

School Year

2024-2025

Date of Board Approval

06/12/2024

LEA Name

Santa Clara County Office of Education (SCCOE)

CDS Code:

43 10439

Link to the LCAP:

(optional)

<https://www.sccoe.org/depts/educational-services/Documents/LCAP.pdf>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

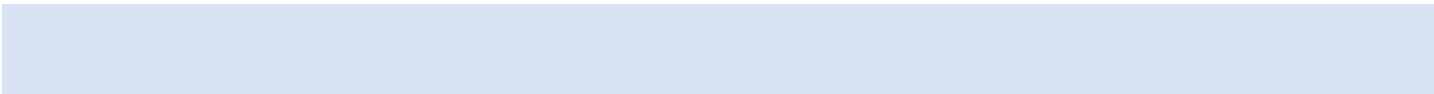
TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

note:



Committee provide input and advisement on final plans and spending. Local bargaining units also weigh in on input sessions conducted at all schools in conjunction with the LCAP planning and all: (a) parents, (b) students, and (c) staff have opportunity for input through the Annual LCAP survey.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Educational Services Division (ESD) of the Santa Clara County Office of Education (SCCOE) aligns the use of federal funds with state and local funds to support: (a) teaching and learning, (b) student engagement, (c) parent engagement, and (d) support for college and career readiness as defined in Local Control Accountability Plan (LCAP) goals and partner engagement sessions. Through analysis of: (a) the annual LCAP survey administered in December of 2023, (b) partner input meetings in Spring of 2024 (c) results of the CA School Dashboard release in December of 2023, and (d) analysis of student needs as defined through local surveys to include the 2024 CA Healthy Kids Survey, the ESD was able to identify and define the following priorities for the 2024-25 school year.

1. Continue with professional development for the incorporation and use of technology based supplemental programs focused on literacy, core instruction, and credit recovery for all staff as evidence-based practices.
2. Continue with professional development to support delivery of a broad course of study for all students to include college and career readiness and programming, support for students who receive English language acquisition services, positive behavior interventions and supports, leadership practices, and literacy intervention instruction in math and reading and in providing differentiated supports for Students with Disabilities in an inclusive environment.
3. Continue professional development for educators regarding: (a) civic engagement, (b) environmental literacy, (c) ethnic studies, and (d) inclusion.

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE III, PART A

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) –

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

County Operated Special Education- 49.5%

Community Schools- 61.3%

Court Schools- 100%

2023-24 Teacher Status

6 of the total 105 teachers in Special Education Program are inexperienced (less than two years in the position, interns, or out of field) Special education shows a low income percentage of 49.6% compared to the district average of 53.7%. 2 of the 7 total teachers in the Community Schools are inexperienced (less than two years in the position, interns, or out of field). Community Schools show a low income percentage of 61.3% compared to the district average of 53.7%. 0 of the 13 total teachers in the Court Schools are inexperienced (less than two years in the position, interns, or out of field). Court Schools shows a low income percentage of 100% compared to the district average of 53.7%

Part Two

Minority Students and Teacher Status

*There are no teachers that meet the criterion for ineffective or mis-assigned.

*There are no teachers that meet the criterion for out of field teacher placement.

