Santa Clara County Office of Education

LCFF Budget Overview for Parents

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

CDS Code: 43 10439

School Year: 2024-25

LEA contact information:

Teresa Shipp

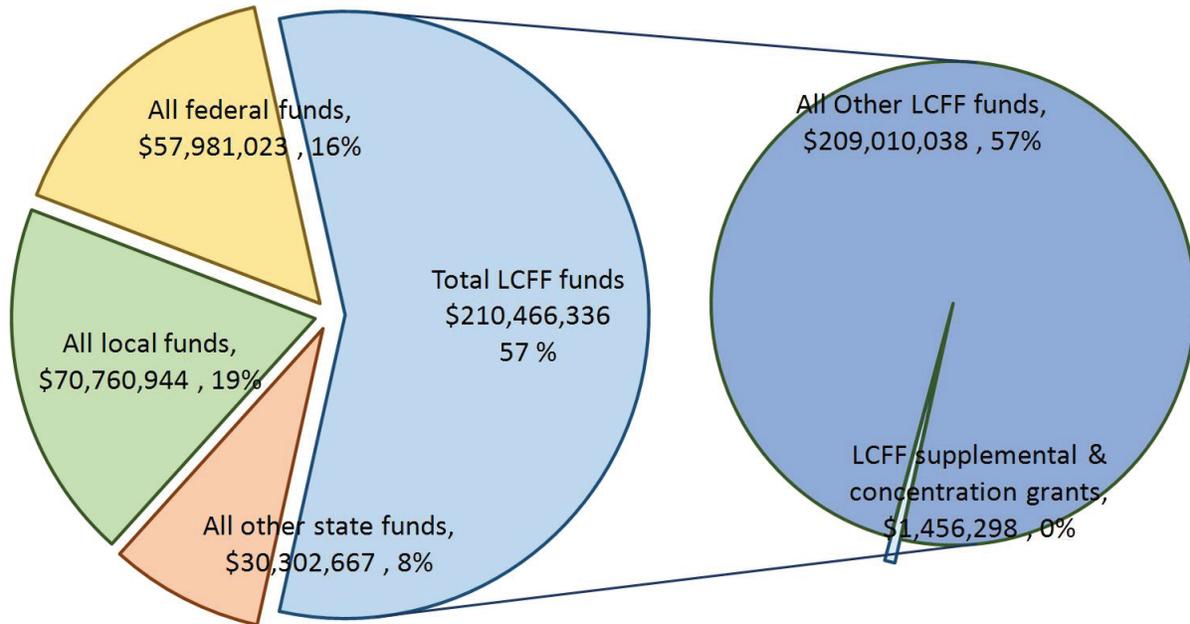Assistant Superintendent Educational Services Division

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(408) 453-6560

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $57,981,023 , 16%

All local funds, $70,760,944 , 19%

All other state funds, $30,302,667 , 8%

Total LCFF funds $210,466,336 57 %

All Other LCFF funds, $209,010,038 , 57%

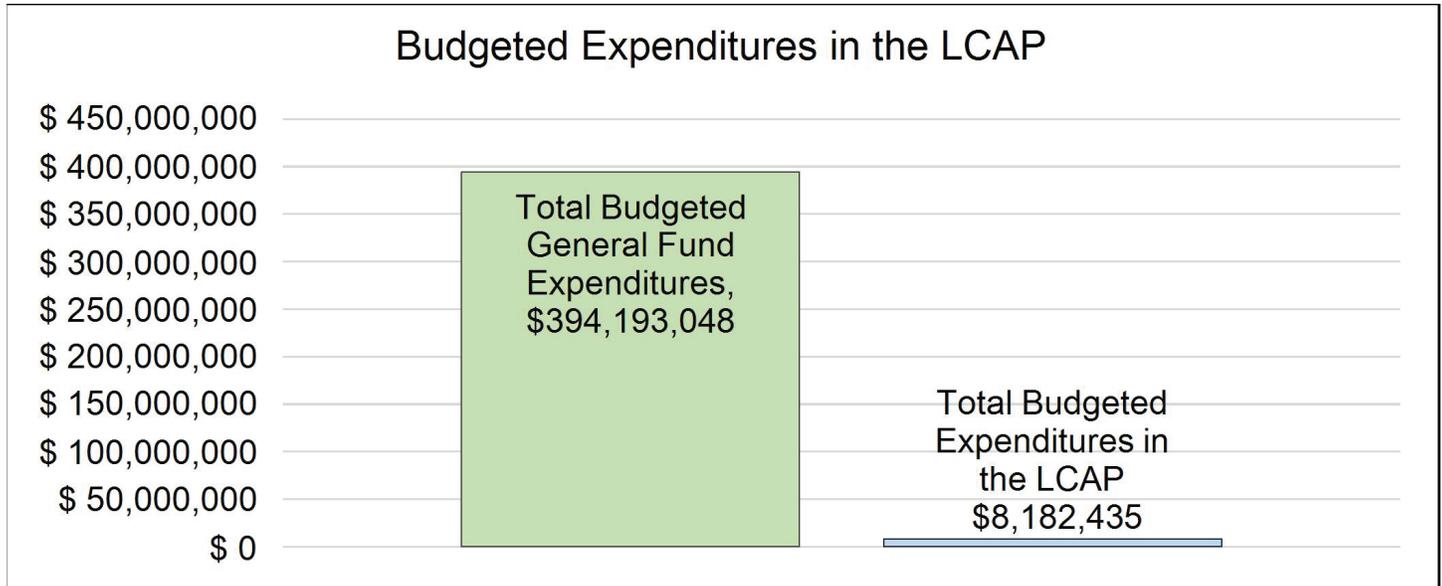LCFF supplemental & concentration grants, $1,456,298 , 0%

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 $369,510,970, of which $210,466,336 is Local Control Funding Formula (LCFF), $30,302,667 is other state funds, $70,760,944 is local funds, and $57,981,023 is federal funds. Of the $210,466,336 in LCFF Funds, $1,456,298 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.

Budgeted Expenditures in the LCAP

$ 450,000,000	
$ 400,000,000	
$ 350,000,000	Total Budgeted General Fund Expenditures, $394,193,048
$ 300,000,000	
$ 250,000,000	
$ 200,000,000	
$ 150,000,000	Total Budgeted Expenditures in the LCAP $8,182,435
$ 100,000,000	
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much Santa Clara County Office of Education (SCCOE) plans to spend for 2024-25. 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 $394,193,048 for the 2024-25 school year. Of that amount, $8,182,435 is tied to actions/services in the LCAP and $386,010,613 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
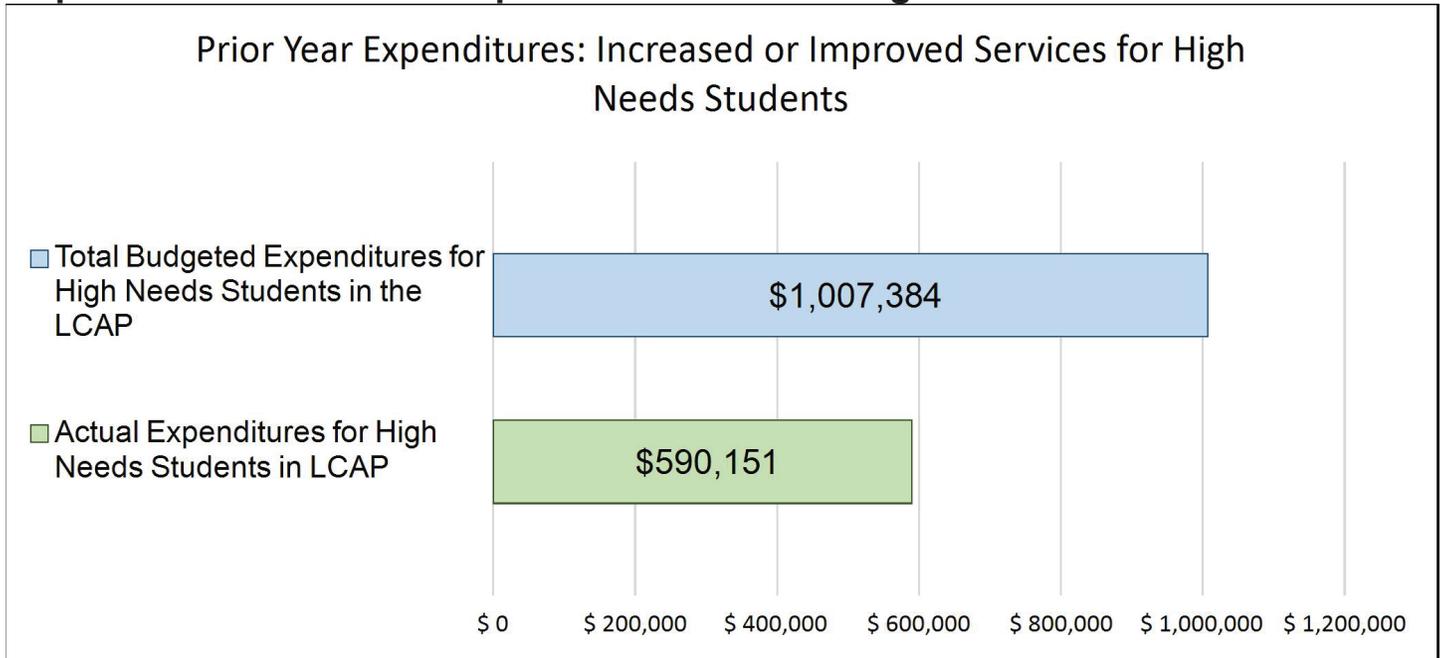
The Santa Clara County Office of Education (SCCOE) is a comprehensive education resource and service center with mandated fiscal, administrative, human resources, instructional oversight, administrative functions, and some direct student service functions. The direct student services provided to school districts include Special Education, Early Learning, Environmental Education, Alternative Education, Migrant Education and Opportunity Youth Academy (OYA). SCCOE also provides oversight and is the primary support for school districts in meeting assessment and accountability needs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Santa Clara County Office of Education (SCCOE) is projecting it will receive $1,456,298 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 $1,856,298 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: **$1,007,384**

Actual Expenditures for High Needs Students in LCAP: **$590,151**

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

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 2023-24, Santa Clara County Office of Education (SCCOE)'s LCAP budgeted $1,007,384 for planned actions to increase or improve services for high needs students. Santa Clara County Office of Education (SCCOE) actually spent $590,151 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-417,233 had the following impact on Santa Clara County Office of Education (SCCOE)'s ability to increase or improve services for high needs students:

Currently, The Santa Clara County Office of Education has a difference between the budgeted expenditures and the estimated expenditures; however, there is still a month left in the fiscal year during which these budgets will be updated and closed out.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara County Office of Education (SCCOE)	Teresa Shipp Assistant Superintendent Educational Services Division	tshipp@sccoe.org (408) 453-6560

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.

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	2020-21 100% of AED teachers are fully credentialed 100% of Special Ed teachers are fully credentialed.

2019 100% of students have access to textbooks as per Williams visit 2019. (No visit 2020 due to COVID-19)

2020-21 Facilities have a rating of "good". | 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 | 2022-23 100% of AED teachers are fully credentialed. 100% of Special Education teachers are fully credentialed. 100% of students have access to textbooks per Williams visits 2022. 100% of facilities have a rating of good per FIT rating 2022. | 2022-23 Teacher credential information is currently not available.

100% of students have access to textbooks per Williams visits 2023.

Facilities: Community School - Rating of Exemplary Court School- Overall rating of good,

