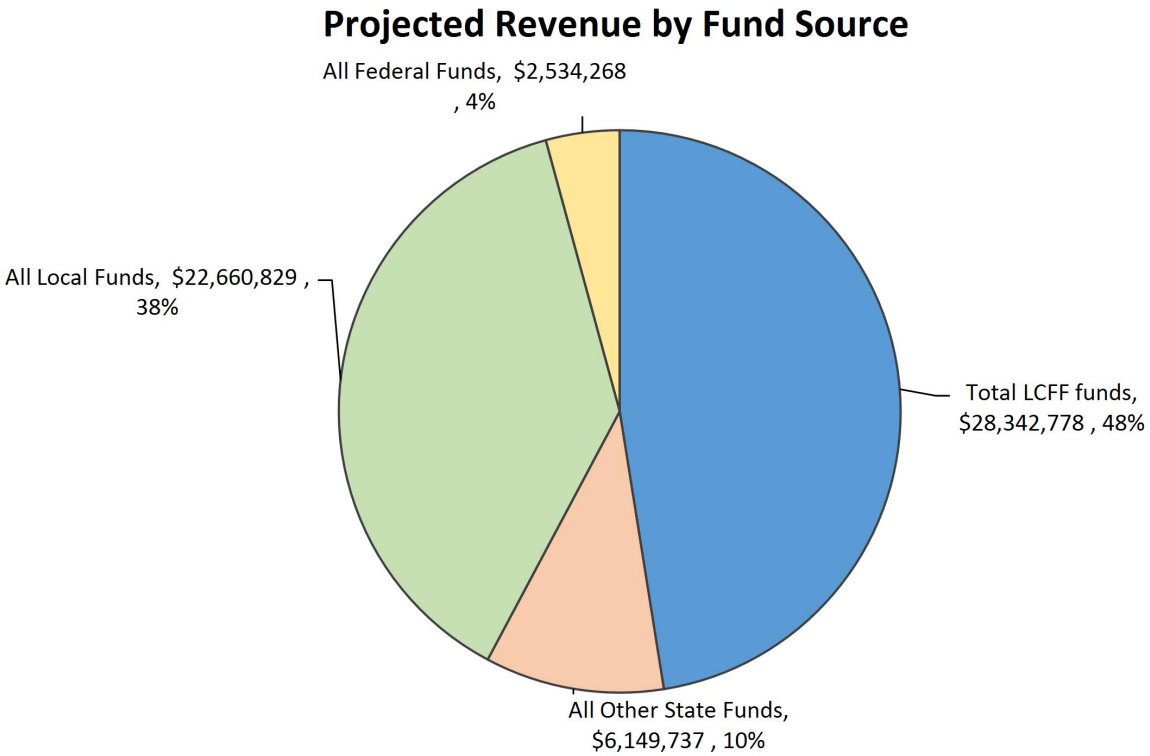
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Alameda County Office of Education Court and Community Schools
CDS Code: 01-10017-0000000
School Year: 2026-27
COE contact information:
Eric Guthertz
Sr.Chief of Schools
eguthertz@acoe.org
510-670-4590

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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 2026-27 School Year



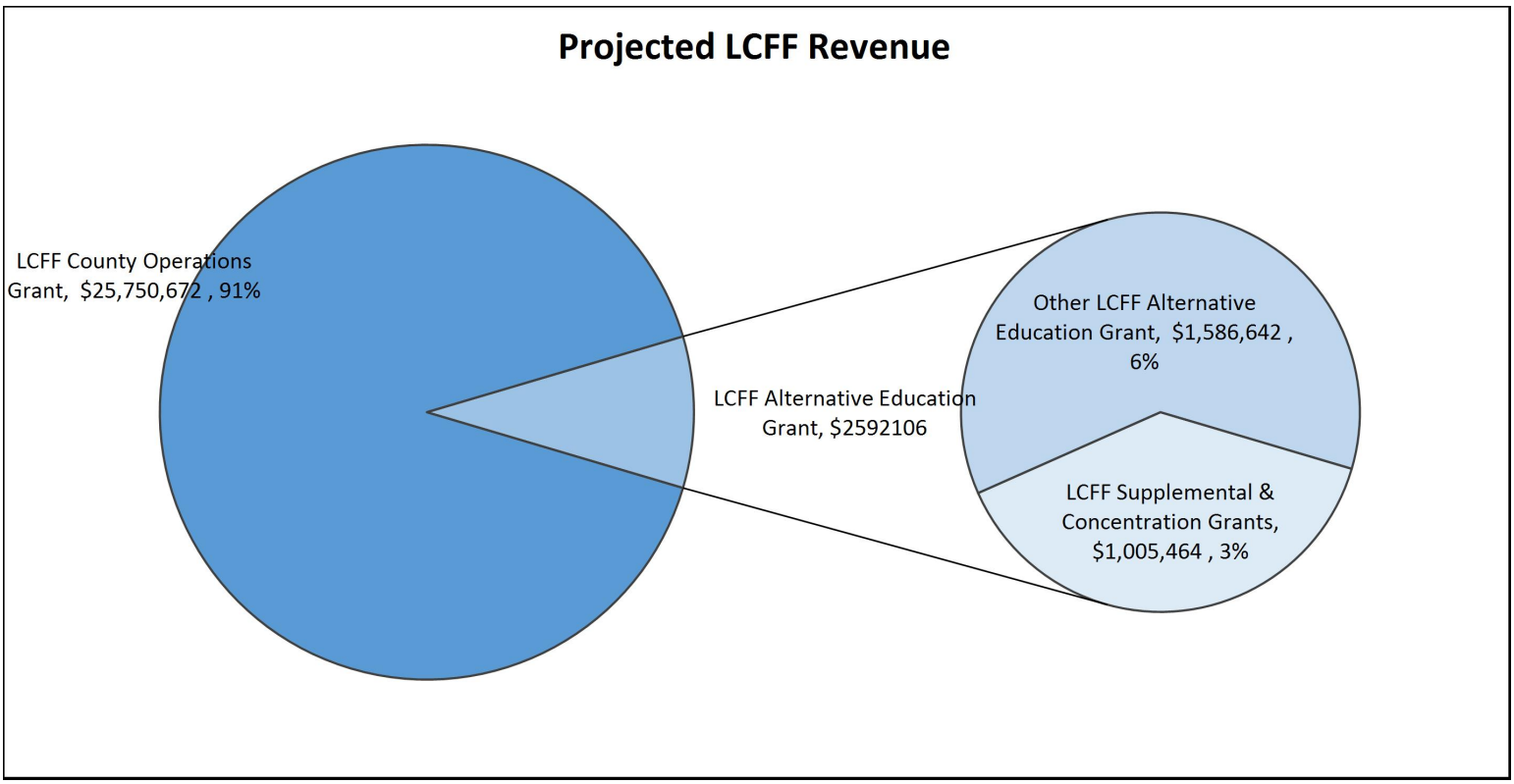
This chart shows the total general purpose revenue Alameda County Office of Education Court and Community Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alameda County Office of

Education Court and Community Schools is 59,687,612, of which 28342778 is Local Control Funding Formula (LCFF), 6149737 is other state funds, 22660829 is local funds, and 2534268 is federal funds.

Of the $6149737 attributed to All Other State Funds, $430000 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

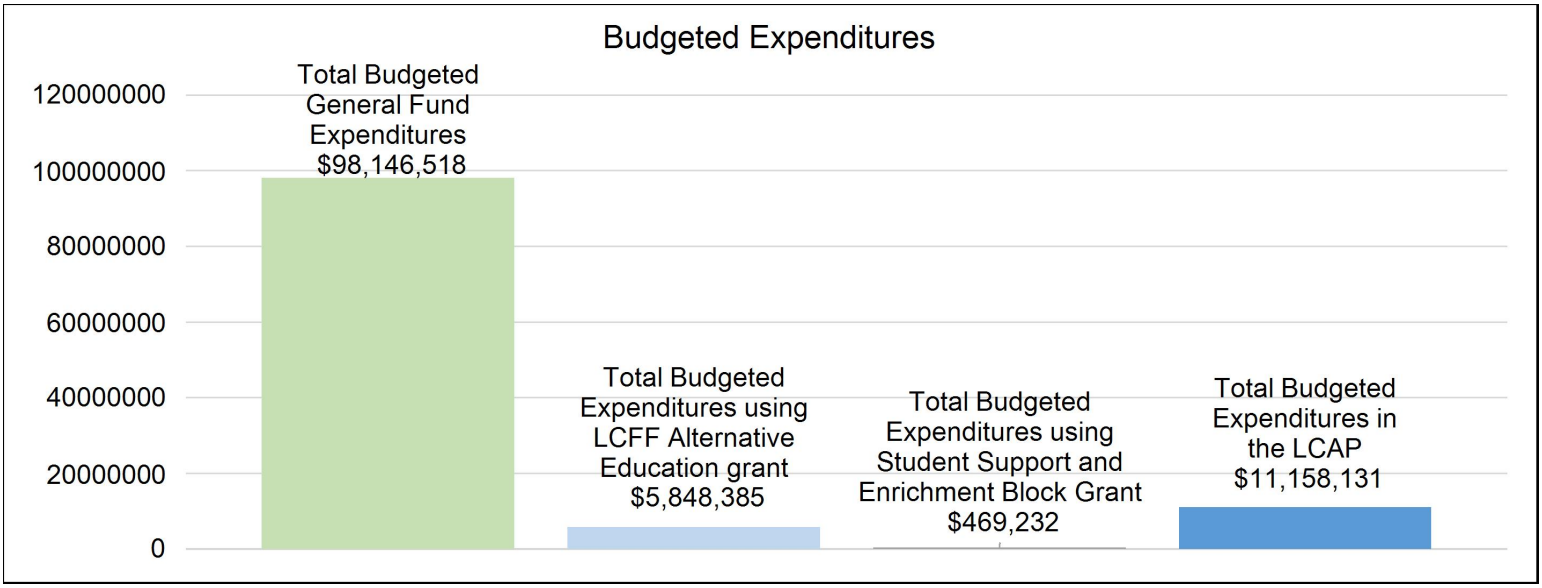


This chart shows the LCFF revenue Alameda County Office of Education Court and Community Schools expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Alameda County Office of Education Court and Community Schools is $28342778, of which $25750672 is attributed to the LCFF County Operations Grant, $2592106 is the attributed to the LCFF Alternative Education Grant, and $0 is other LCFF funds. Of the $2592106 attributed to the LCFF Alternative Education Grant, $1005464 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Not applicable. Alameda County Office of Education receives only County Operations Grant and the Alternative Education Grant for LCFF funds.

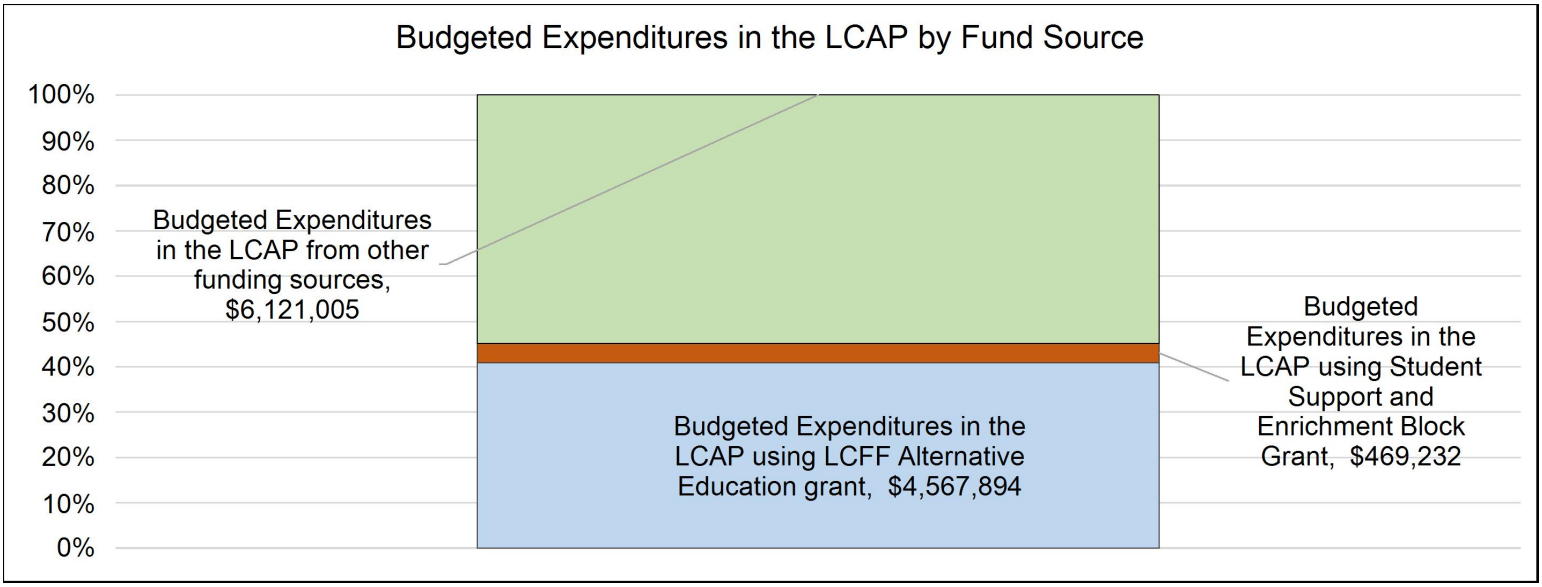
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Alameda County Office of Education Court and Community Schools plans to spend for 2026-27. 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: Alameda County Office of Education Court and Community Schools plans to spend $98146518 for the 2026-27 school year. Of that amount, $5848385 is attributed to the Alternative Education Grant and $469232 is attributed to the Student Support and Enrichment Block Grant. $86,988,387 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Alameda County Office of Education plans to spend $98,146,518 for the 2026-27 school year. Of that amount, $11,158,131 is tied to actions/services in the LCAP and $86,988,387 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for general administrative and operational expenses, such as central office costs, human resources, business services, facilities and maintenance, etc.



This chart provides a quick summary of how much Alameda County Office of Education Court and Community Schools plans to spend for 2026-27 for planned actions and services in the LCAP.

The text description of the above chart is as follows: Alameda County Office of Education Court and Community

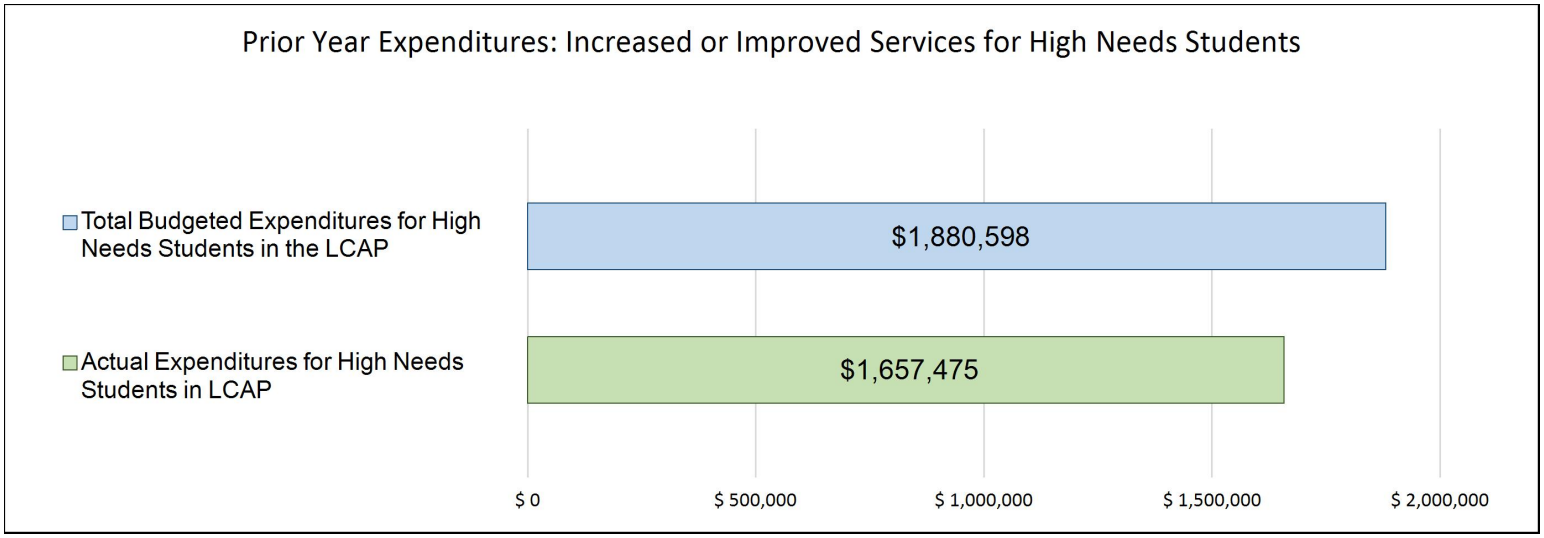
Schools plans to spend $11158131 on actions/services in the LCAP. Of those funds, $4567894 is attributed to the Alternative Education Grant and $469232 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Alameda County Office of Education Court and Community Schools is projecting it will receive 1005464 based on the enrollment of foster youth, English learner, and low-income students. Alameda County Office of Education Court and Community Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Alameda County Office of Education Court and Community Schools plans to spend 2309737 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 2025-26



This chart compares what Alameda County Office of Education Court and Community Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alameda County Office of Education Court and Community Schools 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 2025-26, Alameda County Office of Education Court and Community Schools's LCAP budgeted 1880598 for planned actions to increase or improve services for high needs students. Alameda County Office of Education Court and Community Schools actually spent 1657475 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of 223,123 had the following impact on Alameda County Office of Education Court and Community Schools’s ability to increase or improve services for high needs students:

In 2025-26, Alameda County Office of Education Court and Community Schools' LCAP budgeted $1,880,598 for planned actions to increase or improve services for high needs students. Alameda County Office of Education Court and Community Schools actually spent $1,657,475 for actions to increase or improve services for high needs students a difference of $223,123.

1.2 Academic Support
BAYAC provided Educational instruction and support services, contract change to different funding source, but services for students were provided as planned.

Midyear retirement of a veteran teacher and late hire of sub. teacher with a smaller starting salary rate. Academic support was still provided to high needs students and did not result in a loss of services.

5.6 Health Support Services Funding for School nurse originally paid under a different contract, prior to becoming a full time FTE for the LEA

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
Alameda County Office of Education Court and Community Schools	Eric Guthertz Sr.Chief of Schools	eguthertz@acoe.org 510-670-4590

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Alameda County Office of Education (ACOE) Court and Community Schools are year-round educational programs for a diverse and very high needs population of secondary students. Our programs are designed to target students who are expelled, on probation, pregnant or parenting, under the supervision of Child Welfare, and in custody of the Juvenile Court. ACOE seeks to provide positive learning environments that are safe, promote positive self-concept, and are respectful of diversity so that students can set and attain goals in learning, work and life. Students and families in our schools represent a wide range of cultural, linguistic, and socio-economic backgrounds, and we feel tremendous pride in being able to serve such a diverse and inclusive community. We serve youth with multiple, complex, and varied needs. Below is an overview our enrollment demographics:

Student Race/Ethnicity- African American 44.1%, American Indian 1%, Asian 4.9%, Filipino 2%, Hispanic 44.1%, Pacific Islander 1%, White 2%

Other Enrollment Demographics: English Learners 27.5%, Foster Youth 6.9%, Homeless 16.7%, Socioeconomically Disadvantaged 92.2%, Students with Disabilities 21.6%

ACOE Court and Community Schools are governed by an elected seven member Board of Education: 2025-2026 President Trustee Ken Berrick- Area 3,Trustee Joaquin J. Rivera- Area 1, Vice- President Trustee Angela Normand- Area 2, Trustee Aisha Knowles- Area 4, Janevette Cole- Area 5, Trustee Eileen McDonald- Area 6 Trustee, and Cheryl Cook Kallio- Area 7

The ACOE Board of Education and Superintendent, Alysse Castro, updated our County Office of Education's Vision, Mission, and Priorities in 2024 to align our agency focus and efforts on the unique needs and demographics of Alameda County Office of Education (ACOE) Court and Community Schools students who represent students throughout the county.