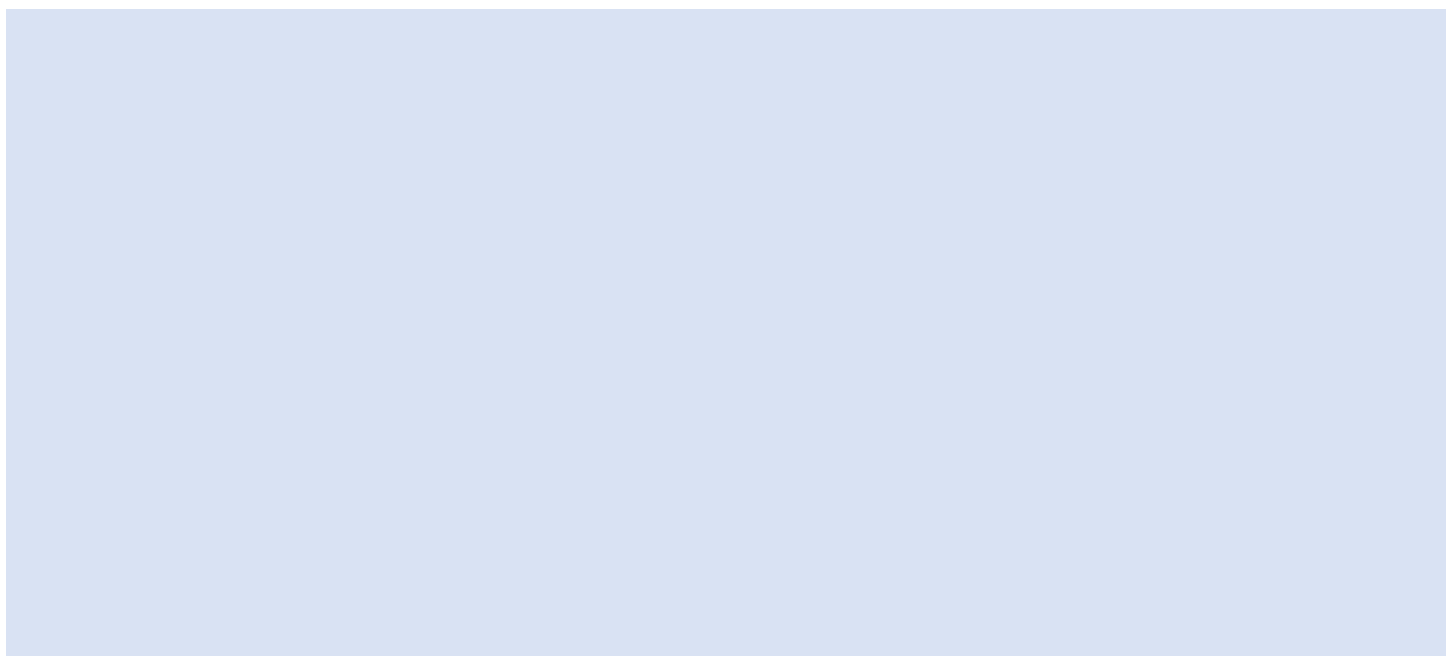
6 of the total teachers in Special Education School are inexperienced (less than two years experience or interns). This

Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the , Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.



1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

Outreach to families of students with disabilities and migratory students is provided as a Multi-Tiered System of Support for all families. Materials are translated and glossaries are included. This includes grade reports/IEPS. Interpreters are provided for parent meetings as needed. Outreach regarding participation to families of students with disabilities and migratory families is ensured through identification and data sharing depending on the program. Outreach is inclusive and targeted as needed.

