain feedback from parents and staff regarding LCAP goals. Participants answered two questions, "What is working?" and "What needs improvement?". A total of: (a) 35 parents, (b) 28 staff members, and (c) 2 community members participated in the LCAP Input Sessions. Advisory committees reviewed the LCAP before final submission to the Santa Clara County Board of Education. These groups included: (a) Santa Clara County Office of Education (SCCOE) District Advisory Committee (May 20, 2022), (b) the District English Learner Advisory Committee (May 31, 2022), and (c) the Special Education Local Plan Area (SELPA) team (May 11, 2021). The PAC reviewed the LCAP on April 11, 2022. Questions that arose were posted to the County Superintendent of Schools as applicable with answers posted in three languages on the SCCOE Educational Services website. The 2022-23 LCAP was presented for Public Hearing on June 8, 2022 and notifications to all partners were made on May 24, 2022 of the Public Hearing and that the LCAP draft was posted electronically and available for public preview in the district office. Modifications were noted as suggested by public response before the final Santa Clara County Board of Education approval on June 15, 2022. This process included the Budget Overview for Parents as well as the 2021-22 Supplement to the LCAP Mid-Year Report and the 2022-23 LCAP. Partner engagement is a priority for the Educational Services Division and is a continuous process.

A summary of the feedback provided by specific educational partners.

Feedback from the participants in the Local Control Accountability Plan (LCAP) survey focused on areas of priority. 590 participants completed the LCAP Survey in December of 2021. Respondents included: (a) 28% parents and guardians, (b) 14% students, (c) 33% classified staff, and (d) 25% certificated staff to include certificated and classified bargaining unit members. Key findings from the LCAP survey included areas of strength and identification of priorities. Top strengths include: (a) the school staff is courteous, (b) the school staff is helpful, and (c) the school provides a welcoming environment. Areas indicated as priorities include: (a) school safety, (b) social, emotional, and mental health well being and services, (c) extra support services, (d) health services, and (e) teaching and learning. Additional input was

gathered from LCAP Input Sessions held in February of 2021. Sessions were held by alternative education and special education principals and included parent/guardians and staff.

Key recommendations from these sessions include the following for the Special Education program: (a) LCAP Goal One: (i) add additional para educators, (ii) maintain staff to student ratio, (iii) train teaching staff regarding lesson design and building rigor, (iv) provide additional apps and programming for home learning, (v) continue online learning such as STAR Links and Edgenuity, and (vi) continue social emotional programming; (b) LCAP Goal Two: (i) continue Saturday school, (ii) offer 1:1 tutoring and academic support, (iii) provide summer programs, and (iv) provide additional career technical education programming, and (c) for LCAP Goal Three: (i) keep and increase family field trips and bilingual staff, (ii) continue professional development for staff regarding culturally responsive teaching and learning, (iii) provide training for parents on how to navigate IEP meetings, (iv) provide training for staff on home to school communication, and (v) provide social and emotional support for special education parents.

Key recommendations from LCAP Input Sessions include the following for the Alternative Education program: (a) LCAP Goal One: (i) continue social and emotional support for students and Edgenuity online programming, (ii) provide professional development for staff regarding culturally responsive teaching and learning and teaching of math, (iii) provide additional bilingual materials, and (iv) incorporate Strengths Training and non web based applications in programming for juvenile facilities, (b) LCAP Goal Two: (i) utilize college and career liaisons for all students in juvenile facilities, (ii) continue expansion of career technical education programming, (ii) provide self paced instruction for students regarding social and emotional fitness, and (iii) provide career exploration opportunities for all students; and (c) LCAP Goal Three: (i) complete Parent Newsletters for court school parents, (ii) improve parent engagement for court school parents, and (iii) incorporate coffee chats in court school programs. Primary findings from LCAP Input Sessions with the District Parent Advisory Committee (PAC) included: (a) LCAP Goal One: purchase additional apps for home school instruction, and (b) LCAP Goal Three: (i) provide support for parents as children enter the program, (ii) training for staff on home/school communication, (iii) continue coffee chats with the principals, and (iv) continue collaboration between the Santa Clara County Office of Education programs, home school districts, and parents.

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

The 2022-23 Local Control Accountability Plan (LCAP) reflects the recommendations of educational partners.

Goal One provides for the academic progress of students. Goal One reflects recommendations of partners to include: (a) purchase and training for online applications and academic programs to include programs that students can access at home such as STAR Links and Edgenuity, (b) professional development for staff to support: (i) implementation of online programs, (ii) new teacher training, and (iii) lesson design, (c) materials to support a broad course of study and academic programs for students to include: (i) intervention, (ii) math and reading assessment, and (iii) online credit recovery, (d) contracts to support: (i) an inclusive environment, (ii) English Learner instruction, and (iii) lesson design and coaching and (e) supplemental materials to meet student academic needs. Goal One has a primary focus on academic program development and professional learning for staff in implementing programming which was reflected in input sessions. This goal

meets suggestions from staff and parents to provide online opportunities for students and to continue to train staff to implement a rigorous academic program with student engagement.

Goal Two supports career and college readiness and pathways to graduation. Goal Two reflects recommendations to partners to include: (a) expansion of career technical education programming, (b) college and career liaisons and staff, and (c) programs to support career exploration for all students. Actions and services provide for contracts and materials to support career technical education programming and funding to support college liaisons and a career technical education teacher. Goal Two has a primary focus on college and career readiness and pathways to graduation and is relevant to Alternative Education. These recommendations were reflected in input sessions and within the LCAP Survey.

Goal Three supports engagement of students and families in a culturally safe and relevant environment. Goal Three reflects recommendations to partners to include: (a) field trips, (b) parent engagement activities, (c) outreach to parents through bilingual staff, (d) training and programs or staff in positive home and school communication, (e) training for staff in implementing positive school climates and restorative practices, and (f) materials to support parent communication and engagement activities. These actions provide support for outreach to families and engagement of students through elective courses such as: (a) art, (b) music, and (c) gardening. Goal Three provides for supplemental activities and processes to support engagement of students in the school environment as a means to reduce chronic absenteeism and address student social and emotional needs in a positive manner. Goal Three also provides for methods of outreach to families and enrichment activities to engage parents and families. These priorities were indicated in input sessions by the PAC and by staff members.

Goal Four relates to Santa Clara County foster youth and no recommendations were given for this goal. Goal Five represents Santa Clara County expelled youth. No specific recommendations were made for this goal in the input processes. The recommendations here were to continue to work on student transition.

Some recommendations of educational partners were not addressed in the LCAP but are being implemented throughout the ESD. These include: (a) supplemental programming such as tutoring and Saturday school, (b) summer programming, (c) monthly coffee chats with principals, and (d) additional para educators to support teaching and learning. These recommendations are being implemented through use of specialized grants such as the Expanded Learning Opportunities grant and the A-G grant on an as needed basis.