OUR MISSION Equip the Most Vulnerable Students & Those Who Serve Them with the Tools to Thrive

OUR VISION We innovate to address the pervasive issues obstructing the well-being of all students in Alameda County. We equip the most vulnerable students and those who serve them with the tools to thrive, erasing the predetermination of failure for children from communities of violence and poverty.

OUR PRIORITIES
Centering our priority student populations

Differentiating supports for the most struggling students & systems

Maximizing resources & minimizing pain points

Creating a culture of innovation

ACOE Schools VISION

ACOE provides an alternative school experience designed around the unique needs and strengths of students not served by district schools—including those who are expelled, detained, parenting, supporting themselves, or transitioning between homes or families. Recognizing that our students are in transition, ACOE schools ensure seamless onboarding and offboarding, clear orientation and connection, planning for life after high school, and well-supported handoffs to their next setting. Understanding that students arrive with interrupted or negative school experiences, we deliver engaging, relevant, and personalized learning. Aware that many face instability and trauma, we integrate supports from school and community resources to remove barriers to learning. And knowing that traditional school systems were never built for these students, ACOE invests in facilities, data, technology, systems and staff development to create the alternative schools they need.

School Programs
Two court school campuses serve students who are detained and consist of six classroom teachers, five paraeducators, one Special Education teacher, a literacy specialist, a speech therapist, and four stip substitute teachers to ensure continuity of instruction if teachers are in Individualized Education Plan (IEP) or other student focused needs. Typically, students arriving in detention manifest symptoms of trauma in addition to issues relating to transitioning to a new living and learning environment. ACOE schools also include five community school campuses that serve populations with similarly large and diverse needs. Every student is either on formal probation or informal probation, in foster care or otherwise under the supervision of child welfare, in treatment for drug or alcohol dependency, expelled from their home district,

and/or pregnant or parenting. Nearly all are credit deficient, and most have significant history of habitual truancy and chronic disobedience. Our program consists of an expelled youth program serving students across the county in both a traditional classroom and independent study program, as well a Parenting Teen Program with two school sites located in both the northern and southern parts of Alameda County. ACOE will provide a new Therapeutic Day program option in Oakland called the GRACE School which will provide comprehensive, including individual, group, and family counseling based on the Individualized Education Program (IEP), with a focus on building confidence for the future.

There is an ongoing need to address issues related to chronic absenteeism and learning loss, specifically students who became disengaged from school during the pandemic and the increase in mental health needs. Our efforts to provide traditional education include increased efforts to support students, families, and staff''s socio-emotional needs. In addition, efforts to improve graduation and College and Career Indicator (CCI) measures (A-G, CTE, dual enrollment, and work-based learning) presented challenges in our ability to customize supports for individual students due to LEA wide high instability rates of 74.3% for ACOE Community Schools and 97.4% for ACOE's Court Schools. There is an increased need to focus on foundational literacy skills for students across both Court and Community Schools due to gaps in formal education, high numbers of students on IEPs, as well as those identified as English Learners. Similarly, a focus for the 2026-27 school year will be with math intervention to improve computation, mathematical reasoning, and numeracy skills. We are also planning to open a new Counseling Enriched Program to provide specialized academic instruction and therapeutic classroom support to students with identified disabilities whose educational needs require a highly structured, therapeutic, and trauma-informed learning environment as a response to county wide requests for a new program, and staff will play an important role in helping build its foundation and shape its culture, systems, and practices,

ACOE schools are extremely small, but the needs they address are large and varied. Both our Court and Community Schools will receive Equity Multiplier funding for the 2026-27 school year due to both high instability rates and high numbers of socioeconomically disadvantaged students. Currently, we are experiencing rapidly declining enrollment, at both Community and Court schools as noted in the recent CDE communications regarding the impact to urban school districts; coupled with the effects of housing costs in Alameda County. In addition to this, changes in student placement by probation (group homes, school to home sentencing, etc.) and the decrease in the number of students who are expelled which led to the closure of our Hayward Community School that primarily served these students, are also reasons for the declining enrollment. Of course, this is good news in the larger sense, but it reduces funding allocated to ACOE schools without significantly reducing the number of services needed. In addition to the students in our schools, ACOE is responsible for supporting expelled youth and foster youth, county wide; not just in our own student programs.

Learning Recovery Emergency Block Grant (LREBG) Funds
LREBG funding was spent in year two of our LCAP (2024-25) to provide services aligned to both integrating pupil supports to address other barriers to learning, and staff supports and training and the provision of health, counseling, or mental health services,through contracted services from our community partner Bay Area Youth Agency Consortium (BAYAC) in Goal 1 Action/Service 1.2, (Tutoring or other one-on-one or small group learning supports) , Integrating evidence-based pupil supports in our school enrichment programming-Yoga classes (Goal 1, action 1.11), and for services provided by our School School Worker in Goal 5 Action 5.5 (provision of health, counseling, or mental health services), all allowable uses under EC 32526(c)(2) . During the 2025-26 school year, we did have unexpended LREBG funds in the amount of $11,841 which is budgeted in the 2026-27 LCAP under goal 4, actions 4.2. To best serve our students, these funds will be utilized to enhance student support and enrichment opportunities as outlined in our educational plan for staff overtime and professional learning aligned

to the new Mathematics Framework, English Language Arts/English Language Development, health, counseling, or mental health services, and to support additional academic services for pupils (EC Section 32526(c)(2)). Our local MAP assessment for reading and math indicate a need for additional academic supports for students, educational partner input after the review of our 2025-26 Annual Update data/comprehensive needs assessment (EC Section 32526(d)) conducted during School Site Council meetings in the Spring of 2026, along with site level COST/RTI processes continue to show a need to continually address pupil trauma and social-emotional learning, along with support for family or pupil needs. We are committed to transparently utilizing these resources to expand access to educational opportunities, promote student success, and support their overall well-being.

LEA Data and Focus Areas
As a result of the academic performance data, the LEA plans to focus on student access to individualized targeted interventions and supports in both ELA and Mathematics (Goal 2) . In addition, the LEA will work diligently to recruit and retain highly qualified Career Technical Education (CTE) teachers, seek to reestablish CTE pathways that is accessible to all students, increase the concurrent enrollment options currently offered with neighboring community colleges, partner with a neighboring community college to offer dual enrollment (Goal 4), provide daily designated English Language Development (ELD) instruction to its EL students, and provide ongoing robust ELD Professional Development (PD) to all teachers (Goal 3). This is inclusive of efforts improve the number of students enrolled A-G courses, improve graduation rates (Goal 1) and the rates of students meeting the College and Career indicator (CCI) on the California Dashboard. Our needs assessment revealed significant needs in these areas. We are committed to transparently utilizing these resources to ensure every student has the opportunity to thrive academically, personally, and professionally and align our LEA's instructional services from credentialed staff with allowable fund uses in the area of a broad course of study to meet the needs of our ACOE students; including services and supports aligned for the physical, emotional, and social well-being of students (Goal 5) . The Alameda County Office of Education (ACOE) Court and Community Schools aim to create an environment where children are healthy, safe, engaged, supported, and challenged, ensuring they develop into well-rounded individuals equipped for life beyond school.

ACOE Schools Core Values
Our shared purpose is to improve lifelong outcomes for our county’s most vulnerable students at our alternative schools. We empower site leaders to co-create innovative, (equity centered/socially- just/anti-racist)restorative schools where every student can thrive in an environment of deep learning and hope.

- High-Impact Alternative Education- Support each of our sites to create an instructional vision that is uniquely developed for the students’ specific context and needs at their school as we coordinate systems that ensure supports are aligned across programs, helping schools deliver tailored, effective instruction while addressing both academic and social-emotional needs.reflected in LCAP Goals 1, 2, 3, and 4.

- Student Wellness-Uplift and nurture all students’ identities, and support them in their emotional and mental well being, prioritize student wellbeing by implementing mental health supports, restorative practices, and family engagement initiatives, helping students build self-regulation, agency, and self-advocacy as reflected in LCAP Goal 5.

- Continuous Professional Growth-Provide high quality, meaningful, and engaging professional development, offered at all levels of our school system including leadership development and teacher and school staff training and coaching, modeling evidence-based, equity-centered practices, strengthening school-wide capacity to meet student needs reflected in LCAP Goals 2, 4, and 5.

- Relational Trust- Consistently work to build relational trust amongst all staff members with a focus on staff well being, engagement, inspiration, purpose, and collegiality. Foster collaboration, transparency, and shared accountability among staff and community partners, building a school culture of trust, wellbeing, and teamwork that benefits both students and adults reflected in LCAP Goals 5 and 6.

Reflections: Annual Performance

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

Alameda County Office of Education's Court and Community Schools serve some of the most vulnerable student populations in California, disproportionately low income (79.1% 2025 CA Dashboard), students of color (Hispanic 60.5%, African American 28.7% 2025 CA Dashboard) , special ed (24.8% 2025 CA Dashboard), and foster youth(10.9% 2025 CA Dashboard) Some our our local data shows success in the following areas during the 2025-26 academic year:

- Increased number of students in college courses in our post-graduate program serving youth 18-24 at the juvenile justice center in partnership with Probation and many external partners
- Increase in the number of students enrolled in college courses in both Court and Community Schools
- Responding to changing demographics by providing direct enrollment for students at our parenting teen programs as opposed to district referral
- Restructuring of teachers at our Court Schools to provide single subject instruction aligned to ESSA secondary Teaching Assignment Monitoring Outcomes (TAMO) and to ensure teachers are providing instruction aligned to their teacher credentials
- Providing additional teachers at our Community School Parenting Teen Programs to provide a core humanities (ELA/Social Science) and Math/Science instructional model that allows for the start of project based learning for students in various grade levels at school sites
- Increased staffing to support student transitions from the juvenile justice center to prevent at-risk youth from dropping out of school
- Additional School Social Workers at our Community Schools to provide Direct Student & Family Support, Systems Leadership, Program Management, and Cross-Sector Collaboration
- Re-envisioning our programming for expelled youth to better meet the needs of students, families, and districts of residence to align both educational and support services into programmatic design at our Community School Quest Academy program sites
- Development of Schools Division Core Values to align instructional and student support vision across our unique sites

- Division leader Learning walks for alignment and peer support, and to better plan professional development opportunities for individual, small groups, and whole-staff learning

- Formation of a Central Instructional Leadership Team (ILT) focused on designing PD that is aligned and design ways to assess if it is working, capacity building,and use of data informed continuous improvement process–accountability.

As noted in the October 2025 Association of California County Boards of Education (ACCBE) County Key-Points Deep-Dive-on-Court-Community-Schools, our schools face unique challenges that are not captured in the California School Dashboard.There is an overall ongoing need for improvement in academic engagement and performance across the LEA based on a review of the California School Dashboard metrics. The following data summarizes the annual performance based on a review of the California School Dashboard (2025) for ACOE Schools:

Challenges in Court and Community Schools Compared to 2025 CA Dashboard Data

- Academic outcomes for students in Court (Community) Schools are significantly lower than statewide averages. (ACCBE October 2025 Key Points)

Academic Performance- State Assessments 2025 CA Dashboard

- English Language Arts- “no performance color"-167.7 points below standard, Increased 85 Points (18 students)

-Hispanic- 157.9 points below standard Increased 113.5 Points (13 Students)
-Socioeconomically Disadvantaged 178.5 points below standard, Increased 46.7 Points (16 students)
-Less than 11 students for each of the following demographics - -African American, American Indian, Asian, English Learners, Foster Youth, Long-Term English Learners, White, Students with Disabilities & Two or More Races

- Mathematics “no performance color", - 247.1 points below standard, Increased 38.8 Points (19 students)
- Hispanic 232.8 points below standard Increased 60.7 Points (13 students)
- Socioeconomically Disadvantaged 260.5 points below standard Increased 5 Points (17 students)

-Less than 11 students for each of the following demographics - -African American, American Indian, Asian, English Learners, Foster Youth, Long-Term English Learners, White, Students with Disabilities & Two or More Races

- Science- “no performance color" Declined 6.7 Points, (19 students)

-Socioeconomically Disadvantaged 8.7 science points, Declined 6.7 Points (19 students)
-Less than 11 students for each of the following demographics -American Indian, Asian, Hispanic, English Learners, Foster Youth, African American, White, Long-Term English Learners, & Two or More Races

There is an overall ongoing need to ensure students are meeting grade-level standards based on student performance on either the Smarter Balanced Summative Assessment. On average, students are several hundreds below the Distance from Standard in both English Language Arts and Mathematics. These needs are also reflected in our local pre-assessment administered in the Fall of 2025 which show the following data:

Local Data

Academic Performance- Local Assessments
Fall 2025 COURT SCHOOLS Mathematics 15% of students at or above grade level (8/54)

Fall 2025 COMMUNITY SCHOOLS Mathematics 5% of students at or above grade level (4/77)

Fall 2025 COURT SCHOOLS Reading 31% of students at or above grade level (18/59)

Fall 2025 COMMUNITY SCHOOLS Reading 3% of students at or above grade level (9/72)

English Learner Progress

27.5% making progress towards English Proficiency Increased 16.1% Number of Students: 40

ELPAC Summative Spring 2025 CA Dashboard data LEA Wide
29.4% progressed at least one ELPI level, 2.9% maintained ELPI level 4, 58.8% maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), 8.8% decreased at, least one ELPI Level
Community Schools 64.3% making progress (LTEL) Number of Students: 14
Court Schools (no data, less than 11 students tested)

2025 data shows that while EL students are making some progress towards English language proficiency, LEA reclassification rates are low (lack of L4 scores) and most English Learners or long term (LTEL) or at risk of becoming long term ELs. (6+ years as an EL).

There is an overall ongoing need for improvement in academic engagement and performance across the LEA based on a review of the California School Dashboard metrics. As summarized by the ACCBE Key Points "The data demonstrates the urgent need for targeted academic and social/emotional supports, strong literacy and numeracy programs, and comprehensive reentry planning and support".

Graduation Rates
- The short-term nature of many students' stays creates challenges for educational continuity and progress tracking. (ACCBE October 2025 Key Points)

Graduation Rates 34.8% graduated- data based on 4 year cohort outcomes for students with documented instability rates at COE schools.

4/5 Year Cohort Graduation Rate=34.8% graduated Increased 13.7% Number of Students: (24 out of 69)

Foster Youth 50% (16 students) Increased 34.2%
Hispanic 33% (39 students) Increased 20.2%
Homeless 45% (18 students) Declined 9.4%
Socioeconomically Disadvantaged (65%) 40% Increased 11.7%

Less than 11 students for each of the following demographics -African American, American Indian, Asian, English Learners, White, Students with Disabilities, & Two or More Races

The following are groups with the lowest performance on the CA Dashboard:

- Graduation Rate: All Students, Foster Youth, Hispanic, Homeless, SED
- CCI: All Students, Foster Youth, Hispanic, Homeless, SED

Schools with lowest performance level on one or more indicators:

- Graduation Rate: Alameda County Juvenile Hall/Court School
- CCI: Alameda County Juvenile Hall/Court School and Alameda County Community School

Student groups schoolwide with lowest performance level on one or more indicators:

- Graduation Rate: SED @ Alameda County Community School, SED @ Alameda County Juvenile Hall/Court School
- CCI: SED @ Alameda County Juvenile Hall/Court School

As with most County Office of Education alternative schools, most students do not start their high school career with us and often come to us significantly behind on credits. The removal of the 1 Year Graduation Rate Cohort based on the federal government's rejection of this CDE measure has been replaced by the addition of the 4 Year Federal Graduation Rate Cohort. The denial of the modified Dashboard Alternative School Status (DASS) Graduation Rate by the Federal government in 2022 has affected our graduation rates from that academic year onwards.Therefore the CDE's formula of counting a student in the graduation cohort of the last school where the student is enrolled; holds us accountable for the student’s graduation outcome with no consideration of the number of credits the student has upon enrollment.

1 Year Cohort Graduation Rate
Court Schools Rate 90.5% 19 out of 21 graduated (# less than 11 in 2024)
-Socioeconomically Disadvantaged 1-Year Graduation Rate 90.5% (19/21)
-African American 1-Year Graduation Rate 81.8% (9.11)

ACOE Community Schools ACOE Community School 52.9% slight decline from 2024 (61.1%) ,
-Socioeconomically Disadvantaged 1-Year Graduation Rate 36.4%
-Hispanic 1-Year Graduation Rate 46.7%

Local Data
% of incoming 12th graders (4 year cohort) significantly behind on credits at time of enrollment (149 or less) = 35% (6/17) LEA Wide 17% increase from 2024

Our LEA does not have the ability to deny student enrollment based on year in school or the number of credits upon entry. The CDE should

consider how to hold districts accountable for their alternative education students by assigning test score and other outcome data to the alternative education student's district of residence.

- Students' significant trauma and mental health needs, combined with below grade level academic skills and credit deficiencies require intensive academic interventions, social-emotional and wraparound services.(ACCBE October 2025 Key Points)

2025 CA Dashboard College/Career

Prepared 0% a decline of 1.5% (59 students)
Represents the following demographics: Foster Youth (16) *6.3% approaching prepared , Hispanic (33), Homeless (18), and Socioeconomically Disadvantaged (58) *1.7% approaching prepared
Less than 11 students for each of the following demographics -American Indian, Asian, English Learners, Foster Youth, African American, White, Long-Term English Learners, & Two or More Races

The LEA will focus on the improvement of the College and Career Indicator measures on the Dashboard for Alternative School systems specifically by increasing A-G course completion, providing college course and CTE class opportunities, and improving student performance on the SBAC so that students are deemed "Prepared" at increasing numbers over the course of LCAP year three evident in the CA Dashboard's College/Career Indicator.

- The unique environment and student population require highly skilled educators, but vacancies and turnover remain persistent issues. (ACCBE October 2025 Key Points)

-Teacher Assignments 26.5% Clear, Below the State Average (2025 CA Dashboard Data)

EC Section 44865 allows any credential type as appropriate for teachers in both Juvenile court schools and County community schools settings, that are either cored by ELA/History, Math/Science are completely self contained and one teacher provides instructions for all subjects. Requirements for the federal Every Student Succeeds Act (ESSA) looks to ensure teachers have credential for the specific courses they provide instruction for and is how CA Dashboard Teaching Assignment Monitoring Outcomes data are determined. Both our Court and Community Schools made changes in teaching assignments to better align teaching assignments to ESSA requirements and improve student educational experiences for content area instruction as well as the reported Teaching Assignment Monitoring Outcomes for our LEA.

Chronic Absenteeism- 50% chronically absent, increased 3.8% (20 students)

Less than 11 students for each of the following demographics -African American, American Indian, Asian, English Learners, Foster Youth, Hispanic, White, Students with Disabilities, & Two or More Races

Socioeconomically Disadvantaged 52.9% chronically absent Increased 11.3% Number of Students: 17

Suspension Rates 2% suspended at least one day Increased 1.8%
African American Increased 3.1%
Homeless Increased 3%

Two or More Races Increased 2.8%
Students with Disabilities Increased 3.6%

Based on these needs, our ACOE Strategic Plan has identified the following strategies for our schools:

SUPPORTING TRANSITIONS
Provide seamless transitions into and out of ACOE schools. Ensure students and families feel welcome, connected, and supported with rapid intake, low-stress processes, personalized guidance, and warm handoffs. Track and support 100% of expelled, detained, and referred students through successful enrollment and transitions to their next school or to postsecondary plans aligned with their goals after high school.

ENGAGING IN LEARNING
Engage each student daily in instruction grounded in alternative education best practices, including engaging and relevant instruction, personalized and flexible learning, and data-based placement. Invest in each site to define an alternative education instructional standard aligned to student needs, provide professional learning for staff to meet this standard, and maintain the staffing ratios required to individualize instruction.

ELIMINATING BARRIERS
Ensure access to mental, physical, and behavioral health services, student services, and culturally responsive supports. Provide differentiated interventions for attendance, transportation, Career Technical Education, Dual Enrollment, and postsecondary planning and guidance.