Special Education Overall rating of Fair per FIT rating 2023. | 100% of teachers are fully credentialed. 100% of students have access to standards aligned materials. All facilities maintain a FIT rating of good. |
| English Language Learners Progress | SCCOE students showed 8% growth on | No data is available regarding ELPAC | 25.9% of SCCOE students showed | 42.2% of SCCOE students showed | 15% of students will show growth on the |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC SCCOE/CALPS ELPAC Alternate Assessment	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.	growth on the CA Dashboard. Alternative ELPAC is in progress and results will be reported in 2023. Update ELPAC % Proficient Level Four (No Data is available for 2019-20) 2018-19 SCCOE-3.93 Community-5.56 Court-13.73 Special Education-0 2020-21 SCCOE-2.73 Community-* (Small sub group) Court- 17.86 Special Education-0.27	growth on the ELPAC as evidenced by the CA School Dashboard 2022. ELPAC % Proficient Level Four 2021-22 SCCOE-6.03% Community-0% Court-5.56% Special Education-4%	growth on the ELPAC as evidenced by the CA School Dashboard 2023. ELPAC % Proficient Level Four 2022-23 SCCOE-12.12% Community-20% Court-5.56% Special Education-4%	ELPAC and ELPAC Alternate Assessment.
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	Reclassification rate is not posted as per Data Quest for 2021-22. Year to Date May 2022-23 Local Data Community School-1 Court School-0	The 2023-24 Reclassification Rate is 14.8% Court School Program: 13.6% Community School Program: 17.9% Special Education Program: 12.6%	Programs will show a reclassification rate of 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Community School-4 students Court School- 2 students Special Education-22 students	Special Education-26.8% (117 students)		
CAASPP Assessments Per CA Accountability Dashboard	CAASPP Current Baseline CAASPP 18-19 Special Ed ELA-3.70% Special Ed Math- 2% Court ELA-2.78% Court Math-0% Community ELA-8.79% Community Math-2%	CAASPP Scores 2020-21 Special Education ELA- 0% Meet and Exceed Special Education Math- 0% Meet and Exceed Court School ELA- 0% Meet and Exceed Court School Math- 0% Meet and Exceed Community School ELA- 8.70% Meet and Exceed Community School Math- 4.35% Meet and Exceed	CAASPP Scores 2021-22 Special Education ELA- 5.26% Meet and Exceed Special Education Math- 2.63% Meet and Exceed Court School ELA- 0% Meet and Exceed Court School Math- 0% Meet and Exceed Community School ELA- 10% Meet and Exceed Community School Math- 5.56% Meet and Exceed	CAASPP Scores 2022-23 Special Education ELA 4.88% Meet and Exceed Special Education Math 2.22% Meet and Exceed Court School ELA- data not provided Court School Math- 0% Meet and Exceed Community School ELA 11.37% Meet and Exceed Community School Math 11.63% Meet and Exceed	CAASPP Projected % of students who meet or exceed on CAASPP: (Increase by 2% annually) Special Ed- ELA-10% Special Ed Math- 8% Court ELA-9% Court Math-10% Community ELA-15% Community Math-10%
Local Reading Assessments	2021 Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed 2021-5.1	Reading Renaissance Star Update 2021-22 Grade Equivalency Court GE- 5.9 Community GE- 5.7 Special Education SANDI 2021-22	Reading Renaissance STAR Update 2022-23 Grade Equivalency Court GE-5.0 Community GE-5.1 Special Education 2022-23 SANDI	Reading Renaissance STAR Update 2023-24 Grade Equivalency Court GE - 6.4 Community GE - 7.5 Special Education SANDI assessment	Projected Grade Equivalency Reading is 8.0 on Renaissance STAR Reading Assessment. (An increase of 1% annually)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		# Tested 915 % Proficient= 3.65%	% Proficient-3.7	growth is measured annually, comparing fall and spring scores. Spring assessments have not yet been administered.	
Local Math Assessments	2021 Alternative Education Renaissance STAR Math Assessment Grade Equivalency Alternative Ed 2021-5.7	Math Renaissance Start Update 2021-2022 Grade Equivalency Court- 5.9 Community-5.5 Special Education SANDI 2021-22 # Tested 915 % Proficient 3.17%	Math Renaissance STAR Update 2022-23 Grade Equivalency Court-5 Community-5.1 Special Education SANDI 2022-23 % Proficient-3.2	Math Renaissance STAR Update 2023-24 Grade Equivalency Court GE - 6.6 Community GE - 7.5 Special Education SANDI assessment growth is measured annually, comparing fall and spring scores. Spring assessments have not yet been administered.	Projected Grade Equivalency Math is 8.0 on Renaissance STAR Math Assessment.
Student Credits Earned Per Transcripts	Percent of Long Term Students Who Earned 30+ Credits per Semester 2021 Baseline Court 100% 2021 Baseline Community- 75%	Percent of Long Term Students Who Earned 30+ Credits 2021-22 Court- 75% Community- 21%	Percent of Long Term Students Who Earned 30+ Credits 2022-23 Court-100% Community-45%	Percent of Long-Term Students Who Earned 30+ Credits 2023-24 Court-15% Community-35%	Projected that 100% of Long Term Students in Alt Ed earn at minimum of 30 credits per semester.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 - English Language Arts-162.3 Points Below Standard - Math- 238.4 Points Below Standard - English Learner Progress- Very Low- 8.6% Making Progress - College Career Indicator- 0.7% Prepared - Implementation of Academic Standards- Met	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 - English Language Arts-162.3 Points Below Standard - Math- 238.4 Points Below Standard - English Learner Progress- Very Low- 8.6% Making Progress - College Career Indicator- 0.7% Prepared - Implementation of Academic	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2022. SCCOE- 2022 Dashboard - English Language Arts-247.4 Points Below Standard - Math- 237.3 Points Below Standard - English Learner Progress- Very Low- 25.9% Making Progress - College Career Indicator- NA - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- 34.4%	Program wide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2023. SCCOE- 2023 Dashboard - English Language Arts 149.9 Points Below Standard - Math- 163.3 Points Below Standard - English Learner Progress- medium progress-42.2% Making Progress - College Career Indicator- Very low- 8.2% prepared - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- 37%	SCCOE- - English Language Arts-0 Points Below Standard - Math- 0 Points Below Standard - English Learner Progress- 100% Making Progress on ELPAC - College Career Indicator- 100% Prepared - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- Less than 3% - Graduation Rate- 90% - Access to a Broad Course of Study- Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Chronic Absenteeism Rate- 37% • Graduation Rate- 2019- 24.8% 2020-28.9% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate 2019- 4.3% 2020-1.9% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Court Schools- 2019 Dashboard	Standards- Met • Chronic Absenteeism Rate- 37% • Graduation Rate- 2019- 24.8% 2020-28.9% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate 2019- 4.3% 2020-1.9% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met	• Graduation Rate- NON DASS- 61.60% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate- 1.9% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Court Schools- 2022 Dashboard • English Language Arts-ND • Math- ND	Special Education- 1.5%, as students that have earned Certificates of Completion do not count toward the percentage indicated in the Dashboard. Certificate of Completion 100% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth Met • Suspension Rate- 4.1% • Basic Services Met • Parent and Family Engagement Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met	• Coordination of Services for Foster Youth- Met • Suspension Rate- Less than 3% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Court Schools • English Language Arts-0 Points Below Standard • Math- 0 Points Below Standard • English Learner Progress- 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- English Language Arts-172.6 Points Below Standard - Math- 258.9 Points Below Standard - English Learner Progress- Very Low- 34.2% Making Progress - College Career Indicator- 2% Prepared - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- NA Less Than 11 Students - Graduation Rate- 2019-61.2% 2020-58.9% - Access to a Broad	Santa Clara County Court Schools- 2019 Dashboard - English Language Arts-172.6 Points Below Standard - Math- 258.9 Points Below Standard - English Learner Progress- Very Low- 34.2% Making Progress - College Career Indicator- 2% Prepared - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- NA Less Than 11 Students - Graduation Rate- 2019-61.2% 2020-58.9%	- English Learner Progress- ND - College Career Indicator- NA - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- 0 - 2022 NON DASS Graduation Rate- 65.10% 2022 DASS Graduation Rate- 85.7% - Access to a Broad Course of Study- Met - Coordination of Services for Foster Youth- Met - Suspension Rate- 0 - Basic Services- Met	Santa Clara County Court Schools- 2023 Dashboard - English Language Arts-ND - Math- ND - English Learner Progress- 76.9% making progress - College Career Indicator- 13% prepared - Implementation of Academic Standards- ND - Chronic Absenteeism Rate- ND - Access to a Broad Course of Study- ND - Coordination of Services for Foster Youth- ND	Making Progress on ELPAC - College Career Indicator- 100% prepared - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- 0% - Graduation Rate- 90% - Access to a Broad Course of Study- Met - Coordination of Services for Foster Youth- Met - Suspension Rate- 0% - Basic Services- Met - Parent and Family Engagement- Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate- 2019-0 2020 -1% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Community Schools 2019-Dashboard • English Language Arts-No Data- Less Than 11 Students • Math- No Data- Less	• Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate- 2019-0 2020 -1% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Community Schools 2019-Dashboard • English Language Arts-No Data- Less Than 11 Students	• Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Community Schools 2022-Dashboard • English Language Arts-ND • Math- 253.5 Below Standard • English Learner Progress- 33.3 % Making Progress- No Level • College Career Indicator- NA • Implementation of Academic Standards- Met	• Suspension Rate- 0 • Basic Services- ND • Parent and Family Engagement- ND • Local Climate Survey- ND • Coordination of Services for Expelled Students- ND Santa Clara County Community Schools 2023- Dashboard • English Language Arts- ND • Math- 123.4 Below Standard • English Learner Progress- 28% Making Progress- No Level • College Career Indicator- 3.6% prepared	• Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Community Schools • English Language Arts- 0 points below standard • Math- No Data- 0 Points Below Standard • English Learner Progress- 100% making progress. • College Career Indicator- 100% Approaching Prepared • Implementation of Academic Standards- Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Than 11 Students • English Learner Progress- Very Low- 6.3% Making Progress • College Career Indicator- 5% Approaching Prepared • Implementati on of Academic Standards- Met • Chronic Absenteeism Rate- 56.7% • Graduation Rate 2019-65% 2020-44.4% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate-	• Math- No Data- Less Than 11 Students • English Learner Progress- Very Low- 6.3% Making Progress • College Career Indicator- 5% Approaching Prepared • Implementati on of Academic Standards- Met • Chronic Absenteeism Rate- 56.7% • Graduation Rate 2019-65% 2020-44.4% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met	• Chronic Absenteeism Rate- 71.5% • Graduation Rate 2022 NON DASS- 61% 2022 DASS Rate- 89.3% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate- 6% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County	• Implementati on of Academic Standards- ND • Chronic Absenteeism Rate- 43.6% • Access to a Broad Course of Study- ND • Coordination of Services for Foster Youth- ND • Suspension Rate- 10.7% • Basic Services -ND • Parent and Family- ND • Local Climate Survey- ND • Coordination of Services for Expelled Students- ND Santa Clara County Special Education 2023- Dashboard • English Language Arts 145.1	• Chronic Absenteeism Rate- Less than 3% • Graduation Rate-90% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate-Less than 3% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Special Education 2019-Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-23% 2020-8.3% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Special Education 2019-Dashboard • English Language Arts-58.2% Below Standard • Math- 79.1% Below Standard • English Learner Progress- Very Low- 4.8% Making Progress • College Career	• Suspension Rate- 2019-23% 2020-8.3% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Special Education 2019-Dashboard • English Language Arts-58.2% Below Standard • Math- 79.1% Below Standard • English Learner Progress- Very Low- 4.8% Making Progress	Special Education 2022- Dashboard • English Language Arts-131.7 Below Standard • Math- 139.4 Below Standard • English Learner Progress- Low 42.9% showing growth. • Implementati on of Academic Standards- Met • Chronic Absenteeism Rate- 62.1% • Graduation Rate- Non DASS-1.5% (Certificate of Completion Rate- 93%) DASS Grad Rate- 7.4% • Access to a Broad Course of Study- Met	Below Standard • Math- 165.6 Below Standard • English Learner Progress- Low 26.7% showing growth. College and Career- 0% prepared • Implementati on of Academic Standards- ND • Chronic Absenteeism Rate- 46.5% • Special Education- 1.5%, as students that have earned Certificates of Completion do not count toward the percentage indicated in the Dashboard.	• English Language Arts-0% Below Standard • Math-0% Below Standard • English Learner Progress- 100% making progress. • College Career Indicator- 100% Prepared • Implementati on of Academic Standards- Met • Chronic Absenteeism Rate-Less than 3% • Graduation Rate-90% • Access to a Broad Course of Study- Met • Coordination of Services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Indicator- 0% Prepared • Implementation of Academic Standards- Met • Chronic Absenteeism Rate- 36.7% • Graduation Rate 2019-0% 2020- 75% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate- 2019-4% 2020-1.7% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met	• College Career Indicator- 0% Prepared • Implementation of Academic Standards- Met • Chronic Absenteeism Rate- 36.7% • Graduation Rate 2019-0% 2020- 75% • Access to a Broad Course of Study- Met • Coordination of Services for Foster Youth- Met • Suspension Rate- 2019-4% 2020-1.7% • Basic Services- Met • Parent and Family Engagement- Met	• Coordination of Services for Foster Youth- Met • Suspension Rate- Less than 1% • Basic Services-Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met 2022 CA School Dashboard Updates SCCOE exited Differentiated Assistance- December 2022 2022 CSI- Court, Community, and Special Education qualified for CSI per 2022 School Dashboard for	Certificate of Completion 100% • Access to a Broad Course of Study- ND • Coordination of Services for Foster Youth- ND • Suspension Rate- 1.9% • Basic Services- ND • Parent and Family Engagement- ND • Local Climate Survey- ND • Coordination of Services for Expelled Students- ND 2023 CA School Dashboard Updates SCCOE exited Differentiated Assistance December 2022 2023 CSI- Court, Community, and Special Education qualified for CSI per 2022 School	for Foster Youth- Met • Suspension Rate-Less than 3% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Exit Differentiated Assistance as an LEA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Coordination of Services for Expelled Students- Met SCCOE Student Groups Eligible for Differentiated Assistance Per CA Accountability Dashboard December 2019 • 2019 All, EL, HI, SED, SWD- • 2020- Suspended	• Local Climate Survey- Met • Coordination of Services for Expelled Students- Met SCCOE Student Groups Eligible for Differentiated Assistance Per CA Accountability Dashboard December 2019 • 2019 All, EL, HI, SED, SWD- • 2020- Suspended 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	graduation rate.	Dashboard for graduation rate.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		from 100% to 73.3% Special Education-Change from 8.1% to 4.7%			
California Alternate Assessments (CAA) Per CA Accountability Dashboard	CAA Increase by 1% annually the % of students who meet Level III on the CAA Current Baseline CAA 2018-19 ELA- 6% Math-4%	CAA % of Students Annually Who Meet Level III 2020-21 ELA-5.71% Math-1.54%	CAA % of Students Annually Who Meet Level III 2022 ELA- 3.03% Math 1.78%	CAA % of Students Annually Who Meet Level III 2022 ELA- 0.78% Math 0.80%	Projected % of students who meet Level III on CAA (Increase by 1% annually) ELA-9% Math-7%
Participation Rates for SBAC to include CAASPP and CAA	Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 91.4% and ELA: 91.8% Alt Ed Participation Rate CAASPP Court- 94% Community- 79%	No Data Available. Participation Rate was waived for CAASPP and ELPAC for 2020-21	2021-22 Participation Rates SBAC and ELPAC SBAC ELA- 70% SBAC Math-68% ELPAC-76.8% Court SBAC ELA- 79% SBAC Math-79% ELPAC-63.4% Community SBAC ELA- 67% SBAC Math-60% ELPAC-96.2% Special Education	2022-23 Participation Rates SBAC and ELPAC SBAC ELA- 85% SBAC Math-86% ELPAC-90.9% Court SBAC ELA-63% SBAC Math-74% ELPAC-85.7% Community SBAC ELA- 90% SBAC Math-88% ELPAC-96.2% Special Education SBAC ELA- 72%	SCCOE programs will show a participation rate of 95% for state assessments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SBAC ELA- 71% SBAC Math-69% ELPAC-38%	SBAC Math-72% ELPAC-79.6%	

Goal Analysis

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

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

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

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

There were no material differences made for Goal one during the 2023-24 school year, and no material differences were made in actions/budget for increased and improved services for students in goal one.

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

These actions focused on academics were effective in meeting continuous goals. Programs continue to see an increase in the performance of students who receive English Language services on the ELPAC state assessment, and the number of students who are reclassified continues to increase. Reading and Math grade equivalency, as defined by local assessments, continues to increase. Students continue to show growth on state English Language Arts and Math assessments, and the percentage of students in alternative programs earning 30 credits per semester continues to show growth; however, due to the transient nature of the student population, percentages will vary. Action 1.1 was implemented to provide supplies for a broad course of study with supplemental materials to support students who receive English

language services, reading and math intervention, and career technical education programming. Actions 1.2, 1.5, and 1.9 were implemented to provide coaching to staff in supporting a broad course of study, intervention, and supplemental instruction, Actions 1.4 and 1.10 were implemented to provide supplemental online instruction, and Action 1.6 enabled engagement of parents in the academic program through communication and family activities. Action 1.3 was not completed, and the position was vacant and eliminated.

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 the 2024-2025 school year, Goal one was slightly changed due to reflections with staff and parent feedback. Goal one changed from addressing achievement gaps to addressing access and achievement gaps. Overall goal one has demonstrated effectiveness by student improvements on CAASPP, ELPAC, and other CA Dashboard indicator improvements. For the 24-25 school year the Dashboard Alternative School Status was added as a metric as an alternative way to measure graduation rate progress. Action items were added to expand dual enrollment and workability to promote achievement and address access and achievement gaps.

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.