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



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card Williams Act Report Facilities Inventory Report	<p>2020-21 100% of AED teachers are fully credentialed 100% of Special Ed teachers are fully credentialed.</p> <p>2019 100% of students have access to textbooks as per Williams visit 2019. (No visit 2020 due to COVID-19)</p> <p>2020-21 Facilities have a rating of "good".</p>	<p>2021-22 100% of AED teachers are fully credentialed. 100% of Special Education Teachers are fully credentialed. 100% of facilities have a rating of good per FIT rating 2021</p>			<p>100% of teachers are fully credentialed. 100% of students have access to standards aligned materials. All facilities maintain a FIT rating of good.</p>
English Language Learners Progress  ELPAC SCCOE/CALPS ELPAC Alternate Assessment	<p>SCCOE students showed 8% growth on the ELPAC as evidenced by CA Dashboard 2019. SCCOE CALPS will transition to ELPAC Alternate Assessment 2021-22 and a new baseline will be established.</p>	<p>No data is available regarding ELPAC growth on the CA Dashboard. Alternative ELPAC is in progress and results will be reported in 2023.</p> <p>Update ELPAC % Proficient Level Four (No Data is available for 2019-20)</p>			<p>15% of students will show growth on the ELPAC and ELPAC Alternate Assessment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2018-19 SCCOE-3.93 Community-5.56 Court-13.73 Special Education-0  2020-21 SCCOE-2.73 Community-* (Small sub group) Court- 17.86 Special Education-0.27			
Re-Classification of English Learners Per Data Quest.	Per Data Quest and based on the 2018-19 school year. Alternative Education Reclassification Rate-0% Special Education Reclassification Rate-0%	Reclassification Rate Data Quest 2020-21 Community School-10.5% Court School-7% Special Education-.07%  2021-22 Community School-4 students Court School- 2 students Special Education-22 students			Programs will show a reclassification rate of 1% annually.
CAASPP Assessments Per CA Accountability Dashboard	CAASPP Current Baseline CAASPP 18-19	CAASPP Scores 2020-21			CAASPP Projected % of students who meet or exceed on CAASPP:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Special Ed ELA- 3.70% Special Ed Math- 2% Court ELA-2.78% Court Math-0% Community ELA- 8.79% Community Math-2%	Special Education ELA- 0% Meet and Exceed Special Education Math- 0% Meet and Exceed Court School ELA- 0% Meet and Exceed Court School Math- 0% Meet and Exceed Community School ELA- 8.70% Meet and Exceed Community School Math- 4.35% Meet and Exceed			(Increase by 2% annually) Special Ed- ELA-10% Special Ed Math- 8% Court ELA-9% Court Math-10% Community ELA-15% Community Math-10%
Local Reading Assessments	2021 Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed 2021-5.1	Renaissance Star Update 2021-22 Grade Equivalency Court GE- 5.9 Community GE- 5.7 Special Education SANDI 2021-22 # Tested 915 % Proficient= 3.65%			Projected Grade Equivalency Reading is 8.0 on Renaissance STAR Reading Assessment. (An increase of 1% annually)
Local Math Assessments	2021 Alternative Education Renaissance STAR Math Assessment Grade Equivalency	Renaissance Start Update 2021-2022 Grade Equivalency Court- 5.9 Community-5.5			Projected Grade Equivalency Math is 8.0 on Renaissance STAR Math Assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Alternative Ed 2021-5.7	Special Education SANDI 2021-22 # Tested 915 % Proficient 3.17%			
Student Credits Earned Per Transcripts	Percent of Long Term Students Who Earned 30+ Credits per Semester 2021 Baseline Court 100% 2021 Baseline Community- 75%	Percent of Long Term Students Who Earned 30+ Credits 2021-22 Court- 75% Community- 21%			Projected that 100% of Long Term Students in Alt Ed earn at minimum of 30 credits per semester.
CA Accountability Dashboard	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2019 with graduation rate and college and career readiness updates as indicated for 2021. SCCOE- 2019 Dashboard <ul style="list-style-type: none"> <li>English Language Arts-162.3 Points Below Standard</li> <li>Math- 238.4 Points Below Standard</li> </ul>	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2019 with graduation rate and college and career readiness updates as indicated for 2021. SCCOE- 2019 Dashboard <ul style="list-style-type: none"> <li>English Language Arts-162.3 Points Below Standard</li> </ul>			SCCOE- <ul style="list-style-type: none"> <li>English Language Arts-0 Points Below Standard</li> <li>Math- 0 Points Below Standard</li> <li>English Learner Progress- 100%</li> </ul> Making Progress on ELPAC <ul style="list-style-type: none"> <li>College Career Indicator-</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• English Learner Progress- Very Low- 8.6% Making Progress</li> <li>• College Career Indicator- 0.7% Prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- 37%</li> <li>• Graduation Rate- 2019- 24.8% 2020-28.9%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate 2019- 4.3% 2020-1.9%</li> </ul>	<ul style="list-style-type: none"> <li>• Math- 238.4 Points Below Standard</li> <li>• English Learner Progress- Very Low- 8.6% Making Progress</li> <li>• College Career Indicator- 0.7% Prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- 37%</li> <li>• Graduation Rate- 2019- 24.8% 2020-28.9%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> </ul>			<ul style="list-style-type: none"> <li>100% Prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- Less than 3%</li> <li>• Graduation Rate- 90%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate- Less than 3%</li> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Court Schools- 2019 Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-172.6 Points Below Standard</li> <li>• Math- 258.9 Points Below Standard</li> <li>• English Learner Progress- Very Low- 34.2% Making Progress</li> <li>• College Career</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension Rate</li> </ul> <p>2019- 4.3%</p> <p>2020-1.9%</p> <ul style="list-style-type: none"> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Court Schools- 2019 Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-172.6 Points Below Standard</li> <li>• Math- 258.9 Points Below Standard</li> <li>• English Learner Progress- Very Low- 34.2%</li> </ul>			<p>for Expelled Students- Met</p> <p>Santa Clara County Court Schools</p> <ul style="list-style-type: none"> <li>• English Language Arts-0 Points Below Standard</li> <li>• Math- 0 Points Below Standard</li> <li>• English Learner Progress- 100% Making Progress on ELPAC</li> <li>• College Career Indicator- 100% prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- 0%</li> </ul>

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Community Schools 2019-Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-No Data- Less Than 11 Students</li> <li>• Math- No Data- Less Than 11 Students</li> <li>• English Learner Progress- Very Low- 6.3% Making Progress</li> <li>• College Career Indicator- 5% Approaching Prepared</li> <li>• Implementation of Academic</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Santa Clara County Community Schools 2019-Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-No Data- Less Than 11 Students</li> <li>• Math- No Data- Less Than 11 Students</li> <li>• English Learner Progress- Very Low- 6.3% Making Progress</li> <li>• College Career Indicator- 5%</li> </ul>			<ul style="list-style-type: none"> <li>• Math- No Data- 0 Points Below Standard</li> <li>• English Learner Progress- 100% making progress.</li> <li>• College Career Indicator- 100% Approaching Prepared</li> <li>• Implementation of Academic Standards- Met</li> <li>• Chronic Absenteeism Rate- Less than 3%</li> <li>• Graduation Rate-90%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> </ul>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Santa Clara County Special Education 2019-Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-58.2% Below Standard</li> <li>• Math- 79.1% Below Standard</li> <li>• English Learner Progress-Very Low-4.8% Making Progress</li> <li>• College Career Indicator- 0% Prepared</li> <li>• Implementation of Academic Standards-Met</li> <li>• Chronic Absenteeism Rate- 36.7%</li> <li>• Graduation Rate</li> </ul> <p>2019-0% 2020- 75%</p> <ul style="list-style-type: none"> <li>• Access to a Broad</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination of Services for Expelled Students-Met</li> </ul> <p>Santa Clara County Special Education 2019-Dashboard</p> <ul style="list-style-type: none"> <li>• English Language Arts-58.2% Below Standard</li> <li>• Math- 79.1% Below Standard</li> <li>• English Learner Progress-Very Low-4.8% Making Progress</li> <li>• College Career Indicator- 0% Prepared</li> <li>• Implementation of Academic Standards-Met</li> <li>• Chronic Absenteeism Rate- 36.7%</li> </ul>			<ul style="list-style-type: none"> <li>• College Career Indicator-100% Prepared</li> <li>• Implementation of Academic Standards-Met</li> <li>• Chronic Absenteeism Rate-Less than 3%</li> <li>• Graduation Rate-90%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate-Less than 3%</li> <li>• Basic Services-Met</li> <li>• Parent and Family Engagement-Met</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Course of Study- Met</p> <ul style="list-style-type: none"> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate- 2019-4% 2020-1.7%</li> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>SCCOE Student Groups Eligible for Differentiated Assistance Per CA Accountability Dashboard December 2019</p>	<ul style="list-style-type: none"> <li>• Graduation Rate 2019-0% 2020- 75%</li> <li>• Access to a Broad Course of Study- Met</li> <li>• Coordination of Services for Foster Youth- Met</li> <li>• Suspension Rate- 2019-4% 2020-1.7%</li> <li>• Basic Services- Met</li> <li>• Parent and Family Engagement- Met</li> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>SCCOE Student Groups Eligible for</p>			<ul style="list-style-type: none"> <li>• Local Climate Survey- Met</li> <li>• Coordination of Services for Expelled Students- Met</li> </ul> <p>Exit Differentiated Assistance as an LEA</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• 2019 All, EL, HI, SED, SWD-</li> <li>• 2020-Suspended</li> </ul>	<p>Differentiated Assistance Per CA Accountability Dashboard December 2019</p> <ul style="list-style-type: none"> <li>• 2019 All, EL, HI, SED, SWD-</li> <li>• 2020-Suspended</li> </ul> <p>DASS Cohort Graduation Rate Alternative Programs CA Accountability Dashboard Comparing 2020 and 2021</p> <p>SCCOE Change from 83% to 81.5%  Court-Change from 81.3% to 64.7%  Community- Change from 100% to 73.3%  Special Education- Change from 8.1% to 4.7%</p>			
California Alternate Assessments (CAA) Per CA Accountability Dashboard	CAA Increase by 1% annually the % of students who meet Level III on the CAA	CAA % of Students Annually Who Meet Level III 2020-21 ELA-5.71% Math-1.54%			Projected % of students who meet Level III on CAA (Increase by 1% annually)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Current Baseline CAA 2018-19 ELA- 6% Math-4%				ELA-9% Math-7%
Participation Rates for SBAC to include CAASPP and CAA	Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 91.4% and ELA: 91.8%  Alt Ed Participation Rate CAASPP Court- 94% Community- 79%	No Data Available. Participation Rate was waived for CAASPP and ELPAC for 2020-21			SCCOE programs will show a participation rate of 95% for state assessments.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Programs and Materials to Support Core Instruction	This action provides supplemental materials for all students to include: Scholastic web subscription, multi-lingual reading materials, library books from the California Core Reading List, math and reading enrichment and intervention materials, and materials to supplement designated instruction of English Learners.	\$45,362.00	No
1.2	Professional Learning for Staff to Support Core and Supplemental Programs	This action provides professional development for all staff to support a rigorous and student centered academic program. Trainings include: (a) supporting English Learners in the integrated classroom, (b) student centered learning and critical thinking, (c) implementation curriculum and instruction strategies, (d) behavior management, (e) Back to School training, and (f) leadership and support. This action	\$139,815.00	No

Action #	Title	Description	Total Funds	Contributing
		supports consultants, materials, and hourly rate salary for certificated and classified staff.		
1.3	Oversight for Title I Programming for Multi-Lingual Families	This action supports .10 FTE to conduct outreach and support for Vietnamese families	\$14,634.00	No
1.4	Supplemental instruction for low income, English Learner, and foster youth.	Edgenuity will provide supplemental instruction with priority for: Court Schools- 100% unduplicated and Community Schools- 75% unduplicated.	\$226,000.00	Yes
1.5	Professional Development for Staff Online Instructional Programs	This action will provide funding for consultants and extra pay for staff. This includes training for: Raz-Kids, Edgenuity, N2Y, HelpKidzLerning, IXL, Lexia, STAR/LINKS, SANDI, and technology integration.	\$12,199.00	No
1.6	Academic Field Trips	This action provides support for field trips aligned to: family engagement, academic program, and Positive Behavior Interventions and Support to supplement instruction and school climate for learning.	\$47,561.00	No
1.7	Access to a Broad Course of Study	The LCFF base will contribute to personnel costs to support a broad course of study for alternative education students. 1. Staff salary	\$2,861,008.00	No
1.8	Staff to support literacy, intervention, and library services	This action includes salary and benefits for Alternative Education Librarian/Literacy Teacher and Instructional Materials Technician	\$211,103.00	No

Action #	Title	Description	Total Funds	Contributing
	for alternative education students.			
1.9	Professional Development to include: English Learner program support, teaching and learning training for civic engagement, ethnic studies, and environmental studies, and Inclusion Collaborative coaching.	This action includes contracts to support alternative education staff in implementing increased and improved services for unduplicated students. (IOSA EL, Inclusion Collaborative, and PLISD) (100% low income, 33% EL, and 2% foster youth)	\$95,000.00	Yes
1.10	Online reading and math assessments will support academic success of low income, English Learner, and foster youth	This action provides for the Renaissance STAR reading and math assessment subscription and provides opportunity for staff to monitor student progress and provide increased and improved services as needed. (80% Low Income, 33% English Learner and 2% Foster Youth)	\$47,151.00	Yes
1.11	Supplies and materials will support academic needs of low income, English Learner, and foster youth	This action provides for materials and supplies as needed for Low Income (80%), English Learner (33%), and Foster Youth (2%). Priority in funding will be given to unduplicated students.	\$12,626.00	Yes

## Goal Analysis [2021-22]

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

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

2021-22 Actions and Services for Goal One were implemented as planned. Some funds set aside for contracts for continuous improvement processes were stated in the LCAP as part of CSI and these funds were directed to support CA Dashboard needs as approved by School Site Councils.