STRUCTURING FOR SUCCESS
Invest in each ACOE school site having a school plan, instructional model, staffing model, facility, and partnership infrastructure to meet the unique needs of its target population (e.g., child care for parenting teens, SEL supports for expelled students). Ensure operational and data systems are aligned to school needs and track student outcomes and services provided.

Reflections: Technical Assistance

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

The Alameda County Office of Education's Court and Community Schools received technical assistance (differentiated assistance (DA) from the California Department of Education to improve our Graduation and College/Career Indicator on the CA Dashboard for the 2025-26 academic year due to a performance color of Red on the Graduation Rate Indicator (Pupil Engagement Priority 5)

Graduation Rate Improvement Differentiated Assistance Plan:
STRATEGY #1: Create a tiered model of academic support

STRATEGY #2: Provide targeted whole child supports to minimize barriers to graduation

STRATEGY #3: Improve transitions to ensure students are re-enrolling and matriculating in a district school post-ACOE schools

Graduation Rates
California School Dashboard (Dashboard) data has also determined that the Alameda County Office of Education's Court Schools have been identified for CSI, along with the CDE's Differentiated Assistance support due to low graduation rate (average below 68 percent) for the 2025-26 school year. It should be noted that while Community Schools were not identified for CSI in 2025-26, is is due to the number of graduates being below the threshold, not due to graduation rate improvement. Both Court and Community Schools will adhere to the CSI plan for graduation rate improvement. Principals will continue to use student data to inform staff of students needs to meet graduation requirements. This data will inform site decisions on how ACOE schools will continue to provide credit recovery, partial credit options, accelerated credit courses, and reduced graduation plans consisted with California Education Codes to ensure our students receive high school diplomas. We will also continue to assign students to grade levels based on the number of credits they have earned as opposed to year in high school to give students realistic goals for secondary school progress and knowledge and skills necessary for students to be on track for college and career readiness at their grade level. Schools will participate in graduation cohort data reviews to identify students who are on track to reasonably graduate within the academic year based on the number of credits upon enrollment when referred from country districts and the through the use of credit recovery, partial credit options, accelerated credit courses while enrolled in our Court and Community Schools.

College & Career Indicator
The Alameda County Office of Education's Court and Community Schools have been identified for technical assistance from the California Department of Education due to student group performance in two or more Local Control Funding Formula (LCFF) state priority areas which are:
-Outcomes in a Broad Course of Study (Priority 8)- Very Low Status on the College/Career Indicator

ACOE schools have identified a team to work with the California Department of Education in the creation of our DA Plan to improve the College & Career Indicator.

STRATEGY #1: For students in the Court and Community Schools, increase access to dual enrollment classes for students to meet the CCI ‘prepared’ criteria.

STRATEGY #2: Complete ILTP and use ILTP to identify student's CCI path; then provide programming to meet student's CCI achievement

STRATEGY #3: For students in Court and Community Schools, increase access for students to CTE Pathways and/or Pre-apprenticeship programs.

To support LEA needs in improving the College/Career Indicator and graduation rates, CSI funding will be coupled with Student Block Grant funding for Certificated or classified employees for student support and enrichment opportunity purposes and to expand access to A–G

courses, dual enrollment, work based learning, and increasing the number of CTE staff and CTE opportunities for students in Alameda COE schools.

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.

The Alameda County Office of Education's Court Schools are eligible for Comprehensive Support and Improvement funding for the 2026-27 academic year due to graduation rates falling below the federal 4 year cohort expectation of 68% based on the 2025 CA Dashboard.

Support for Identified Schools

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

The California Dashboard for Alternative School Systems (DASS) indicates Court schools require support to improve:
1.) Graduation Rates 36.6% graduated, Increased 24.7% Number of Students: 41

Section 1003 funds must be prioritized and focused towards the area(s) identified for improvement for each school, based on their needs assessments and root cause analysis. Funds can only be spent on evidence-based interventions/ strategies/activities, directly related to the following CSI improvement plan development and implementation efforts:

- Building capacity- ongoing professional development for staff, coaching and other instructional supports
- Collaborating with educational partners- community based organization enrichment and intersession arts and other course offerings to accelerate academic skills and credit attainment
- Conducting needs assessments and root cause analysis- site and administrator data review as part of a cycle of inquiry to determine effectiveness and possible additional programming
- Selecting and implementing evidence-based interventions/strategies/activities- provision of an extended day program to provide additional tutoring, credit recovery, and other instructional supports
- Using data and outcomes to monitor and evaluate improvement efforts-site and administrator data review as part of a cycle of inquiry to determine effectiveness and possible additional programming, professional learning/instructional supports
- Reviewing/identifying and addressing, through implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting

CSI funding will be used to analyze graduation cohorts in ACOE schools, ensure staff has the professional training to offer a broad course of study, in addition to providing needed curricular resources to equip students with the skills needed complete classes needed for graduation. We will identify the number of students in cohorts 4 and 5 entering our schools with credit attainment reasonable to expect graduation during the applicable school year. In addition, we will also analyze and report data for students in graduation cohorts 4, 5, and beyond who enter our

school year from their districts of residence with credit attainment below any reasonable graduation expectations for the current year. Efforts will be made to increase student course loads, where it is reasonable to do so, in our Court and Community schools. To support LEA needs in improving the College/Career Indicator, CSI funding will be coupled with newly received Student Block Grant funding for Certificated or classified employees for student support and enrichment opportunity purposes and to expand access to A–G courses and College and Career opportunities.

Alameda County Community Schools are not identified for CSI in 2026-27 because the number of graduates falls below the criteria of 30 students. The data does not show there is improvement in graduation rates as 34.6% graduated, a decline of 1.1% as displayed on the 2025 CA Dashboard. ACOE's Community Schools will still follow the CSI plan in an effort to improve graduation rates in the 2026-27 school year.

Monitoring and Evaluating Effectiveness

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

The LEA will utilize the LCAP and SPSA processes to monitor schools identified for CSI. The plan will include a metric to monitor and evaluate the number of graduates in their fourth or fifth year of high school students who have graduated. The removal of the 1 Year Graduation Rate Cohort based on the federal government's rejection of this CDE measure has been replaced by the addition of the 4 Year Federal Graduation Rate Cohort will be the identified metric. We will increase our efforts to identify students through for transcript reviews to determine if additional coursework is feasible to meet the graduation requirements for these students. We will evaluate the implementation and effectiveness of the CSI plan to support student and school improvement in area of our graduation rates by:

STRATEGY #1: Create a tiered model of academic support (tier 1= high quality instruction in every class, tier 2=prevent students from failing through academic tutors, regular progress reports, tier 3=credit recovery built into schools

- Aligning virtual courses along with traditional courses when course acceleration is possible
- Supporting instructors with relevant guidance materials, providing professional learning opportunities.
- Providing opportunities for the teaching staff to review counselor completed ILTP to make sure academic plan is followed for graduation requirements and needs are addressed and resources are identified to guide students/staff to appropriate placement/site offerings

STRATEGY #2: Provide targeted whole child supports to minimize barriers to graduation. (embedded in LCAP Action/Services: Goal 5: Whole Child Supports and Services)

- Assist in linking students to services to meet probation or expulsion rehab plans.
- Provision of reduced graduation plans for qualifying students
- Assist with implementing site-specific attendance plans including contacting families, transportation supports, etc.
- Review site level and LEA -wide data on student attendance, academic/socio-emotional needs, course enrollment graduation requirements, and appropriate grade level placement based on student credit attainment quarterly to improve graduation rates
- Ongoing discussion and data review of 4th and 5th year cohort students to identify graduation needs, assess educational progress, and connect services with the school/s/with educational partners to meet student needs

STRATEGY #3: Improve transitions to ensure students are re-enrolling and matriculating in a district school post-ACOE schools

- Maintaining and sharing progress towards graduation with parent/guardians, instructors, and students.
- Ensure staff, students, and families understand graduation requirements
- Employ school counselors to implement the above services and monitor the effectiveness of those services in increasing graduation rates

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
School Staff (teachers, principals, administrators, other school personnel, local bargaining units)	6 hybrid (in person/virtual) School Site Council (SSC)/English Learner Advisory (ELAC) meetings were held for both Court and Community educational partners September 18, 2025 SSC Membership Nominees for 2025-26 October 2, 2025 Membership announcements, SPSA Overview/ Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session January 15, 2026- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. February 6, 2026: Site Leadership Site Visioning/Priority Session to align to LCAP/SPSA

Educational Partner(s)	Process for Engagement
	March 13, 2026: 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI (Court Schools) & Equity Multiplier Goal/Funds suggestions/input-Court and Community Schools, ELAC Updates-Spring testing (ELPAC), Request for PAC members April 16, 2026: Continued 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI & Equity Multiplier Goal/Funds suggestions/input for both Court and Community Schools, April-May 2026- PAC Interviews for LCAP 2026-27, Year 3 2024-27 LCAP Plan surveys (inclusive of school climate and TItle I Funding-for revision of Federal LCAP Addendum as needed) sent to staff through weekly reader, families through Parent Square, biweekly input sessions with site administrators and other agency personnel to refine goals, actions & metrics, Local Indicators: Priorities 9 and 10, May 7, 2026: LCAP 2026-27 Review, Site level Title I funding review/approval, ELAC Updates May 26, 2026 Alameda County BOE Hearing for the 2026-27 LCAP (Annual Update, Year 3 Plan, Local Indicators) Court & Community Sept. 2025-May 2026 Professional Learning session evaluations
Parents/Guardians/Educational Rights Holders/ELAC	September 18, 2025 SSC Membership Nominees for 2025-26 October 2, 2025 Membership announcements, SPSA Overview/ Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review

Educational Partner(s)	Process for Engagement
	data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session January 15, 2026- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. February 6, 2026: Site Leadership Site Visioning/Priority Session to align to LCAP/SPSA March 13, 2026: 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI (Court Schools) & Equity Multiplier Goal/Funds suggestions/input-Court and Community Schools, ELAC Updates-Spring testing (ELPAC), Request for PAC members April 16, 2026: Continued 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI & Equity Multiplier Goal/Funds suggestions/input for both Court and Community Schools, April-May 2026- PAC Interviews for LCAP 2026-27, Year 3 2024-27 LCAP Plan surveys (inclusive of school climate and TItle I Funding-for revision of Federal LCAP Addendum as needed) sent to staff through weekly reader, families through Parent Square, biweekly input sessions with site administrators and other agency personnel to refine goals, actions & metrics, Local Indicators: Priorities 9 and 10, May 7, 2026: LCAP 2026-27 Review, Site level Title I funding review/approval, ELAC Updates May 26, 2026 Alameda County BOE Hearing for the 2026-27 LCAP (Annual Update, Year 3 Plan, Local Indicators) Court & Community April-May 2026 Parent Advisory Committee (PAC) - site level engagements, 1:1

Educational Partner(s)	Process for Engagement
	parent input sessions conducted by school principals April-May 2026 • 2024-27 LCAP Surveys (inclusive of school climate and CSI, TItle I Funding) available on the ACOE website, available in print form and sent to parent emails via Parent Square communication portal (English and Spanish)
Students	September 18, 2025 SSC Membership Nominees for 2025-26 October 2, 2025 Membership announcements, SPSA Overview/ Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session January 15, 2026- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. February 6, 2026: Site Leadership Site Visioning/Priority Session to align to LCAP/SPSA March 13, 2026: 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI (Court Schools) & Equity Multiplier Goal/Funds suggestions/input-Court and Community Schools, ELAC Updates-Spring testing (ELPAC), Request for PAC members April 16, 2026: Continued 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI & Equity Multiplier Goal/Funds suggestions/input for both Court

Educational Partner(s)	Process for Engagement
	and Community Schools, April-May 2026- PAC Interviews for LCAP 2026-27, Year 3 2024-27 LCAP Plan surveys (inclusive of school climate and TItle I Funding-for revision of Federal LCAP Addendum as needed) sent to staff through weekly reader, families through Parent Square, biweekly input sessions with site administrators and other agency personnel to refine goals, actions & metrics, Local Indicators: Priorities 9 and 10, May 7, 2026: LCAP 2026-27 Review, Site level Title I funding review/approval, ELAC Updates May 26, 2026 Alameda County BOE Hearing for the 2026-27 LCAP (Annual Update, Year 3 Plan, Local Indicators) Court & Community Winter/Spring 2026 Parent Cafe-parents and caregivers can share experiences, get to know each other, and deepen their partnership with us in support of our students. Student Academic Success Celebrations/Showcases short surveys April-May 2026 Parent Advisory Committee (PAC) - site level engagements, 1:1 student input sessions conducted by school principals April-May 2026 • 2024-27 LCAP Plan Surveys (inclusive of school climate and TItle I Funding) available on the ACOE website, available in print form and sent to registered student emails via Parent Square communication portal (English and Spanish) • In class completion of 2026-27 LCAP surveys (inclusive of school climate, CSI and TItle I Funding input)
Other Educational Partners (Special Education through the CIM process including the school's SELPA)	September 18, 2025 SSC Membership Nominees for 2025-26

Educational Partner(s)	Process for Engagement
	October 2, 2025 Membership announcements, SPSA Overview/ Comprehensive Needs Assessment input (inclusive of TItle I Funding input) Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session January 15, 2026- Site Plan for Student Achievement (SPSA Review/Approval), Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review. February 6, 2026: Site Leadership Site Visioning/Priority Session to align to LCAP/SPSA March 13, 2026: 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI (Court Schools) & Equity Multiplier Goal/Funds suggestions/input-Court and Community Schools, ELAC Updates-Spring testing (ELPAC), Request for PAC members April 16, 2026: Continued 2026-27 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding, LRBEG, CSI & Equity Multiplier Goal/Funds suggestions/input for both Court and Community Schools, April-May 2026- PAC Interviews for LCAP 2026-27, Year 3 2024-27 LCAP Plan surveys (inclusive of school climate and TItle I Funding-for revision of Federal LCAP Addendum as needed) sent to staff through weekly reader, families through Parent Square, biweekly input sessions with site administrators and other agency personnel to refine goals, actions & metrics, Local Indicators: Priorities 9 and 10, May 7, 2026: LCAP 2026-27 Review, Site level Title I funding review/approval, ELAC Updates

Educational Partner(s)	Process for Engagement
	May 26, 2026 Alameda County BOE Hearing for the 2026-27 LCAP (Annual Update, Year 3 Plan, Local Indicators) Court & Community April-May 2026 • 2026-27 LCAP Plan surveys (inclusive of school climate and TItle I Funding) available on the ACOE website, available on the ACOE website and emailed to community partners/service providers 2025-26 Ongoing engagements around the need and design of GRACE- the new Therapeutic Day School program option for special education students ,
Parent Advisory Committee (PAC)	6 virtual School Site Council (SSC) meetings were held for both Court and Community educational partners April-May 2026- Site level engagements to review LCAP data, metrics and provide input on the plan's goals, areas of focus/need and funding. 1:1 input sessions conducted by school principals

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

The Alameda County Office of Education has conducted ongoing site and LEA data review and educational partner engagement sessions throughout the 2025-26 school year. This feedback helped to develop goals and actions that best address the uniqueness of the LEA while also making sure
the LEA developed goals and actions required by the state. These sessions include our School Site Council (SSC)/English Learner Advisory Committee meetings and Parent Advisory Committee (PAC) meetings facilitated by school principals to gather educational partner feedback to determine which actions will have the greatest priority during the 2026-27 school year. The review of local LEA, CA Dashboard, and other data during these sessions has determined both an ongoing need for current academic and other wellness supports along with a need for increased LEA accountability to improve state assessment performance rates, English Learner supports to improve English Language Proficiency, ongoing focus on how graduation rates for both the 4 and 5 year cohorts, the College and Career Indicator (CCI) measures for college course enrollment and/or pathway completion. In addition, an LCAP survey and student and family interviews were conducted for our Parent Advisory Committee (PAC) during April and May of 2026 to obtain feedback on how to provide high quality instructional programs, provide educational options, and make recommendations for the use of state and federal funding such as Title funds, CSI, LREBG.

The following is a summary of responses and how the adopted LCAP was influenced by the feedback provided by educational partners:

Staff (inclusive of teachers, administrators, bargaining union members) Total responses: 46
Certificated Staff= 14(30.43%)
Classified Staff= 11 (23.91%)
Parents =4 (8.7%)
Students= 13 (28.26%)
Other-Partnering organization (tutors, probation, other service providers)= 4 (8.7%)

Parent Advisory Committee Members
Students= 3
Parents = 3

The top 3 priorities respondents believed LCAP Equity Multiplier/Learning Recovery Block Grant funding and actions should focus on in 2026-27 were:

- Student academic achievement (tutoring, paraeducators, access to instructional materials) 24 responses (85.4%)
- Vocational Training 22 responses (78.6%)
- English Learner Support 20 responses (71.4%)
- Providing after school programming and socio-emotional support and College and career readiness 5 responses (62.5%)

The 3 top priorities from students were:

- English Learner Support 7 responses (87.5%)
- Work Based Learning Opportunities 7 responses (87.5%)
- Improving student engagement and

In addition, LCAP Survey respondents stated that the following as the top priorities Title Funding should be used for during the 2026-27 school year were:

- Career and Technical Education 20 responses (71.4%)

There was a strong desire for improved Student Engagement and Post-Secondary Planning to increase graduation rates through post-secondary educational planning, dual enrollment supports, and by collaborating with local districts and ROP centers to engage students at risk of dropping out.

- Paraeducators for Academic Support 18 responses (64.3%) Academic Support and Credit Recovery:** Provide academic support, tutoring, and credit recovery options to help students earn necessary credits for graduation, particularly by investing in 3rd party tutors for literacy and math, and by establishing after-school tutoring.

- Safe and healthy students (mental health services, transportation for student safety needs, facility improvements) 16 responses (57.1%)

Comments included:

- Provide essential social services, including support for housing and job assistance, specific support for homeless foster youth, and mental health/social emotional supports.

- Systemic and Logistical Support:** Invest in transportation, establish incentives for students, and improve coordination among Social Workers and service providers (like Foster Care case workers and Probation Officers) to develop holistic care teams for students and their families.

Respondents indicated that Comprehensive School Improvement funding for our Court Schools should be used to improved graduation rates by:

- Strategic Math support for students 20 responses (71.4%)
- Credit Recovery options 20 responses (71.4%)
- Extended Day Programming- Academic tutoring, credit recovery 13 responses (46.4%)

Our LCAP survey also measures School Climate. Overall all respondents responded favorably to the following statements:
This school has a supportive learning environment

- Of the 32 certificated, classified (bargaining union members), parents or other educational parents 90.7% selected Strongly Agree or Agree, while 100% of the 7 students selected Strongly Agree or Agree

- Teachers and staff at this school communicate with educational partners (parents, counselors, tutors, etc.) about what students are expected to learn in class and before making important decisions.
- Of the 32 certificated, classified (bargaining union members), parents or other educational parents 71.9% selected Strongly Agree or Agree, while 87.5% of the 7 students selected Strongly Agree or Agree

- I feel safe while on the school campus.
- Of the 32 certificated, classified (bargaining union members), parents or other educational parents 87.6% selected Strongly Agree or Agree, while 87.5% of the 7 students selected Strongly Agree or Agree

- My school provides a variety of supports to equip me or my child with skills need to improve my mental and emotional well being
- Of the 32 certificated, classified (bargaining union members), parents or other educational parents 53.1% selected Strongly Agree or Agree, while 100% of the 7 students selected Strongly Agree or Agree

Input from the March 12 and April 16, 2026 LCAP Annual Update Data Review/Comprehensive Needs Assessment, Title I funding input 2026-27 LCAP Plan (LCFF Priorities, School climate, Title, LREBG, CSI & Equity Multiplier Goal/Funds suggestions) were:

Identified Resource Inequities *What are we missing which causes the weaknesses?
Our students don’t always stay all year

Most curriculum is set up for comprehensive schools

Many teachers are teaching more than one subject to students in various grade levels

There are intervention needs (reading, writing, math) that students need prior to being able to complete grade level work

English Learners are also not long term enrollees at many of our sites so state assessment results are not always an indicator of our teaching efforts.

Interrupted education for our student population has effects on student outcomes.

Need to put more resources in direct intervention for language acquisition, less programs like LEXIA, more in teacher capacity.