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 2019-20 Special Ed: 0% of students met A-G.	2020-21 Court- 0% Community-59% 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.	Students Who Have Access to A-G Coursework 2022-23 Court-100% Community-100% Special Education-100% of Eligible Students per IEP	Students Who Have Access to A-G Coursework 2023-24 Court- 100% Community-100% Special Education-100% of Eligible Students per IEP	100% of eligible high school students will complete coursework aligned to A-G requirements.
% passing Advanced Placement	2020-21 AED: 0% of students are taking AP classes or exams.	2020-21 Court- 0% Community- 0% Special Education-1%	2021-22 Court-0% Community-4% Special Education-0%	2023-24 Less than 1%	100% of eligible students will pass Advanced Placement courses and test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 Special Ed: 0% of students passed AP classes or exams.				
% Early Academic Progress via CAASPP Grade 11	2018-19 CAASSPP AED: 0% of students demonstrated college preparedness (EAP). 2018-19 CAASPP Special Ed: 0% of students demonstrated college preparedness (EAP).	No data is available from CDE for this report for 2020-21	SCCOE EAP GRADE 11 2022 CAASPP ELA Level 4-0% Level 3-18.67% Level 3-32.00% Level 1-45.33% MATH Level 4-0% Level 3-2.74% Level 2-5.48% Level 1-91.78% Court EAP Grade 11 2022 CAASPP ELA Level 4-0 Level 3-0 Level 3-0 Level 1-0 MATH Level 0 Level 3-0 Level 2-0 Level 1-0	SCCOE EAP GRADE 11 2023CAASPP 2022-23 Exceeded Standard ELA 8% Math 6%	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
			Community EAP GRADE 11 2022 CAASPP ELA Level 4-* Level 3-* Level 3-* Level 1-* MATH Level 4-* Level 3-* Level 2-* Level 1-* Special Education EAP GRADE 11 2022 CAASPP ELA Level 4-* Level 3-* Level 3-* Level 1-* MATH Level 4-* Level 3-* Level 2-* Level 1-*		
# of students enrolled in Metro Ed (Silicon Valley CTE)	AED: Due to COVID-19, no students are enrolled in Metro Ed for 2020-21.	2021-22 No students participated in Metro Education courses during 2021-22.	2022-23 No students participated in Metro Education courses during 2022-23.	2023-24 No AED students participated in Metro Education courses during 2023-24	Alternative Education will enroll 3-7 students annually in Metro Ed courses to support career readiness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	For 2019-20 AED had 3 students enrolled.				
#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.	Mid Year 2022-23 61% of Communty School students completed online courses at 20% completion rate. (20% completion rate to accommodate partial credits) 3.5% of Court School students completed online courses, an increase from 0% in mid year 2021-22.. .08% of special education students enrolled and completed online courses.	2023-24 100% of Community School students Special Education students are completing all coursework in person. Students on the diploma track has available in-person credit recovery options.	100% of Alternative Education students will participate in blended learning in conjunction with distance learning and/or in class instruction.
# of Students using ITP/ICEV/& CTE	AED: 2019-20 Participation in CTE Courses Blue Ridge- 100% 2020-21 Participation in CTE Courses Blue Ridge- 33%	Participation in CTE Courses 2021-22 Court- 89% Community-4% ICEV Certificates Earned 2021-22 Mid Year Court-3 Community-0	Participation in CTE Courses for 2022-23 Court- 100% Community-0% No ICEV certificates Mid Year 2022-23 Work Certifications Mid Year 2022-23 Court-17	96% of Alternative Education students were enrolled in CTE Programs for Fall 2023. Current # of certificates earned: Osborne: 11 Food handler	Alternative Education 100% of students in long term placement will participate in Career and Technical Education courses. 100% of students in long term placement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ICEV Certificates Earned 2019-20 Court Schools 122 Certificates 2020-21 Court Schools 7 Certificates 2020-21 Community Schools 0 Certificates 2020-21 Special Ed: 100% of student have an Individualized Transition Plan (ITP) per IEP.	Work Certifications Court-71 Community- (Driver's Ed- 2) Special Education 100% of students have an Individualized Transition Plan (ITP) per IEP.	Community-0 Special Education 100% of students have an individualized Transition Plan (ITP) per IEP.	Blue Ridge: 45 food handler ICEV: 3 Construction: 16 Welding: 11 Forklift: 8 Special Education: 100% of students have an Individualized Transition Plan (ITP) per their IEP.	will have access to ICEV certification. 100% of Special Education students will have an Exit Plan.
School Attendance rates	2020-21 AED: attendance is currently at 85% in community schools and 99.6 % in the court schools. 2020-21 Average Special Education attendance rate during the is 88.7%.	2021-22 ADA Court- 99% Community-82% Special Education-78%	2022-23 ADA Court 100% Community-75.4% Special Education-86.6%	ADA: Court School: 100% Community School: 67.4% Special Education: 89.3%	Programs will maintain an attendance rate of 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of students engaged in work experience or workability programs	AED: approximately 28% of students enrolled in work experience classes during the 2020-21 school year. 2020-21 Special Ed: currently 200 students are actively in work experience, 291 are in job clubs, and 5 have transitioned to employment.	2021-22 AED 7 students have work permits Special Education 322 students enrolled in job clubs. 322 enrolled in Work Experience. 48 students employed.	2022-23 Mid Year Data Community School Work Permits-26 Special Education 186 students are enrolled in job clubs 186 students are enrolled in work experience 35 students are employed	Current # of students 27 Students in AED have work permits and 275 students with disabilities participate in workability.	Alternative Education will ensure that 50% of students who are eligible will obtain work permits and enroll in Work Experience as applicable. Special Education will ensure that 100% of eligible students participate in work experience or workability programs.
#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. 2020-21 Special Ed: all students have an ITP that illustrates post-secondary education planning.	2021-22 100% of Alternative Education students have a post secondary education plan. 100% of Special Education students have an Individual Transition Plan that illustrates post-secondary planning.	2022-23 of Alternative Education students have a post secondary education plan. 100% of Special Education students have an Individual Transition Plan that illustrates post-secondary planning.	2023-24 100% of Alternative Education students that are enrolled in Community Schools have a secondary education plan. Special Education: 100% of Special Education students have an Individual Transition Plan that illustrates post secondary planning.	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
% 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.	2022-23 22% of long-term Alternative Education students have completed Exit Surveys upon leaving the program.	100 % for Alternative Education Programs. Counselors continue to survey students upon completion of programming.	100% of Alternative Education students will complete the Exit Survey.

Goal Analysis

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

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

Goal two focuses on a career technical education program to support college and career readiness for alternative education students. No differences were made in Goal two during 2023-24. Successes for goal two include the implementation of additional career technical education programs, including culinary arts for community school students, virtual career experiences, and the expansion of existing pathways for detained students. Other successes include consistency in processes, which continue to contribute to sustaining college and career programming. Barriers to implementation are few. The major barrier to the implementation of planned actions for goal two was related to the receipt of additional funding through state grants, which resulted in funds being shifted from program development to supplies.

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

For goal two currently, the Santa Clara County Office of Education has a difference between the budgeted expenditures and the estimated expenditures; however, there is still a month left in the fiscal year during which these budgets will be updated and closed out.

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

The actions indicated in goal two were effective in progressing toward students' college and career readiness goals. All students now have 100% access to A-G coursework, and the percentage of students participating in Career Technical Education courses has increased. 100% of students have a plan of study to ensure college and career readiness through credit recovery, elective courses, and a broad course of study. Action 2.1 provided for programming implementation for career technical education programs. This action was implemented with fidelity, and any additional funds were shifted to purchase supplies for the program. Action 2.2 provides supplies and materials to support

career technical education, and this action was implemented. Action 2.3 provides for staffing to include college and career liaisons and a career technical education teacher at the juvenile hall. These positions were filled. This combination of actions has enabled students to participate in hands-on and virtual career technical education coursework, obtain industry certifications, and participate in career exploration. These actions also enable students to engage in future planning and to participate in online courses to support dual enrollment.

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

Since the goal has been effective, for the 2024-25 school year, the planned goal remains the same, but metrics and action items were adjusted based on partner feedback.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rates	2020-21 AED: attendance is currently at 85% in community schools and 99.6 % in the court schools. Special Ed: Attendance rate averaged at 88.7%.	2021-22 January 2022 Community Schools- 82% Court Schools-99% Special Education- 78%	2022-23 Community Schools- 75.4% Court Schools-100% Special Education- 86.6%	2023-24 ADA: Court School: 100% Community School: 67.4% Special Education: 89.3%	Programs will maintain 95% attendance rate.
Chronic Absenteeism	Chronic Absenteeism Per 2019 CA Accountability Dashboard- 37% of Santa Clara County Office of Education students are chronically absent.	Chronic Absenteeism Rate Data Quest 2020-21 SCCOE- 34.3% Community-71.1% Court-3% Special Education- 57.3%	Chronic Absenteeism 2021-22-Data Quest SCCOE 56.6% Community-71.5% Court-0 Special Education- 62.1%	Chronic Absenteeism Per 2023 CA Accountability Dashboard- 37% of Santa Clara County Office of Education students are chronically absent. Special Education: 46.5%	Chronic Absenteeism (Grades K-8) will move below 3% as indicated in CA Accountability Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Court: data not displayed for privacy Community: 43.6%	
High School Dropout Rates	4 Year Adjusted Cohort Drop Out Rate 2019-20 Court Schools- 39.7% Community Schools- 41.4% Special Education- 9.4%	4 Year Adjusted Cohort Drop Out Rate 2020-21 Data Quest SCCOE-24.1 Court- 32.4 Community-42.6 Special Education- 3.6	4 Year Adjusted Cohort Drop-Out Rate 2021-22 SCCOE-13.5% Court-20% Community-27.3% Special Education- 4.5%	4-Year Adjusted Cohort Drop-Out Rate 2022-23 Court Schools- 28.6% Community Schools- 21.4%	4 Year Adjusted Cohort Drop Out Rates Court Schools- Less than 5% Community Schools- Less than 5% Special Education- Less than 5%.
High School Graduation Rates	2019 Graduation Rates as Indicated in the CA Accountability Dashboard (DASS) Court- 61% Community-67% Special Education - 0% Incomplete data

2019-20 Graduation Rate Court School- 58.9% Community School- 44.4% Special Education- 75% | 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% | DASS Cohort Grade Rate 2022 SCCOE- 4/5 Year Cohort Rate=61% (DASS Not Published) Court-85.7% Community-89.3% Special Education- 7.4% (Certificate of Completion-93%) | 2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court- 66.7% Community-77.1% Special Education - 0%

Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 90.5% Community School- 100% Special Education- 21.3% | Maintain or increase graduation rate of 90% for CA School Dashboard. |
| Student Suspension Rates | Per 2019 CA Accountability Dashboard | Per 2020-21 Data Quest Reporting | Per 2022 CA Accountability Dashboard | Per the 2023 CA Accountability Dashboard | 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
	AED: the suspension rate for community schools is 23% and the court school is 0%. Special Ed: the suspension rate was 4%.	AED: Suspension rate 0% Special Education Suspension Rate- .2%	Court-0% Community-6% Special Education-1.4%	suspension rate Community schools: 23% Court school: 0%. Special Ed: 4%.	
Student Expulsion Rates	AED: the expulsion rate was 0.0%. Special Ed: the expulsion rate was 0.0%	2020-21 Per Data Quest reporting AED- Expulsion Rate- 0% Special Education- Expulsion Rate- 0% No expulsions 2021-22 school year.	2021-22 Explusion Rate Per Data Quest SCCOE-0% Court-0% Community-0% Special Education-0%	2022-23 AED Expulsion rate: Community - 0% Court - 0% Special Education- 0%	Maintain 0% expulsion rate for programs.
California Healthy Kids Survey	California Healthy Kids Survey Participation Spring 2020 Court-74% Community-78% Special Ed- 3%	California Healthy Kids Survey Participation Spring 2022 SCCOE Secondary Responses- 12%	CA Healthy Kids Survey Participation Spring 2023 SCCOE Secondary Responses-43%	No data available, survey results pending.	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	2021-22 LCAP Survey 590 Participated Parent Participation-28%	2022-23 LCAP Survey 381 Participated Parent Participation-23%	2023-24 LCAP Survey 389 Participated Parent Participation-11.57%	100% Staff Participation on LCAP Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent Participation 31%			Student participation: 23.39% Staff Participation: 63.23% Court School Survey; 77 participants; 55% of respondents were students. Community School; 44 participants; 55% students; 19% parents Special Education: 201 Participants; 91.54% Staff, 8.46% parents	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 Project/Parent Institute meetings	2020-21 AED and Special Ed, current level of participation is 3 to 4 parents attending for SSC and ELAC meeting and District level Parent Advisory and DELAC meetings. Special Ed: the Parent Institutes are currently averaging 14 parents attending.	2021-22 AED and Special Education, current level of participation is 5-6 parents attending School Site Council, ELAC, DELAC, and Parent Advisory Meetings. Parent participation has increased by 20% in 2021-22	2022-23 AED and Special Education continue to maintain number of parents attending governance and advisory meetings. LCAP Parent Advisory meeting participation has increased by an additional 20% for 2022-23.	2023-24 Current level of participation: AED ELAC and SSC: 10-15 parents attend Parent Advisory Committee: 9 Parents attending District English Learner Advisory Committee (DELAC): 2 parents Special Ed:	Increase participation in parent meetings by to 5-10 parents. Maintain average of 14 parents attending Parent Institutes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SSC and ELAC: average of 5 parents attending meetings.	
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	22% of long-term Alternative Education students have completed the Exit Survey.	100% of Alternative Education students participate in the Exit Survey. Counselors continue to have students complete exits surveys upon completion of programming.	100% completion of Exit Survey by Alternative Education students.
Middle School Drop Out Rate	0%	0%	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.	All students have access to a Broad Course of Study as defined in the 2022 CA Accountability Dashboard.	All students have access to a Broad Course of Study as defined in the 2023 CA Accountability Dashboard	Maintain access to a Broad Course of Study for all students.

Goal Analysis

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

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

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

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

For goal three currently, the Santa Clara County Office of Education has a difference between the budgeted expenditures and the estimated expenditures; however, there is still a month left in the fiscal year during which these budgets will be updated and closed out.

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

Goal three addresses partnerships with families and the community, as well as student engagement. Evidence of the successful implementation of this goal includes a decrease in Community School dropout rates as students are engaging and fulfilling their graduation plans. Additional evidence of the success of this goal is related to the increase in graduation rates as indicated in the Dashboard Alternative School Status (DASS). Parent participation in governance and enrichment meetings has increased districtwide. Actions 3.1, 3.2, and 3.12 provide for programs to support the enrichment of students through field trips, additional elective courses, and activities to support a positive school climate. Actions 3.4, 3.5, and 3.11 were implemented to support engagement, outreach, and training for parents and families. Staff members to support students who receive foster services, require therapy services, are unhoused, or are in need of social and emotional support are represented in Actions 3.6 and 3.7 and continue to support students with these needs. Action 3.8 provides for staff to support parent engagement, and 3.9 provides continual training for staff in engaging families. Actions 3.3, 3.10, and 3.13 provide for materials to support unhoused families and students receiving foster youth services. Action 3.14 provides for operational costs aligned to LCFF supplemental and concentration funding as a means to support increased and improved services for Alternative Education Students. These actions were implemented collectively, and the impact is reflected in the Goal three metrics to show that students are engaging with school, reaching graduation status, and benefiting from enrichment activities. Parents and families have also shown increased engagement, which is a benefit of these actions. The team will continue to reflect on increasing attendance and decreasing chronic absenteeism for 2024-25 LCAP.

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 the 2024-25 school year, the planned goal was revised based on staff and parent feedback to read " Foster relationships with educational partners to promote a positive, inclusive, and collaborative environment focused on student achievement." There were more metrics added to measure inclusivity and parent engagement. Action items were added to expand support for student mental health and wellness which was identified as a need by staff, parent and student feedback from input sessions, LCAP survey and advisory meetings.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide educational status and progress information to child welfare agency to minimize changes in school placement.	2020-21 Baseline will be established	2020-21 Santa Clara County Stability Rate per Data Quest is 70.5%	2021-22 Santa Clara County Stability Rate per Data Quest is 59.3%	2022-23 Santa Clara County Stability Rate per Data Quest is 58.5%	To be determined in Year One based upon data in 2021-2022 school year publication in Data Quest.
100% of LEA use of county data sharing tool, FosterVision.	2020-21 93% of Santa Clara County School Districts subscribe to Foster Vision dashboard.	100% of Santa Clara County school districts subscribed to Foster Vision during 2021-22 school year.	2022-23 100% of Santa Clara County LEAs subscribe to Foster Vision	2023-24 100% of LEA's, Santa Clara Child Welfare and Probation currently data share and subscribe to FosterVision	100% of Santa Clara County School Districts will maintain their data sharing responsibilities by subscribing to Foster Vision.
Increase the number of LEA's formulating actions in the LCAP to address the academic needs of students in foster care.	2020-21 As a baseline year, currently 0 districts formulate Actions and Services in their LCAPs to support students in foster care.	91% of local districts show actions which directly support academic and social and emotional needs of students in the LCAP. (21-22)	2022-23 80% of Santa Clara County LEA's service foster youth. Of the 80% LEAs who service foster youth, 100% indicate support which directly	2023-24 96% of local districts have identified actions or services for foster youth in their LCAP.	95% of Santa Clara County School Districts will create Actions and Services in the LCAP to support students in foster care.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			supports social and emotional needs of students in the LCAP.		
Increase the 4 year cohort graduation rate of youth in foster care county wide.	2019-20 4 Year Cohort Graduation Rate for youth in foster care countywide. 51%	2020-21 Foster Youth Four Year Cohort Graduation Rate for Santa Clara County (Data Quest January 2022) 46.3%	2021-22 Foster Youth Four Year Cohort Graduation Rate is 43.5% per Data Quest.	2022-23 The Foster Youth Four Year Cohort Graduation Rate is 56% per Data Quest in Santa Clara County	Increase 4 Year Cohort Graduation Rate for youth in foster care to 86% countywide.