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.

Material differences in Budgeted Expenditures and Estimated Actual expenditures are minimal for Goal One.

Action 1.2 provided for continuous improvement contracts to support data analysis. These contracts were not realized and the School Site Councils met in August of 2021 to reallocate these funds to support Career Technical Education materials and equipment, to continue the Inclusion contract, and to allocate these funds to provide increased and improved services and materials for library for Low Income students in alternative education. (80% Low Income) These changes aligned to CA Accountability Dashboard needs regarding College and Career Indicators and graduation rate. This was an increased and improved service.

Actions 1.5, 1.7, and 1.8 provided for professional development, conferences, and staff additional hours for professional development and travel. Due to COVID-19, these actions were modified and presented remotely. These funds were reallocated to purchase materials and supplies for elective offerings and social and emotional wellness. These Actions and Services were not designated as Increased and Improved Services.

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

Actions are attributing positively to meeting the goal that all students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. Programs and trainings were implemented and increases are evident in student achievement. Proficiency levels for students in math and reading have increased as is evident in quarterly assessments. In addition, instructional materials supported the implementation of library materials. Barriers to eliminate student achievement for English Learners have been addressed through professional development and program development and this has resulted in increases in re classification rates of English Learners and progress on the ELPAC assessment. Also evident is the fact that the number of students completing online courses has increased through personalizing learning through online supplemental learning platforms.

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

2022-23 Goal One reflects few changes. Priorities will continue to focus on providing a broad course of study for students with supplemental programs to support intervention and assessment and training for staff to implement programming. Programs will continue to focus on needs of low income, English Learner, and foster youth.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of A-G Courses Available	2019-20 AED: 0% of students meet A-G	2020-21 Court- 0% Community-59%			100% of eligible high school students will complete coursework

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Special Ed: 0% of students demonstrated college preparedness (EAP).				
# of students enrolled in Metro Ed (Silicon Valley CTE)	AED: Due to COVID-19, no students are enrolled in Metro Ed for 2020-21. For 2019-20 AED had 3 students enrolled.	2021-22 No students participated in Metro Education courses during 2021-22.			Alternative Education will enroll 3-7 students annually in Metro Ed courses to support career readiness.
#of Students enrolled and completing online courses	AED: 2019-20 Students with Enrollment in online curriculum at 20% completion rate to support variable credits= 76% 20% completion rate of a course is a metric as some students only require partial completion of a course to meet graduation credit requirements.  2020-21 0 students in Special Ed enrolled and completing online curriculum	2021-2022 83% of Community School students completed online courses at 20% completion rate. (20% completion rate to accommodate partial credits)  Court School students are not enrolled in online curriculum during 2021-22.  Less than 1% of Special Education students completed online courses.			100% of Alternative Education students will participate in blended learning in conjunction with distance learning and/or in class instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Students using ITP/ICEV/ & CTE	<p>AED: 2019-20 Participation in CTE Courses Blue Ridge- 100%</p> <p>2020-21 Participation in CTE Courses Blue Ridge- 33%</p> <p>ICEV Certificates Earned 2019-20 Court Schools 122 Certificates 2020-21 Court Schools 7 Certificates 2020-21 Community Schools 0 Certificates</p> <p>2020-21 Special Ed: 100% of student have an Individualized Transition Plan (ITP) per IEP.</p>	<p>Participation in CTE Courses 2021-22 Court- 89% Community-4%</p> <p>ICEV Certificates Earned 2021-22 Mid Year Court-3 Community-0 Work Certifications Court-71 Community- (Driver's Ed- 2)</p> <p>Special Education 100% of students have an Individualized Transition Plan (ITP) per IEP.</p>			<p>Alternative Education 100% of students in long term placement will participate in Career and Technical Education courses.</p> <p>100% of students in long term placement will have access to ICEV certification.</p> <p>100% of Special Education students will have an Exit Plan.</p>
School Attendance rates	2020-21 AED: attendance is currently at 85% in community schools	2021-22 ADA Court- 99% Community-82%			Programs will maintain an attendance rate of 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and 99.6 % in the court schools.</p> <p>2020-21 Average Special Education attendance rate during the is 88.7%.</p>	Special Education-78%			
# of students engaged in work experience or workability programs	<p>AED: approximately 28% of students enrolled in work experience classes during the 2020-21 school year.</p> <p>2020-21 Special Ed: currently 200 students are actively in work experience, 291 are in job clubs, and 5 have transitioned to employment.</p>	<p>2021-22 AED 7 students have work permits</p> <p>Special Education 322 students enrolled in job clubs. 322 enrolled in Work Experience. 48 students employed.</p>			<p>Alternative Education will ensure that 50% of students who are eligible will obtain work permits and enroll in Work Experience as applicable.</p> <p>Special Education will ensure that 100% of eligible students participate in work experience or workability programs.</p>
#of students have a post-secondary plan	2020-21 AED: will develop an exit interview/survey to illustrate all student have a post-secondary education plan.	<p>2021-22 100% of Alternative Education students have a post secondary education plan.</p> <p>100% of Special Education students</p>			100% of Alternative Education students will complete the Exit Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 Special Ed: all students have an ITP that illustrates post-secondary education planning.	have an Individual Transition Plan that illustrates post-secondary planning.			
% Participation in Exit Survey	2020-21 0% of Alternative Education students completed Exit Survey	2021-22 100% of long-term Alternative Education students have completed Exit Surveys upon leaving the program.			100% of Alternative Education students will complete the Exit Survey.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career technical education programs for low income, English Learner, and foster youth.	This action provides for contracts for increased and improved services for alternative education students (80% low income, 33% English Learner, and 2% Foster Youth) in the area of career technical education and career readiness. Contracts include: <ol style="list-style-type: none"> <li>1. LiUNA Pre-Apprenticeship Building trades,</li> <li>2. Business Entrepreneurship,</li> <li>3. SEI-Aquaponics and sustainable living,</li> <li>4. Horticulture program in collaboration with Foothill Community College</li> <li>5. Rebekah Center Culinary program.</li> </ol>	\$285,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Career technical education program supplies	Career Technical Education program supplies will supplement the Career Technical Education program and provide increased and improved services for Alternative Education youth. (80% Low Income, 33% English Learner, and 2% Foster Youth)	\$95,347.00	Yes
2.3	Staff Will Support College and Career Readiness and Pathways to Graduation	This action will provide for College and Career Liaisons (2 FTE) and a Career Technical Education teacher (1 FTE) for court schools. Amount includes salary and benefits.	\$395,307.00	No
2.7				

## Goal Analysis [2021-22]

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

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

2021-22 Actions and Services were implemented as planned. Some career technical education programming was not implemented as listed (Naviance, Facilities Management Course). Funds were utilized instead to purchase tools and materials to support career technical education expansion.

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.

Action and Service 2.3 included a Navigator position that was funded elsewhere for 2021-22. This was an increased and improved service. These funds were reallocated to enable purchase of additional supplies and materials for Career Technical Education expansion.

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

Actions related to college and career readiness were effective in meeting the goal of students leaving prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. The numbers of students participating in career technical education programs continues to increase. Students who maintain a pathway to graduation also continue to increase and the local assessments reflect an increase of proficiency in both math and reading. These actions support student completion of a broad course of study toward graduation.



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

The 2022-23 LCAP does not contain major changes in this goal. Literacy materials and programs were moved to Goal One for 2022-23.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rates	<p>2019 Graduation Rates as Indicated in the CA Accountability Dashboard (DASS)            Court- 61%            Community-67%            Special Education - 0%            Incomplete data</p> <p>2019-20 Graduation Rate            Court School- 58.9%            Community School- 44.4%            Special Education- 75%</p>	<p>DASS Cohort Graduation Rate Alternative Programs CA Accountability Dashboard            Comparing 2020 and 2021            SCCOE Change from 83% to 81.5%            Court-Change from 81.3% to 64.7%            Community- Change from 100% to 73.3%            Special Education- Change from 8.1% to 4.7%</p>			Maintain or increase graduation rate of 90% for CA Accountability Dashboard.
Student Suspension Rates	<p>Per 2019 CA Accountability Dashboard</p> <p>AED: the suspension rate for community schools is 23% and the court school is 0%.</p> <p>Special Ed: the suspension rate was 4%.</p>	<p>Per 2020-21 Data Quest Reporting            AED: Suspension rate 0%            Special Education Suspension Rate- .2%</p>			Suspension rates will remain below 3% for all students.