The closure of state juvenile detention facilities (AB823) has increased the number of older youth(up to age 25) with more serious offences and longer stays in County Juvenile detention facilities- focus is Rehabilitation. Counties now need expanded programs and supports for these older students

Identified Needs from Comprehensive Needs Assessment Input:

- New curriculum and supplemental support materials each year; as there are marked differences in the population we serve- influx of newcomers, students with larger gaps in formal education attendance, increased need for mental health, and needs for services for students with special needs. (Goals 1,2, 3, 5)
- Credit Recovery options to accelerate graduate for students (Goal 1)
- Behavioral supports so that academics can be addressed, trauma informed practices (Goals 2 & 5)
- Coaching for teachers in all instructional areas/ access to conferences and training for content areas (Goal 2)
- Consideration of Integrated Math and Science materials to address multiple grade levels in classrooms (Goal 2)
- Secondary teachers are not trained in literacy instruction. (Goal 2)
- Targeted academic interventions: Fund small-group instruction in reading, writing, and math for ELs below the grade level. (Goal 2)
- Small self contained classrooms with varying student skill sets call for a need for blended learning instructional environments that are not fully actualized in our schools. (Goal 2)
- Our two sites with the highest numbers of ELs each only have one teacher to teach all students, grades, subjects, and English proficiency levels. (Goal 3)
- Funding bilingual aides or interventions specialists (Goal 3)
- No dedicated English Learner TSA or staff to provide targeted PD at sites (Goal 3)

- CTE programming is challenging due to small classes and frequent site moves. (Goal 4)
- Additional UC A-G courses (US History, World History, and English 9-10), more dual enrollment opportunities to meet these course needs (Goal 4)
- Few CTE credentialed teachers in our schools. We either need to hire staff to provide this or partner with community colleges to provide this instruction (Goal 4)
- While we have increased resources for parent engagement from the past; we still have a lack of stable enrollment and parent involvement (Goal 5)
- Unlike a traditional school, Court does not have the same opportunities to engage parents coupled with the low stability rates (Goal 5)
- Attendance interventions, steady decline in rates across Community schools (Goal 5)
- Ways to measure effectiveness of services provided to students (Goal 5)
- Need for more alignment with ACOE Student Services for Foster Youth support (Goal 6)

The following are Problem Statement(s) identified by our Educational Partners in an effort to identify areas in need of change in the 2026-27 LCAP plan:

Goal 1:
Court schools serve some of the most vulnerable student populations in California, disproportionately low income, kids of color, special ed, foster youth.
Academic outcomes for students in court schools are significantly lower than statewide averages.
The data demonstrates the urgent need for targeted academic and social/emotional supports, strong literacy and numeracy programs, and comprehensive reentry planning and support.

Goal 2: Students in Court and Community Schools often display significant gaps in academic skills due to inconsistent schooling so the measurement of state assessments based on grade level ability does not reflect the growth of students who are in need of foundational math, reading, and socio-emotional tools in academic environments. Focus on literacy support and math interventions to improve student skill gaps.

Goal 3: Our very small, alternative education schools are attempting to meet a wide range of diverse language and other needs. (with limited staff and time)

Goal 4:Short term enrollment affects the ability of the LEA to provide CTE pathways and college courses, Lack of a College and Career Manager adds additional responsibilities on teachers, principals and counselors.

Goal 5

- While We have increased resources for parent engagement from the past; we still have a lack of stable enrollment and parent involvement
- Unlike a traditional school, Court does not have the same opportunities to engage parents coupled with the low stability rates
- COST/RTI process revisions at sites in 2025-26 made it more difficult to track data on services provided to students.

Goal 6: There is a need to better coordinate the FY Student Programs requests from Student Services. The current process is new, referral based, and needs to be continuously brought to staff as the way to obtain services.

Further Questions/ Wonderings:

Goal 1:
How do we really know if our students graduate when they leave us? How can we track efficacy of programming to support our youth?

Goal 2:
How can local assessment data be sent/reviewed/prioritized with staff throughout the school year?

Goal 3:
How does the influx of Newcomers affect our EL progress rates?

How have principals set expectations for EL instruction aligned to the CA Standards Framework and the PD provided at sites?

How can we best support all our EL students, including those with IEPs?

How are federal education cuts and increased immigration enforcement going to impact programs to support EL and students with IEPs?

Goal 4:
How do other COEs provide CTE or college courses?

Goal 5:
How do we build robust community schools and relationships with parents if they do not stay with our district?

How are we measuring the success of the new positions to support student wellness in our schools?

Have student outcomes improved? Are services utilized? How and what data is being reviewed for student progress?

Goal 6:
How does the countywide FY transportation agreement provide funding so that Student Programs Title funding could be used to support FY in different ways?

There should be an inquiry of how other COEs use Title funding to support FY. What are these students needs aligned to what is allowable?

The following areas of the LCAP have been updated based on the feedback provided by educational partners:

Goal 1
Educational partner feedback requested that we begin to report how many credits students while enrolled, as a way to measure progress towards graduation

New Metrics:
1.19 # of credits earned by students enrolled 1 academic year

1.20 # of students from COE operated schools participating in Foster Youth Graduation ceremony

Newly added Action/Service:

NEW 26-27:
1.16 Extended Day Academic Support- Court Schools will use a portion of their Comprehensive School Improvement funding to provided an extended day program so that instructional staff can provide continued academic support for students in areas outside of core instruction. Through an after school program, they are able to provide enrichment opportunities, as well as provide more robust support for students in concurrent enrollment and credit recovery needed to complete graduation requirements.

Goal 2
New Metrics:
2.25 # of students receiving targeted literacy supports for foundational reading skill improvement needs

2.26. # of students receiving targeted math supports for math computation skill improvement needs

2.27 # of students showing improvement on local Math assessment

2.28 # of students showing improvement on local Reading assessment

Additional Actions/Services:

Action/Service 2.4- Literacy Specialist (Court Schools) to provide foundational reading skills instruction and tracking of student progress

Removal of 2.5 Court Golf Program-ACOE SPaS will provide golf through the Oakland golf course to Court School youth, as this service is now provided by probation.

Goal 3

New Metric:
# of dually identified EL and SPed students

Revised Action/Service 3.2 to include new math and science teacher at schools for the Parenting Teen Program so that action includes all instructional support available to improve English language acquisition based on state and local assessment scores to reduce the number of LTELs as we promote skills needed for EL reclassification

Revised Action/Service 3.3 English Learner Instructional Support to include funding for PD/EL conferences and EL Professional Expert

Goal 4

Revision of overall goal to remove CCI portfolio and addition of language referencing the California College Guidance Initiative site level implementation and steps for the 2026-27 academic year based on goal setting focus areas outlined by the newly hired College and Career Sr. Program Manager.
Newly added Metric:
4.13 NEW: Pupils Enrolled in Courses Required for UC/CSU Admission. This metric has been added due to the fact our students do not always come to us with A-G courses completed as this measure shows our ability to provide a broad course of study and ability to provide Course Access while students are enrolled in our COE schools.

4.14 NEW:# of students who graduate and complete a college credit course

4.15 NEW: # of students using resources in the California College Guidance Initiative (CCGI) platform

4.3 Revised Service/Action to state the Sr. Program Manager of College and Career will provide teacher development, inclusive of cross-site, teacher focus groups to review California Career Technical Education Model Curriculum Standards , UC approved A-G courses and CTE digital curriculum, and site level implementation of the California Guidance Initiative (CGI) for staff in order to provide viable A-G/CTE courses, include soft skills aligned to Standards for Career Readiness so that students can meet the measures in the College and Career Indicator in the Dashboard for Alternative School Systems (DASS) and move from very low by the end of the three-year LCAP plan ending in 2027 LEA-wide.

Revised Action/Service 4.5 to include the newly hired College and Career Sr. Program Manager who will take on the duties from both the Court and Community School counselors and site principals to support the infrastructure for college and career pathways, college course enrollment. This position will also met individually with all students to support college course selections, work-based learning opportunities,

post-secondary plans and career exploration opportunities.

Revised Action/Service 4.7 Provide CTE instruction at Court, not Community Schools, to improve rates of CTE participation/Pathway completion aligned to the California Career Technical Education Model Curriculum Standards as measured in the CA Dashboard.

Goal 5
New Metrics:
5.19 % of students who show improvement in identified areas of support need (tutoring,counseling, attendance, mental health srvcs, etc.) (Priority 8: Other Student Outcomes)
5.20 % of students who utilize services after referrals to support services (Priority 8: Other Student Outcomes)
5.21 % of students who reported high satisfaction rates on survey evaluating wellness supports and service (Priority 8: Other Student Outcomes)

Revised Action/Services 5.7 to include the addition of a Board Certified Behavior Analyst and additional school social workers to provide Whole Child training for staff to support Expelled students and inclusion of language and funding for Title IV violence intervention/interruption programming for Quest

Revised Action/Service 5.5 for School Social Workers who will lead the planning, designing, and monitoring of positive behavior interventions and supports for all students within the county school programs to address the needs stated in metric 5.18 Increase in interventions for:Health/Mental Health to include their and responsibilities

Goal 6
Updated Metric 6.1 will be changed to include # of Foster Youth Advisory Board engagements along with the engagements convened for Student Programs Foster Youth and McKinney-Vento social workers
6.2 FYSCP Educational Liaisons

Newly added metrics for 2026-27 based on input from educational partners, including staff from ACOE's Student Services division Foster Youth and Homeless Services Program (FYSCP)
6.6 # of events offered to county-wide Foster Youth, inclusive of college and career opportunities, FAFSA workshops, etc.
6.7 # of FY support requests from Student Programs to Student Services staff
6.8 # of FY in Student Programs COE operated schools

New Action/Service:
6.7 Child and Adolescent Needs and Strengths (CANS) Survey

- The creation of new school program option, GRACE for the 2026-27 academic year, which envisions a school where mental health and education are fully integrated, students are viewed through a strengths-based lens, and every learner is supported in building resilience, purpose, and a viable path forward.

Alameda County Office of Education schools will need to continue to address consistently low-performing student groups on the CA Dashboard ; specifically our highest demographic groups who are students identified as Socioeconomically Disadvantaged (Community Schools 74.1% & Court Schools 100%), English Learners (Community Schools 37.9% & Court Schools 9.1%), African American (35.3%), and Foster Youth 13.7% (Court Schools 9.1%). Goals metrics and actions for year 3 (2026-27) of the 2024-27 LCAP have been refined to include additional funding and targeted student support after a variety of educational partner data review sessions to support student achievement. In addition, we provided an opportunity for educational partners to provide input both Equity Multiplier and use of the LREBG funding for Court & Community Schools during our data review and needs assessments.

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
1	Graduate the most vulnerable students at an increase of 5-10% for each year of the three year LCAP cycle. The LEA will provide curriculum, staffing, transportation, and extended year instructional options to and erase the predetermination of failure for children from communities of violence and poverty. This goal is designed to address the following 2023 CA Dashboard data: School Student Group Lowest Performance Alameda County Community Socioeconomically Disadvantaged Graduation School-wide Lowest Performance Alameda County Community All Students Graduation School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation Graduation rates in the 2023 CA Dashboard show that ACOE Schools 35.6% graduated identified this goal for focused attention Relevant consultation with educational partners took place throughout the year during School site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students on the following dates. October 2, 2025 Membership announcements, Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of graduation rates for the 1, 4 and 5 year cohorts -Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /Approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session - January 15, 2026- Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review metrics/fiscal expenditures March 12, 2026- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2025 State/Local Assessment data, 2025 CA Dashboard data, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- (Court Schools), Equity Multiplier Funding, LREBG Funding	Focus Goal

Goal #	Description	Type of Goal
	April 16, 2026- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding Planned: April-May LCAP PAC Engagements, May 14, 2026-LCAP 2026-27 Review/Input session, Alameda COEBE LCAP Hearing Meetings with the California Department of Education focusing on the improvement of the Graduation Rates and the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, Sr. Program Director of Student Wellness, Director of Special Education and Director of Instruction & Accountability: November 20, 2025 Differentiated Assistance Overview, Review of the Action Plan for Improving Graduation Rates, LEA Cohort data review- Identifying poss. grads for 2025-26 January 13, 2026 Review of 2025 CA Dashboard data March 3, 2026 End of Semester 1 LEA Cohort data review May 5, 2026 DA Meeting #4-Review of Site Level Actions for Graduation Rates and CCI Input from partners on how to focus on graduation rate improvement for ACOE Schools included requests for site counselors to support students with academic advising, guidance, and completion of the Individualized Learning and Transition Plans (ITLP) for secondary and post-secondary options, course recommendations, transcript review, credit recovery, and possible additional coursework options to meet graduation requirements at an accelerated pace. We will identify the number of students in cohorts 4 and 5 entering our schools with credit attainment reasonable to expect graduation during the applicable school year. In addition, we will also analyze and report data for students in graduation cohorts 4, 5, and beyond who enter our school year from their districts of residence with credit attainment below any reasonable graduation expectations for the current year. These data analysis sessions took place during both site RTI and data team meetings and while our educational partners understand the state and federal threshold of 68% graduation rates; it is regularly vocalized that the reality is many of our students enroll significantly credit deficient, have had gaps in education, are in need of targeted skill focus, and remediation requiring individualized educational plans that meet the needs of students, and equip them with the literacy, critical thinking, and social emotional capital needed to navigate postsecondary life.	

Goal #	Description	Type of Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Data from the California Dashboard for Alternative School Systems has identified both Alameda County Office of Education's Court and Community Schools for Comprehensive Support and Improvement (CSI) due to 2023 graduation rates falling below the minimum state expectations with the removal of the one year cohort measure. While graduation rates increased for African American (+5.8%), Homeless (+12.2%), and Foster Youth (+20%) . The data shows that the following subgroups were among those reported in this data: African American, Hispanic, Foster, Homeless, and Socioeconomically Disadvantaged are below the dashboard threshold of 68%. Due to this performance, Alameda County Office of Education's Court and Community Schools have entered into Differentiated assistance with the California Department of Education. In addition to receiving technical assistance from the CDE, graduation rates,(LEA wide 35.6% graduated, Community 46.9% graduated, Court 25% graduated) have also identified our schools for Comprehensive School Improvement (CSI) and will require ongoing monitoring and evaluation of effectiveness of identified metrics designed to show progress for alternative schools' unique student needs aligned actions/services; in addition to the use of school-level needs assessment, evidence-based interventions, and the identification of resource inequities to be addressed through the implementation of the LCAP/CSI plan to improve graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students who graduated high school in four year cohort (Priority 5: Pupil Engagement (Engagement)	35.6% graduated 2023 CA Dashboard data	21.1% graduated (14/68) 2024 CA Dashboard	34.8% graduated (24/69) 2025 CA Dashboard	50%	decrease of .8% (2025=69 students, 2024 =71 students 2023=90 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	% of students who graduated high school in five year cohort (Priority 5: Pupil Engagement (Engagement)	14.4% graduated 2023 CA Dashboard data	21.1% graduated (6/61) 2024 CA Dashboard	14.5% 2025 CA Dashboard	20%	increase of .1%
1.3	% of students on reduced graduation plans (Priority 5: Pupil Engagement (Engagement)	LEA Wide 26% (17/66) Juvenile Court Schools: 30% (15/50) Community Schools: 12.5% (2/16) 2023 LEA data	LEA Wide 22% (6/27) Court= 18% (3/17) Community=30% (3/10) as of Dec. 2024	35% (6/17) LEA Wide Court= 100% (4/4) Community= 15% (2/13) as of Feb. 2026	Varies by enrollment # of 12th graders each year.	increase of 9% LEA wide
1.4	% of incoming 12th graders significantly behind on credits at time of enrollment (149 or less) Priority 4: Pupil Achievement (Pupil Outcomes)	2 out of 11 (18%) 2023-24 LEA data	32% (8 out of 25 in either the 4th or 5th year cohort entered needing 100 or more credits)	35% (6/17) LEA Wide	Varies by enrollment # of 12th graders, >20%	17% increase
1.5	% of Graduating English Learner students (Priority 5: Pupil Engagement (Engagement)	3.8% 4 year cohort 15.4% 5 year cohort 2023 CA Dashboard data	13.2% 4 year cohort 11.1% 5 year cohort 2024 CA Dashboard	16.7% 4 year cohort (4 students) 12.5% 5 year cohort (4 students) 2025 CA Dashboard	10% 4 year cohort 20% 5 year cohort	4 year cohort increase of 12.9% 5 year cohort decrease of 2.9% (2025=24 students, 2024 =18 students 2023=25 students)
1.6	% of Graduating Foster Youth students Priority 10: Foster Youth – COEs Only (Conditions of Learning)	24% 4 year cohort 16% 5 year cohort 2023 CA Dashboard data	15.8% 4 year cohort/ 5 year cohort 2024 CA Dashboard	50% 4 year cohort (8 students) 0% 5 year cohort (8 students)	30% 4 year cohort 20% 5 year cohort	4 year cohort increase of 26% 5 year cohort decrease of 16% (2025=16 students, 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						=19 students 2023=25 students)
1.7	% of high school students who have dropped out of school (Priority 5: Pupil Engagement (Engagement)	2022-23 CALPADS data LEA Wide. 70% (49/70) Comm. =56% (14/25) Court = 77.78% (35/45)	2023-24 CALPADS data LEA Wide. 56.76% (42/74) Comm. =28% (7/25) Court = 71.43% (35/49)	2024-25 CALPADS data Comm 47.06% (8/17) Court 48.72% (19/39)	<50%	LEA wide decrease of 13.24% decrease Comm Schools 28% decrease Court Schools 6.35%
1.8	% of graduates meeting UC/CSU requirements Priority 4: Pupil Achievement (Pupil Outcomes)	0% 2023 CA Dashboard data	1.5% 2024 CA Dashboard data	0% 2025 CA Dashboard data	50%	decrease of 1.5% from 2024
1.9	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Priority 1: Basic (Conditions of Learning))	100% 2023-24 LEA data	100% 2024-25 LEA data	100% 2025-26 LEA data	100%	maintained
1.10	# of LEA Content Area Adoptions (Priority 7: Course Access -Conditions of Learning)	4 (ELA/ELD, Math, Science, Social Sciences) 2023-24 LEA data	4 (ELA/ELD, Math, Science, Social Science) 2024-25 LEA Data	4 (ELA/ELD, Math, Science, Social Science) 2025-26 LEA Data	6 Addition of Health, US History, World History	maintained 4
1.11	100% of students will complete an Individualized Learning and Transition Plan (ILTP)	88% (125/141) 2023-24 LEA data	93% 2024-25 LEA data		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 5: Pupil Engagement)					
1.12	% of Court School graduates Priority 4: Pupil Achievement (Pupil Outcomes)	25% graduated 2022-23 CA Dashboard data	11.9% graduated 2023-2024 CA Dashboard data	36.6% graduated 2025 CA Dashboard data	35%	increased 11.6%
1.13	% of Community School graduates Priority 4: Pupil Achievement (Pupil Outcomes)	46.9% graduated 2022-23 CA Dashboard data	35.7% graduated 2023-2024 CA Dashboard data	34.6% graduated 2025 CA Dashboard data	60%	decrease of 12.3%
1.14	% students who have passed an advanced placement examination with a score of 3 or higher (Priority 5: Pupil Engagement)	0	0	0	0	maintained- we do not offer AP courses
1.15	% of Graduates who are African American, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged Priority 4: Pupil Achievement (Pupil Outcomes)	African American 37.5% Foster Youth 40% Hispanic 32% Homeless 40.7% Socioeconomically Disadvantaged 35.6% 2022-23 CA Dashboard data	African American no perf. color Foster Youth 15.8% Hispanic 13.2% Homeless 31.6% Socioeconomically Disadvantaged 20.6% 2023-24 CA Dashboard data	African American no perf. color Foster Youth 50% Hispanic 33.3% Homeless 22.2% Socioeconomically Disadvantaged 32.3% 2025 CA Dashboard data	African American 45% Foster Youth 50% Hispanic 40% Homeless 45% Socioeconomically Disadvantaged 40%	African American no perf. color Foster Youth Increased 10% Hispanic maintained Homeless Declined 18.5% Socioeconomically Disadvantaged Declined 3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(69 students)
1.16	Court Schools 1 Year Cohort DASS Graduation Rate (Priority 5: Pupil Engagement (Engagement)	55.6%. (10/18) 2022-23 CA DASS Dashboard	No data available for One-year Graduation Rate due to small n-size	1-Year Graduation Rate 90.5% 2025 CA Dashboard data	>68%	Increased 34.9%
1.17	Community Schools 1 Year Cohort DASS Graduation Rate (Priority 5: Pupil Engagement (Engagement)	69.7% 2022-23 CA DASS Dashboard	2023-24 1-Year Cohort Graduation Rate= 61.1% (11/18)	1-Year Graduation Rate 52.9% 2025 CA Dashboard data	75%	decrease of 16.8%
1.18	NEW: # of students enrolled in newly created A-G course required for graduation in for the class of 2030	0 2025-26				All graduating seniors for 2029-30
1.19	NEW: average # of credits earned by students enrolled 1 academic year	15.90 credits as of May 2026			25	
1.20	NEW: 1.20 # of students from COE operated schools participating in Foster Youth Graduation ceremony	TBD- ceremony to take place May 2026			5	

Goal Analysis [2025-26]

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.