Goal Analysis

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

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

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

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

There were no material differences between the budgeted expenditures for Goal four and estimated actuals. Goal four does not provide support for Increased and Improved Services for students as this goal is countywide.

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

The actions in goal four were effective in addressing the needs of LEAs and students and families of students receiving foster youth services within the county. For Action 4.1, The Foster and Homeless Service department hosted ten community of practice meetings for LEAs and charter schools in 23-24. The meetings were well attended, and 32 attendees from the county's 31 LEAs completed a needs assessment to drive the department's practice for improvement. Attendees reported the following countywide strengths: (a) Schools in our county have

systems and procedures in place to identify foster youth. (b) Our districts regularly address foster youth-specific resources and support in their Local Control Accountability Plan (LCAP). For Action 4.2, Over 500 cases received educational coordination in 23-24 to date. Action 4.3 Was successful in collaboration with the child welfare team; education-based CFT meetings were held with the youth, SCCOE foster youth managers, and the youth's support team to implement a higher education transition plan. Pivotal is our community-based partner that works with the SCCOE and child welfare to provide educational coaching and post-secondary planning support beyond the youth's school, as school stability often cannot be maintained during a youth's case with child welfare. Currently, over 120 youth are being served in our partnership for post-secondary planning between child welfare, Pivotal, and SCCOE.

Foster Youth Services continues to participate in the Foster Vision Dashboard (4.4), which provides countywide and real-time updates regarding the status of students receiving foster services. Goal four metrics provide a thorough line of success from planning to implementation of goals. 100% of Santa Clara County LEAs include goals regarding foster youth services in their LCAP. Plans continue to address graduation rates of students receiving foster youth services countywide.

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

Based on staff and parent feedback for the 2024-25 school year goal 4 was revised to "Support intervention/prevention programs for youth including justice engaged, foster youth, unhoused and students with disabilities to improve academic outcomes." The goal was revised in order to provide a combined support for student groups identifying as justice engaged, foster youth, students experiencing homelessness or students with disabilities. Goal 4 metrics and actions were revised to adjust to the revised goal.

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.

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 and remained in attendance. 15% of students did not complete their Rehabilitation Plan and dropped from the program.	2020-21 Community School Data Total Expelled students: (35) Total Expelled students who completed their Rehab Plan and returned to District: (8)-23% 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%	2021-22 Community School Data Total Expelled Students: 55 Total Expelled students who completed their Rehabilitation Plan and returned to District: (24) 44% Total Expelled students who graduated: (7) 13% Total Expelled students who did not complete their Rehabilitation Plan and remained at Community Schools: (15) 27% Total Expelled students who did not complete their Rehabilitation Plan,	During the 2023-24 school year, 72 expelled students were enrolled at the Community School. 32% of the students completed their Rehabilitation Plan. 5.5% of students did not complete their Rehabilitation Plan and remained in attendance.	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
		(3 transitioned to other SCCOE schools and 10 did not enroll elsewhere)	but did not return to Community Schools: (9) 16% (5 transitioned to other SCCOE schools and 4 did not enroll elsewhere)		
High School graduation rates	The CA Accountability Dashboard requires a graduation rate of 67% for District Alternative Dashboard (DASS) targets. Court School Graduation Rate. 2019-61% 2020-50.8% Community School Graduation Rate 2019-65% 2020- 48.3%	2021 Graduation Rate (DASS) per CA Accountability Dashboard Court- 64.7% Community-73.3% SCCOE-81.5%	4 Year Cohort Graduation Rate SCCOE-61.6% 2021-22 DASH GRAD Rate Community-89.3% Court-85.7%	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court- 66.7% Community-77.1% Special Education - 0% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 90.5% Community School- 100% Special Education- 21.3%	Aspire to graduation rate of 90% for Alternative Education seniors.
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	2021-22 Memorandum of Understanding 16 School Districts with 100+ allotments.	2022-23 Memorandum of Understanding 20 school districts with 91 allotments.	2023-24 Memorandum of Understanding 19 school districts with 120 allotments	Partner with 32 Santa Clara County districts to provide services for expelled youth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Clara County Alternative Education participated in a Memorandum of Understanding with 17 school districts for a total of 77 seat allotments.				
Monthly meetings with district partners to facilitate services for expelled students	Ten districts continued to participate virtually in monthly Alternative Education meetings during the 2020-21 school year.	2021-22 12-15 Santa Clara County School Districts participate in monthly Alternative Education meetings.	2022-23 An average of 10 school districts are represented each month at District Representative Meetings.	2023-24 An average of 8-12 school districts are represented each month at the District representative meetings	Meet with representatives from 32 districts in the county to support expelled youth and transition services.

Goal Analysis

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

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

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

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

There are no material differences between budgeted expenditures in Goal five and actuals. Goal five contributes to increased and improved services for students, and there is no material difference between actual and intended expenditures.

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

Actions in goal five were implemented with fidelity. Action 5.1 supports the position of a Navigator who works with detained students and their families to ensure a smooth transition back to their home school or school of best fit. Actions 5.2 and 5.3 reflect a continuous process of collaborating and providing training and support for county LEAs. Action 5.4 was an area of focus for 2023-24 and will continue to be an area of focus in 2024-25. DASS metrics reflect that the dropout rate has decreased, and local metrics reflect that students who exit programs are enrolling in their district of residence in a timely manner. The percentage of students facing expulsion who complete a Rehabilitation plan as required by the CA Education Code has increased, as has the percentage of students who graduated. The Dashboard Alternative School Status (DASS) shows an increase in the one-year graduation rate for students, and the number of LEAs who have signed a Memorandum of Understanding with the program has increased. This collective process of communication, training, and hands-on interaction with families and local districts has enabled goal five metrics to continue to show growth and benefit students.

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

For the 2024-2025 school year, based on staff and parent feedback, goal five was merged with goal 4 in order to provide a combined support for student groups identifying as justice engaged, foster youth, students experiencing homelessness or students with disabilities. For the 2024-25 school year goal 5 will be the Equity Multiplier Goal for Court schools, focusing on increasing the graduation rate of socio-economically disadvantaged students. The metrics added include a graduation rate dashboard, Dashboard Alternative School Status (DASS) Graduation Rate, percent of socio-economic disadvantaged students participating in credit recovery, and high school dropout rate. The action items added to support Goal 5 include a Navigator position to support transition services, credit recovery programs/support, support for arts and music programming, and support to expand CTE pathways in an effort to engage students.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Santa Clara County
Office of Education

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara County Office of Education (SCCOE)	Teresa Shipp Assistant Superintendent Educational Services Division	tshipp@sccoe.org (408) 453-6560

Plan Summary [2024-25]

General Information

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

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

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

Court School Programs
Alternative Education serves youth currently incarcerated, grades 6-12 at Osborne School within Santa Clara County Juvenile Hall in San Jose and grades 8-12 at Blue Ridge School at James Ranch in Morgan Hill. Students reside in the facilities during and after court placement, and the SCCOE provides educational services within the institutions, including a core academic program to support graduation

and career technical education. Students placed at James Ranch remain for long-term placement. Teaching is provided to students through in-person, direct instruction. The Court School Program received the lowest performance level indicator for graduation rate, and the student group that received the lowest performance level indicator was socioeconomically disadvantaged students.100% of the students in the Court School Program identify as low-income. Due to these performance indicators, the Court School Program qualified for the equity multiplier goal. This goal in the LCAP strives to improve the graduation rate of socioeconomically disadvantaged students by June 2027. The program will work on student engagement and improvement through credit recovery, developing art and music programs, and expanding CTE pathways. The Edgenuity learning platform is offered as credit recovery for students to accelerate learning. In addition, students participate in career technical education coursework and job certifications through online programming. Students at James Ranch are also able to participate in career pathway courses related to building construction, culinary arts, and horticulture. Students who are incarcerated and who graduate while attending the SCCOE programs are offered vocational coursework toward career readiness and the ability to enroll in local community colleges through online courses.

Community School Program
SCCOE Alternative Education also provides services for students from local districts in grades 6-12 who have been referred due to (a) expulsion, (b) attendance, or (c) social and emotional needs. Sunol Community School and South County Community School provide a complete instructional program for students. Both programs also offer support for students in meeting rehabilitation plans, preparing them for a successful return to their district of residence. This support includes (a) counseling, (b) tutoring, and (c) community involvement, as well as access to Silicon Valley Career Technical Education (CTE) courses and college credit courses as requested.
Sunol Community School also offers independent study for students in grades 6-12. Students participate in the program through referrals from local districts. Students may request referral based upon (a) mental health or social-emotional issues, (b) a desire to accelerate credit accumulation for graduation, or (c) referral due to non-attendance. Some may, at times, be placed in the independent study program after release from incarceration. Students participate in independent learning and meet with teachers for a minimum of one hour per week. Students have access to a full range of A-G courses and also have the option to participate in dual enrollment with local community colleges or participate in Silicon Valley Career Technical Education courses. 54.4% of students in independent study experience low socioeconomic status, 20% receive services as English Learners, and there are no foster youth or students with disabilities currently enrolled in the program. The unduplicated count for the Independent Study Program is contained within the unduplicated count for the Santa Clara County Community School.

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

Special Education Program
The County Operated Special Education program does not contribute to the unduplicated count of students or receive funding from the Local Control Funding Formula. Student data collected for these programs is reported to each student's district of residence.
Student enrollment in the Santa Clara County Office of Education's special education program is as follows: (a) 50% of students identify as low-income, (b) 37% of students identify as English Learners, and (c) less than 1% of students receive foster youth services. 100% of

students have an Individual Education Plan (IEP), and the breakdown of students represented by identified ethnicity is: (a) 4% African American, (b) 30% Asian, (c) 44% Latinx, and (d) 15% White. The Santa Clara County Office of Education's special education program serves students at 47 school sites in 113.5 classrooms. The department serves as a partner with the county's 31 public school districts and 60 charter schools to serve students with disabilities.

Foster Youth and Foster Youth Services Coordinating Program
The Santa Clara County Office of Education's Foster Youth Services Coordinating Program (FYSCP) provides technical support to districts to ensure students involved in the foster care system receive direct services from their home school districts. Services are designed to address their vital educational and social-emotional needs. The FYSCP technical support includes providing guidance and building the capacity of (a) schools, (b) school district staff, and (c) district liaisons regarding the various educational laws and practices that protect the rights of students in foster care. The FYSCP also provides resources specific to the educational success of students in foster care. The FYSCP works in collaboration with (a) community-based organizations, (b) the Department of Family and Children's Services, and (c) other agencies that work to improve the lives of students in foster care. The FYSCP coordinates educational services and opportunities and supports all foster youth countywide, including those enrolled in SCCOE's Alternative Education and Special Education programs. The FYSCP works in collaboration with (a) school districts and charter schools, (b) child welfare services,(c) juvenile court, (d) Probation, (d) community colleges, and (e) the Department of Family and Children's Services to improve educational outcomes for foster youth. Services provided include (a) immediate enrollment, (b) identifying, coordinating, and referring for services, (c) gathering and reviewing school records, (d) accessing completion of partial credit and/or credit recovery, and (e) assisting with post-secondary education preparation including providing resources to youth placed in Santa Clara County from other counties. Furthermore, FYSCP provides technical support and professional learning to all LEAs and Charters as it pertains to laws, practices, and rights that protect students in foster care.

Reflections: Annual Performance

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

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

For the 2023 CA Dashboard, the SCCOE received the lowest performance level indicator for chronic absenteeism. The SCCOE also received a lowest performing level for Suspension rate of the student sub group students with disabilities and low performing level for College and Career Indicator for student subgroups of socioeconomically disadvantaged and Hispanic students. The SCCOE has incorporated action items in the Local Control Accountability Plan (LCAP) to address chronic absenteeism, suspension rate of students with disabilities and College and Career Indicators for Hispanic and socioeconomically disadvantaged students. Goals and actions to improve student attendance through engagement for all programs was also incorporated in the LCAP.

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

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

The County Operated Special Education program received the lowest performance level indicator for graduation rate, and the student group that received the lowest performance level indicator was socioeconomically disadvantaged and students with disabilities. The program also received a low performing level for English Language Arts, Math and College and Career Readiness. Within English Language Arts the student subgroups that received lowest performance levels were English Learners, Socioeconomic disadvantage, and Hispanic students. For Math the student subgroups that received the lowest performance levels were English Learners and Socioeconomic disadvantaged. In College and Career Readiness the student subgroups that received lowest performance levels were Socioeconomic disadvantaged and students with disabilities. The SCCOE is currently working on addressing the graduation rate for students with disabilities and will be starting an alternative pathway to a diploma. The goal of SCCOE is that with the development of an alternative pathway to a diploma, more students with disabilities will be able to graduate, thus improving the graduation rate.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

The various divisions within the Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) work collaboratively to support eligible schools in developing Comprehensive Support and Improvement (CSI) Plans. CSI planning is aligned with district processes for annual updates to the Local Control Accountability Plan (LCAP) and School Plans for Student Achievement (SPSA). As a division of the SCCOE, the ESD also benefits from support from the SCCOE Department of Continuous Improvement and Accountability as requested by programs. Notification of the allocation of Comprehensive Support and Improvement funds is provided to school programs annually by the ESD. Each school program then meets with the School Site Council to review local and state data related to student performance and, in particular, CA School Dashboard indicators. The School Site Council is composed of (a) parents, (b) certificated and classified staff, (c) students, (d) school administration, and (e) community partners. Members of the School Site Council represent Students with Disabilities and students who receive English learner services. The School Site Council makes recommendations for spending, and this is contained in the School Plan for Student Achievement (SPSA) after the School Site Council's approval. The SPSA is approved annually by the Santa Clara County Office of Education Board of Education. A process of continuous improvement enables programs to frequently review progress data and expenditures to ensure funds are meeting the needs of students and developing high-quality programs and systems. Areas of support include a focus on student engagement, climate, and processes to support a well-rounded academic program with an emphasis on college and career readiness. Another primary focus is parent and family engagement as a means to support student growth and pathways to graduation. Student individual needs are addressed with the goal of graduation and college and career skills. Through analysis of strengths and areas for growth, the ESD supports programs in identifying actions and services to support pathways to graduation for students.

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

layer of support. The ESD team continually evaluates progress in funding and resource allocation through quarterly categorical meetings. These meetings include an analysis of funding and spending for CSI.

County Operated Special Education Program
Although Special Education receives CSI funding, the County Operated Special Education program enrollment does not weigh into the LCFF unduplicated count, and County Operated Special Education does not receive LCFF funding. The county-operated Special Education Program qualifies for CSI for the 2024-2025 school year due to low graduation rate. The Special Education program shows a graduation rate of 0% but also shows a Certificate of Completion rate of 100% and a Dashboard Alternative School Status (DASS) graduation rate of 21.3%.