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

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enrichment activities will support student engagement as increased and improved services for students.	Enrichment activities will provide increased and improved services for Alternative Education students (80% Low Income), (33% English Learner), and (2% Foster Youth). Activities include: 1. Silicon Valley Creates Arts Program 2. Art House Art Therapy 3. Field Trips to Walden West (Environmental)	\$190,783.00	Yes
3.2	Enrichment activities will support student engagement.	Enrichment activities will support student engagement and include: 1. Field Trips support college and career readiness. 2. Fresh Lifelines for Youth (FLY) will train students to self-advocate, manage conflict, and understand civil rights. (Community Schools)	\$75,000.00	No
3.3	Materials will support a well-rounded educational program for students.	Materials will support a well-rounded educational program for students to include academic and social and emotional needs. Supplies include: wellness support, EL supplemental materials, social and emotional learning support materials, art, music, and summer programming supplies, and supplemental classroom resources.	\$21,253.00	No
3.4	Parent Engagement Activities	Parent and family engagement will support the success of all students. This action provides for:  Special Education Communications and mailings Parent education courses and training specific to Social and Emotional Learning Parent Education Series Materials to support parent meetings, Outreach to English Learner parents to include: EL Newsletter, Parent Lending Library, and field trips Staff to support EL Family Groups	\$122,406.00	No

Action #	Title	Description	Total Funds	Contributing
		Home School Liaison to address chronic absenteeism, student behavior, and family needs.  Alternative Education Mailings and communication Parent Resource Fair		
<b>3.5</b>	Family Engagement for Families of English Learners	This action provides targeted and increased support for families of English Learners in accessing school resources.	\$896.00	Yes
<b>3.6</b>	Mental Health Services	This action will provide .5 position for a therapist to support increased and improved services for alternative education students who represent as 80% Low Income, 33% English Learner, and 2% Foster Youth.	\$87,030.00	Yes
<b>3.7</b>	Staff to Support Foster and Homeless Youth Transition Districtwide	This action will provide for foster youth and homeless services for Educational Services students to include: .5 FTE Foster and Homeless Liaison and .5 Foster Youth Services Manager positions.	\$181,673.00	No
<b>3.8</b>	Staff to support continuous improvement processes and parent engagement districtwide	This action supports .17 FTE for Coordinator of State and Federal Programs-Educational Services. This position supports continuous improvement activities and parent engagement for Educational Services.	\$36,178.00	No
<b>3.9</b>	Professional Development Creating a Positive School Climate	This action provides for professional development and coaching for staff regarding: Restorative Practices, Leadership Capacity, and Positive Behavior Interventions and Supports.	\$97,096.00	No



Action #	Title	Description	Total Funds	Contributing
3.10	Materials to Support Homeless and Foster Youth in Community Schools	This action provides for additional support for homeless and foster youth and families in the Community School program.	\$9,358.00	Yes
3.11	Activities will eliminate chronic absenteeism and provide parent outreach regarding attendance.	This action provides for RaAWee Truancy Dropout Prevention system and Aeries Parent Portal to address chronic absenteeism as defined in CA Accountability Dashboard	\$35,000.00	No
3.12	Activities to Support Positive School Climate	This action provides funds to support field trips aligned to family engagement and Positive Behavior Interventions and Support as a means to support positive school attendance.	\$31,353.00	No
3.13	Materials to Support Homeless and Foster Youth Districtwide	This action provides funds to support homeless and foster youth and families for Educational Services	\$3,786.00	No
3.14	Operational costs will support increased and improved services for unduplicated students	This action reflects the indirect costs (10.10%) aligned to LCFF supplemental and concentration funding as a means to support unduplicated students.	\$114,221.00	Yes

## Goal Analysis [2021-22]

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

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

Most Goal Three activities were completed for 2021-22. CSI funds allocated for outreach liaisons to address positive climate were not hired (3.8) and the funds were reallocated to support intensive training for staff in PBIS as a means to address engagement and absenteeism. These remained in Goal Three and did not represent an increased and improved service. Action and Service 3.4 was not fully implemented as planned. Funds for mental health services were utilized but not to the extent planned. This was due to reallocating this expenditure to ESSER funding. 3.4 is an increased and improved service.

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

There were no material differences in Goal Three.

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

Goal Three provides partnership with community and family members to increase achievement levels by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe. Parent engagement continues to increase and the performance of English Learners and reclassification rates continue to increase. Engagement in a safe and culturally responsive climate is evident. Students feel safe at school and families are happy with the home school connection as evidenced by the 2021 LCAP survey and the 2022 Ca Healthy Kids Survey. The Santa Clara County Office of Education and the Educational Services Division continues to see a decrease in both chronic absenteeism and suspension rate and an increase in math and reading proficiency on local assessments. A concentrated focus on individualized instruction and attention to inclusion continues to support this engagement.

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

Additional programming has been added to this goal to support addressing chronic absenteeism as this continues to be an area of need per the 2019 Dashboard release.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

Educational outcome indicators for youth in foster care attending schools in Santa Clara County are lower than the state average and extremely disparate from their non-foster peers. Community partners are engaged and system shifts are being made to address the conditions for improving these outcomes. The Actions in Goal Four will sustain current practices and will expand on current services provided to sustain and increase outcomes and support children. Aligning Foster Youth Services staff with local districts will enable services to be enhanced throughout the County at a local district level. In addition, aligning Foster Youth Services staff with local districts and providing technical support will increase district capacity to include foster youth support in local LCAPs. Utilizing the Foster Vision system and increasing the number of districts participating enables the Santa Clara County Office of Education staff to respond to district needs and enter data sharing agreements with other educational agencies to support student transition and placement. This data sharing will ensure that foster youth are able to maintain consistency in their educational program and placement. An additional manager for 2022-23 will enable an increased focus with aligning foster youth with institutions of higher education. This goal enables the Santa Clara County Foster Youth Services program to provide countywide focused and integrated support for foster children in order to meet their academic and social and emotional needs. We believe that the Actions and Services indicated in Goal Four will sustain the current progress of cross-system coordination and collaboration and will enable services to continue to serve foster youth across Santa Clara County. Analysis of data regarding performance and stability rate in the county aligned with services provided to students represents a through line between the reality evident in the data to demonstrate need and the actual delivery of services.

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of LEA use of county data sharing tool, FosterVision.	2020-21 93% of Santa Clara County School Districts subscribe to Foster Vision dashboard.	100% of Santa Clara County school districts subscribed to Foster Vision during 2021-22 school year.			100% of Santa Clara County School Districts will subscribe to Foster Vision Dashboard.
Increase the number of LEA's formulating actions in the LCAP to address the academic needs of students in foster care.	2020-21 As a baseline year, currently 0 districts formulate Actions and Services in their LCAPs to support students in foster care.	91% of local districts show actions which directly support academic and social and emotional needs of students in the LCAP. (21-22)			90% of Santa Clara County School Districts will create Actions and Services in the LCAP to support students in foster care.
Increase the 4 year cohort graduation rate of youth in foster care county wide.	2019-20 4 Year Cohort Graduation Rate for youth in foster care countywide. 51%	2020-21 Foster Youth Four Year Cohort Graduation Rate for Santa Clara County (Data Quest January 2022) 46.3%			Increase 4 Year Cohort Graduation Rate for youth in foster care to 86% countywide.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Build capacity within Santa Clara County districts to support foster youth.	SCCOE Foster Youth Managers will work with LEA liaisons to coordinate services and build capacity to align actions that improve educational outcomes for students across the county.	\$256,891.00	No
4.2	Provide coordinated educational case	As a means for providing services for foster youth in Santa Clara County the FYS team will: work with collaborating agencies (LEA's,	\$256,891.00	No

Action #	Title	Description	Total Funds	Contributing
	management care for Santa Clara County foster youth.	CBO's and DFCS) to develop an 8th grade transition services model in order to align cross-system supports to improve educational outcomes that eliminate redundancies and fill service gaps; provide technical assistance to improve the effectiveness of district implementation and LCAP plans in meeting the educational needs of foster youth; provide Professional Development to district staff to ensure understanding of the challenges of students in foster care. and seek support and potential funding to develop functions for FosterVision enhancement to support coordinated education management for youth who qualify for services.		
<b>4.3</b>	Support Higher Education Transitions for Foster Youth	In collaboration with CBOs, SCCOE and DFCS will support Higher Education transitions as a means to: provide college/career learning opportunities and supports for financial aid process and its implication for college-bound foster youth in collaboration with local colleges and vocational education programs within the SCCOE Alternative Education Department and countywide; develop resources, systems and processes to support students' transitions to post-secondary services or institutions through the FYSI/FYSCP Collaborative and identify needs to bring compulsory to college integrated needs to the FosterVision steering committee for consideration of increasing functionality to include post-secondary transition coordination. This action provides for a .20 Foster Youth Services Manager for 2022-23.	\$46,082.00	No
<b>4.4</b>	Support integrated data system to support foster youth.	Provide coordinated services for foster youth through data management and sharing.	\$5,000.00	No

## Goal Analysis [2021-22]

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

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

Goal Four was fully implemented.

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.

No material differences are evident.

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

Actions continue to be effective as evidenced by the fact that 91% of local districts show LCAP goals specific to foster youth. This is in part due to the influence of foster youth services staff being aligned directly to local districts. The stability rate decreased a bit which is in part due to the inability to connect fully with families during COVID-19. Districts continue to subscribe to the Foster Vision system and goals to support higher education and placement are realized.

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

An additional position was added for aligning foster youth to institutions of higher education for 2022-23.