The Alameda County Office of Education's Court and Community Schools implemented all actions and services in Goal 1 of the LCAP during the 2025-26 academic year in an effort to improve Graduation rates. These efforts included the monitoring of all LCAP metrics 1.1-1.15, the

implementation of the Comprehensive School Improvement (CSI) plan as well partnering with the California Department of Education, as part of the Differentiated Assistance support.

The Graduation Differentiated Assistance Plan consists of the following three strategies aligned to our LCAP Actions/services and identifies related LCAP metrics, actions/services, staff responsible and a timeline for when actions within the strategies are implemented and or data/outcomes are reviewed:

STRATEGY #1: Create a tiered model of academic support (tier 1= high quality instruction in every class, tier 2=prevent students from failing through academic tutors, regular progress reports, tier 3=credit recovery built into schools (embedded in LCAP Action/Services: Goal 1 Graduation Rates, Goal 2 Academic Achievement, Goal 3 English Learner Progress)

STRATEGY #2: Provide targeted whole child supports to minimize barriers to graduation. (embedded in LCAP Action/Services: Goal 5: Whole Child Supports and Services)

STRATEGY #3: Improve transitions to ensure students are re-enrolling and matriculating in a district school post-ACOE schools (embedded in LCAP Action/Services: Goal 1 Graduation Rates, Goal 2 Academic Achievement, Goal 3 English Learner Progress, Goal 4 College & Career Indicator, and Goal 6 Foster Youth Supports and Services)

Noted successes experienced with the implementation of LCAP metrics, Actions/Services in Goal 1 include:

- Increased 4 year cohort graduation rate 34.8% graduated (2025) from 21.1% graduated (2024) increase of 13.7% LEA wide (Metric 1.1)
- 2025 One-year DASS Graduation Rate for Court Schools 90.5% is an increase of 34.9% from the baseline and is 3x higher that both the 4 and 5 year cohort rates 34.8% graduated) (Metric 1.12)
- Ongoing academic support through the use of paraeducators (Action/Service1.2) who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice so that students are provided remediation services
- Site level monitor/analyze data of students to ensure graduation rate improvement (Action/Service1.3) which have in turn reduced the dropout rate LEA wide by 13.24%
- An increase in the number Supplemental Materials/Digital Programs (Action/Service 1.5) to mitigate learning loss
- Regular replacement or additional technology for the use of digital curriculum for staff and students (Action/Service 1.6)
- Access to and ongoing purchasing of Common Core Curriculum Materials to ensure that students obtain high school credits needed to progress towards graduation during the academic year (Action/Service 1.7) and the availability of curriculum designed for

students with exceptional needs (Action/Service 1.9) during the regular academic and summer school sessions (Action/Service 1.10)

- Court and Community Schools Counselors met with all students to support academic course selections, and complete/ reviewing Individualized Learning and Transition Plans (ILTP) (Action/Service 1.8)

- Development of stand alone Ethnic Studies course through professional development to meet the new graduation requirement so that by the 2025-26 school year, we can provide course to students in grades 9-12 which is now UC A-G approved.

The LEA experienced some challenges with the implementation of actions/services in Goal 1:

1.11 After School Program (Community Schools) and 1.14 Community School Enrichment- Late start for some programs due to staffing changes for the 2025-26 academic 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 were material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the following Action/Services:

1.1 Technology Programs
Did not purchase one platform for 25-26, Difference -$4,000

1.2 Academic Support BAYAC -different funding source one teacher retired mid-year, Difference $224,769.04

1.3 Graduation-Expelled Students Data Sharing/Analysis
Newly hired teacher salary more than originally budgeted due to teacher's experience and placement on the salary scale. Difference $10,426.77

1.5 Supplemental Materials/Digital Program
Additional supplemental materials were purchased for 2025-26, difference $28,464.76

1.6 Technology Infrastructure - Cost of additional technology infrastructure needed for mobile hotspots and Chromebooks. Difference $34,799.67

1.7 Common Core Curriculum Materials
Additional expenditures related to the purchase of Common Core aligned World History and US History curriculum difference $30,481.70

1.8 Academic Counselors
Salary increase based on labor union negotiations after LCAP budgeting process. Difference $4,173.49

1.12 Arts Intersession (Court Schools) Costs associated with contracts for August 2025 and June 2026 intersession were billed to a different funding source, difference - $73,061.76

1.13 Community School Enrichment
Various contracts for school enrichment did not materialize due to staffing changes and different programmatic needs. Difference -$4,967.52

1.14 Transportation Costs
Increased costs for student transportation to ensure student safety needs are met to mitigate low attendance and truancy rates and improve academic outcomes. Difference $150,000

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

The LEA has seen improvement in the following metrics:

Metric 1.1 -% of students who graduated high school in the four year cohort increased by 13.7% from 2024 to 2025

Metric 1.5 -% of Graduating English Learner students 4 year cohort increase of 12.9% from the baseline, 4 year cohort 2.9% from the baseline

Metric 1.6-% of Graduating Foster Youth students 4 year cohort increase of 26%

Metric 1.7- % of high school students who have dropped out of school LEA wide decrease of 13.24%, decrease Comm Schools 28%, & decrease Court Schools 6.35%

Metric 1.11-% of students will complete an Individualized Learning and Transition Plan (ILTP) *in progress

Metric 1.12-% of Court School graduates decrease of 11.6%

Metric 1.15- % of Graduates who are:
- Foster Youth increased by 34.2% from 2024, 50% graduated (16 students)
- Hispanic increased 20.2% from 2024, 33.3% graduated (39 students)
- Socioeconomically Disadvantaged Increased 11.7% from 2024, 32.2% graduated (65 students)

Metric 1.16 Court Schools 1 Year Cohort DASS increased 34.9% from the prior year

Related Actions/Services deemed EFFECTIVE:
1.2 Academic Support - Educational instruction and support services will be provided to mitigate learning loss coupled with the use of tutors who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice so that students are provided remediation services so that they are able to make improvements as measured by state and/or local assessments

1.3 Graduation-Expelled Students Data- Regularly monitor/analyze data of students to ensure graduation rate improvement by identifying expelled students enrolled in Student Programs and Services schools, who qualify for AB 167/216, AB 1806, AB 2306, AB 2121, and AB 114 considerations due to identification as foster and/or previously adjudicated youth who may meet requirements for reduced graduation plans in an effort to mitigate dropout rates. Ensure that staff are supported with training and resources to implement LEA reduced graduation requirement policy.

1.4 Graduation-Foster Youth Complete transcript analysis of Foster Youth students who are eligible for graduation exemption eligibility (AB 167/216). Ensure FY students receive partial credit for time enrolled in courses if making satisfactory academic progress. Utilize data in Foster Focus and CALPADs to identify potential 12th graders and collect transcripts to establish number of credits earned and needed for diploma. Insure AB 216/graduation credit waiver is applied, if appropriate. Support and help develop relationship between foster student and high school counselor so that courses assigned will result in diploma completion and improve FY graduation rates in both the 4th and 5th year cohorts.

1.5 Supplemental Materials/Digital Programs- Teachers will use supplemental materials as scaffolds to students who do not show grade level proficiency and the ability to master grade level content as determined by the MAP reading/math assessment(s) in order to provide remediation and skill improvement as a means to mitigate learning loss in order to make progress towards grade level standards and completion of A-G coursework.

1.6 Technology Infrastructure- ACOE SPaS will maintain technology infrastructure, including maintenance and repair of computers for the use of digital curriculum for staff and students so that we increase access to 21st century learning by 50% by the end of the school year.

1.7 Common Core Curriculum Materials-Funding for common core curriculum materials for both middle and high school students to provide courses for credit recovery, inclusive of scaffolding materials for EL/struggling readers, and expelled students to accelerate graduation rates across the SPaS community by ensuring there are current materials for possible adoption for courses for secondary course requirements.

1.8- Academic Counselors at Court and Community Schools Counselor who will meet individually with all students to support academic course selections, and complete/ reviewing Individualized Learning and Transition Plans (ILTP), monitor progress toward graduation requirements, guide students/staff to appropriate placement/site offerings are made in school and if transition to districts are needed.

1.9 Exceptional Students Curriculum designed for students with exceptional needs will be offered to meet IEP goals to ensure that students are able to complete coursework needed for graduation.

1.10 Summer School Staff (Community and Court Schools) School staff will provide four weeks of summer instruction to students, to

continue skill gap improvement, provide credit recovery opportunities, and to improve student outcomes on state and local assessments.

1.11 After School Program (Community Schools)- Community Based organizations will provide career exploration, case management, and extra-curricular learning opportunities to impact student engagement in school to increase attendance and academic achievement. These services provided by BAYAC Americorps are tutoring to support student academic improvement, while Safe Passages provides tutoring as well as soft skill building, social-emotional support and real world experiences.

1.12 Arts Intersession (Court Schools)Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Court Schools can earn partial elective credits required for graduation three times a year during the school intersession periods.

1.15 Ethnic Studies Course Development-Staff created a UC approved A-G course to meet the new Ethnic Studies requirement so that students in grades 9-12 can to meet graduation requirements

The LEA has not seen improvement in the following metrics:

Metric 1.2- % of students who graduated high school in five year cohort decreased 6.6%

Metric 1.5- % of Graduating English Learner students 4 year cohort decrease of of 3.2%

Metric 1.6-% of Graduating Foster Youth students 5 year cohort decrease of 16%

Metric 1.8- % of graduates meeting UC/CSU requirements decrease of 1.5% from prior year

Metric 1.13- % of Community School graduates decrease of 12.3% from the baseline

Metric 1.15- % of Graduates who are:

- Homeless Declined 18.5% (19 students)

Metric 1.16 Community Schools 1 Year Cohort DASS decreased 16.8% from the prior year

Actions/Services deemed INEFFECTIVE in that the desired result was not achieved:

1.13 Community School Enrichment-some community based organizations were not available to provide arts based instruction so that middle and high students at Community Schools in order for students to earn partial elective and/or fine arts credits required for graduation.

1.14 Transportation Costs- Provision of transportation services for Community School students from their districts of residence to mitigate low attendance (declined metric 5.9) and truancy rates, safety issues and improve academic outcomes so students can graduate (declined metric 1.16) within their assigned cohort. There was in increase in the number of students who completed expulsion plans and returned to their

home districts.

Metrics or Actions/Services that can not be categorized as EFFECTIVE or INEFFECTIVE due to their dependency on student enrollment. These metrics are large contributors to the root causes of why many of our students do not graduate in their 4th or 5th year cohort.

1.4 % of incoming 12th graders significantly behind on credits at time of enrollment (149 or less) 17% increase

1.3 % of students on reduced graduation plans increase of 9% LEA wide

1.14 % students who have passed an advanced placement examination with a score of 3 or higher, the LEA does not offer AP courses

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.

While there was no significant changes to the focus goal, during the 2025-26 academic year, California Department of Education has only identified Court Schools for Comprehensive School Improvement based on graduation rates. Our Alameda County Community Schools were not identified only because the number of students was too low; not because there was improvement in the percentage of graduates. Therefore both schools will continue to implement actions/services in the CSI and DA plans to improve graduation rates. This work will continue for both the 4th and 5th year cohorts during the 2026-27 school year based on 2025 CA Dashboard data.

The following summarizes changes to metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice: Addition of newly added metrics 1.16 & 1.17 One-year DASS Graduation Rates for Court and Community Schools as this is a better metrics of student progress given the number of students who enroll in ACOE schools significantly behind on credits at time of enrollment

Newly Added Metrics:

1.18 Ethnic Studies- Focus on number of students enrolled in newly created A-G course required for graduation in for the class of 2030 (9th graders as oth 2026-27)
Our LCAP survey noted that most teachers do not feel prepared to deliver instruction on Ethnic Studies (64.3%). There was no PD focused on ES during 2025-26 as there was the prior two years, and given that more than half the staff responsible for providing this instruction was not with us during the school years ending in 2024 and 2025, this data makes reflects the changing instructional staff demographics.

Educational partner feedback requested that we begin to report how many credits students while enrolled, as a way to measure progress towards graduation

1.19 # of credits earned by students enrolled 1 academic year

1.20 # of students from COE operated schools participating in Foster Youth Graduation ceremony

Updated Action/Service
1.13 Changed from Comm. Schools Enrichment to Court and Comm. Schools enrichment- Updated language to include funding allocated for physical education equipment as needed to support a well rounded education and ensure the available tools are provided for PE credits needed to graduate.

NEW 26-27:
1.16 Extended Day Academic Support- Court Schools will use a portion of their Comprehensive School Improvement funding to provided an extended day program so that instructional staff can provide continued academic support for students in areas outside of core instruction. Through an after school program, they are able to provide enrichment opportunities, as well as provide more robust support for students in concurrent enrollment and credit recovery needed to complete graduation requirements.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology Programs	Implement a Learning Loss Intervention program to assist students who are having academic difficulties in the classroom to meet the academic standards required to complete coursework for high school graduation. Provide 100% of students access to technology support programs needed to provide individualized learning plans, credit recovery options, academic support interventions, differentiated by needs based on data from both the local and state reading/math assessments at the end of the school year.	$30,000.00	No
1.2	Academic Support	Educational instruction and support services will be provided to mitigate learning loss coupled with the use of tutors who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice so that students are provided remediation services so that they are able to make improvements as measured by state and/or local assessments as they acquire high school credits needed to progress towards graduation during the academic year.	$478,415.80	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Graduation-Expelled Students Data Sharing/Analysis	Regularly monitor/analyze data of students to ensure graduation rate improvement by identifying expelled students enrolled in Student Programs and Services schools, who qualify for AB 167/216, AB 1806, AB 2306, AB 2121, and AB 114 considerations due to identification as foster and/or previously adjudicated youth who may meet requirements for reduced graduation plans in an effort to mitigate dropout rates. Ensure that staff are supported with training and resources to implement LEA reduced graduation requirement policy.	$215,171.87	No
1.4	Graduation-Foster Youth	Complete transcript analysis of Foster Youth students who are eligible for graduation exemption eligibility (AB 167/216). Ensure FY students receive partial credit for time enrolled in courses if making satisfactory academic progress. Utilize data in Foster Focus and CALPADs to identify potential 12th graders and collect transcripts to establish number of credits earned and needed for diploma. Insure AB 216/graduation credit waiver is applied, if appropriate. Support and help develop relationship between foster student and high school counselor so that courses assigned will result in diploma completion and improve FY graduation rates in both the 4th and 5th year cohorts.		No
1.5	Supplemental Materials/Digital Programs	Teachers will use supplemental materials as scaffolds to students who do not show grade level proficiency and the ability to master grade level content as determined by the MAP reading/math assessment(s) in order to provide remediation and skill improvement as a means to mitigate learning loss in order to make progress towards grade level standards and completion of A-G coursework.	$30,000.00	No
1.6	Technology Infrastructure	ACOE SPaS will maintain technology infrastructure, including maintenance and repair of computers for the use of digital curriculum for staff and students so that we increase access to 21st century learning by 50% by the end of the school year.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Common Core Curriculum Materials	Funding for common core curriculum materials for both middle and high school students to provide courses for credit recovery, inclusive of scaffolding materials for EL/struggling readers, and expelled students to accelerate graduation rates across the SPaS community by ensuring there are current materials for possible adoption for courses for secondary course requirements.	$70,000.00	No
1.8	Academic Counselors	Employ academic counselors at Court and Community Schools Counselor who will meet individually with all students to support academic course selections, and complete/ reviewing Individualized Learning and Transition Plans (ILTP), monitor progress toward graduation requirements, guide students/staff to appropriate placement/site offerings are made in school and if transition to districts are needed.	$180,027.54	No
1.9	Exceptional Students Curriculum	Curriculum designed for students with exceptional needs will be offered to meet IEP goals to ensure that students are able to complete coursework needed for graduation.	$8,750.00	No
1.10	Summer School Staff (Community and Court Schools)	School staff will provide four weeks of summer instruction to students, to continue skill gap improvement, provide credit recovery opportunities, and to improve student outcomes on state and local assessments.	$374,920.00	No
1.11	After School Program (Community Schools)	Community Based organizations will provide career exploration, case management, and extra-curricular learning opportunities to impact student engagement in school to increase attendance and academic achievement. These services provided by BAYAC Americorps are tutoring to support student academic improvement, along with soft skill building, social-emotional support and real world experiences.	$39,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Arts Intersession (Court Schools)	Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Court Schools can earn partial elective credits required for graduation three times a year during the school intersession periods.	$50,000.00	No
1.13	Court & Comm. School Enrichment	Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Community Schools can earn partial elective and/or fine arts credits required for graduation. Funding will be allocated for physical education equipment as needed to support a well rounded education and ensure the available tools are provided for PE credits needed to graduate.	$18,500.00	No
1.14	Transportation Costs	Provide transportation services for Community School students from their districts of residence, to ensure student safety needs are met to mitigate low attendance and truancy rates and improve academic outcomes so students can graduate within their assigned cohort.	$300,000.00	Yes
1.15	Ethnic Studies Course Development	Staff will participate in professional development to review content in A-G course created to meet the new Ethnic Studies requirement so that in 2026-27 school year we can provide instruction for students in grades 9-12 to meet graduation requirements.	$5,000.00	No
1.16	NEW 26-27: Extended Day Academic Support	Court Schools will provide an extended day program, staffed by credential teachers and site paraeducators, to support students' academic skill growth, post secondary course progress, and credit recovery so that students can earn credits required for graduation.	$98,850.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
2	The LEA will provide staffing and tools so that robust academic achievement growth for the most struggling students is demonstrated by differentiating supports to reduce disparity in levels of achievement between subgroups through an assets-oriented approach and standards-based instruction to meet academic needs for students will high instability rates at both ACOE Court and Community Schools. The provision of professional development, curricular materials, and other educational support resources will improve student performance rates on both state (CAST/CAASPP) and local MAP assessments by up to 5% during the three year LCAP plan cycle. This goal is designed to address the following 2023 CA Dashboard data points: School Student Group Lowest Performance Alameda County Community (Equity Multiplier) Socioeconomically Disadvantaged Graduation School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged Graduation School-wide Lowest Performance Alameda County Community (Equity Multiplier) All Students Graduation School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students CCI LEA-wide Lowest Performance Homeless CCI School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation 2024 CA Dashboard data points: School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged Graduation School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students Graduation	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	LEA-wide Lowest Performance Alameda County Juvenile Hall/Court Foster Youth, Hispanic Homeless CCI School-wide Lowest Performance Alameda County County Community (Equity Multiplier) All Students CCI English Language Arts assessment LEA-wide Lowest Performance Foster Youth, Hispanic (271.5 points below standard), English Learners (304.6 points below standard) Math assessment LEA-wide Lowest Performance Foster Youth, Hispanic (293.5 points below standard), English Learners (325.1 points below standard), Socioeconomically Disadvantaged (265.5 points below standard) Relevant consultation with educational partners took place throughout the year during School Site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students on the following dates. October 2, 2025 Membership announcements, Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of academic performance on state and local assessments -Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /Approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session - January 15, 2026- Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review metrics/fiscal expenditures March 12, 2026- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2025 State/Local Assessment data, 2025 CA Dashboard data, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- (Court Schools), Equity Multiplier Funding, LREBG Funding April 16, 2026- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding	

Goal #	Description	Type of Goal
	Planned: April-May LCAP PAC Engagements, May 7, 2026-LCAP 2026-27 Review/Input session, Alameda COEBE LCAP Hearing Meetings with the California Department of Education focusing on the improvement of the Graduation Rates and the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, Sr. Program Director of Student Wellness, Director of Special Education and Director of Instruction & Accountability: November 20, 2025 Differentiated Assistance Overview, Review of the Action Plan for Improving Graduation Rates, LEA Cohort data review- Identifying poss. grads for 2025-26 January 13, 2026 Review of 2025 CA Dashboard data March 3, 2026 CCI Plan Focus- Evaluating the Implementation of College Courses- Concurrent Enrollment vs. Dual Enrollment and Implications for CCAP agreements and CCGI May 5, 2026 DA Meeting #4-Review of Site Level Actions for Graduation Rates and CCI During SSC/ELAC meetings with our educational partners deemed that equity multiplier funds in our LCAP should be used for staffing to ensure instruction is aligned to Common Core State Standards. The LCAP survey also indicated the need for funding to directly support the classroom instruction who work to meet the educational needs of a highly mobile population in our ACOE Court and Community Schools. The LEA will focus on providing students with CCSS course rigor that is also present in our Alameda districts instruction so that we ensure we are providing a comparable education, n addition, our adopted instructional materials are both A-G and CCSS/CDE framework instructional materials containing embedded assessments students will need to pass to meet graduation requirements and and also improve state assessment performance rates as these assessments are based on NGSS/CCSS.	