Through a needs assessment, the Special Education Department and the School Site Council have determined that in order to address the graduation rate, they will select and implement research-based interventions/strategies/ activities to support the academic, social, and emotional needs of students as they meet graduation and IEP goals. These strategies include (a) professional development for staff in implementing supplemental educational programs to address academics and social and emotional learning, (b) staff coaching to implement Positive Behavior Interventions and Support (PBIS), (c) structures to support PBIS implementation, (d) workshops and webinars for students and parents to learn about the new alternative pathway to diploma, and (e) opportunities for students and their families to engage in vocational planning and learn about colleges, college application requirements, and application strategies.

Court School Program
The Court School Program shows a graduation rate of 66.7% on the CA School Dashboard with a DASS one-year graduation rate of 90.5%Through a needs assessment, the Santa Clara County Court Schools and the School Site Council have determined that in order to address the graduation rate, they will select and implement research-based interventions/strategies/and activities to support student literacy and Career Technical Education programs. These strategies include (a) Professional Learning Community coaching and facilitation to support instruction of students receiving English language acquisition services, (b) Professional Learning Community coaching and facilitation to support the implementation of a broad course of study with emphasis on ethnic studies, civic engagement, and environmental studies, (c) materials and supplies to support expansion and sustainability of Career Technical Education programs, (d) materials and supplies to enhance supplemental literacy and library initiatives, and (e) software to support college and career planning for students.

Community School Program
The Community School Program shows a graduation rate of 77.1% on the CA School Dashboard with a DASS graduation rate of 100%. Through a needs assessment, the Santa Clara County Community Schools and the School Site Council have determined that in order to address the graduation rate, they will select and implement research-based interventions/strategies/and activities to support Career Technical Education, a broad course of study, academic intervention, and college and career readiness. These strategies include (a) Career Technical Education expansion and sustainability building through materials and supplies, (b) materials to enhance student supplemental intervention programming to include supplemental support for students receiving English language acquisition services, (c) materials to supplement hands-on science instruction, and (d) software to support college and career planning for students.

Research-Based Interventions Used to Support Planning
The ESD utilizes research-based interventions to support the planning and implementation of the CSI Plan. ESD follows a process of continuous improvement and utilizes state-approved and research-based processes when planning. Programs utilize root cause analysis and strategic planning to guide budget development and strategic plans. The ESD also benefits from planning support from SCCOE internal

assessment and accountability partners and utilizes improvement science to guide processes. These systems support CSI planning toward a well-rounded student program grounded in research-based strategies. Parent and family input is an integral part of the process.

Monitoring and Evaluating Effectiveness

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

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) participate in a process of continuous improvement that supports the monitoring and evaluation of the Comprehensive Support and Improvement (CSI) Plan. The CSI Plan is revised annually in conjunction with state guidelines and district planning processes. The ESD has a defined process of continuous improvement, which involves (a) data analysis and monitoring, (b) educational partner input structures, and (c) alignment of monitoring and evaluation processes with resource allocation and budgeting. This process is continual and systemic and includes alignment of Local Control Accountability Plan (LCAP) goals with School Plans for Student Achievement (SPSA) at the program level, as well as the Master Plan for English Learners and the Comprehensive Support and Improvement (CSI) plan. The CSI Plan for Court, Community, and Special Education programs for 2024-25 addresses the graduation rate.

Program Evaluation The structures above provide an opportunity for data analysis and program evaluation when the budget is developed and as a continual process. Data analysis includes the areas of (a) student enrollment, (b) attendance and absenteeism, (c) student academic outcomes in reading and math, (d) graduation rate, (e) suspension rate, and (f) college and career readiness. The CSI Plan is a part of this program evaluation and monitoring process. CSI funds are used to provide supplemental support for LCAP goals aligned with CA School Dashboard needs. As goals and data are analyzed annually during budget development processes, the value and quality of CSI interventions are also evaluated and modified as needed. CSI funding is used collectively with other state and federal funds to provide a well-rounded program to support student needs. Structures are in place to review expenditures and goals quarterly. For the 2024-25 school year, the County Operated Special Education, Court, and Community School programs will participate in CSI.

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	Parent Advisory Committee (PAC) meetings are held monthly throughout the year. Topics provide parents and guardians an opportunity to (a) review state and local data to include CA School Dashboard results and the local LCAP survey, (b) analyze goals and budget priorities as defined in the LCAP, and (c) articulate the needs of students through collaboration and recommendations. The Parent Advisory Committee weighs into LCAP planning processes and has a voice in identifying priorities through input, surveys, and at the LCAP Public Hearing. During the 2023-24 school year, ten parents regularly attended the monthly PAC meetings. Both Alternative Education and Special Education parents are represented in the meetings.
Staff (Teachers, Administrators, other personnel)	During the 2023-24 school year, site administrators facilitated LCAP input sessions with parents and staff from each school. Input sessions facilitated by principals include staff who represent classified and certificated bargaining units. Engagement sessions were held in the Spring of 2024. These meetings, hosted by principals with their staff and parents, provided additional opportunities for feedback regarding LCAP priorities. An average of 12 staff members per meeting participated in the LCAP input sessions either through Cafecitos/ Coffee Chats, School Site Council, or ELAC.
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) reviews three-year trends in state and local data regarding (a) attendance, (b) suspension, (c) academic outcomes, (d) graduation rate, and (e) progress toward college and career readiness. The data is disaggregated by (a) ethnicity, (b) student group, and (c) location. In

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

Educational Partner(s)	Process for Engagement
	student groups. Data reviewed includes three-year trends in state and local data regarding (a) attendance, (b) suspension, (c) academic outcomes, (d) graduation rate, and (e) progress toward college and career readiness. In addition, data is disaggregated by (a) ethnicity, (b) student group, and (c) location.
Local Bargaining Units	Bargaining unit members, both classified and certificated, are included in the LCAP survey and program-based input sessions as a means of including bargaining unit representation and input. Responses are disaggregated by participant type. During the 2023-24 school year, site administrators facilitated LCAP input sessions with parents and staff from each program. Input sessions facilitated by principals include staff who represent classified and certificated bargaining units.
Special Education Local Plan Area	The Special Education Local Plan Area reviewed the LCAP and provided input during the LCAP consultation meetings held on May 20th and May 21, 2024.
Students	Students provided input through the online LCAP survey and the California Healthy Kids Survey. The surveys were administered to students in grades 6-12 in the Spring of 2024. Students indicated that they appreciate their teachers, their school programs and believe they have adults at school who care about their well-being. CA Healthy kids survey results are pending but 158 students participated.

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

The SCCOE and ESD continue to refine the services and support provided to programs and educational partners in building a system of continuous improvement. The ESD leadership has a dedicated vision to ensure all educational partners are valued, and opinions are respected. Communication avenues and structures for input are consistently refined to meet the needs of staff and families. Transparency is a goal, and the ESD desires that educational partners not only provide input but also see that input is valued and implemented as much as possible. A tone of respect and flexibility provides safe spaces for individuals to provide feedback, and various venues are available for input. Data is shared readily, and systems are in place to ensure that state and local data is available and reflective of all groups in a timely manner. Budgeting processes are collaborative, and funding is guided toward student needs and equity in opportunity. The ESD continues to benefit from support from the SCCOE Professional Learning and Support Division and the SCCOE Curriculum, Assessment, and Instruction network as experts and coaches. Sustainability is built through the training of administrators and teacher leaders as new systems are implemented. Parent leadership is encouraged, and decisions are made to reflect the needs of the whole child as defined in the CA School

Dashboard. The programs within the ESD are diverse and grounded in specific needs. The ESD works to support program-level decisions grounded in LCAP goals related to (a) academic achievement and college and career readiness, (b) student and family engagement, and (c) student transition and support. Through both consistency and communication, the ESD continues to refine processes to implement continuous improvement and support as a means for planning at all levels of the organization. CSI planning is a part of this process.

The 2024-25 Local Control Accountability Plan (LCAP) reflects the recommendations of educational partners.

Goal one provides for the academic progress of students. Goal one reflects recommendations from partners to include (a) positive behavior interventions and support training for staff, (b) training for staff to implement online learning programs, (c) training for staff in using a variety of technology devices and apps, (d) training for staff to implement culturally responsive teaching and learning and inclusion, and (e) training for staff in implementing environmental literacy, ethnic studies, and civic engagement. Also, in goal one, recommendations from partners that are included in the LCAP include (a) the addition of addressing access gaps, (b) online academic programs for learning acceleration for students, (c) supplemental support for English Learners and Long Term English Learners (LTELs), and (d) materials to support student literacy. These recommendations were reflected in input sessions, on the LCAP survey, and by the Parent Advisory Committee. Goal one, which is to focus on academic achievement, supports improving the graduation rate for all students.

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

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

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

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

The Districts of Residence are accountable and responsible for addressing special education disproportionality. Therefore in accordance with state regulations and CDE guidance, the determination was made to continue to address disproportionality of student referrals to county