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

# Goals and Actions

## Goal

Goal #	Description
5	Ensure that all expelled students successfully complete their rehabilitation plan.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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



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

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Navigator position will provide transition services for students who exit Court School programs.	<p>Navigator position 1.0 FTE will provide personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success.</p> <p>a) Provide social and emotional support for trauma impacted youth to fulfill terms of their expulsion  b) Family collaboration and transition planning  c) Coordination of community-based organizations, mental health providers, and healthcare options to support students during and post enrollment in AED</p> <p>Provide crisis response as necessary for 80% Low Income, 33% English Learner, and 2% Foster Youth.</p>	\$104,003.00	Yes
5.2	Professional Development to Support Transition/Expelled Youth	Work with Districts to keep the Triennial Report updated with the changes within SCCOE and Santa Clara County. In addition, provide opportunities, encouragement, and advocacy for at risk students, programs, and efforts to reduce suspensions and expulsions through collaboration, coordination, and identified professional development services that are provided through SCCOE. These services include but are not limited to MTSS, PBIS, Trauma Informed Care, Restorative Justice, TUPE, and Truancy Abatement (SARB).	\$0.00	No
5.3	Transition Services Planning	The SCCOE team will meet with feeder districts monthly to provide updates regarding students and transitions as an increased and improved service for student transition of incarcerated students to home districts or institutions of higher education.	\$0.00	No
5.4	Student Exit Surveys and Transition Plans	Alternative Education staff will collaborate to support student transition and placement upon exit from Court School programs and will support implementation of Individual Transition Plans.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

No changes occurred for Goal Five plans and implementation of plans.

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.

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

The actions in the plan are effective. The Alternative Education Department continues to increase collaboration with local districts in providing services for expelled students. Students continue to meet their rehabilitation plans and collaboration with families and feeder schools continues to be maintained.

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

For 2022-23, the Navigator position was moved from Goal Three of the LCAP to Goal Five.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,245,121.00	0

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.13%	0	\$0.00	4.13%

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

## Required Descriptions

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

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

Increased and Improved Services: Schoolwide

(a) Low Income Students

Analysis of the data regarding low income student performance as aligned to the California Accountability Dashboard indicators, partner input, and local assessments shows a need for increased services for Low Income students. Results of the needs assessment indicate that Low Income students show lower performance in the areas of: (a) English and reading performance (CAASPP and Renaissance Star

Reading) ,(b) math performance (CAASPP and Renaissance Star math), and (c) chronic absenteeism than the entire student population. Although Low Income students show greater performance in College and Career preparation in relation to all students, the needs assessment shows that only 2% of students at the Court schools who are 100% Low Income are prepared and only 5% of students at the Community schools who are 75% Low Income are approaching prepared. (2019 CA Accountability Dashboard) 2021 DASS graduation rates declined for Court (100% Low Income) and Community Schools (75% Low Income) and Low Income students at the Community School showed .5% difference in graduation rate than all students. Because the Court Schools represent as 100% Low Income and the Community School represents as 75% Low Income for a total districtwide Low Income rate of 80%, the needs assessment indicates a need for emphasis on pathways to graduation for all students. The Alternative Education Department in conjunction with the Santa Clara County Educational Services team engages in frequent and structured data analysis processes at the LEA and site level to monitor: (a) student academic progress, (b) student transition, (c) college and career readiness, and (d) student/family engagement outcomes. We have articulated LCAP goals as a means to ensure our students receive a well-rounded education with opportunities for academic intervention as needed and a focus on career pathways. In the process of analysis it became evident that Actions and Services were necessary to continue this process of data analysis and inquiry in order to provide a well-rounded academic program for all students. During the needs assessment process the team also determined which Actions and Services were relevant to support Low Income students and their school progress and determined which Actions and Services would be continued in the LCAP update. In light of the fact that 80% of students are Low Income, Actions and Services designed to increase this student group performance will also support the needs for all students and are indicated schoolwide.

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

### Low Income Students and Needs Assessment Findings

Students who present as Low Income present a unique need in the Santa Clara County Office of Education Alternative Education programs. Overall, the unduplicated student count for students who represent as Low Income is 80%. 100% of students in the Court School program represent Low Income and 75% of students in the Community School program represent as Low Income. A needs assessment of local and state indicators indicated a need for increased services to support Low Income students as indicated below:

\*CAASPP ELA data for 2021 indicates that all students in Court schools show 0% proficiency as do Low Income students. At the Community Schools 8.70% of all students show proficiency and 0% of Low Income show proficiency.

\*CAASPP math data for 2021 indicates that all students in Court schools show 0% proficiency as do Low Income students. At the Community Schools 4.35% of all students show proficiency and 0% of Low Income show proficiency.

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

\*The suspension rate for All Students and Low Income students at the Court Schools is 0% and the suspension rate data is 0% suspension rate at the Community Schools.

\*The DASS graduation rate for all students in the Court Schools who also represent 100% Low Income students decreased slightly and shows 64.7 for 2021 and falls below the College and Career Indicator threshold of 65%. The DASS graduation rate of the Community School which is 75% Low Income is 73.3% for all students and 72.7% for Low Income students.

\*Students in Alternative Education who represent 80% Low Income showed 0% growth in College and Career Indicators for both Court and Community Schools for 2021 which is a drop from the 2019 CA Dashboard Publication.

\*Court school students showed a 5.5 instructional reading level on the Renaissance Star Reading Assessment and 6.2% instructional math level on the Renaissance Star Math Assessment and these students are all Low Income. Community Schools showed a 3.7% instructional reading level and 5.3% math in 2021 which represented the scores of all students to include 75% Low Income.

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

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

1.4 Edgenuity will provide supplemental instruction for low income students and their non low income peers on a schoolwide basis. This Action and Service provides for supplemental instruction for Court School students (100%) low income and Community School students (75%) low income and will also support non low income peers. Edgenuity is an online credit recovery platform that provides a broad course of study for students. Because many students come to incarceration or expulsion with deficits in credits, having an outline platform for student accessibility to online credit recovery is a benefit to the 80% low income students in Alternative Education as well as their peers. This platform provides opportunity for non incarcerated students to work at home on assignments as well as at school and for incarcerated students, an opportunity for accelerated credit recovery during after school classes and study time. The current DASS graduation rate for low income students in the Court School is 64.7% and for Community Schools is 72.7% with a small gap from non low income peers at 73.3%. It is apparent that this increased and improved service will benefit students in meeting graduation goals and college and career indicator goals which currently are at 0%. This increased service is a continuation from the 2021-22 LCAP and the decision to retain the service was made due to the benefits of 82% of students in the program completing coursework via the platform. This Action and Service will benefit all students to include low income as it used to supplement a broad course of study and provide acceleration for students in meeting graduation requirements. Metrics in place to evaluate the effectiveness of this Action and Service include: (a) student participation and credit

accumulation in the Edgenuity program, (b) DASS graduation rate, (c) number of students who earn 30 credits or more per semester, and (d) college and career indicator on CA Accountability Dashboard.

1.9 Contracts for coaching and professional development for staff will provide increased and improved services in meeting the needs of low income and their non low income peers on a schoolwide basis. This Action and Service provides contracts to support professional development of staff in providing a broad course of study for Court School students (100%) Low Income, and Community School students (75%) low income. The contracts will provide coaching and professional development to staff in eliminating barriers to academic success for students. Professional development will support teaching and learning in the areas of: (a) ethnic studies, environment, and civic engagement, (b) inclusion, and (c) culturally responsive teaching and learning for multi-lingual students. Low income students (80%) and their non low income peers will benefit from a culturally responsive learning environment as a means to break down barriers and provide learning in a well-rounded program. This Action and Service presents as increased and improved services as a means to ensure that Low Income students and their non low income peers receive an inclusive education grounded in equity and a broad course of study aligned to current initiatives in environmental literacy and civic education. Providing staff the opportunity for guidance in curriculum implementation and in classroom coaching will enhance the learning environment of students and provide opportunity for all students to learn in a safe and inclusive space. This Action and Service is a continuation from 2021-22 and the decision to continue these contracts was made due to the success of previous coaching opportunities for teachers and the addition of new requirements for civic education and environmental literacy. An emphasis on support for multi lingual students enables staff to support differentiation for all students in the integrated classroom. This Action and Service will benefit all students toward pathways to graduation and college and career readiness and will enable all students to function in an inclusive environment with universal designs for learning. Metrics to evaluate the success for this Action and Service include: (a) DASS graduation rate, (b) number of credits earned per semester (c) College and Career Indicator as aligned to the CA Accountability Dashboard, (d) suspension rates, and (e) chronic absenteeism. We believe that a quality learning environment grounded in best practices will benefit all students to include the 80% Low Income.

1.10 A contract for purchase of Renaissance Star Reading and Math assessments will build a foundation for increased and improved services for Low Income and their non-low income peers on a schoolwide basis. This Action and Service provides a contract to support quarterly reading and math assessments for Court School (100% Low Income) and Community School (75% Low Income) students. Quarterly assessments provide opportunity for monitoring grade equivalency of students as a means to provide information for teachers in differentiating instruction and providing intervention services. Currently Court school students showed a 5.5 instructional reading level on the Renaissance Star Reading Assessment and 6.2% instructional math level on the Renaissance Star Math Assessment. Community Schools showed a 3.7% instructional reading level and 5.3% math. Having the ability every 45 days to monitor student grade equivalency provides staff the opportunity to address student needs. This Action and Service will support the 80% of students who represent as Low Income and will also benefit their non low income peers in achieving literacy and numeracy. Providing frequent assessment also benefits the staff in supporting students in acquiring skills in writing and intervention also. This Action and Service is a continuation from the 2021-22 LCAP. The decision was made to continue this Action and Service due to the benefit in analyzing individual student needs in reading and writing and having points of comparison through local assessments as the school year progresses. The remaining 20% of students who do not represent as Low Income will continue to benefit from this Action and Service. Metrics to assess the effectiveness of this Action and Service include: (a)

Renaissance Star reading and math assessments and grade equivalency, (b) reclassification rates of English Learners as applicable, (c) CAASPP ELA and Math levels of proficiency, (d) DASS graduation rates, and (e) credits earned per semester.