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 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.

Alameda County's Office of Education's Court and Community Schools will both receive Equity Multiplier funding. Each school have the same student group(s) performing at the lowest performance level on one or more state indicators on the CA Dashboard (CAASPP ELA / Math and English Learner Program). While our student groups have been less than 11 for most demographics, the data shows that African American students, Students with Disabilities (270.9 points below standard) and Socioeconomically Disadvantaged (91.8% of our students) have performed below standard by 204.6 points in ELA and 320 points below standard in Math. While ELA CAASPP has showed a slight increase; both Math and English Learner Progress (27.6% of our population) has decreased. Common issues the school sites are experiencing are the school's non-stability rates of 79.1% for ACOE Community Schools and 97.2% for ACOE's Court Schools. These students typically have credit deficiencies when enrolling in our schools from county districts due to a number of factors including attendance and inconsistent schooling, While 100% of our staffing is properly credentialed per EC Section 44865 for COE alternative schools - (h)Juvenile court schools & (i)County community schools. 76.00% at Community Schools and 73.83% of Court School teachers are not deemed as such per Federal ESSA credentialing and subject matter preparation requirements. For these reasons, the goal to equip the most vulnerable students and those who serve them with the tools to thrive through the use of LCFF and other funding in addition to Equity Multiplier funds has been developed for Alameda County's Office of Education's Court and Community Schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% Teacher Mis-assignments Priority 1: Basic (Conditions of Learning)	76.00% at Community Schools 73.83% of Court School per Federal ESSA 2022-23 Dataquest 0% per EC Section 44865	2023-24 Dataquest not available	LEA Wide 2025 CA Dashboard 73.5% Comm. School Court School 78% Clear per Federal ESSA 0% Misassigned per EC Section 44865	60% at Court and Comm. Schools	Community Schools decrease 2.5% Court Schools increase 4.17% Maintained rate of 0 under EC Section 44865
2.2	% Teacher Vacancies	17% (2 out of 12) 2023-24 LEA data	0 (0 out of 12) 2024-25 LEA data	7% (1 out of 15)	0	Decreased 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1: Basic (Conditions of Learning)					
2.3	% of teachers who participate in professional development in CA Academic Content Standards and Curriculum Frameworks (Priority 2: Implementation of State Standards)	100% 2023-24 LEA data	100% 2024-25 LEA data	100% 2025-26 LEA data	100%	maintained 100%
2.4	100% of students will complete an Individualized Learning and Transition Plan (ILTP) Priority 5: Pupil Engagement (Engagement) (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	88% (125/141) 2023-24 LEA data	95% 2024-25 LEA data		100%	increase of 7%
2.5	% of teachers who are observed (via administrator, coach, or peer) implementing CA state standards (Priority 2: Implementation of State Standards)	50% 2023-24 LEA data	100% 2024-25 LEA data	100% 2025-26 LEA data as of Feb. 2026	100%	Maintained 100%
2.6	% of teachers who agree or strongly agree that they are able to effectively implement CA	44% New metric baseline established in 2024-25	44% (7/16)	28.6% Strongly Agree (4/14) 42.9% Agree (6/14)	100%	Increased 27.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	state standards based on professional development session(s) attended (Priority 2: Implementation of State Standards)			Total 71.5% LCAP Survey Results as of May 2026		
2.7	% Met/Exceeded Standards for All Students - CAASPP ELA (Priority 4: Student Achievement)	Spring 2023 CAASPP ELA COURT SCHOOLS 0% Met/Exceeded Standard 6.67% Nearly Met Standard COMMUNITY SCHOOLS 18.18% Met or Exceeded Standard 9.09% LEA wide LEA wide 204.6 points below standard	Spring 2024 CAASPP ELA COURT SCHOOLS 0% Met/Exceeded Standard COMMUNITY SCHOOLS Grade 8 Tested=2 Standard Met (Level 3) 50% Grade 11 0% Met/Exceeded Standard LEA wide 252.7 points below standard	Spring 2025 CAASPP ELA COURT SCHOOLS 0% Met/Exceeded Standard Fewer than 11 students tested COMMUNITY SCHOOLS 7.14% Met/Exceeded Standard Increased 51.3 Points 2025 CA Dashboard data LEA wide 167.7 points below standard	15% LEA wide	Court schools maintained 0 Community Schools increased 7.14% Met/Exceeded Standard LEA wide increased 36.9 pts. below standard
2.8	% of students tested (participation rate) - CAASPP ELA (Priority 4: Student Achievement)	Comm. Schools CAASPP ELA Grade 8 Tested =11 Enrolled=14 Participation Rate 79%	Spring 2024 Total tested 20 across Court and Community Schools Fewer than 11 students per	Spring 2025 Community Schools 100% (28/28) Court Schools 73% (8/11)	95%	Community Schools Increased 16% Court Schools Increased 10.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11 Tested =9 Enrolled=9 Participation Rate 100% OVERALL Participation Rate 84% COURT SCHOOLS CAASPP ELA Grade 8 Tested =5 Enrolled=9 Participation Rate 56% Grade 11 Tested =10 Enrolled=15 Participation Rate 67% OVERALL Participation Rate 62.5 %	schools so OVERALL Participation Rate not available	2025 CA Dashboard data		
2.9	% Met/Exceeded Standards for All Students - CAASPP MATH (Priority 4: Student Achievement)	Spring 2023 CAASPP COURT SCHOOLS 2022-23. 0% Met/Exceeded Standard COMMUNITY SCHOOLS 100% Standard Not Met 4.76% Nearly Met Standard 2023 CA Dashboard data LEA wide 274.1 points below standard	Spring 2024 CAASPP Math COURT SCHOOLS Grade 8 & Grade 11 Standard Not Met 100% COMMUNITY SCHOOLS Grade 8 & Grade 11 Standard Not Met 100% 2024 CA Dashboard data	Spring 2025 LEA Wide 247.1 points below standard Increased 38.8 Points CAASPP Math COURT SCHOOLS 0% Met/Exceeded Standard Fewer than 11 students tested COMMUNITY SCHOOLS	5%	Court & Community Schools maintained 0 met/exceeded standard LEA wide increased 106.4 pts. below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LEA wide 285.9 points below standard	0% Met/Exceeded Standard Increased 26.6 Points 2025 CA Dashboard data LEA wide 167.7 points below standard		
2.10	% of students tested (participation rate) - CAASPP MATH (Priority 4: Student Achievement)	Comm. Schools CAASPP Math Grade 8 Tested =11 Enrolled=14 Participation Rate 79% Grade 11 Tested =9 Enrolled=9 Participation Rate 100% OVERALL Participation Rate 84% COURT SCHOOLS CAASPP Math Grade 8 Tested =5 Enrolled=9 Participation Rate 56% Grade 11 Tested =10 Enrolled=15 Participation Rate 67% OVERALL Participation Rate 62.5 % Spring 2023 data	Spring 2024 Total tested 20 across Court and Community Schools Fewer than 11 students per schools so OVERALL Participation Rate not available	Spring 2025 Community Schools 96% (27/28) Court Schools 73% (8/11) 2025 CA Dashboard data	95%	Community Schools increased 12% Court Schools Increased 10.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	% Met/Exceeded Standards for All Students - CA Science Test (CAST) (Priority 4: Student Achievement)	Spring 2023 CAST Comm. Schools 0% Met or Exceeded Standard, 38.87% Nearly Met Standard Court Schools CAST *testing group below 10, no proficiency level data available 2023 TOMS Data	Spring 2024 CAST COURT SCHOOLS Grade 8 & Grade 12 Standard Not Met 100% COMMUNITY SCHOOLS Grade 8 & Grade 12 Standard Not Met 100% 2024 TOMS data	Spring 2025 COURT SCHOOLS 0% Met/Exceeded Standard COMMUNITY SCHOOLS 0% Met/Exceeded Standard 2025 CA Dashboard data	5%	Court Schools maintained 0 Community Schools decreased 38.87%
2.12	% of students tested (participation rate) - CA Science Test (CAST) (Priority 4: Student Achievement)	Comm. Schools 81% Participation Rate (18 tested out of 22) Court Schools CAST 61.5% Participation Rate (8 tested out of 13) Spring 2023 data	Spring 2024 Total tested 6 across Court and Community Schools Fewer than 11 students per schools so OVERALL Participation Rate not available	Spring 2025 CA Dashboard COMMUNITY SCHOOLS 94% (15/16) COURT SCHOOLS 7.14% (1/14)	95%	Community Schools increased 13% Court Schools decreased 54.36%
2.13	% of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (pre-assessment) (Priority 4: Student Achievement)	23-24 READING Fall Test Window Only- at or above grade level for Fall Reading Reading, COURT 79 total students. 13/79 = 16%	Fall 2024 COURT SCHOOLS Reading # of students at or above grade level: 9 Total tested	Fall 2025 COURT SCHOOLS Reading 31% of students at or above grade level (18/59)	25%	COURT SCHOOLS increase 15% COMMUNITY SCHOOLS decrease 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reading, COMMUNITY 62 total students. 11/62 = 18%	students: 100 9/100 => 9% COMMUNITY SCHOOLS Reading # of students at or above grade level: 5 Total tested students: 60 5/60 => 8%	Fall 2025 COMMUNITY SCHOOLS Reading 3% of students at or above grade level (9/72)		
2.14	% of All Students meeting/exceeding standards in Local Assessments (MAP) in Math pre-assessment) (Priority 4: Student Achievement)	23-24 MATH Fall Test Window Only- at or above grade level for Fall Math Math, COURT 63 total students. 5/63 = 8% Math, COMMUNITY 62 total students. 5/62 = 8%	Fall 2024 COURT SCHOOLS Mathematics # of students at or above grade level: 8 Total tested students: 95 8/95 => 8% COMMUNITY SCHOOLS Mathematics # of students at or above grade level: 4 Total tested students: 65 4/65 => 6%	Fall 2025 COURT SCHOOLS Mathematics 15% of students at or above grade level (8/54) Fall 2025 COMMUNITY SCHOOLS Mathematics 5% of students at or above grade level (4/77)	15%	COURT SCHOOLS increased 7% COMMUNITY SCHOOLS decreased 3%
2.15	% of All Students meeting/exceeding	Court 2023-24 READING Spring Test	UPDATED: Spring 2025 (May/June)	In Process assessment takes	35%	In Process-assessment takes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards in Local Assessments (MAP) in Reading (post assessment) (Priority 4: Student Achievement)	Window Only- at or above grade level 15% (8/52) Community Schools Reading Spring 2024 Community Schools = 12% (10/84)	COURT SCHOOLS Reading 9% of students at or above grade level (3/34) Spring 2025 COMMUNITY SCHOOLS Reading 2% of students at or above grade level: (1/44)	place Spring 2026 (May/June)		place Spring 2026 (May/June)
2.16	% of All Students meeting/exceeding standards in Local Assessments (MAP) in Math (post assessment) (Priority 4: Student Achievement)	Court 2023-24 Math Spring Test Window Only- at or above grade level 9% (6/61) Reading Spring 2024 Community Schools = 10% (7/68)	UPDATED: Spring 2025 (May/June) COURT SCHOOLS Mathematics 0% of students at or above grade level: (0/34) Spring 2025 COMMUNITY SCHOOLS Mathematics 3% of students at or above grade level: (1/40)	In Process assessment takes place Spring 2026 (May/June)	35%	In Process-assessment takes place Spring 2026 (May/June)
2.17	# of non digital A-G course offerings and # of	Non digital= 8 ERWC ELD I & II	Non digital= 11 ERWC ELD I & II	Non digital= 14 ERWC ELD I & II	Non digital= 10 Digital= 25	Non Digital Increased by 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	digital A-G meeting grad. requirements (Priority 7: Course Access -Conditions of Learning)	Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology Digital= 25 Math History ELA Science CTE Foreign Lang.	Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology) Financial Algebra Integrated Math Integrated Science Ethnic Studies in progress 2024-25 Digital= 27 Math (added. Precalculus) History ELA Science CTE, added Computer Science Foreign Lang.(added Spanish II)	Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology) Financial Algebra Integrated Math Integrated Science I Integrated Science II Ethnic Studies Digital=31 Math (added. Precalculus) History/Social Science (*inclusive of Ethnic Studies) ELA Science CTE, Computer Science Foreign Lang.(Spanish I & Spanish II)		Digital Increased by 4
2.18	# of LEA Content Area Adoptions meeting grad. requirements (Priority 7: Course Access -Conditions of Learning)	4 ELA/ELD & Math Social Science (US Government), Science (Physical Science & Biology)	4 ELA/ELD & Math Social Science (US Government), Science (Physical	4 ELA/ELD & Math Social Science (US Government), Science (Physical Science & Biology)	5 ELA/ELD & Math Social Science (US Government, ADD: US History, Ethnic Studies,	maintained 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science & Biology) *Ethnic Studies in process		World History, Economics) Science (Physical Science, Biology) Health	
2.19	% of students participating in services and programs developed for students with exceptional needs Priority 5: Pupil Engagement (Engagement)	100%	100%	100%	100%	maintained 100%
2.20	% of (SPED) team members participating in special education and special education-related training sessions Priority 8: Other Pupil Outcomes (Pupil Outcomes)	85%	100%	100%	100%	maintained 100%
2.21	# Collaborative meetings between administrators, paraeducators, and case managers/resource teachers for SpEd Priority 8: Other Pupil Outcomes (Pupil Outcomes)	4	Total: 56		5	increased by 51
2.22	# of 30-day review IEP meetings within 30 days Priority 8: Other Pupil Outcomes (Pupil Outcomes)	0	100%	100%	100%	maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.23	Middle school dropout rates Priority 1: Basic (Conditions of Learning)	11% (3/28)	14% (2/14) 2024-25 LEA data as of March 2025		10%	increased 3%
2.24	# Collaborative meetings between administrators, paraeducators, and teachers for expelled students for progress and data tracking Priority 9: Expelled Pupils	9 (monthly data team meetings)	weekly meetings		9 (monthly data team meetings)	increased from monthly to weekly meetings
2.25	NEW: # of students receiving targeted literacy supports for foundational reading skill improvement needs	36				All students performing at RITs 3 below grade level norms in MAP
2.26	NEW: # of students receiving targeted math supports for math computation skill improvement needs	28				All students performing at RITs 3 below grade level norms in MAP
2.27	NEW: # of students showing improvement on local Math assessment (pre to post comparison)	26% (20/76) Fall to Spring				30%
2.28	NEW: # of students showing improvement on local Reading assessment (pre to post comparison)	26% (21/81) Fall to Spring				30%

Goal Analysis [2025-26]

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.

Alameda County Office of Education's Court and Community Schools implemented all actions and services in Goal 2 of the LCAP during the 2025-26 academic year to ensure there was robust academic achievement growth for the most struggling students. In addition to instructional supports from classroom teachers, paraeducators, agency staff supporting professional development and math coaching. Services and actions for academic support implemented are measured by State Annual Assessments (CAASPP-Math, ELA, and Science) for the following metrics:

2.7 % Met/Exceeded Standards for All Students - CAASPP ELA LEA wide increased 36.9 pts
2.9 % Met/Exceeded Standards for All Students - CAASPP MATH LEA wide increased 106.4 pts
It is important to note that this test is only administered in grade 11 so "growth" is a comparison of 2025 11th graders to 2024 11th graders and is to true growth of the same students. Due to our high instability rates, most of these students were not with us during their entire high school career, so the measurement is often an indication of how academic needs weren't met prior to enrollment in COE schools.

Our end of year data on our LEA Measures of Academic Progress (MAP) should inform schools sites on student growth and progress when the results are available for the following metrics:
2.15 % of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (post assessment)
2.16 % of All Students meeting/exceeding standards in Local Assessments (MAP) in Math (post assessment)

Our Fall to Winter assessment data shows of the 64 students tested in both Fall and Winter in Reading, the information sums up our students growth:

Fall Percentiles Key Winter Percentiles Key Growth
1st - 20th 49% 1st - 20th 50% +1%
21st - 40th 31% 21st - 40th 22% -9%
41st - 60th 11% 41st - 60th 22% +11%
61st - 80th 9% 61st - 80th 5% -4%
>80th 0 >80th 1% +1%

Our Fall to Winter assessment data shows of the 59 students tested in both Fall and Winter in Math, the information sums up our students growth:

Fall Percentiles Key Winter Percentiles Key Growth
1st - 20th 76% 1st - 20th 76% 0
21st - 40th 12% 21st - 40th 19% +7%
41st - 60th 7% 41st - 60th 5% -2%

61st - 80th 5% 61st - 80th 0 -5%
>80th 0 >80th 0 0

These assessments are intended to monitor student progress, identify learning gaps, and inform instructional practices and serve to provide timely and actionable data to support data-driven decision-making at both the classroom and district levels. ACOE Court and Community Schools uses benchmark reading and assessments during specific test windows (e.g., Fall, Winter, Spring). (Metrics 2.13-2.16), CAASPP-Math, ELA, and Science). Local assessments are given three times per year to measure student progress over time, while state assessment are given annually and only once during high school so reported growth is not a measure of the same student groups actual progress.

Our local NWEA MAP assessments have targeted domains for vocabulary comprehension, informational, narrative text, math computation, algebraic thinking, number sense aligned to those found in the state ELA and Math CAASPP. State assessments, aligned to Next Generation Science Standards provide additional student data along with results analyzed by student subgroups, including African American students, Foster Youth, Homeless students, English Learners, and Socioeconomically Disadvantaged students.

Local data has shown an increased need for student growth in reading proficiency, fluency, comprehension, and foundational literacy skills during the 2024-25 school year which lead to the introduction of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) during the 2025-26 year.

Implementation Process (Action/Services 2.1-Local Reading/Math Pre & Post Assessments, 2.6 Court Schools-Orientation and Assessment, 2.11 State Federal/Compliance & State Assessment Coordination

Administration: Assessments are conducted by teachers and instructional staff using standardized protocols to ensure consistency.
Data Analysis: School and district leadership teams analyze results using data dashboards to identify trends and monitor progress.