operated programs for special education in collaboration with special education partners who contribute to the County Operated Special Education program and to not include this action in the LCAP.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA developed this goal in partnership with parents and staff to ensure that students are provided with a well-rounded academic program that leads to a high school graduation. Goal one addresses basic academic needs, intervention, and literacy for all students. Another aspect of this goal addresses support for methods to assess student needs and provides supplemental support with an emphasis on technology-based supplemental learning and literacy. Goal one provides staff training on best teaching practices and implementation of academic programming, as well as additional coaching and support for teaching and learning. This goal extends the focus on teaching and learning to support students in accessing curriculum, obtaining credit recovery, and providing supplemental services to students to support academic needs. Inherent in goal One are opportunities for staff to receive coaching regarding (a) support for students who receive English language acquisition services, (b) implementation of curriculum aligned to civic engagement, ethnic studies, and environmental literacy, (c) coaching to support inclusion, and (d) professional development for district leaders. The Educational Services team, through ongoing structures at both the LEA and program level, engages in the process of continuous improvement, which provides a thorough understanding of the need for access. This process involves analyzing metrics to include (a) CA School Dashboard results, (b) local assessment data, and (c) educational partner engagement input. Actions and Services, as well as projected expenditures, are aligned to findings from these continuous improvement processes. Data analysis and educational partner engagement enable staff to plan on methods to eliminate barriers, promote achievement, and address access and achievement gaps.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community Math- 11.63%			Community ELA- 23% Community Math- 23%	
1.5	Local Reading Assessments	2023 Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed - 6.99			Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed - 10	
1.6	Local Math Assessments	Math Renaissance Star Alternative Ed YEAR- 7.09			Math Renaissance Star Alternative Ed YEAR- 10.09	
1.7	Student Credit Earned Per Transcripts	Percent of Long Term Students Who Earned 30+ Credits per Semester Fall 2023 Baseline Court 10.6% Fall 2023 Baseline Community- 33.8%			Percent of Long-Term Students Who Earned 30+ Credits per Semester Court 15% Community- 35%	
1.8	CA Accountability Dashboard	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2023 with graduation rate and college and career			CA Accountability Dashboard • English Language Arts-90 Points Below Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		readiness updates as indicated for 2023. - English Language Arts-149.9 Points Below Standard - Math- 163.3 Points Below Standard - English Learner Progress- Medium- 42.2% Making Progress - College Career Indicator- 8.9% Prepared - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- 37% - Graduation Rate- 70% - Access to a Broad Course of Study- Met - Coordination of Services for Foster Youth- Met - Suspension Rate- 4.1%			- Math- 120 Points Below Standard - English Learner Progress- 55.6% Making Progress - College Career Indicator- 20% Prepared - Implementation of Academic Standards- Met - Chronic Absenteeism Rate- 20% - Graduation Rate- 80% - Access to a Broad Course of Study- Met - Coordination of Services for Foster	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Court Schools- 2023 Dashboard • English Language Arts-Data not displayed for privacy • Math-Data not displayed for privacy • English Learner Progress- 76.9% Making Progress • College Career Indicator- 13% Prepared • Chronic Absenteeism Rate- data not displayed for privacy			Youth- Met • Suspension Rate- 0% • Basic Services- Met • Parent and Family Engagement- Met • Local Climate Survey- Met • Coordination of Services for Expelled Students- Met Santa Clara County Court Schools- Dashboard • English Language Arts-Data not displayed for privacy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Graduation Rate- 66.7% • Suspension Rate- 0% Santa Clara County Community Schools 2023-Dashboard • English Language Arts- data not displayed for privacy • Math- 123.4 points below standard • English Learner Progress- 28% Making Progress • College Career Indicator- 3.6% Prepared • Chronic Absenteeism Rate- 43.6% • Graduation Rate- 77.1% • Suspension Rate- 10.7% Santa Clara County Special Education 2023-Dashboard • English Language Arts- 145.1			• Math-Data not displayed for privacy • English Learner Progress- 80% Making Progress • College Career Indicator- 15% Prepared • Chronic Absenteeism Rate- data not displayed for privacy • Graduation Rate- 70% • Suspension Rate- 0% Santa Clara County Community Schools - Dashboard • English Language Arts- data	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below standard • English Learners 131.9 points below the standard • Hispanic: 144.5 points below the standard • Socioeconomically disadvantaged 143.7 points below the standard • Math- 165.6 points below standard • English Learners 159.1 points below the standard • Socioeconomically disadvantaged 167.1 points below the standard • English Learner Progress- 26.7% Making Progress • College Career Indicator- 0% Prepared • Chronic Absenteeism Rate- 46.5%			not displayed for privacy • Math- 108.4 points below standard • English Learner Progress- 35% Making Progress • College Career Indicator- 10% Prepared • Chronic Absenteeism Rate- 30% • Graduation Rate- 80% • Suspension Rate- 0% Santa Clara County Special Education - Dashboard English Language	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Graduation Rate- 0% - Suspension Rate- 1.9%			Arts- 139 points below standard - English Learners- 125 points below standard - Hispanic- 138 points below standard - Socioeconomically disadvantaged 137.3 points below the standard Math-156 points below standard - English Learners 149.5 points below the standard - Socioeconomically disadvantaged 157.5 points below the standard English Learner Progress- 30% Making Progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					College Career Indicator- 2% Prepared Chronic Absenteeism Rate- 40% Graduation Rate- 20% Suspension Rate- 0%	
1.9	California Alternate Assessments (CAA) per CA Accountability Dashboard	Current Baseline CAA 2022-23 ELA- 0.78% Math-0.8%			2026-27 CAA ELA- 3% Math-3%	
1.10	Dashboard Alternative School Status (DASS)	DASS 1- Year Graduation Rate Court School: 90.5% Community School: 100% Special Education: 21.3%			DASS 1-Year Graduation Rate Court School: 95% Community School: 100% Special Education: 30%	
1.11	Participation Rates for SBAC to include CAASPP and CAA	Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 78.6% and ELA: 80.2% SPED Participation Rate CAASPP ELA-44% Math- 48.4%			Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 86% and ELA: 90% SPED Participation Rate CAASPP ELA-75% Math- 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community School Participation Rate CAASPP ELA- 88% Math- 86% Court School Participation Rate CAASPP ELA- 50% Math- 60.9%			Community School Participation Rate CAASPP ELA- 100% Math- 100% Court School Participation Rate CAASPP ELA- 100% Math- 100%	
1.12	California Healthy Kids Survey	Baseline will be established June 2024			All students will participate in CA Healthy Kids Survey	
1.13	Student, Staff, and Parent (LCAP) Survey	The 2023-24 LCAP Survey yielded results as follows: 389 participated Parent Participation 11.57% Student: 23.39% Staff: 63.23%			500 participants 25% Parent Participation 50% Student Participation 100% Staff participation	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Programs to Support Core Instruction	This action provides culturally relevant supplemental programs for all students in Special Education, Court, and Community Schools, including educational applications, and supplemental online program subscriptions for math, reading, and literacy to support student-centered learning and critical thinking. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey.	$8,952.00	No
1.2	Supplemental materials to Support Core Instruction	This action provides culturally relevant supplemental materials for all students in Special Education, Court, and Community Schools, including library books and literacy materials, intervention materials for math, reading, science, and environmental literacy supplemental materials and supplies. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey.	$99,020.00	No
1.3	Online academic programs will provide learning acceleration for students in the	Credit Recovery contracts will provide supplemental blended learning and instruction for alternative education students as an increased and improved service. This action also supports extra hours for teachers to provide credit recovery to students after school. Students who identify as low-income in	$347,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	alternative education program.	the alternative education program are 75% of the student population. This will be measured by an increase in Student Credit earned per transcript, student performance growth reflected in the CA Dashboard, the California Alternate Assessments (CAA) per CA Accountability Dashboard and the Dashboard Alternative School Status (DASS).		
1.4	Professional Development for Staff for Instructional Programs	This action will provide funding for support for training in implementing instructional programs. This includes training for implementation of core and supplemental curriculum, programs and subscriptions. These programs support supplemental instruction in math and reading, online instruction, local assessments for math and reading, and materials to provide supplemental instruction for Students with Disabilities who are also receiving English Language proficiency services. This will be measured by an increase in the percentage of students showing growth on the ELPAC and CAASPP.	$14,300.00	No
1.5	Access to a Broad Course of Study	The LCFF base and Student Support Enrichment funds will contribute to personnel costs to support a broad course of study for alternative education students. This will be measured by growth in student credit earned per transcript, student performance growth reflected in the CA Dashboard, the California Alternate Assessments (CAA) per CA Accountability Dashboard and the Dashboard Alternative School Status (DASS).	$3,730,980.00	No
1.6	Staff to support math and reading literacy intervention for students in the alternative education program.	This action supports an alternative education intervention teacher to support reading and math literacy. This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Online reading and math assessments will support the academic success of students who participate in the alternative education program.	This action provides for reading and math assessment programs and provides the opportunity for staff to monitor student progress as increased and improved services for alternative education students, including students who identify as low income (75%). This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.	$0.00	Yes
1.8	Supplemental Materials to Support English Language Instruction	These materials will provide supplemental materials for instruction for students receiving English language acquisition services. This will be measured by an increase in the percentage of students showing growth on the ELPAC.	$21,320.00	No
1.9	Supplemental Support for students identified as Long Term English Learners (LTELs)	This action provides supplemental intervention materials will be provided for students. This will be measured by an increase in the percentage of students showing growth on the ELPAC and progress in lowering the number of students identified as LTELs.	$16,319.00	No
1.10	Support to address attendance gaps and chronic absenteeism	This action supports the purchase of an online platform to organize and implement interventions for chronically absent/truant students, connect families to an array of community resources to support school attendance; and devise our overall attendance strategies given our unique set of attendance challenges. This will be measured by improvement in the CA Dashboard local indicator for chronic absenteeism and improvement in student attendance rate.	$42,442.00	No
1.11	Support and professional development to reduce the suspension rate	This action is to provide support to reduce suspension rates for Special Education, Court, and Community Schools. Supports include but are not limited to professional development such as restorative justice, Positive Behavioral Interventions, and Support and ProAct training. This will be measured by the reduction of suspension rates in the CA Dashboard.	$32,375.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Professional Learning for Staff to Support Core and Supplemental Programs	This action provides for professional learning and coaching for staff to include a focus on instruction for students who receive English proficiency instruction, leadership development, coaching to support the implementation of ethnic studies, environmental literacy, and civic engagement, and coaching to support curriculum alignment and collaborative spaces. This will be measured by an increase in the percentage of students showing growth on the ELPAC, CAASPP, and local reading and math assessments.	$121,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed goal two to support the specific needs of students in the areas of transition, graduation, and college and career readiness. This goal is a maintenance of progress goal because metrics showed a continuous improvement of students transitioning to college/ career programs. The SCCOE will continue the goal and improve services for students. This goal addresses programming for job readiness for students, such as work-related programs and career technical education classes, as well as training for staff in the delivery of programs. Another aspect of this goal relates to providing services and training for staff to support students and families as they overcome barriers to the achievement of academic, social, and emotional goals. In order to achieve goal two, which focuses on student transition and graduation through college and career readiness, the Educational Services team engaged in the process of analyzing data and stakeholder engagement feedback as a means to adapt findings to create actions, services, and budget anticipated expenditures. This process ensures that resources are allocated to meet student needs as defined in state and local indicators, as well as partner engagement, and that funding follows student needs as they transition from Santa Clara County Office of Education programs to their district of residence or a successful transition to college and/or career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of A-G Courses Available	100% available in AED SPED: Available if in student's IEP			100% available in AED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SPED: Available if in student's IEP	
2.2	% of students taking Advanced Placement	Less than 1%			5%	
2.3	% of students passing Advanced Placement	Less than 1%			10% taking Advanced Placement	
2.4	% Early Academic Progress via CAASPP Grade 11	2022-23 Exceeded Standard ELA 8% Math 6%			2026-27 Exceed Standard ELA 15% Math 13%	
2.5	# of students enrolled in dual enrollment courses	Seven students			All Alternative Education students will be taking dual enrollment courses.	
2.6	% of Students enrolled in CTE programs/ certificates	96% of Alternative Education students were enrolled in CTE Programs for Fall 2023. Current # of certificates earned: Osborne: 11 Food handler Blue Ridge: 45 food handler ICEV: 3 Construction: 16 Welding: 11 Forklift: 8			100% of Alternative Education students enrolling in CTE Programs All students taking the food handler course will earn a certificate All students taking ICEV will earn a certificate All students in CTE will earn the certificate to their appropriate pathway.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	School Attendance Rates	ADA: Court School: 100% Community School: 67.4% Special Education: 89.3%			ADA: Court School: 100% Community School: 75% Special Education: 95%	
2.8	# of students engaged in work experience or workability programs	Current # of students 27 Students in AED have work permits and 275 students with disabilities participate in workability.			All Alternative Education Student that meet the age and grade requirements requesting a work permit will have one. All students who qualify for workability will participate.	
2.9	#of students have a post-secondary plan	24 students			100%	
2.10	% Participation in Exit Survey	100 % for AED			100% for AED	
2.11	High School Graduation Rates	2023 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 70% Court- 66.7% • Socioeconomically disadvantaged: 66.7% Community-77.1% Special Education - 0%			CA Dashboard SCCOE- 90% Court- 70% • Socioeconomically disadvantaged: 70% Community-80% Special Education - 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Socioeconomically disadvantaged: 27% • Students with Disabilities: 21.3% DASS 1-Year Graduation Rate Court School: 90.5% • Socioeconomically disadvantaged: 90.5% Community School: 100% Special Education: 21.3% • Socioeconomically disadvantaged: 27% • Students with Disabilities: 21.3%			• Socioeconomically disadvantaged: 36% • Students with Disabilities: 30% DASS Graduation Rate Court School- 95% • Socioeconomically disadvantaged: 95% Community School- 100% Special Education- 30% • Socioeconomically disadvantaged: 36% • Students with Disabilities: 30%	
2.12	College and Career Indicator per CA Dashboard	SCCOE 8.9% prepared • Hispanic: 5.7% prepared • Socioeconomically ally			SCCOE 50% prepared • Hispanic: 25% prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		disadvantaged: 6.4% prepared SPED: 0% - Socioeconomically disadvantaged: 0% prepared - Students with disabilities 0% prepared Court: data not displayed for privacy Community: data not displayed for privacy			- Socioeconomically disadvantaged: 30% prepared SPED: 20% - Socioeconomically disadvantaged: 20% prepared - Students with disabilities 20% prepared	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and career programs for students who participate in the alternative education programs.	This action provides increased and improved services for alternative education students to include students who identify as low income. (75%) The following contracts support college and career readiness and include but are not limited to: 1. LiUNA Construction Trades programs 2. Silicon Valley Creates and Art House Art Programs 3. Rebekah Center Culinary Arts Programs 4. Rebekah Center Counseling Services 5. Other This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.	$536,260.00	Yes
2.2	Consumables and Materials for College and Career Technical Education programs.	Career Technical Education program supplies and materials will supplement the Career Technical Education program and provide increased and improved services for students in the alternative education program who present as 75% low income. This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.	$416,834.00	Yes
2.3	Staff Will Support College and Career Readiness and Pathways to Graduation	This action will provide for College and Career Liaisons (1 FTE) and a Career Technical Education teacher (1 FTE) for court schools who will provide students direct support through classwork, individualized guidance, A-G transcript review and college application preparation and guidance. This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.	$375,974.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Career Preparation Programs To Support Pathways to Graduation and Career Planning	This action will provide programs to support college and career readiness for all students, including online curriculum and Myers Briggs Career Inventory licenses. For Special Education, this action will support the development of an alternative pathway for a diploma. This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses, improvement in school attendance rates and growth in graduation rates.	$127,796.00	No
2.5	Expand and explore dual enrollment	This action will allow for the exploration and expansion of Alternative School dual enrollment programs in order to increase student participation and transition to college/career. This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses, improvement in school attendance rates, and growth in graduation rates.	$4,400.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed goal three to provide engagement opportunities that will enhance the educational environment to support students and families. These experiences include opportunities for parent/guardian engagement through parent education classes, family events, and enrichment opportunities for students in the form of (a) educational excursions, (b) mentorships and job training, (c) mental health and wellness services, (d) elective classes, and (e) parent engagement events. A focus on creating a safe school environment for students and families grounded in meaningful enrichment activities will enable students to achieve at high levels and meet college and career readiness goals. Actions also provide intentional parent engagement strategies for families of students who identify as English Learners as well as all other parents. In order to meet goal three, which relates to student, family, and community partnerships, the Educational Services team engaged in a process of analyzing state and local data and partner engagement in order to develop actions, services, and expenditures to support the engagement of students and families to support student achievement and graduation. Analyzing metrics and educational partner input as a means to develop actions and services with associated budgeted expenditures will support student achievement and rigorous instruction in an environment that is culturally responsive, inclusive and safe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate	2023-24 Current Average daily attendance rate Community School Program: 67.4% Court School Program: 100% Special Education Program: 89.3%			Average daily attendance rate Community School Program: 75% Court School Program: 100% Special Education Program: 95%	
3.2	Chronic Absenteeism	Chronic Absenteeism Per 2023 CA Accountability Dashboard- 37% of Santa Clara County Office of Education students are chronically absent. Special Education: 46.5% Court: data not displayed for privacy Community: 43.6%			20% of Santa Clara County Office of Education students are chronically absent. Special Education: 35% Court: 0% Community: 30%	
3.3	High School Dropout Rates	4-Year-Adjusted Cohort Dropout Rate 2022-23 Court Schools- 28.6% Community Schools- 21.4%			4-Year-Adjusted Cohort Dropout Rate Court Schools- 25% Community Schools- 20%	
3.4	High School Graduation Rates	2023 Graduation Rates as Indicated in the CA Accountability Dashboard			CA Dashboard SCCOE- 90% Court- 70% • Socioecon omically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SCCOE- 70% Court- 66.7% - socioeconomically disadvantaged: 66.7% Community-77.1% Special Education - 0% - socioeconomically disadvantaged: 27% - students with disabilities: 21.3% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 90.5% - socioeconomically disadvantaged: 90.5% Community School- 100% Special Education- 21.3% - socioeconomically disadvantaged: 27% - students with disabilities: 21.3%			disadvantaged: 70% Community-80% Special Education - 20% - Socioeconomically disadvantaged: 36% - Students with Disabilities: 30% DASS Graduation Rate Court School- 95% - Socioeconomically disadvantaged: 95% Community School- 100% Special Education- 30% - Socioeconomically disadvantaged: 36% - Students with Disabilities: 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Middle School Drop Out Rate	0%			0%	
3.6	Student Suspension Rates	Per 2023 CA Accountability Dashboard Suspension Rate: Community schools: 23% Court school: 0%. Special Ed: 4%.			Per CA Accountability Dashboard suspension rate Community schools: 0% Court school: 0%. Special Ed: 0%.	
3.7	California Healthy Kids Survey	California Healthy Kids Survey Participation baseline will be established June 2024			All students will participate in CA Healthy Kids Survey	
3.8	Student, Staff, and Parent (LCAP) Survey	2023-24 LCAP Survey yielded results as follows: 389 participated Parent Participation 11.57% Student: 23.39% Staff: 63.23%			LCAP Survey yielded results as follows: 500 participants 25% Parent Participation 50% Student Participation 100% Staff participation	
3.9	Increase parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and parent engagement opportunities	Current level of participation: AED ELAC and SSC: 10-15 parents attend Parent Advisory Committee: 9 Parents attending			AED ELAC and SSC: 20-25 parents attend Parent Advisory Committee: 12 Parents attending	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District English Learner Advisory Committee (DELAC): 2 parents attended Special Ed: SSC and ELAC: average of 5 parents attending meetings. 30 parents attending ASL classes AED Weekly Parent Events: 5-6 parents attending Weekly AED Parent Events			District English Learner Advisory Committee (DELAC): 8 parents Special Ed: SSC and ELAC: An average of 10 parents attend meetings. 45 parents attending ASL classes AED Weekly Parent Events: Ten parents attending Weekly AED Parent Events	
3.10	Exit/ Reflection Survey	100% of Alternative Education students participated on the Exit Survey.			100% of Alternative Education students participate	
3.11	# of resource events, inclusive opportunities offered to students and families	• Two resource events for AED (one for Court and one for Community) • Weekly Parent Involvement Meetings (One week Spanish/				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One week English) • Weekly ASL Classes • SPED Monthly Coffee Chats with Principals • Sports- Pro-Com • Educational excursions • Chandler Tripp Fair • Visual and Performing Arts experiences • Sports experiences • Inclusive cultural experiences • Community involvement experiences • Museum experiences • Environmental Literacy/Camp experiences				
3.12	Resource material provided for students	• College and career resources • Health Resources				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Social Emotional Learning - Housing - Food and Rental Assistance - There is a Family and Community Resource Coordinator for AED - Resources made available at family events - Resources made available on Parent Square				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enrichment activities will support student engagement.	Enrichment activities and elective classes will provide supplemental opportunities for students in county programs to include visual and performing arts, social-emotional learning, therapy, coaching, sports, opportunities for students to experience hands-on learning in iSTEAM and Environmental Literacy, science material, and supplies, as well as educational excursions aligned to family engagement, academic programs in order to improve student engagement which will lead to an improvement student attendance rates, chronic absenteeism and suspension rate. This action will be measured by an improvement in student attendance rate and chronic absenteeism, an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey.	$273,665.00	Yes
3.2	Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved.	Enrichment activities will support student engagement and may include but are not limited to: 1. Silicon Valley Creates Art Program 2. Fresh Lifelines for Youth (FLY) will train students to self-advocate, manage conflict, and understand civil rights. (Community Schools) These activities will provide supplemental programs for students who identify as low-income in alternative education programs. (75%) This action will be measured by improvement in student attendance rate, chronic absenteeism, and graduation rate. Student engagement will also be measured by an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey and Exit/Reflection Survey.	$69,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent and Family Engagement Activities For All Students	Parent and family engagement will support the success of all students in Special Education, Community Schools and Court School programs. This action provides for: 1. Materials and supplies to support parent and family engagement through mailings, translation, and communication services. 2. Family and Community Resources Coordinator and staff to enhance parent engagement opportunities and provide parent training. 3. Parent/ Family Engagement Events This action will be measured by the increase in parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and parent engagement opportunities.	$102,729.00	No
3.4	Family Engagement for Families of students who are identified as English Learners	This action provides targeted and increased support for families of students who identify as English Learners in accessing school resources and participating in engagement activities. Specialized activities for parents and families of students identified as English Learners may include but are not limited to: parent lending library, parent groups, newsletter, field trips, and parent engagement series. This action will be measured by increased parent participation in school events such as ELAC and DELAC.	$54,052.00	Yes
3.5	Staff to support continuous improvement processes and parent engagement	This action supports partial salary and benefits (.25) for Manager Implementation and Compliance-Educational Services. This position supports continuous improvement activities and parent engagement for Educational Services by developing the Parent Engagement Plan, conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating increased and improved services to include continuous improvement/accountability and parent engagement to support students to include 75% low income. This action will be measured by the increase in parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and parent engagement opportunities.	$75,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Supplemental support and supplies for student mental health and wellness	This action provides for supplemental support and materials such as social emotional learning curriculum, contracts supporting mental health and wellness as well as supplies and expansion of Wellness Centers within SCCOE Programs. This action includes support for sites that have 75% of students who identify as low-income. This action will be measured by an increase in resources provided to students, student engagement on the LCAP survey and CA Healthy Kids Survey.	$413,262.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