1.11 Supplies will support Low Income students in Court Schools (100%) and Community Schools (75%) with a total Low Income rate of 80% for Alternative Education and an unduplicated count of 75% will provide increased and improved services for Low Income students and their non low income peers on a schoolwide basis. These supplies will provide additional materials to support teaching and learning and social and emotional learning and support for all students. This Action and Service will enable schools to provide enrichment supplies as well as basic student supplies to all students to include the 80% Low Income. Priority will be given to Low Income students but no student will be excluded if the need arises. We believe this Action and Service is relevant to incarcerated students in providing an equitable educational opportunity during their confinement and for Community School students who may have financial need while meeting expulsion requirements. In addition, providing supplemental instructional supplies will support an enhanced program to engage students. This Action and Service is continued from 2021-22. The decision to continue this Action and Service was made due to a need to provide students with materials equitable to a comprehensive environment and to ensure that all student needs are met. Metrics to support this Action and Service include: (a) chronic absenteeism rate, (b) suspension rate, (c) student credit accumulation by semester, and (d) continued assessment of student demographics to identify need.

Goal Two: All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. Goal Two supports student transition and graduation and includes support for: (a) College and Career Readiness, (b) a well-rounded academic core program, and (c) supplemental assessments and programs to support student intervention and enrichment.

2.1 Contracts to Support College and Career Readiness for Alternative Education Students- This Action and Service provides for contracts to support implementation of Career Technical Education programming for students who identify as low income at the Court Schools (100% low income) and Community Schools (75% low income). Contracts will provide services to students to support Career Technical Education (CTE) pathways in: (a) construction, (b) welding, and (c) culinary arts for Court School students (100% Low Income) and: (a) Aquafonics, (b) culinary arts, and (c) sustainable living, for students in Community Schools (75% Low Income) to include continued implementation of CTE programming for both Court and Community Schools during the 2022-23 school year. This Action and Service will support Increased and Improved Services and to provide a rigorous, relevant, and engaging curriculum. This Action and Service is a carryover from the 2021-22 LCAP. After analysis of 2021 CA Accountability Dashboard data which shows that 0% of Alternative Education students are and the 2019 CA Accountability Dashboard which indicates that 2% of Court School students are prepared while Community School students show 5% nearing prepared, (CA Dashboard, 2019), the team determined that the CTE programming which began in 2017 is making an impact on student career preparedness and should be expanded upon. Because 80% of students in Alternative Education are low income to include 100% in the Court Schools and 75% in the Community schools, providing these services schoolwide will support all students and increase the current LEA College and Career Indicator rate of .07%. Students who present as Low Income who are incarcerated and expelled present gaps in education and have a need for tactile learning and career skills as is evident in the data. Providing CTE and Pathways will not only



support student paths to graduation whose rate has declined from 2019 to 2021, but also enables students to earn certifications which are applicable in their lives as they exit programs. Although the additional 20% of students are not Low Income, they too have needs for college and career readiness and pathways to graduation and will benefit from this support. Metrics which will be used to evaluate this Action and Service include: (a) Career Preparedness percentage as aligned to the College and Career Indicator, (b) DASS graduation rate, and (c) student engagement as defined by chronic absenteeism and suspension rate metrics.

2.2 Consumables and Materials to Support Career Technical Education Programs- This Action and Service provides for consumable materials and supplies to support the Career Technical Education plan as a means to college and career readiness and pathways to graduation for Low Income students (805) and their non low income peers. The supplies and materials will provide for supplies for the: (a) welding, (b) construction, and (c) culinary programs currently in existence at Blue Ridge and also will provide additional materials to support program expansion in the areas of: (a) horticulture, (b) automotive trades, (c) career exploration, and (d) music academies. These additional programs will support the Low Income students (100%) in the Court Schools and expand the Osborne Court School program and will also enable the staff to expand CTE opportunities in sustainable living and culinary arts for Low Income Community School Students (75%). These supplies and materials will enable staff to continue to provide a rigorous and relevant academic program grounded in Career Technical Education strategies and will also enable staff to expand current offerings to include expanded CTE programs as a means to engage students and eliminate barriers to graduation. This Action and Service is a carryover from the 2021-22 LCAP. After analysis of CA Accountability Dashboard data which shows that 2% of Court School students are prepared while Community School students show 5% nearing prepared, (CA Dashboard, 2019) and current 2021 CA Dashboard College and Career Indicators which indicate 0% preparedness for both Court and Community Schools, the team determined that the CTE programming which began in 2017 is making an impact on student career preparedness. Because 80% of students in Alternative Education represent as Low Income to include 100% in the Court Schools and 75% in the Community schools, providing these services schoolwide will support all students and increase the current LEA College and Career Indicator rate of 0%. Students who present as Low Income who are incarcerated and expelled often present gaps in education and have a need for tactile learning and career skills as is evident in credit completion data. Providing CTE and Pathways will not only support student paths to graduation whose rate has declined from 2019 to 2021, but also enables students to earn certifications which are applicable in their lives as they exit programs. Although the additional 20% of students do not present as Low Income, they too have needs for college and career readiness and pathways to graduation and will benefit from this support. Metrics which will be used to evaluate this Action and Service include: (a) Career Preparedness percentage as aligned to the College and Career Indicator, (b) DASS graduation rate, and (c) student engagement as defined by chronic absenteeism and suspension rate metrics.

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

3.1 Enrichment Activities Will Support Student Engagement.- This Action and Service provides for schoolwide activities designed to engage students in a culturally responsive and safe environment and to provide enrichment opportunities to engage students as they pursue a rigorous curriculum. These enrichment activities include: (a) music classes, (b) art classes, (c) Science Camp, and (d) field trips. These additional programs will support Low Income students at the Court Schools (100%) as applicable and Community Schools (75% Low Income) as students progress through academic programs. This Action and Service is a continuation from the 2021-22 LCAP. The Community School exited CSI during the 2019 dashboard due to reducing suspensions and decreasing chronic absenteeism and the Court School exited CSI in 2021 as a result of increased graduation rate. A change in culture is in part due to the emphasis on meeting the engagement needs of students to support academic needs and enrich school experiences. In addition, Court School students (100% Low Income) benefit from enrichment classes to support academic program and expand interest in areas such as art and music. This creativity can continue to benefit the Court School students (100% Low Income) as they complete incarceration and meet social and emotional needs of students in returning to the community. The focus on Parent and Family Engagement also will benefit Low Income students and their families as they traverse the educational system. Low Income students and families often experience a deficit in resources and the Family Engagement will benefit the Court and Community programs in supporting both students and parents. Maintaining a culturally responsive environment through staff training will enable Low Income students to connect with school staff in a way that feels safe and supportive. Although 80% of students in Alternative Education represent as Low Income, the Actions and Services that represent Increased Actions and Services for Low Income students will benefit all students and their families as they engage in a rigorous school environment grounded in cultural responsiveness and safety. Metrics to support evaluation of this Action and Service include: (a) chronic absenteeism, (b) suspension rate, (c) parent engagement attendance and participation, and (d) DASS graduation rate.

3.6 Mental Health Services - This Action and Service provides for counseling services to support Low Income (80%) youth and their families as they maneuver the court system (100% Low Income) and systems for expelled youth (75% Low Income). Providing therapeutic support for students and families will enable them to meet rigorous achievement standards in an environment that is safe and culturally responsive as defined in Goal Three as an Increased and Improved Service. This Action and Service is a continuation from the 2021-22 LCAP. The Action and Service was continued due to analysis of suspension rates and chronic absenteeism rates of students in the Community School and graduation rates for both Court and Community School. The Community School exited CSI in 2019 through a decrease in suspension rates and chronic absenteeism and in 2021 had a suspension rate of 0% and a reduction in chronic absenteeism rate to 71.3% for all students and 67.1% for Low Income students. Graduation rates have seen a decrease for Court and Community Schools and having staff on hand to address family and student needs enables programs to address and identify needs. Having a therapist available to assist families and students is beneficial in supporting students in engaging in school and graduating. Although Court School students (100% Low Income) often receive therapy services from Probation, this Action and Service enables staff to continue to reach out to families as they transition from the facility and reconnect with school programs. 80% of Alternative Education are Low Income students with 100% in Court School programs and 75% in Community School programs. This Action and Service is deemed schoolwide as the remaining non Low Income students and their families will benefit from culturally responsive and safe therapy services and referrals as they maneuver incarceration and expulsion upon

referral. Metrics to assess the continuation of the Action and Service include: (a) chronic absenteeism, (b) DASS graduation rate, and (c) suspension rate.

3.14 Operational Costs will support schoolwide increased and improved services for Low Income (100% Court) and (75% Community) students. This Action and Service represents the indirect cost rate of 10.10% charged to supplemental and concentration LCFF funding. These operational costs will support increased and improved services for the 80% of Low Income students and their non low income peers in the Alternative Education program. These operational costs support: (a) a healthy and safe school environment, (b) outreach to families through communication services, (c) support for implementation of contracts and requisitions, and (d) support for operational staff manage hiring processes and onboard staff and (e) technology and infrastructure services. Operational costs are relevant to the whole school environment and will ensure that students are provided an well-rounded education in a safe environment. Often in Low Income schools the facilities and staff are not equitable to more affluent schools. These funds ensure that the behind the scenes operations provide to Low Income students a quality school experience. This is a new Action and Service for the 2022-23 school year as illustrated in the LCAP. Although the indirect costs were charged, the costs were never called out in the LCAP as a means to show full use of supplemental and concentration funding for student benefit. Although 80% of students are Low Income, this Action and Service will provide support for all students who deserve qualify services while incarcerated or expelled. Metrics to evaluate this Action and Service are far reaching and extend to both academic and climate metrics and outcomes for student graduation and college and career readiness.