Improved Metrics:
Metric 2.8 % of students tested (participation rate) - CAASPP ELA Community Schools Increased 16%, Court Schools Increased 10.5%
Metric 2.12 CAST participation rate Community Schools increased 13%

Academic achievement continues to be a challenge for students enrolled in Alameda County Office of Education's Court and Community Schools. The data from the 2025 CA dashboard does not show improvement on state assessment rates for CAASPP (ELA and Math)/CAST on the Dashboard for Alternative School Systems (DASS)
Metrics 2.7 ELA met/exceeded standard 0% Court Schools
2.8 ELA participation rate less than 11 students tested Court Schools
2.9. Math met/exceeded standard 0% Court Schools
2.11 CAST Community Schools met/exceeded standard decreased 38.87%
2.12 CAST Participation rate Court Schools decreased 54.36%

It is our intent that the site specific professional learning, designed to each school program's student demographic needs will foster growth in student academic performance on state assessments administered in the Spring of 2026.

Related metric: 2.6 % of teachers who agree or strongly agree that they are able to effectively implement CA state standards based on professional development session(s) 28.6% Strongly Agree (4/14) 42.9% Agree (6/14)
Total 71.5%

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 2 include:

Instructional Response: (Action/Services 2.2 Academic Support , 2.3 Library Services- Literacy Training, 2.8 Professional Development-site based, 2.9 SpEd Professional Development)
Tiered Interventions: Data informs the implementation of targeted support through small-group instruction and tutoring.
Professional Development: Teachers receive training on using assessment data to differentiate instruction.
Progress Monitoring: Regular check-ins ensure that instructional strategies are effective and adjusted as needed.

Court Schools- Transition Center staff ensured that each student enrolled 20 days or more have an Individualized Learning Transition Plan (ITLP) (Action/Service 2.6), increased by 7%.

LEA Instructional staff provide academic support/services to mitigate learning loss for high mobility low income students in addition to classroom tutors who provide group or individualized instruction (Action/Service 2.2) in addition to our Court School Staffing (action/service 2.10) who worked to provide educational services for children and youth in LEA institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standard

Educational Partner Involvement (Action/Services 2.7 Expelled Youth Case Management, 2.10 Court Schools Staffing, 2.11,State Federal/Compliance & State Assessment Coordination
Teachers and Staff: Collaborate during professional learning communities (PLCs) to review data and develop instructional strategies.
Students and Families: Receive assessment reports to track academic progress. Family workshops are held to support learning at home.
School Leadership: Principals and instructional staff use data to guide schoolwide academic initiatives.

Expelled Youth Case Management (Action/Service 2.7), inclusive of comprehensive needs assessment and intensive specialized academic counseling for expelled student was provided, along with collaborative meetings between administrators, paraeducators, and teachers for expelled students for progress and data tracking (metric 2.14)

SpEd Professional Development including a focus on the ability of developing a shared understanding of team members' roles and responsibilities in terms of scheduling consultation/collaboration, and IEP meetings with LEAs upon referral, enrollment, and or completion of the application for enrollment. (action/service 2.10) Collaborative meetings between administrators, paraeducators, and case managers/resource teachers for SpEd (Metric 2.22)

The Director of Instruction coordinated the annual local MAP and state assessments (CAASPP & CAST),while partnering with site principals for site level implementation, curricular needs, academic interventions, documentation, and procedures for LEA annual goals aligned to state content area framework and federal requirements. (Action/Service 2.11)

The LEA experienced some challenges with the implementation of actions/services in Goal 2:
Local Reading/Math Pre & Post Assessments (Action/Service 2.1) and we saw a decrease in the % of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (pre-assessment)

Community based organizations provided arts based instruction so that middle and high students at Community Schools can earn partial elective credits required parenting students so that they have needed skills to care for their children in addition to improving attendance and truancy rates. (Action/Service 2.12)
Medical leave for our 1.0 FTE Court Schools-Orientation and Assessment, reduced the number of students who were assessed for current academic proficiency levels using the local MAP assessment in Reading and Math (metrics 2.13 & 2.14) This data allows use to monitor student proficiency in core academic areas (e.g., Reading and Math), Identify students in need of targeted intervention or additional support, Monitor progress towards achieving LCAP goals.

LEA wide PD for was not offered regularly for ACOE SPaS staff (Action/Service 2.8) as site administrators offered site based teacher development, curriculum implementation aligned to common core state standards, observable through administrative walkthroughs (metric 2.5) during the 2025-26 academic year.

We are committed to improving academic supports for students and assessment implementation by providing additional training in data interpretation and intervention planning and expanding access to real-time data tools for teachers aligned with state standards and LCAP goals.Teachers utilized scaffolded, high-impact instructional strategies, including individualized and small-group instruction, to meet students at their current proficiency levels. Given the short-term nature of many student placements, staff focused on rapid assessment and progress monitoring to inform instruction and ensure students made meaningful gains in both English proficiency and core academics during their enrollment.

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

The following sections summarizes the material differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions/Services in Goal 2 of our LCAP for the 2025-26 school year:

2.2 Academic Support - additional cost for the Extended Day program at Court schools in the Spring 2026. Difference $5,933.43

2.3 Library Services- Literacy Training (follow up needed)
Additional costs for PD for SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and materials needed to address student's foundational reading skill gaps. Difference -$16,122.97

2.5 Court Schools- Transition Center (formerly 2.6)
Mid year hire, Feb. 1 accounts for difference of $68,687.97

2.6 Court Schools-Orientation and Assessment (formerly 2.7)
Additional pay for Court Schools-Orientation and Assessment staff to cover other staff while on medical leave, position also changed from .5333 FTE to 1.0, difference $16,730.02

2.7 Expelled Youth Case Management (formerly 2.8)
Budgeted 121K for 3 fulltime STIP sub. teacher for our Quest expelled youth program, was only to retain one.5 FTE and one on call sub. teacher for the 2025-26 year, difference -$82,117.49

2.8 Professional Development (formerly 2.9)
Budget $45K for LEA wide PD, $32K spent, difference of 12K- other funding sources used for some LEA PD

2.9 SpEd Professional Development (formerly 2.10)
Vacant SpEd Teacher hired at a lower salary range than veteran teacher hired, difference -$22,245.13

2.10 Court School Staffing (formerly 2.11)
Budgeted for PE teacher vacancy not filled during 2025-26, Sub. teacher left 1/3 of the year, difference $ 130,996.26

2.11 State Federal/Compliance & State Assessment Coordination (formerly 2.12)
Certified staff resulted in salary increase difference $5,825.84

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

Metrics or Actions/Services in LCAP Goal 2 deemed EFFECTIVE as there was an increase in performance from the baseline to the year 1 outcome:

Action/Service 2.5 Court Schools- Transition Center Educational staff ensured that each student enrolled 20 days or more have an Individualized Learning Transition Plan (ITLP)) resulted in increase in the % of students will complete an Individualized Learning and Transition Plan (ILTP) +7% (Metric 2.4)

Action/Service 2.2 LEA Instructional staff provide academic support/services to mitigate learning loss for high mobility low income students in addition to classroom tutors who provide group or individualized instruction has showed improvement the following:

Related Improved Metrics:
2.7 % Met/Exceeded Standards for All Students - CAASPP ELA, Community Schools increased 7.14% Met/Exceeded Standard
2.13 % of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (pre-assessment) COURT SCHOOLS increase 15%

2.14 % of All Students meeting/exceeding standards in Local Assessments (MAP) in Math (pre-assessment) COURT SCHOOLS increased 7%

Action/Service 2.3 Court Schools' literacy specialist to provide foundational literacy skills to students based on results of the local NWEA MAP assessment administered by the -Orientation and Assessment staff (Action/Service 2.6)

# of LEA Content Area Adoptions meeting grad. requirements (metric 2.18), 2025-26 focus on the creation of an additional Social Science course in Ethnic Studies to ensure our LEA is offering this course in the 2025-26 school year; along with the addition of the number of # of non digital A-G course offerings (Increased by 3 Non digital= 9 and Increased by 2 Digital= 28 (metric 2.17)

Action/Service 2.7 Expelled Youth Case Management, inclusive of comprehensive needs assessment and intensive specialized academic counseling for expelled student was provided, along with SpEd Professional Development

Action/Service 2.8 a return to some LEA wide PD for ACOE SPaS staff was coupled with site based teacher development, curriculum implementation, aligned to common core state standards, observable through administrative walkthroughs (metric 2.5)
Related metric: 2.6 % of teachers who agree or strongly agree that they are able to effectively implement CA state standards based on professional development session(s) improved 27.5%
LCAP Survey responses indicate that instructional staff is interested in a variety of PD modalities and topics including but not limited to Vendor PD for available curriculum (Edgenuity, CPM, DBQ, ERWC etc.), LEA wide for cross site collaboration focused on specific strategies, Site based professional development to address student specific needs for students, Intervention Programs (Foundational literacy SIPPS/Math Intervention Math 180)

Increased % of (SPED) team members participating in special education and special education-related training sessions, increased by 15% (metric 2.20)

Increase in the number of # Collaborative meetings between administrators, paraeducators, and case managers/resource teachers for SpEd by 51 (metric 2.21)

The LEA experienced some challenges with the implementation of Metrics or Actions/Services in Goal 2, and has listed those identified as INEFFECTIVE because the intended outcome was not achieved:

Action/Service 2.1 Local Reading/Math Pre & Post Assessments saw a decrease in the % of All Students meeting/exceeding standards in Local Assessments (MAP) in Reading (pre-assessment 2.13-decreased 3%) and math COMMUNITY SCHOOLS decrease 15% (metric 2.14)

Metric 2.11 CA Science Test (CAST) Community Schools decreased 38.87% Nearly Met Standard (2023) Standard Not Met 100% (2024)

A deep dive data analysis of student achievement on all state assessments revealed that there is a critical need for student improvement in the areas of academic achievement

Metrics or Actions/Services that can not be categorized as EFFECTIVE or INEFFECTIVE due to their dependency on student enrollment. Fewer than 11 students per school so OVERALL Participation Rate not available Court Schools CAASPP Math (metric 2.9)

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.

For the upcoming year, the following changes will be made to actions/services based on reflections from our prior practice and input from our educational partners:

This LCAP shows a complete removal of Action/Service 2.5 Golf, this programming stopped being funded in 2025-26 as probation took of the provision of services. This removal caused the renumbering of all Goal 2 Action/Services from 2.5 through 2.12.

Added metrics:
2.25 # of students receiving targeted literacy supports for foundational reading skill improvement needs

2.26 # of students receiving targeted math supports for math computation skill improvement needs

2.27 # of students showing improvement on local Math assessment

2.28 # of students showing improvement on local Reading assessment

Additional Actions/Services:

Action/Service 2.4- Updated language for duties of the Court Schools Literacy Specialist who provides targeted foundational reading skills and tracks student progress
Action/Service 2.5- Updated to include Director of Strategic Initiatives to support student re-entry and data tracking

In the 2026-27 school year, our academic supports will continue to focus on strengthening foundational skills and providing targeted interventions. We plan to implement small-group instruction for reading and math utilizing diagnostic assessments to identify student needs and tailor instruction. Our agency will provide dedicated to academic coaching so that students can receive individualized help and develop study strategies. We'll also provide additional LEA wide professional development for teachers on differentiating instruction to meet diverse learning needs.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Local Reading/Math Pre & Post Assessments	Staff will administer the MAP local assessment to all students or no less than 80% to determine academic and language proficiency so that they are provided classroom supports needed to reach at/or above grade level on the post assessment and so that a min. of 3-5% of students in 11th grade exceed standard in both Reading and Math on state assessments. A version of the assessment is available in Spanish for students with adequate literacy abilities.	$5,437.50	No
2.2	Academic Support	LEA Instructional staff provide academic support/services to mitigate learning loss for high mobility low income students in addition to classroom tutors who provide group or individualized instruction to ensure student skill improvement using literacy, language, and math computation skill practice so that students are provided remediation services so that they are able to make improvements as measured by state and/or local assessments as they acquire high school credits needed for graduation.	$1,123,161.80	Yes
2.3	Library Services	ACOE will partner with the Alameda County Library to provide library services to all court school youth including weekly visits to the library and meeting with librarian, input on books in the library,and assistance with book selection will be provided to Court Schools. In addition guest speakers who address current culturally relevant topics for youth, exposure to college and career readiness, writing skills, poet laureate opportunities, and tutoring services.	$60,000.00	No
2.4	Literacy Specialist	An in house Literacy Specialist will be hired to provide staff professional development and access to literacy materials to to provide improve their ability to increase student foundational literacy skills with the goal of increasing literacy as measured by the local MAP reading assessment and academic engagement for students during the academic school year.	$148,617.39	No

Action #	Title	Description	Total Funds	Contributing
2.5	Court Schools-Transition Center	The Transition Center Academic Liaison and Director of Strategic Initiatives will provide assistance including coordination of services for the family to ensure the child or youth stays in school, counseling, assistance in assessing drug and alcohol abuse prevention programs, tutoring, and family counseling. There will also be support for students with high school re- entry upon release, as measured by our data from our 90 day outcomes and individual ILTP completion tracking systems.	$364,681.25	No
2.6	Court Schools-Orientation and Assessment	Staff an Orientation and Assessment center for students arriving in juvenile detention to assess their current academic proficiency levels using the local MAP assessment, administer English Learner assessments (ELPAC Initial and Summative), obtain academic records from district of residence, support transition to detention-based education as well as identify foster and homeless students to align appropriate supports and services.	$176,880.53	No
2.7	Expelled Youth Case Management Priority 9: Expelled Pupils	Provide and train personnel necessary to provide educational case management including a comprehensive needs assessment and intensive specialized academic counseling for expelled students.	$103,558.90	No
2.8	Professional Development	ACOE SPaS will provide ongoing teacher development, inclusive of cross-site, teacher focus group PLCs for curriculum implementation, and expenses for conferences/travel so that they are able to provide course instruction aligned to common core state standards, observable through administrative walkthroughs and evident in teacher feedback of PD sessions. Students will improve state assessment rates for CAASPP (ELA and Math)/CAST on the Dashboard for Alternative School Systems (DASS) from red to yellow by the end of the three-year LCAP plan ending in 2027 LEA-wide.	$7,500.00	No
2.9	SpEd Professional Development	The LEA will provide professional learning to staff so that there is a shared understanding of IEP team members' roles and responsibilities in terms of	$869,398.29	No

Action #	Title	Description	Total Funds	Contributing
		scheduling consultation/collaboration, and IEP meetings with LEAs upon referral, enrollment, and or completion of the application for enrollment.		
2.10	Court Schools Staffing	Staffing to improve educational services for children and youth in LEA institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the State are expected to meet. Staff will participate in professional learning throughout the year so they are able to provide Common Core instruction and improve student skill gaps as evident on both state and local assessments. The LEA will ensure instruction is aligned to standards and is directly related to the state assessments, as they are based on standards and embedded in course assessments students will need to pass to meet graduation requirements.	$875,346.19	Yes
2.11	State Federal/Compliance & State Assessment Coordination	The Director of instruction will coordinate annual local MAP and state assessments (CAASPP & CAST), processes for educational partner input on data review required state/federal data reporting and ACOE board approval. Coordinates LEA wide state andlocal assessments Professional Development aligned to academic performance LEA goals (WASC, LCAP, CSI, SPSA, etc.) based on student data needs. Partners with site principals for site level implementation, curricular needs, academic interventions, documentation, and procedures for LEA annual goals aligned to state content area framework and federal requirements.	$150,466.34	No
2.12	Parenting Classes	Certificated teachers will partner with community based organizations to provide arts based instruction so that middle and high students at Community Schools can earn partial elective credits required parenting students so that they have needed skills to care for their children in addition to improving attendance and truancy rates.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
3	The LEA will provide staffing and tools so that English Learner (EL) students increase proficiency in English by 5-10% as measured by local MAP reading and state assessments- ELPAC Summative, and the California Assessment of Student Performance and Progress (CAASPP). The increase in the percentage of English learner students meeting or exceeding standard in ELA and ELPAC will reduce the number of Long Term English Learner Students (LTEL) and improve reclassification rates in the LEA each year of the three year LCAP plan. Educational partners have identified the need for ACOE to focus on strengthening teacher capacity in ELD best practices through ensuring access to EL support materials to progress monitor English Learner improved language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification. Engagements with educational partners identified the following needs for English Learners: Paraeducators for Academic Support, Strategic Literacy Support for struggling readers/English Learners, English Learner support, Student academic achievement (tutoring, paraeducators, access to instructional materials), and purchasing English Learner Materials/Digital supplemental programs. CA Dashboard the LEA chose to prioritize goal based on the following 2023 CA Dashboard data LEA-wide Lowest Performance Hispanic CCI LEA-wide Lowest Performance Hispanic Graduation English Learner Progress. Declined 7.8% School site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students took place on the following dates as part of relevant consultation with educational partners: October 2, 2025 Membership announcements, Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of graduation rates for the 1, 4 and 5 year cohorts -Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /Approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session - January 15, 2026- Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review metrics/fiscal expenditures	Focus Goal

Goal #	Description	Type of Goal
	March 12, 2026- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2025 State/Local Assessment data, 2025 CA Dashboard data, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- (Court Schools), Equity Multiplier Funding, LREBG Funding April 16, 2026- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding Planned: May 14, 2026-LCAP 2026-27 Review/Input session, Alameda COEBE LCAP Hearing Meetings with the California Department of Education focusing on the improvement of the Graduation Rates and the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, Sr. Program Director of Student Wellness, Director of Special Education and Director of Instruction & Accountability: November 20, 2025 Differentiated Assistance Overview, Review of the Action Plan for Improving Graduation Rates, LEA Cohort data review- Identifying poss. grads for 2025-26 January 13, 2026 Review of 2025 CA Dashboard data (English Learner Progress, Graduation rates) March 3, 2026 End of Semester 1 LEA Cohort data review, CCI Plan Focus- Evaluating the Implementation of College Courses-Concurrent Enrollment vs. Dual Enrollment and Implications for CCAP agreements and CCGI May 5, 2026 DA Meeting #4-Review of Site Level Actions for Graduation Rates and CCI Various opportunities for data analysis took place during SSC, Differentiated Assistance, site RTI and data team meetings. While our educational partners understand the state measures of specific achievement levels on state assessments; it is regularly vocalized that the reality is many of our students enroll significantly credit deficient, have had gaps in education, are parenting, completing expulsion plans, are trauma impacted, and are in need of targeted language instruction to reduce the number of long term English Learners. Those at risk of becoming long term English Learners, ongoing follow up for RFEP students, and to ensure staffing has the tools and training to provide for	

Goal #	Description	Type of Goal
	student needs are the areas of focus to promote English Language acquisition for our multilingual students.	

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 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.