The actions and services in goal four will enable the Santa Clara County Office of Education to increase current levels of collaboration and services to support youth facing expulsion and their school districts in supporting students, sustain the current progress of cross-system coordination and collaboration and will enable services to continue to serve justice engaged, students experiencing homelessness, foster youth and students with disabilities across Santa Clara County.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students expelled students who successfully meet rehabilitation plans to return to local districts	During the 2023-24 school year, 72 expelled students were enrolled at the Community School. 32% of the students completed their Rehabilitation Plan. 5.5% of students did not complete their Rehabilitation Plan and remained in attendance. 2% of students did not complete their rehabilitation plan and dropped out of the program.			100% of the students will complete their Rehabilitation Plan.	
4.2	High School graduation rates	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court- 66.7% Community-77.1% Special Education - 0% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 90.5% Community School- 100% Special Education- 21.3%			CA Accountability Dashboard Court- 70% Community-80% Special Education - 20% DASS Graduation Rate Court School- 95% Community School- 100% Special Education- 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	The number of Memorandums of Understanding and number of student allotments in collaboration with Santa Clara County School Districts.	19 districts participated in a Memorandum of Understanding during the 2023-24 school year for a total of 120 allotments.			25 districts will participate in a Memorandum of Understanding during the 2026-27 school year for a total of 150 allotments.	
4.4	Monthly meetings with district partners to facilitate services for expelled students	8-12 districts continued to participate in monthly Alternative Education meetings during the 2023-24 school year.			25 districts will participate in monthly Alternative Education meetings during the 2026-27 school year.	
4.5	Provide educational status and progress information to child welfare agency to minimize changes in school placement.	Santa Clara County Stability Rate per Data Quest is 58.5%			Santa Clara County Stability Rate per Data Quest 75%	
4.6	100% of LEA use of county data sharing tool, FosterVision.	100% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.			100% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.	
4.7	Increase the number of LEA's formulating actions in the LCAP to address the academic needs of students in foster care.	96% of local districts have identified actions or services for foster youth in their LCAP.			100% of local districts will have identified actions or services for foster youth in their LCAP.	
4.8	Increase the 4 year cohort graduation rate of	2022-23 4-Year Cohort Graduation Rate for			4-Year Cohort Graduation Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	youth in foster care county wide.	youth in foster care countywide. 56%			for youth in foster care countywide. 75%	
4.9	Number of Foster Youth students served in the Community School Program	Baseline will be established in 24-25 school year				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development to Support Transition of	Work with Districts to keep the Triennial Report updated with the changes within SCCOE and Santa Clara County. Professional development in the areas such as MTSS, PBIS, Trauma Informed Care, Restorative Justice,		No

Action #	Title	Description	Total Funds	Contributing
	Students Facing Expulsion	TUPE and Truancy Abatement (SARB) will provide staff the needed resources to help advocate for at-risk students in an effort to reduce suspensions and expulsions. This action will be measured by an increase in the percentage of expelled students who successfully meet rehabilitation plans to return to local districts and an increase in district participation in monthly meetings.		
4.2	Transition Services Planning	The Alternative Education department will provide an integrated approach to ensure that the transition of students from programs is efficient and sustainable. This process includes (a) meeting with local districts each month to discuss student transition, (b) supporting students in writing and completing Individual Transition Plans, and (c) providing training for local districts on school climate and research-based processes to support expelled students. These Actions and Services will enable the SCCOE to continue to build relationships with home districts and provide an integrated approach to meet the needs of expelled students as they transition to their home districts, sustaining current progress and improving outcomes to support all students. This action will be measured by an increase in district participation in monthly meetings.		No
4.3	Student Exit Surveys and Transition Plans	Alternative Education staff will collaborate to support student transition and placement upon exit from Court and Community School programs and will support the implementation of Individual Transition Plans. This action will be measured by an increase in the percentage of expelled students who successfully meet rehabilitation plans to return to local districts and an increase in district participation in monthly meetings.		No
4.4	Staff to Support Transition of Youth experiencing homelessness and Youth Who Receive Foster Youth Services	This action will provide for foster and youth experiencing homelessness services for educational services students, including .4 FTE Foster and Homeless Liaison and .5 Foster Youth Services Manager positions. These positions provide direct educational coordination to support school enrollment and engagement, referrals to identified supports and services, provide specialized assistance to staff, student and family to determine and support identified needs, collect, evaluate and track data to laws and responsibilities to support target population, provide professional	$204,308.00	No

Action #	Title	Description	Total Funds	Contributing
		development, technical and differentiated assistance to SCCOE staff members serving qualified youth. This action will be measured by the number of students served.		
4.5	Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School	This action provides materials and supplies such as but not limited to transportation to school, loaner clothes, and hygiene kits to increase student attendance and improve services for students who receive Foster Youth Services in the Community School. This action will be measured by the number of students served.	$27,500.00	Yes
4.6	Build capacity within Santa Clara County districts to support youth in foster care.	The Foster and Homeless Educational Services Department will host a Community of Practice Network to provide technical assistance to all school districts and charter schools. In addition, each district's foster youth liaison will have two members of the Foster and Homeless Youth Department assigned to support their work to improve system response and support to qualifying students. This action will be measured through data entered in Foster Vision.	$255,846.00	No
4.7	Provide coordinated educational case management care and support Higher Education Transitions for Foster Youth for Santa Clara County	In partnership with our local child welfare agency, all dependency cases will be assigned to a Foster Youth Services Manager upon intake. The manager will provide educational case management for each youth in care. A manager will be assigned upon entry into care and throughout the term of the dependency case. Beginning in the 8th grade, the SCCOE education manager assigned to each case will work with child welfare to hold an education-based Child and Family Team (CFT) where post-secondary planning will be the focus. In addition, youth who choose to engage with an education coach will be matched throughout high school and beyond to build stability for post-secondary plan creation and implementation. This action is measured through the data entered in Foster Vision.	$255,846.00	No
4.8	Support integrated data systems to support foster youth.	SCCOE will maintain data-sharing agreements with all LEAs, probation, and child welfare to host the integrated data system, Foster Vision. Foster Vision is a cross-agency data-sharing tool that provides required data	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		points in collaboration between agencies that have a joint responsibility to serve youth in partnership. This action is measured by the number of school districts that submit data to Foster Vision which allows for tracking of foster youth students county wide.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Educational Services Division has developed goal five in partnership with parents and staff to establish the equity multiplier goal for the court school to ensure we increase student engagement and improve the graduation rate of socio-economically disadvantaged students. Providing the action items in goal five, the Educational Services Division aims to improve student engagement, thus improving the graduation rate of socio-economically disadvantaged students in court schools. This process involved analyzing metrics to include (a) CA School Dashboard results, (b) local assessment data, and (c) educational partner engagement input. Actions and services, as well as projected expenditures, are aligned to findings from these continuous improvement processes. This process of grouping together metrics, engagement input, and findings with proposed actions, services, and expenditures ensures that resources are allocated to meet student needs as defined in state and local indicators and educational partner recommendations. Analyzing metrics and partner engagement as a means to develop actions and services with associated budgeted expenditures will equip staff and students with the support needed to meet this goal.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		socioeconomically disadvantaged. Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 90.5%			Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School- 95%	
5.3	CA Dashboard	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court- 66.7% English Language Arts- Data not displayed for privacy Math-Data not displayed for privacy English Learner Progress- 76.9% Making Progress College Career Indicator- 13% Prepared Chronic Absenteeism Rate- data not displayed for privacy Graduation Rate- 66.7% Suspension Rate- 0%			CA Accountability Dashboard Court- 70% English Language Arts-Data not displayed for privacy Math-Data not displayed for privacy English Learner Progress- 80% Making Progress College Career Indicator- 15% Prepared Chronic Absenteeism Rate-data not displayed for privacy Graduation Rate- 70% Suspension Rate- 0%	
5.4	High School Drop out rate	4 Year Adjusted Cohort Drop Out Rate 2022-23 Court Schools- 28.6%%			4-Year-Adjusted Cohort Dropout Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Court Schools-25%	
5.5	% of Socio-economic disadvantaged students enrolled in CTE programs/ certificates	96% of socio-economic disadvantaged students participated in CTE programs			100% of socio-economic disadvantaged students will participate in CTE programs	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Navigator position will provide transition services for students who exit Court Schools.	Navigator position 1.0 FTE will provide personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success as increased and improved services. a) Provide social and emotional support for trauma-impacted youth to fulfill the 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 Provide crisis response as necessary for students who identify as 100% low-income. This action will be measured by an increase in graduation rate, percentage of socio-economically disadvantaged students participating in credit recovery, percentage of students dually enrolled, and a reduction in the high school dropout rate.	$156,179.00	Yes
5.2	Credit recovery programs/ support	This action provides for extra hours for court school teachers to provide credit recovery after school and materials and supplies used for credit recovery. This action will be measured by an increase in graduation rate, an improvement in the percentage of socio-economic disadvantaged students participating in credit recovery, and a reduction in the high school dropout rate.	$175,782.00	No
5.3	Support for Arts and Music Programming	This action will provide additional supports for art and music programming including but not limited to materials, supplies, equipment, contracts, and program subscriptions. This action will be measured by an increase in student engagement which will lead to an increase in graduation rate and a reduction in the high school dropout rate.	$55,000.00	No
5.4	Support to expand CTE Pathways	This action will provide additional support to expand CTE pathways including but not limited to materials, supplies, equipment, contracts, and subscriptions. This action will be measured by an increase in student engagement which will lead to an increase in graduation rate and a reduction in the high school dropout rate.	$165,000.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,456,298	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.351%	0.000%	$0.00	4.351%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Online academic programs will provide learning acceleration for students in the alternative education program. **Need:** Many students come to incarceration or expulsion with deficits in credits this action will allow for student accessibility to credit recovery as a benefit to 75.2% of students who identify as socioeconomically	The action provides support to increase the graduation rate for low- income students. It is provided school-wide because 75.2% of the students in Court and Community School Programs identify as low-income.	This action will be measured by an increase in graduation rates and an increase in student credit earned per transcript.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	disadvantaged in Alternative Education as well as their peers. The current graduation rate for students who identify as socioeconomically disadvantaged in court school is 66.7% and for community school is 75%. Educational Partner feedback indicated we need to provide more credit recovery opportunities for students. **Scope:** Schoolwide		
1.7	**Action:** Online reading and math assessments will support the academic success of students who participate in the alternative education program. **Need:** Improvement in Math and English performance for students that identify as socioeconomically disadvantaged. CAASPP results demonstrate that 11.11%of Socioeconomic disadvantaged students at community school met the standard on the ELA and 5.56% met the standard in Math which was lower than their other peers. For Court school, 0% of disadvantaged students met or exceeded standards in math and ELA data was not displayed for privacy. This action is provided on a schoolwide basis since 100% of court school students identify as low income and 61.3% of students identify as low income at community schools	The action addresses the needs because it provides for reading and math assessment programs and provides the opportunity for staff to monitor student progress as increased and improved services for alternative education students.	This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partner feedback indicated we need to provide more monitoring and local assessments for students for opportunities to improve their scores and meet graduation requirements. **Scope:** Schoolwide		
1.12	**Action:** Professional Learning for Staff to Support Core and Supplemental Programs **Need:** CAASPP results demonstrate that 11.11% of Socioeconomically disadvantaged students at community schools met the ELA standard, which was lower than that of their other peers. For Court school, ELA data was not displayed for privacy. This action is provided on a schoolwide basis since 100% of court school students identify as low income and 61.3% of students identify as low income at community schools. ELPAC test scores indicate our EL students are struggling with writing and grammar skills. In Community schools, 73.3% of English Learner Students are beginning to develop or somewhat developed per the ELPAC assessment. In Court School, 62.5% of English Learners are beginning to develop or somewhat developed, per ELPAC assessment. We expect this action to improve the assessment scores of socioeconomically disadvantaged students within the programs.	This action provides for professional learning and coaching for staff to include a focus on instruction for students who receive English proficiency instruction, leadership development, coaching to support the implementation of ethnic studies, environmental literacy, and civic engagement, and coaching to support curriculum alignment and collaborative spaces.	This will be measured by an increase in the percentage of students showing growth on the ELPAC, CAASPP, and local reading and math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action will be provided on a Schoolwide basis because the majority of students attending Court and Community Schools are socioeconomically disadvantaged, but all students would also benefit from additional support to improve assessment scores. **Scope:** Schoolwide		
2.1	**Action:** College and career programs for students who participate in the alternative education programs. **Need:** College and career indicators reflect that only 3.6% of students in Community School and 13% of students in Court School are prepared for college or career. This action will be provided on a school wide basis because the majority of the student population within the two programs identify as socioeconomically disadvantaged and college and career readiness programs would benefit and improve the success for all students. **Scope:** Schoolwide	This action provides increased and improved services for alternative education students to include students who identify as low income. It is provided school-wide because 75.2% of the students in Court and Community School Programs identify as low-income.	Measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.
2.2	**Action:** Consumables and Materials for College and Career Technical Education programs.	Career Technical Education program supplies and materials will supplement the Career Technical Education program and provide increased and improved services for students in the alternative	This action will be measured by the growth in percentage of students enrolled in CTE or dual