Parent outreach and engagement regarding their child's education is embedded in the interactions and planning of the Educational Services Division and the team makes an intentional effort to discuss parent and family engagement at meetings and to include parents and guardians in decision-making.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education (SCCOE) and the Educational Services Division(ESD) will utilize Title I funds as resources for: (a) school climate, (b) student academic progress, (c) credit recovery, (d) supplemental instruction for English language instruction, (e) support for social and emotional needs of students, (f) literacy and college and career readiness, and (g) assistance for students and families as a means to ensure quality student and parent engagement. Gifted youth in need of specialized services are assisted through individualized learning. Staff members provide student academic and literacy skills and library services for Alternative Education and a SCCOE County Librarian provides updates for the program. Technology is embedded in all programs, and students are involved in digital literacy through teacher assistance for individualized online learning to include programming for students receiving English language acquisition services. Digital and assistive devices for special education students are defined as core and supported through the SELPA Block Grant. Special Education also utilizes Title I funding to provide family engagement activities and family engagement educational excursions.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Court School receives funding from Title I Part D. Two programs, Osborne Juvenile Hall and Blue Ridge, serve students in grades 6-12 or younger as needed. Students are placed in the institutions through court placement. Students receive a well-rounded academic program to include: (a) Common Core aligned core classes, (b) core and supplemental opportunities for students accessing English language services, and (c) IEP alignment for Students with Disabilities. Students attend a full school day 234 days each year. All teachers are highly qualified. Students also participate daily in PE classes and receive individualized academic services as needed. In addition, an intentional focus on Career Technical Education has resulted in the establishment of career pathways and certifications. Students are placed at Osborne to await adjudication and in some instances for long term placement as determined by the Juvenile Justice System. Students are placed at Blue Ridge, a less restrictive environment, after adjudication and are placed there for 6-18 months. Blue Ridge focuses on creating career pathways for students. Pathways available at Blue Ridge include: (a) building trades, (b) a culinary arts program, (c) welding and forklift certification. Students at Osborne Juvenile Hall participate in Career Exploration courses and have a Horticulture/Aquaponics pathway as well as art, music and virtual forklift. Students also have the opportunity to participate in dual enrollment college coursework and to pursue early certifications in career pathways through online programming. College and Career Liaisons facilitate student placement and transition. Core teachers provide instruction and a focus on literacy addresses reading skills of students. Students are tested quarterly in math and reading through the Renaissance STAR Assessment, and scores are shared with teachers and Probation staff. Title I funds programming needs. In addition, Title III funds are used collaboratively to enhance supplemental instruction for students accessing English language services, and Title I funds provide for

Probation Officer Coordination

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Dashboard analysis. The engagement team determined that the CSI grant would support all entities equitably with

groups to include: (a) teachers, (b) principals/leaders, (c) paras/employee organizations, (d) ancillary staff, (e) community partners, and (f) organizations or partners with demonstrated relevance in programs and activities.

Title II funds are used to train site and district administrators in building and implementing systems to engage partners and support continuous improvement.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that

principals. This includes CAASPP and CAA data which is differentiated by student group and length of time in EL programs. In addition, performance data is shared annually with all staff when ELPAC scores are released. Local assessment data is broken down by students who receive English language acquisition services status when shared with staff in monthly updates. District wide monitoring of students who receive English language acquisition services occurs three times per year. Data is pulled for students identified as EL and RFEP to include state and local assessment data, grades, and attendance. The data is shared with principals who work with staff to support students. In addition, reclassification occurs three times per year and data is reviewed at this time. Due to the unique educational history of students in court and community and re-engagement programs, frequent analysis of local assessment scores is given each month to staff. This includes data regarding students who receive English language acquisition services as well as other students.

Principals and directors are held accountable to ensure progress of students who receive English language acquisition services in meeting goals. This includes responsibility for ensuring high quality instruction is occurring in the classroom for students who receive English language acquisition services as designated and integrated ELD strategies are employed and that data is shared appropriately with staff. The Directors are responsible for ensuring high quality professional development supports the instruction of students who receive English language acquisition services and the Manager of Implementation and Compliance is responsible to ensure that student data is: (a) pulled, (b) disseminated, and (c) shared with staff in a systemic manner. Progress data is also shared with parents and staff at: (a) DELAC meetings, (b) English Learner Advisory Committee meetings, (c) District LCAP meetings, and (d) LCAP Parent Advisory meetings. This includes: (a) state assessments, (b) local assessment data, (c) reclassification data, and (d) special data regarding long term students who receive English language acquisition services and their status. Special Education also shares performance data during IEP updates and the team is accountable to parents regarding student performance.

Assessment Technicians and teachers administer the ELPAC and local assessments. Training regarding assessments is given to ensure test conditions are positive and students understand the reason for the test and perform at their optimal ability.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Student attendance, High School Drop Out Rates, Graduation Rates, Discipline data, Healthy Kids Survey

What activities will be included within the support for a well-rounded education?

Contracts for Arts and Music classes for students.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

By measuring the indicators, LCAP survey, internal student surveys.

Safe and Healthy Students (ESSA Section 4108)

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Not applicable

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

May 20, 2024

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022