(b) Goal Five. Ensure that all expelled students successfully complete their rehabilitation plan. This goal relates to the transition of students and in particular expelled students. The decision was made by the administrative team to add the Navigator position which supports Court School program transition also as alignment for student transition as a whole in the Alternative Education program. Knowing that 426 students entered incarceration during 2020-21 indicates a need to ensure that students are transitioning into their next placement in a timely manner. This goal provides support for this transition as a through line from student need to student placement in their next opportunity for education. The Action and Service is schoolwide due to the fact that the position at times can also support Community School students exiting from expulsion and provides opportunity for collaboration between programs.

5.1 Navigator position will provide increased and improved transition services for students who exit Alternative Education programs and in particular students who are incarcerated. The Navigator position 1.0 FTE will provide personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success. The position will: (a) Provide social and emotional support for trauma impacted youth to fulfill terms of their expulsion (b) involve family collaboration and transition planning and (c) coordinate of community-based organizations, mental health providers, and healthcare options to support students during and post enrollment. This Action and Service was a part of the 2021-22 LCAP as an Increased and Improved Service located in Goal Three. The decision to continue this Action and Service and call it out individually in Goal Five was made due to the delicate needs of students in transitioning from our facilities. Metrics to evaluate this Action and Service include: (a) enrollment numbers, (b) student enrollment status upon exit, and (c) participation numbers during collaboration meetings.

### (c) Metrics to Evaluate Schoolwide Programming for Low Income Students and Their Peers

Metrics to evaluate the validity of Actions and Services designed to meet the needs of Low Income students (80%) and their non low income peers (20%) include: (a) state and local assessment data regarding math and reading/ELA performance, (b) graduation rate, and (c) College and Career Indicator Preparation. Because this Action and Service provides for services to students and families, metrics will also include: (a) suspension rate, (b) chronic absenteeism, (c) parent engagement as defined in the CA Local Indicators and (d) student transition data. We also utilize anecdotal data from the Annual LCAP Survey which is distributed to parents, students, and all staff and bargaining groups and in 2022 began engagement sessions at all schools for partner input.

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

#### PROMPT TWO

##### Increased and Improved Services: Limited

Santa Clara County Office of Education and the Educational Services Division provide education for Alternative Education students who represent as: (a) 80% Low Income, (b) 33% English Learner, and (c) 1% Foster Youth. These student groups represent the 75% unduplicated count of students who receive Increased and Improved Services through LCAP Actions and Services. Increased and Improved Services for Low Income (Court only) English Learners, and Foster Youth are provided with a limited scope in order to ensure a focused approach to meeting student needs.

##### English Learner Students

(a) Santa Clara County Office of Education and the Alternative Education Department provides English Language Development (ELD) instruction for English Learners and engagement opportunities for families of English Learners. English Learners represent 33% of the students in the Alternative Education Department. At The Community School 20% of students receive ELD services and at the Court Schools 34.4% of students receive ELD services.

##### English Learner Students and Needs Assessment Findings

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

\* 2019 ELA CAASPP scores indicate that 5.56% of English Only students meet or exceed proficiency and 0% of English Learners meet or exceed proficiency in the Court Schools.

- \* 2019 ELA CAASPP scores indicate that 7.89% of English Only students meet or exceed proficiency and no data is available for English Learners due to small group size at the Community Schools.
- \* 2019 Math CAASPP scores indicate that 0% of English Only students meet or exceed proficiency and no data is available for English Learners due to small group size at the Court Schools.
- \* 2019 Math CAASPP scores indicate that 4.35% of English Only students meet or exceed proficiency and no data is available for English Learners due to small group size at the Community Schools.
- \* 2019 CA Accountability Dashboard indicates that 8.6% of English Learners are making progress on the ELPAC districtwide.
- \* 2019 CA Accountability Dashboard indicates that 6.39% of English Learners are making progress on the ELPAC at the Community Schools.
- \* 2019 CA Accountability Dashboard indicates that 34.2% of English Learners are making progress on the ELPAC at the Court Schools.
- \* 2019 CA Accountability Dashboard College and Career Indicators show that 0.7% of All Students are prepared and 0% of English Learners are prepared districtwide.
- \* 2019 CA Accountability Dashboard College and Career Indicators show that 2% of All Students are prepared and no data is available for English Learners due to low group size at the Court School.
- \* 2019 CA Accountability Dashboard College and Career Indicators show that 5% of All Students are nearing prepared and no data is available for English Learners due to low group size at the Community School.
- \* Numbers of English Learner students reclassified has increased from 0 to 5 at the Court School during the 2022-23 school year and 0-3 at the Community School during the 2022-23 school year.
- \* The barrier to reclassification for ELPAC eligible students in the Court and Community Schools is performance on local reading assessment.
- \* Due to low group numbers there is no comparison data for EL and All Students in the areas of: (a) graduation rate, (b) chronic absenteeism, and (c) suspension rate.

#### (b) Actions and Strategies to Meet the Needs of English Learners from a Limited Scope

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

3.5 Family Engagement for Families of English Learners This Action and Service provides for activities to provide parent education and family engagement opportunities for families of English Learners. Due to the unique needs of English Learners and dual language families, providing space for parent education and team building in traversing the educational system and also opportunities for families to attend activities and field trips will support engagement and increase literacy and achievement. This Action and Service is a continuation from the 2021-22 LCAP. Due to the unique needs of English Learners who also may be incarcerated and expelled, it was determined that focused attention to engaging families will build a culture of success for students. Because there are gaps in performance between English Learners and their English Only peers on the CAASPP, and with a goal of supporting students in achieving proficiency on the ELPAC as a means to reclassification, this targeted support will increase student achievement and graduation rates for English Learners and support families as they traverse the educational system. Metrics to be evaluated in support of this Action and Service include: (a) state and local reading and ELA assessments, (b) English Learner progress on English Language Proficiency Assessment (ELPAC), (c) College and Career Indicators

and percent prepared, (e) reclassification rates, and (f) graduation rate. Data to be analyzed will also include parent participation in meetings and family activities.

### (c) Metrics to Evaluate Limited Scope Programming for English Learners

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

### Foster Youth and Needs Assessment Findings

Foster youth represent 1% of students in the Community School. Because this student group is vulnerable and affected by transient situations and due to the enhanced social and emotional needs of foster children, a limited scope Action and Service is necessary to ensure that funding is set aside to support this group of students.

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

### 3.10 Materials to Support Homeless Foster Youth in Community Schools

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

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

The Increased and Improved Services allocation for the Santa Clara County Office of Education and the Educational Services Division is 4.13%. This Supplemental and Concentration portion of funding (\$1,245,121.00) is earmarked to support district foster youth (1%), English Learners (33%), and low income students (80%). These Increased Actions and Services are allocated in Goals 1-3 and 5 of the LCAP which focus on: (a) student academic progress, (b) student transition and graduation, (c) stakeholder engagement and (d) services for expelled (and incarcerated) students. The LCAP team was deliberate in ensuring that 4.13% of expenditures or more were earmarked specifically for unduplicated student groups with Increased and Improved Actions and Services for Low Income students (80%) who may also represent as English Learner (33%) and Foster Youth (1%) being provided schoolwide. Additional state and federal funding sources combine with LCFF funding sources to support the 80% identified unduplicated students and their families with a goal of student achievement and eliminating barriers to student success.

These Increased and Improved Services provide for a well-rounded educational program for Low Income students (80%) grounded in college and career readiness and pathways to graduation. We added two limited scope Actions and Services to provide for targeted strategies for foster youth as a means to provide supplies and English Learners and their families as a means to reach language proficiency. Because 85% of English Learners are long term- this limited scope will involve families in encouraging students toward reclassification. Because foster youth represent 1% of the student enrollment and are the most vulnerable youth we service, it is primary that we set aside funding for this group. Embedded throughout the Actions and Services designed to provide Increased and Improved Services are focuses on: (a) professional development for staff, (b) resource allocation and program implementation, and (c) partner engagement. The Actions and Services designated as Increased and Improved represent a through line process of analysis of data, planning, and resource allocation to support the unique needs of English Learners (33%), Foster Youth (1%) and Low Income students (80%). For the Educational Services team and our partners, this is a continuous process of grouping needs assessment, planning, and evaluation.