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: College and career indicators reflect that only 3.6% of students in Community School and 13% of students in Court School are prepared for college or career. This action will be provided on a school wide basis because the majority of the student population within the two programs identify as socioeconomically disadvantaged and college and career readiness programs would benefit and improve the success for all students. **Scope:** Schoolwide	education program who identify as 75.2% low income.	enrollment courses and improvement in school attendance rates.
3.1	**Action:** Enrichment activities will support student engagement. **Need:** Improve chronic absenteeism and suspension rate for Community School. The chronic absenteeism rate for Community School is 43.6%, which increased by 14.4% from the prior year. Community School is made up of a majority of student who identify as socioeconomically disadvantaged. This action will provide resources for engagement which will benefit all students with socioeconomically disadvantaged students at the forefront. **Scope:** Schoolwide	This action will provide supplemental opportunities for students in county programs to include visual and performing arts, social-emotional learning, therapy, coaching, sports, opportunities for students to experience hands-on learning in iSTEAM and Environmental Literacy, science material, and supplies, as well as educational excursions aligned to family engagement, academic programs in order to improve student engagement which will lead to an improvement student attendance rates, chronic absenteeism and suspension rate.	This action will be measured by an improvement in student attendance rate and chronic absenteeism, an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved. **Need:** Improve chronic absenteeism, suspension rate, and graduation rates for Court and Community Schools. The chronic absenteeism rate for Community School is 43.6%, which increased by 14.4% from the prior year. Community School is made up of a majority of students who identify as socioeconomically disadvantaged. For court schools, 100% of students identify as socioeconomically disadvantaged, and the graduation rate is 66.7%. This action will provide resources for engagement which will benefit all students with socioeconomically disadvantaged students at the forefront. Educational partners, including parents and students, determined that providing enrichment activities would improve student outcomes and student engagement and influence improvement in the graduation rate. **Scope:** Schoolwide	These actions will will support student engagement and increase student attendance for students in Alternative Education Programs who 75.2% identify as low income.	measured by improvement in student attendance rate, chronic absenteeism, and graduation rate. Student engagement will also be measured by an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey and Exit/Reflection Survey.
3.5	**Action:** Staff to support continuous improvement processes and parent engagement **Need:**	This position supports continuous improvement activities and parent engagement for Educational Services by developing the Parent Engagement Plan, conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating	This action will be measured by the increase in parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Providing a staff member to monitor LCFF processes, assessment, and parent engagement enables the Alternative Education Department to ensure that services are aligned with a through line of emphasis on student needs that begins with needs assessment and continues through LCAP engagement processes to include advisory groups, input sessions and surveys, budget alignment, and continuous improvement of the Local Control Accountability Plan. Having staff enables the ability to align site plans with district plans as a systemic process of addressing state and local indicators and local data from the needs assessment to ensure that students who identify as socioeconomically disadvantaged (75.2%) and their peers receive increased and improved services. This position is included to ensure that student needs are addressed and parent and family engagement supports family needs. Feedback from educational partners suggested a continuous improvement in parent engagement and is needed. Surveys have shown that parent engagement is an LCAP priority, and students feel more engaged in school when their parents also participate. Parent Engagement trends have been increasing. **Scope:** Schoolwide	increased and improved services to include continuous improvement/accountability and parent engagement to support students to include 75% low income.	Project/Parent Institute meetings, events, and parent engagement opportunities.
3.6	**Action:** Supplemental support and supplies for student mental health and wellness	This action provides for supplemental support and materials such as social emotional learning curriculum, contracts supporting mental health and	his action will be measured by an increase in resources provided to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Mental health and wellness support services for socioeconomically disadvantaged students to help improve chronic absenteeism, graduation rate, student scores, and student engagement. Mental health and wellness needs have been increasing especially post-pandemic, and research has shown mental health and wellness resources are less accessible to socioeconomically disadvantaged students. With the majority of students (75.2%) in Alternative Education being socioeconomically disadvantaged, this action will be implemented school wide to support all students but with socioeconomically disadvantaged students at the forefront. Our Educational Partners have expressed the need and importance of mental health and wellness services and support for students. Surveys have shown that our students engage more, and perform better in school with supplemental mental health and wellness supports. **Scope:** Schoolwide	wellness as well as supplies and expansion of Wellness Centers within SCCOE Programs.	students, student engagement on the LCAP survey and CA Healthy Kids Survey.
5.1	**Action:** Navigator position will provide transition services for students who exit Court Schools. **Need:** Due to the delicate needs of students transitioning from court school Alternative Education programs, this position provides	This action provides personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success as increased and improved services. This action is being provided schoolwide because 100% of students attending the Court School Program identify as low income.	This action will be measured by an increase in graduation rate, percentage of socio-economically disadvantaged students participating in credit recovery, percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	personalized transition services and links educational, social-emotional supports, and post-secondary education planning to ensure student success. The court school graduation rate was a low-performance indicator on the CA dashboard,, in particular, the socioeconomically disadvantaged students, who make up 100% of court school students. This action is provided at a school wide level because 100% of the students in court school identify as socioeconomically disadvantaged and due to the delicate needs of the students. **Scope:** Schoolwide		students dually enrolled, and a reduction in the high school dropout rate.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** Family Engagement for Families of students who are identified as English Learners **Need:** 28% of English Learners are progressing in community school, and 76.9% of students in court school are demonstrating progress. Parents of EL students have communicated they need additional support, training, and	This action provides targeted and increased support for families of students who identify as English Learners in accessing school resources and participating in engagement activities.	This action will be measured by increased parent participation in school events such as ELAC and DELAC.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	resources to assist their students with their English language skills at home. This action will support the student and parent needs and targeted improvement in ELPAC and SBAC ELA scores. **Scope:** Limited to Unduplicated Student Group(s)		
4.5	**Action:** Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School **Need:** Supplemental support for Foster Homeless Youth who experience hardships that cause inequities in education. Educational partner feedback expressed supplemental support with basic supplies is needed for our Foster Homeless Youth students. **Scope:** Limited to Unduplicated Student Group(s)	The action is designed to provide supplemental support and material for Foster Youth Students in material they may need for school.	This action will be monitored by the number of students served and tracked on FosterVision.

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

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

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

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,886,058.00	$1,097,002.00	$99,306.00	$2,102,513.00	$8,184,879.00	$5,355,371.00	$2,829,508.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Programs to Support Core Instruction	All	No			All Schools		$0.00	$8,952.00				$8,952.00	$8,952.00	
1	1.2	Supplemental materials to Support Core Instruction	All	No					$0.00	$99,020.00				$99,020.00	$99,020.00	
1	1.3	Online academic programs will provide learning acceleration for students in the alternative education program.	Low Income	Yes	Schoolwide	Low Income			$55,000.00	$292,500.00	$292,500.00			$55,000.00	$347,500.00	.58
1	1.4	Professional Development for Staff for Instructional Programs	All	No					$14,300.00	$0.00				$14,300.00	$14,300.00	
1	1.5	Access to a Broad Course of Study	All	No					$3,730,980.00	$0.00	$3,029,760.00	$701,220.00			$3,730,980.00	
1	1.6	Staff to support math and reading literacy intervention for students in the alternative education program.	All	No			All Schools		$0.00	$0.00				$0.00	$0.00	.68
1	1.7	Online reading and math assessments will support the academic success of students who participate in the alternative education program.	Low Income	Yes	Schoolwide	Low Income			$0.00	$0.00		$0.00			$0.00	.12
1	1.8	Supplemental Materials to Support English Language Instruction	English Learners	No					$0.00	$21,320.00				$21,320.00	$21,320.00	
1	1.9	Supplemental Support for students identified as Long Term English Learners (LTELs)	English Learners	No					$0.00	$16,319.00				$16,319.00	$16,319.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Support to address attendance gaps and chronic absenteeism	All	No					$0.00	$42,442.00				$42,442.00	$42,442.00	
1	1.11	Support and professional development to reduce the suspension rate	All	No			All Schools		$0.00	$32,375.00				$32,375.00	$32,375.00	
1	1.12	Professional Learning for Staff to Support Core and Supplemental Programs	English Learners	Yes	School wide	English Learners			$0.00	$121,000.00	$60,500.00			$60,500.00	$121,000.00	.18
2	2.1	College and career programs for students who participate in the alternative education programs.	Low Income	Yes	School wide	Low Income	Specific Schools: Court and Community Schools		$0.00	$536,260.00	$409,184.00			$127,076.00	$536,260.00	1.22
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Low Income	Yes	School wide	Low Income	Specific Schools: Court and Community Schools		$0.00	$416,834.00	$336,503.00			$80,331.00	$416,834.00	.71
2	2.3	Staff Will Support College and Career Readiness and Pathways to Graduation	All	No			All Schools Specific Schools: Court Schools		$375,974.00	$0.00				$375,974.00	$375,974.00	
2	2.4	Career Preparation Programs To Support Pathways to Graduation and Career Planning	All	No					$121,000.00	$6,796.00				$127,796.00	$127,796.00	
2	2.5	Expand and explore dual enrollment	All	No			All Schools Specific Schools: Court and Community schools		$0.00	$4,400.00				$4,400.00	$4,400.00	
3	3.1	Enrichment activities will support student engagement.	Low Income	Yes	School wide	Low Income	Specific Schools: Court and Community Schools		$0.00	$273,665.00	$162,803.00			$110,862.00	$273,665.00	.19

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved.	Low Income	Yes	School wide	Low Income			$0.00	$69,300.00	$69,300.00				$69,300.00	.2
3	3.3	Parent and Family Engagement Activities For All Students	All	No					$0.00	$102,729.00			$99,306.00	$3,423.00	$102,729.00	
3	3.4	Family Engagement for Families of students who are identified as English Learners		Yes	Limited to Unduplicated Student Group(s)		All Schools Specific Schools: Court and Community Schools		$0.00	$54,052.00	$51,852.00		$2,200.00		$54,052.00	.15
3	3.5	Staff to support continuous improvement processes and parent engagement	Low Income	Yes	School wide	Low Income	Specific Schools: Court and Community Schools		$75,938.00	$0.00	$75,938.00				$75,938.00	.23
3	3.6	Supplemental support and supplies for student mental health and wellness	Low Income	Yes	School wide	Low Income	Specific Schools: Court and Community Schools		$0.00	$413,262.00	$214,039.00			$199,223.00	$413,262.00	.34
4	4.1	Professional Development to Support Transition of Students Facing Expulsion	All	No												
4	4.2	Transition Services Planning	All	No												.02
4	4.3	Student Exit Surveys and Transition Plans	All	No												.02
4	4.4	Staff to Support Transition of Youth experiencing homelessness and Youth Who Receive Foster Youth Services	Foster Youth	No			All Schools		$204,308.00	$0.00				$204,308.00	$204,308.00	
4	4.5	Materials to Provide Increased and Improved Services Students Who Receive Foster Youth	Foster Youth	Yes	Limited to Unduplicated	Foster Youth	Specific Schools: Community		$0.00	$27,500.00	$27,500.00				$27,500.00	.08

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Services in the Community School			Student Group(s)		Schools									
4	4.6	Build capacity within Santa Clara County districts to support youth in foster care.	All	No			All Schools		$255,846.00	$0.00				$255,846.00	$255,846.00	
4	4.7	Provide coordinated educational case management care and support Higher Education Transitions for Foster Youth for Santa Clara County	All Foster Youth	No			All Schools		$255,846.00	$0.00				$255,846.00	$255,846.00	
4	4.8	Support integrated data systems to support foster youth.	Foster Youth	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
5	5.1	Navigator position will provide transition services for students who exit Court Schools.	Low Income	Yes	Schoolwide	Low Income			$156,179.00	$0.00	$156,179.00				$156,179.00	.46
5	5.2	Credit recovery programs/ support	All	No					$110,000.00	$65,782.00		$175,782.00			$175,782.00	
5	5.3	Support for Arts and Music Programming	All	No					$0.00	$55,000.00		$55,000.00			$55,000.00	
5	5.4	Support to expand CTE Pathways	All	No					$0.00	$165,000.00		$165,000.00			$165,000.00	

2024-25 Contributing Actions Table

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Online academic programs will provide learning acceleration for students in the alternative education program.	Yes	Schoolwide	Low Income		$292,500.00	.58
1	1.7	Online reading and math assessments will support the academic success of students who participate in the alternative education program.	Yes	Schoolwide	Low Income			.12
1	1.12	Professional Learning for Staff to Support Core and Supplemental Programs	Yes	Schoolwide	English Learners		$60,500.00	.18
2	2.1	College and career programs for students who participate in the alternative education programs.	Yes	Schoolwide	Low Income	Specific Schools: Court and Community Schools	$409,184.00	1.22
2	2.2	Consumables and Materials for College and Career	Yes	Schoolwide	Low Income	Specific Schools: Court and Community	$336,503.00	.71

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

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,628,587.70	$4,816,410.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental Programs and Materials to Support Core Instruction	No	$216,990.00	275551
1	1.2	Professional Learning for Staff to Support Core and Supplemental Programs	No	$116,688.00	77617
1	1.3	Oversight for Title I Programming for Multi-Lingual Families	No	$12,035.00	0
1	1.4	Online academic programs will provide supplemental instruction for students in the alternative education program.	Yes	$103,000.00	
1	1.5	Professional Development for Staff to Implement Online Instructional Programs	No	$34,863.00	69680
1	1.6	Academic Educational Excursions	No	$17,564.00	45212
1	1.7	Access to a Broad Course of Study	No	$2,310,041.00	2310041
1	1.8	Staff to support math and reading literacy intervention for students in the alternative education program.	No	$151,442.00	124713
1	1.9	Professional development for staff regarding inclusion and instruction of students through equitable teaching and learning.	Yes	$55,000.00	
1	1.10	Online reading and math assessments will support academic	Yes	$28,000.00	23330

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)
		success of students who participate in the alternative education program.			
2	2.1	College and career programs for students who participate in the alternative education programs.	Yes	$221,000.00	190793
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Yes	$28,679.00	116160
2	2.3	Staff Will Support College and Career Readiness and Pathways to Graduation	No	$454,488.00	421912
2	2.4	Consumables and Materials to Support Career Technical Education Programs for All Students	No	$152,132.00	73404
2	2.5	Career Preparation Programs To Support Pathways to Graduation and Career Planning	No	$33,004.00	912
3	3.1	Enrichment activities will support student engagement.	No	$62,351.00	124243.89
3	3.2	Enrichment activities will support student engagement as increased and improved services for students in the alternative education programs.	Yes	$155,045.00	72075
3	3.3	Supplemental Materials to Support English Language instruction	No	$1,614.00	4762
3	3.4	Parent and Family Engagement Activities For All Students	No	$107,283.00	35267
3	3.5	Family Engagement for Families of students who identify as English Learners	Yes	$17,182.00	
3	3.6	Mental Health Services will provide increased and improved services for students who participate in alternative education programs.	Yes	$91,560.00	66488

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Staff to Support Transition of Unhoused Youth and Youth Who Receive Foster Youth Services	No	$197,205.00	
3	3.8	Staff to support continuous improvement processes and parent engagement districtwide	No	$24,688.00	66438
3	3.9	Professional Development to Support Facilitating a Positive School Climate	No	$95,000.00	4787
3	3.10	Materials to Provide Increased and Improved Services Students Who Receive Foster Youth Services in the Community School	Yes	$21,110.00	
3	3.11	LCFF Staff to Support Continuous Improvement Processes and Parent Engagement	Yes	$73,923.00	
3	3.12	Activities to Support Positive School Climate	No	$40,219.00	
3	3.13	Supplemental Materials to Support English Language Services and Instruction	No	$1,905.00	28
3	3.14	Operational costs will support increased and improved services for unduplicated students	Yes	$91,579.70	
4	4.1	Build capacity within Santa Clara County districts to support youth in foster care.	No	255846	255846
4	4.2	Provide coordinated educational case management care for Santa Clara County youth in foster care.	No	255846	255846
4	4.3	Support Higher Education Transitions for Foster Youth	No	75000	75000
4	4.4	Support integrated data system to support foster youth.	No	5000	5000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Navigator position will provide transition services for students who exit alternative education programs.	Yes	$121,305.00	121305
5	5.2	Professional Development to Support Transition of Students Facing Expulsion	No	$0.00	
5	5.3	Transition Services Planning	No	$0.00	
5	5.4	Student Exit Surveys and Transition Plans	No	$0.00	

2023-24 Contributing Actions Annual Update Table

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)
1007383.7	$1,007,383.70	$590,151.00	$417,232.70	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Online academic programs will provide supplemental instruction for students in the alternative education program.	Yes	$103,000.00	0		
1	1.9	Professional development for staff regarding inclusion and instruction of students through equitable teaching and learning.	Yes	$55,000.00	0		
1	1.10	Online reading and math assessments will support academic success of students who participate in the alternative education program.	Yes	$28,000.00	23330		
2	2.1	College and career programs for students who participate in the alternative education programs.	Yes	$221,000.00	190793		
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Yes	$28,679.00	116160		
3	3.2	Enrichment activities will support student engagement as increased and improved services for students in the alternative education programs.	Yes	$155,045.00	72075		

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

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

2023-24 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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