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,106,130.00	\$564,864.00		\$1,492,085.00	\$6,163,079.00	\$4,525,542.00	\$1,637,537.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Programs and Materials to Support Core Instruction	All				\$45,362.00	\$45,362.00
1	1.2	Professional Learning for Staff to Support Core and Supplemental Programs	All				\$139,815.00	\$139,815.00
1	1.3	Oversight for Title I Programming for Multi-Lingual Families	Students with Disabilities				\$14,634.00	\$14,634.00
1	1.4	Supplemental instruction for low income, English Learner, and foster youth.	Low Income	\$226,000.00				\$226,000.00
1	1.5	Professional Development for Staff Online Instructional Programs	Students with Disabilities				\$12,199.00	\$12,199.00
1	1.6	Academic Field Trips	Students with Disabilities				\$47,561.00	\$47,561.00
1	1.7	Access to a Broad Course of Study	Alternative Education All	\$2,861,008.00				\$2,861,008.00
1	1.8	Staff to support literacy, intervention, and library services for alternative education students.	Alternative Education Students All				\$211,103.00	\$211,103.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Professional Development to include: English Learner program support, teaching and learning training for civic engagement, ethnic studies, and environmental studies, and Inclusion Collaborative coaching.	Low Income	\$95,000.00				\$95,000.00
1	1.10	Online reading and math assessments will support academic success of low income, English Learner, and foster youth	Low Income	\$47,151.00				\$47,151.00
1	1.11	Supplies and materials will support academic needs of low income, English Learner, and foster youth	Low Income	\$12,626.00				\$12,626.00
2	2.1	Career technical education programs for low income, English Learner, and foster youth.	Low Income	\$269,266.00			\$15,800.00	\$285,066.00
2	2.2	Career technical education program supplies	Low Income	\$88,788.00			\$6,559.00	\$95,347.00
2	2.3	Staff Will Support College and Career Readiness and Pathways to Graduation	All				\$395,307.00	\$395,307.00
2	2.7							
3	3.1	Enrichment activities will support student engagement as	Low Income	\$190,783.00				\$190,783.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		increased and improved services for students.						
3	3.2	Enrichment activities will support student engagement.	All				\$75,000.00	\$75,000.00
3	3.3	Materials will support a well-rounded educational program for students.	All				\$21,253.00	\$21,253.00
3	3.4	Parent Engagement Activities	All				\$122,406.00	\$122,406.00
3	3.5	Family Engagement for Families of English Learners	English Learners	\$896.00				\$896.00
3	3.6	Mental Health Services	Low Income	\$87,030.00				\$87,030.00
3	3.7	Staff to Support Foster and Homeless Youth Transition Districtwide	All				\$181,673.00	\$181,673.00
3	3.8	Staff to support continuous improvement processes and parent engagement districtwide	All				\$36,178.00	\$36,178.00
3	3.9	Professional Development Creating a Positive School Climate	Students with Disabilities				\$97,096.00	\$97,096.00
3	3.10	Materials to Support Homeless and Foster Youth in Community Schools	Foster Youth	\$9,358.00				\$9,358.00
3	3.11	Activities will eliminate chronic absenteeism and provide parent outreach regarding attendance.	All Students with Disabilities				\$35,000.00	\$35,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.12	Activities to Support Positive School Climate	Students with Disabilities				\$31,353.00	\$31,353.00
3	3.13	Materials to Support Homeless and Foster Youth Districtwide	All				\$3,786.00	\$3,786.00
3	3.14	Operational costs will support increased and improved services for unduplicated students	Low Income	\$114,221.00				\$114,221.00
4	4.1	Build capacity within Santa Clara County districts to support foster youth.	Foster Youth All		\$256,891.00			\$256,891.00
4	4.2	Provide coordinated educational case management care for Santa Clara County foster youth.	Foster Youth All		\$256,891.00			\$256,891.00
4	4.3	Support Higher Education Transitions for Foster Youth	Foster Youth All		\$46,082.00			\$46,082.00
4	4.4	Support integrated data system to support foster youth.	Foster Youth All		\$5,000.00			\$5,000.00
5	5.1	Navigator position will provide transition services for students who exit Court School programs.	English Learners Foster Youth Low Income	\$104,003.00				\$104,003.00
5	5.2	Professional Development to Support Transition/Expelled Youth	Expelled and Incarcerated Youth					\$0.00
5	5.3	Transition Services Planning	Expelled and Incarcerated Youth All					\$0.00
5	5.4	Student Exit Surveys and Transition Plans	Alternative Education All					\$0.00

**2022-23 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
30,130,897	\$1,245,121.00	4.13%	0	4.13%	\$1,245,122.00	0.00%	4.13 %	<b>Total:</b>	\$1,245,122.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$10,254.00
								<b>Schoolwide Total:</b>	\$1,234,868.00

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 (%)
1	1.4	Supplemental instruction for low income, English Learner, and foster youth.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$226,000.00	
1	1.9	Professional Development to include: English Learner program support, teaching and learning training for civic engagement, ethnic studies, and environmental studies, and Inclusion Collaborative coaching.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$95,000.00	
1	1.10	Online reading and math assessments will support academic success of low income, English Learner, and foster youth	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$47,151.00	
1	1.11	Supplies and materials will support academic needs of	Yes	Schoolwide	Low Income	Specific Schools: Alternative	\$12,626.00	

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 (%)
		low income, English Learner, and foster youth				Education Grades 6-12		
2	2.1	Career technical education programs for low income, English Learner, and foster youth.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$269,266.00	
2	2.2	Career technical education program supplies	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$88,788.00	
3	3.1	Enrichment activities will support student engagement as increased and improved services for students.	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$190,783.00	
3	3.5	Family Engagement for Families of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Alternative Education Grades 6-12	\$896.00	
3	3.6	Mental Health Services	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$87,030.00	
3	3.10	Materials to Support Homeless and Foster Youth in Community Schools	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Community Schools	\$9,358.00	
3	3.14	Operational costs will support increased and improved services for unduplicated students	Yes	Schoolwide	Low Income	Specific Schools: Alternative Education Grades 6-12	\$114,221.00	
5	5.1	Navigator position will provide transition services for students who exit Court School programs.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alternative Education Grades 6-12	\$104,003.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$9,449,506.94	\$9,089,602.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development to Support Teaching and Learning for All Students	No	\$21,047.00	\$54,920.00
1	1.2	Support for Continuous Improvement and Inquiry Processes	Yes	\$225,888.00	\$111,388.00
1	1.3	Supplemental Programming to Support English Learners	Yes	\$29,004.00	\$30,000.00
1	1.4	A Broad Course of Study for Alternative Education students.	No	\$5,877,214.00	\$5,877,214.00
1	1.5	Staff Additional Hours to Support Professional Development	No	\$54,201.00	\$0.00
1	1.6	Support for Culturally Responsive Learning Environments	Yes	\$67,000.00	\$115,000.00
1	1.7	Salary and Benefits for Staff to Plan for EL Programming	Yes	\$5,000.00	\$0.00
1	1.8	Conference and Training Fees To Support Career Technical Education Staff	Yes	\$15,000.00	\$0.00
1	1.9	Additional Staff to Support Foster Youth in Alternative Education Programs	No	\$94,774.10	\$94,774.10
1	1.10	Additional Staff to Support Literacy for Alternative Education Programs	No	\$284,683.84	\$284,683.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Contracts to Support College and Career Readiness for Alternative Education Students	Yes	\$227,318.00	\$182,169.00
2	2.2	Support for Core Curriculum Replacement Materials and Textbook Adoptions	No	\$238,964.00	\$93,439.88
2	2.3	Staff Will Support College and Career Readiness and Pathways to Graduation For Alternative Education Students	Yes	\$469,199.00	\$372,860.00
2	2.4	Online Programs Will Support Diagnostics, Literacy, and Supplemental Instruction	No	\$9,679.00	\$10,821.50
2	2.5	Consumables and Materials to Support Career Technical Education Programs	Yes	\$209,100.00	\$315,688.00
2	2.6	Supplemental Educational Materials Will Support Academic Intervention and Literacy	No	\$39,090.00	\$45,032.31
2	2.7	Supplemental Materials Will Support Core Academic Instruction	No	\$47,867.00	\$45,162.00
3	3.1	Meaningful Activities Will Support Student Engagement	Yes	\$224,000.00	\$224,000.00
3	3.2	Parent Engagement	No	\$192,790.00	\$192,790.00
3	3.3	Activities To Engage English Learners and Families	Yes	\$95,056.00	\$71,212.00
3	3.4	Mental Health Services for Expelled and Trauma Informed Students	Yes	\$244,000.00	\$150,000.00
3	3.5	Materials to Support Foster Youth	No	\$1,000.00	\$2605.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Activities to Increase Family Engagement for Low Income Court Involved Students	No	\$7,972.00	\$27,175.84
3	3.7	Staff Support for Supplemental Programming for low income and EL Students to Include EL Programming, Parent Engagement, and Student Transition	Yes	\$200,285.00	\$200,285.00
3	3.8	Trainings to Support a Positive School Climate	No	\$50,593.00	\$69,600.00
4	4.1	Build capacity within Santa Clara County districts to support foster youth.	No	\$256,891.00	\$256,891.00
4	4.2	Provide coordinated educational case management care for Santa Clara County foster youth.	No	\$256,891.00	\$256,891.00
4	4.3	Support Higher Education Transitions for Foster Youth	No	\$0.00	\$0.00
4	4.4	Support integrated data system to support foster youth.	No	\$5,000.00	\$5,000.00
5	5.1	Transition Services	No	\$0.00	\$0.00
5	5.2	Professional Development to Support Transition/Expelled Youth	No	\$0.00	\$0.00
5	5.3	Transition Services Planning	No	\$0.00	\$0.00
5	5.4	Student Exit Surveys and Transition Plans	No	\$0.00	\$0.00



**2021-22 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)
\$962,725.00	\$975,529.00	\$975,529.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Support for Continuous Improvement and Inquiry Processes	Yes	\$45,888.00	\$45,888.00		
1	1.3	Supplemental Programming to Support English Learners	Yes	\$13,000.00	\$30,000.00		
1	1.6	Support for Culturally Responsive Learning Environments	Yes	\$55,000.00	\$115,000.00		
1	1.7	Salary and Benefits for Staff to Plan for EL Programming	Yes	\$5,000.00	\$0.00		
1	1.8	Conference and Training Fees To Support Career Technical Education Staff	Yes	\$15,000.00	\$0.00		
2	2.1	Contracts to Support College and Career Readiness for Alternative Education Students	Yes	\$182,169.00	\$182,169.00		
2	2.3	Staff Will Support College and Career Readiness and Pathways to Graduation For Alternative Education Students	Yes	\$96,339.00	\$0.00		
2	2.5	Consumables and Materials to Support Career Technical Education Programs	Yes	\$76,189.00	\$220,472.00		
3	3.1	Meaningful Activities Will Support Student Engagement	Yes	\$211,000.00	\$224,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Activities To Engage English Learners and Families	Yes	\$11,000.00	\$0.00		
3	3.4	Mental Health Services for Expelled and Trauma Informed Students	Yes	\$244,000.00	\$158,000.00		
3	3.7	Staff Support for Supplemental Programming for low income and EL Students to Include EL Programming, Parent Engagement, and Student Transition	Yes	\$20,944.00	\$0.00		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
30,106,384.00	\$962,725.00	0	3.20%	\$975,529.00	0.00%	3.24%	\$0.00	0.00%

# Instructions

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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



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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.



- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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