Alameda County's Office of Education's Court and Community Schools have almost 30% English Learners and are a high priority focus demographic. There is a need for state assessment data improvement for English Learner students who are among the lowest performance levels on one or more state indicators on the CA Dashboard (CAASPP ELA / Math and English Learner Progress (ELPAC Summative). The data shows that while overall students increased 21.8 Points, we are 204.6 points below standard. In addition, ELPAC Summative data shows that 34.5% making progress towards English language proficiency, there as a decline of 7.8% from 2022 to 2023. Common issues the school sites are experiencing are the school's non-stability rates of 79.1% for ACOE Community Schools and 97.2% for ACOE's Court Schools. During the educational partner engagement process, English Learner Parent Advisory Committee members and administrators noted that local assessment data for language proficiency demonstrates a lack of adequate progress for many of our English learners along with an influx of newcomer students in our Community School programs. Educational partners requested that the LEA further support teachers in the linguistic and ELA needs of English learner students with additional professional development and curricular resources to support Alameda County's Office of Education's Court and Community Schools English learner students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	# of LTELs improving performance levels on the ELPAC Summative	41.2% meeting 1 year progress toward English Proficiency as	LEA Wide 15.6% making progress toward	27.5% making progress towards English Proficiency	80%	Declined 13.7% Number of Students: 32

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 5: Pupil Engagement)	measured by ELPAC Summative Spring 2023 data	English Proficiency as measured by ELPAC Summative Spring 2024 data	Increased 16.1% from 2024 as measured by ELPAC Summative Spring 2025 Community Schools 64.3% making progress (LTEL) Number of Students: 14 2025 CA Dashboard data		
3.2	% of English Learner Students meeting/exceeding standards in Local Assessments (MAP) in Reading (Priority 4: Student Achievement)	15%	Fall 2024 4% (1/27)	Fall 2025 0 (0/83)	25%	Declined 15%
3.3	% of Mis-assignments of Teachers of English Learners Priority 1: Basic (Conditions of Learning)	0% 2023-24 LEA data	0% 2024-25 LEA data	0% 2025-26 LEA data	0%	Maintained 0%
3.4	% of English Learners who are Long-Term English Learners Priority 8: Other Pupil Outcomes (Pupil Outcomes)	75% 2023-24 LEA data	73% (57/78) LEA Wide data as of March 2025	57.6% (30/52) LEA Wide data as of Jan. 2026	50%	Declined 17.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	% of English Learner students reclassified as Fluent English Proficient (Priority 4: Student Achievement)	3% 2023-24 LEA data	3.5% (1 out of 28) 2024-25 LEA data	2% (1/52) 2025-26 LEA wide data as of Jan. 2026	15%	maintained
3.6	ELPI level progress on ELPAC Summative (Priority 4: Student Achievement)	Community Schools 6.67% Proficient (Level 4)=1 student 36.67% Moderately Developed (Level 3)= 9 students 23.23% Somewhat Developed (Level 2)= 6 students 33.33% Minimally Developed (Level 1) 7 students Court Schools *testing group below 11, no proficiency level data available LEA Wide progressed at least one ELPI level 35.7% maintained ELPI level 46.4% decreased at least one ELPI Level 17.9% 34.5% making progress	ELPAC Summative Spring 2024 data Community Schools 5.26% Proficient (Level 4) 21.05% Moderately Developed (Level 3) 15.79% Somewhat Developed (Level 2) 57.89% Minimally Developed (Level 1) Court Schools 0% Proficient (Level 4) 16.67% Moderately Developed (Level 3) 33.33% Somewhat Developed (Level 2)	ELPAC Summative Spring 2025 CA Dashboard data LEA Wide 29.4% progressed at least one ELPI level 2.9% maintained ELPI level 4 58.8% maintained lower ELPI levels (i.e,levels 1, 2L, 2H, 3L, or 3H) 8.8% decreased at least one ELPI Level	LEA wide 15% Proficient (Level 4) 50% Moderately Developed (Level 3) 20% Somewhat Developed (Level 2) 15% Minimally Developed (Level 1)	progressed at least one ELPI level decreased 6.3% maintained ELPI level increased 12.4% decreased at least one ELPI Level 9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			50.00% Minimally Developed (Level 1) 15.6% making progress 2024 CA Dashboard			
3.7	% of teachers who participate in professional development focused on English Language Development (ELD) strategies (Priority 2: Implementation of State Standards)	80% 2023-24 LEA data	100% 12/12 2024-25 LEA data	100%	100%	Maintained 100%
3.8	% of teachers who are observed (via administrator, coach, or peer) implementing ELD strategies and standards (Priority 2: Implementation of State Standards)	50% 2023-24 LEA data	50% 2024-25 LEA data	100% 2025-26 LEA data	100%	100% , increased by 50%
3.9	% of teachers who agree or strongly agree that they are able to effectively implement ELD strategies and standards based on professional development session(s) attended	44% New metric, baseline to be established in 2024-25	44% (7/16)	35.7% Strongly Agree (5/14) 21.4% Agree (3/14) Total 57.1% LCAP Survey as of May 2026	100%	Increased 13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 2: Implementation of State Standards)					
3.10	% of EL Students who Met/Exceeded Standards for - CAASPP ELA (Priority 4: Student Achievement)	11% (2/18)	Spring 2024 CAASPP ELA 0%	Spring 2025 CAASPP ELA 0%	15%	Decreased 11%
3.11	% of students tested (participation rate) - ELPAC Summative (Priority 4: Student Achievement)	Spring 2023 Comm. Schools ELPAC Summative Tested =30 Enrolled=32 Participation Rate 94% Court. Schools ELPAC Summative Tested =10 Enrolled=11 Participation Rate 91%	Spring 2024 ELPAC Summative Comm. Schools Overall Participation Rate: 83% (38/46) Court. Schools Overall Participation Rate = 80% (12/15)	Spring 2025 ELPAC Summative Comm. Schools Overall Participation Rate: 89.1% (41/46) Court. Schools Overall Participation Rate = 69.2% (9/13)	95%	Comm. Schools Decreased 4.9% Court Schools Decreased 21.8%
3.12	% of English Learner students making progress toward English language proficiency on the ELPAC (Priority 4: Student Achievement)	34.5% 2023 CA Dashboard	15.6% making progress (LTEL) 2024 CA Dashboard	Community Schools 31% making progress Increased 15.4%	50%	decreased 3.5% Increased 15.4% (Comm. Schools 2024 to 2025)
3.13	# of ELs improving performance levels on the ELPAC Summative	41.2% meeting 1 year progress toward English Proficiency as	11.4% making progress English Proficiency as measured by	27.5% of ELs making progress Increased 16.1%	60%	Declined 13.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4: Student Achievement)	measured by ELPAC Summative Spring 2023 data	ELPAC Summative Spring 2024 data CA Dashboard			
3.14	# of students enrolled in A-G ELD I or ELD II (Priority 7: Course Access)	100%	100%	100% of all HS students	100%	Maintained 100%
3.15	# of EL, LTEL students Priority 8: Other Pupil Outcomes	# of EL =13 # of LTEL= 56	# of EL & NC=21 # of LTEL=57 as of Jan. 2025 LEA data	# of EL=15 NC= 7 # of LTEL=30 as of Jan. 2026 LEA data	# of EL =20 # of LTEL= 35	Increased # of EL students (2) decrease in # of LTEL students (26) decrease # of NC from 2024 (14)
3.16	% of expelled EL students enrolled in appropriate EL support course (ELD, ELD I or ELD II) Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)	100%	100%	99%	100%	decreased 1%
3.17	NEW: # of dually identified EL and SPed students	19 5= Court (16% of enrolled students=32) 14=Community (14% of enrolled students=101) LEA Data as of May 2026				Varies based on student enrollment

Goal Analysis [2025-26]

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.

Over the past year, the county-operated Court and Community Schools implemented targeted and flexible supports to address the unique needs of English Learners (ELs), who often experience interrupted formal education, high mobility, and limited time in program placement. Instruction prioritized both designated and integrated English Language Development (ELD), with an emphasis on accelerating language acquisition while simultaneously providing access to grade-level content. Alameda County Office of Education's Court and Community Schools continue to focus on improving the academic outcomes for the variety of English Learners enrolled in our LEA during the 2025-26 academic year.

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 3 include:

- Ensuring there are a wide variety of English Learner Materials (Action/Service 3.1) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards and English Language proficiency before school and during school hours.
- Increased teaching staff to address the various educational needs of multilingual learners (Action/Service 3.2)
- Supporting teacher capacity in ELD best practices by providing site level professional development, provided by site administrators, ACOE agency staff, and professional experts, so that English Learners can improve language acquisition as measured by the ELPAC Summative (Action/Service 3.3)
- The coordination of English Learner assessments and progress monitoring by the Director of Instruction (Action/Service 3.4) for both programming and RFEP identification and follow up.

The LEA experienced some challenges with the implementation of actions/services in Goal 3 due to changing staff at our Community Schools which resulted in a lack continuity for professional development sessions for our expelled youth student population (Action/Service 3.5)

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.

During 2025-26 academic year, there were material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the following Action/Services:
3.1 English Learner Materials
Not all funding was expended for EL materials, difference of -$4,430.57

3.2 English Learner Instructional Support
Additional costs for new teacher for PTP sites and costs for substitute teacher during the 2025-26 school year, difference $165,452.49

3.3 English Learner Support
Increase in pay for certificated staff member $2,589

3.4 Federal and State Compliance Coordination EL Programs
Cost budgeted for EL professional development paid using a different funding source, difference -$7,515.22

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

The LEA has seen improvement in the following metrics:

Metric 3.1 # of LTELs improving performance levels on the ELPAC Summative 64.3% making progress Increased 34.9% at Community Schools (14 students)
Metric 3.8 % of teachers who are observed (via administrator, coach, or peer) implementing ELD strategies and standards, increased by 50%
Metric 3.9 % of teachers who agree or strongly agree they are able to provide EL instruction based on strategies from PD 35.7% Strongly Agree (5/14)
21.4% Agree (3/14) Total 57.1%
Metric 3.12 % of English Learner students making progress toward English language proficiency on the ELPAC Increased 34.9%

The LEA has maintained the level of progress in the following metrics:
Metric 3.3 % of Mis-assignments of Teachers of English Learners
Metric 3. 5 % of English Learner students reclassified as Fluent English Proficient
Metric 3.7 % of teachers who participate in professional development focused on English Language Development (ELD) strategies
Metric 3.14 # of students enrolled in A-G ELD I or ELD II
Metric 3.16 % of expelled EL students enrolled in appropriate EL support course (ELD, ELD I or ELD II)

Related Action/Service deemed EFFECTIVE:
Action/Service 3.1 availability of English Learner materials

Action/Service 3.2 English Learner Instructional Support designed for both individual or in small groups, facilitating English proficiency activities during designated and integrated instruction, and the use of computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts needed for language acquisition.

The LEA has not seen improvement in the following metrics:
Metric 3.1- # of LTELs improving performance levels on the ELPAC Summative 27.5% making progress Declined 13.7% Number of Students: 32, Community Schools =29.4% making progress, Declined 20.6%, *Court Schools Fewer than 11 students
Number of Students: 17
Metric 3.2- % of English Learner Students meeting/exceeding standards in Local Assessments (MAP) in Reading Declined 15%
Metrics 3.6 ELPI level progress on ELPAC Summative Declined 6.3%
Metric 3.10 - % of EL Students who Met/Exceeded Standards for CAASPP ELA Declined 11%
Metric 3.11 - % of students tested (participation rate) - ELPAC Summative Comm. Schools Decreased 4.9%/ Court Schools Decreased 21.8%
Metric 3.13- # of ELs improving performance levels on the ELPAC Summative Declined 13.7%

Actions/Services deemed INEFFECTIVE in that the desired result was not achieved:
While a variety of English Learner materials were provided (Action/Service 3.1), we did not see ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 50% of students.

Metrics that cannot be identified as EFFECTIVE or INEFFECTIVE as they are dependent on student enrollment demographics, but are important metrics which tell the story of our LEA enrollment:
Metric 3.4 % of English Learners who are Long-Term English Learners Declined 17.4%
Metric 3.15- # of EL, LTEL students Increased # of EL students (8), min. increase in # of LTEL students (1)

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.

Revised Action/Service 3.2 to include new math and science teacher at schools for the Parenting Teen Program so that action includes all instructional support available to improve English language acquisition based on state and local assessment scores to reduce the number of LTELs as we promote skills needed for EL reclassification and Paraeducators, with expanded language proficiency for indigenous language pupils

Revised Action/Service 3.3 English Learner Instructional Support to include costs for PD/EL conferences and EL Professional Expert

Revised Action/Service 3.4 for all costs related to Federal and State Compliance Coordination EL Programs, moved from 3.3 and are now all in 3.4

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Materials	Support teacher capacity in ELD best practices through ensuring access to EL support materials to progress monitor English Learner improved language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 50% of students who are enrolled for at least two semesters by the end of the LCAP plan cycle. Provide funding so that English Learner Instructional Support includes costs for PD/EL conferences.	$20,000.00	No
3.2	English Learner Instructional Support	Provides math and science instruction for English Learner students as a targeted support to improve state and local assessment scores and reduce the number of LTELs as we promote skills needed for EL reclassification. Paraeducators, with expanded language proficiency for indigenous language pupils, will assist EL students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards before school and during school hours.	$532,623.35	No
3.3	English Learner Support	Support teacher capacity in ELD best practices through the provision of conference/training opportunities and the employment of EL Professional Expert who provide site level coaching and professional learning, and progress monitoring for English Learners to improve language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 10% of students who are enrolled for at least two semesters by the end of the LCAP plan cycle.	$18,200.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Federal and State Compliance Coordination EL Programs	The Director of instruction will coordinate Title I programs and EL services for Court and Community schools, serve as state Assessment for the ELPAC Coordinator, oversees English Learner services, coordinates with ACOE's FYSCP, completes grant, methods for educational partner input such as ELAC and PAC for required state/federal data reporting and ACOE board approval. Director of Instruction who will coordinate LEA's FPM, state assessment administration, access to EL support programs, professional learning, and progress monitoring for English Learners to improve language acquisition. Partners with site principals for site level implementation, curricular needs, EL interventions, documentation, reclassification process and procedures for LEA annual goals aligned to state ELD framework and federal requirements.	$202,217.51	No
3.5	Expelled Students EL Support	All English Learner students will be enrolled in an appropriate English Learner support course (ELD, ELD I or ELD II) so that they have access to EL support programs, designated instruction, and progress monitoring to improve language acquisition as measured by the ELPAC Summative in growth equal to 1 level by the end of the year and move towards reclassification of no less than 10% of students who are enrolled for at least two semesters by the end of the LCAP plan cycle.	$9,750.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
4	College & Career-Each student will be provided the opportunities and experiences to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment responsive to their post-secondary goals and interests so that we meet the following two objectives: 1.The number of students indicated as “prepared” on the California School Dashboard improves by 5-10% for each year of the three year LCAP cycle. 2.Students will engage with the California College Guidance Initiative (CCGI) authorized under California Education Code (EC) Section 60900.5 in the following ways: Step one: Ensure site schedules include student opportunities to use CGI lesson plans for college, career planning, with a 1 year focus on grades 11 and 12 Step two: Explore how CGI resources can possibly replace the internal ILTP, as it transfers with students who leave and is much needed at our schools Step three: Ensure CGI is used for FAFSA submission The LEA chose to prioritize goal based on the following 2023 Dashboard data LEA-wide Lowest Performance All Students CCI LEA-wide Lowest Performance Foster Youth CCI LEA-wide Lowest Performance Hispanic CCI LEA-wide Lowest Performance Homeless CCI LEA-wide Lowest Performance Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students CCI LEA-wide Lowest Performance All Students CCI LEA-wide Lowest Performance Foster Youth CCI LEA-wide Lowest Performance Hispanic CCI LEA-wide Lowest Performance Homeless CCI LEA-wide Lowest Performance Socioeconomically Disadvantaged CCI School Student Group Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) Socioeconomically Disadvantaged CCI School-wide Lowest Performance Alameda County Juvenile Hall/Court (Equity Multiplier) All Students CCI ,	Focus Goal

Goal #	Description	Type of Goal
	Educational partners have identified the need for ACOE to focus on strengthening the ACOE College and Career program during School site Council/ELAC meetings with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students took place on the following dates as part of relevant consultation with educational partners: October 2, 2025 Membership announcements, Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of graduation rates for the 1, 4 and 5 year cohorts -Title I funding review/approval, Parent Compact input/revisions, Parent-School Handbook , ELAC Updates November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /Approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session - January 15, 2026- Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review metrics/fiscal expenditures March 12, 2026- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2025 State/Local Assessment data, 2025 CA Dashboard data, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- (Court Schools), Equity Multiplier Funding, LREBG Funding April 16, 2026- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding May 7, 2026-LCAP 2026-27 Review/Input session, Alameda COEBE LCAP Hearing Meetings with the California Department of Education focusing on the improvement of the Graduation Rates and the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, Sr. Program Director of Student Wellness, Director of Special Education and Director of Instruction & Accountability: October 23, 2025	

Goal #	Description	Type of Goal
	2024-25 Cohort Data (CALPADS 15.1) - This data is what will show up in the 2025 CA Dashboard and determine which schools are identified for DA for Graduation rates. November 20, 2025 Review of LEA Grad. Cohort data- planning for how site principals review with school staff) Jan. 13, 2026 Review of 2025 CA Dashboard- Does the new data require revision of existing plans? Outlining an actual site-level staff agenda for metrics review and action follow-up) March 3, 2026 Review of CCI and Grad. Actions- planning for how site principals review with school staff- outlining an actual site level staff agenda for metrics review and action follow up) May 5, 2026 Review of CCI and Grad. Actions- End of Year Reflection on DA process and steps for 2026-27 DA Cycle of Inquiry Input from educational partner input sessions led to moving the College and Career Program Manager for ACOE into our Student Programs division. The Court Schools post secondary partner from the local community college, site principals, the newly hired Director of College & Career (for the 26-27 academic year) and the school counselors will support infrastructure for college and career pathways, college course enrollment, meet individually with all students to support academic course selections, work-based learning opportunities, post-secondary plans, career exploration opportunities, CCI portfolio creation, increase the number of students enrolled in A-G courses, and monitoring the progress of the DASS College and Career Indicator so that the LEA moves from very low to low by the end of the school year.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data from the California Dashboard for Alternative School Systems has identified both Alameda County Office of Education's Court and Community Schools have entered into Differentiated assistance with the California Department of Education due to 2023 College and Career indicator showing very low. The data shows that no subgroups (African American, Hispanic, Foster, Homeless, and Socioeconomically Disadvantaged) met prepared, and only 2% showed Approaching Prepared. Due to this performance, Alameda County Office of Education's

Court and Community Schools will receive technical assistance from the CDE. The LEA will require ongoing monitoring and evaluation of effectiveness of identified metrics (a-g completion, SBAC performance rates, CTE pathways, WBL participation, college course completion) and services including career pathways opportunities. The process towards meeting the goal will require school-level needs assessment, evidence-based interventions, metrics designed to show progress for alternative schools' unique student needs, and the identification of any resource inequities to be addressed through the implementation of the DA plan to improve measures in the CCI on the CA Dashboard.

The state's College and Career Indicators are one set of markers for career readiness, but not the only ones. Given our very low past numbers of "ready" students, showing growth in this metric is possible without changes that ensure all our students leave us more prepared to pursue careers than when they arrived. To that end, we are developing a new portfolio of extremely specific foundational skills and knowledge required to pursue jobs and post-secondary education. These are skills and knowledge often assumed but rarely taught in schools, and are particularly essential for our unique population. These include such things as the creation of and regularly checking professionally named email accounts, appropriate voicemail outgoing messages, and crafting appropriate and succinct email, voicemail, and text messages. They include knowledge of relevant identifying information and documents including mailing addresses, government ID numbers, etc. And it includes how to effectively complete myriad types of forms from job applications to college and financial aid applications. The portfolio will also include evidence of participation in a minimum number of career exploration activities and reflective writing on career goals.

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 who graduate and complete a CTE pathway Priority 8: Other Pupil Outcomes (Pupil Outcomes)	0% 2023 LEA data	4% Prepared 4% Approaching Prepared 2024 CA Dashboard Data	Prepared 0% 2025 CA Dashboard Data	50%	decreased 4%
4.2	% of students who meet a-g requirements AND complete a CTE pathway Priority 7: Course Access (Conditions of Learning)	0% 2023 LEA data	Prepared 1.5% 2024 CA Dashboard Data	Prepared 0% 2025 CA Dashboard Data Percent of Pupils Enrolled in Courses Required for UC/CSU Admission	50%	decrease 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Community Schools 91.18% Court Schools 100%		
4.3	# of students participating in WBL (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	7 2023-24 LEA data	6 as of March 2025	0 as of Feb. 2026	25	decreased by 7
4.4	# of students completing college credit courses Priority 7: Course Access (Conditions of Learning)	7 2023-24 LEA data	Court- 7 (Fall 2024) Community- 19 (Spring 2024)	Court- 7 students (Fall 2025 and Spring) Community- 36 students (Fall 2025 and Spring 2026) 42 LEA wide	20	Increased 36
4.5	# of student participating in career exploration opportunities (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	20	19 as of March 2025	0 as of	50	decreased by 20
4.6	% Met/Exceeded Standards for All Students - CAASPP MATH (Priority 2: State Standards (Conditions of Learning)	0% 2022-23 Dashboard data	0% 2023-24 Dashboard data	Spring 2025 CAASPP Math COURT SCHOOLS 0% Met/Exceeded Standard COMMUNITY SCHOOLS 0% Met/Exceeded Standard	5%	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025 CA Dashboard data		
4.7	% Met/Exceeded Standards for All Students - CAASPP ELA (Priority 2: State Standards (Conditions of Learning)	COURT SCHOOLS 0% COMMUNITY SCHOOLS 18.18% Met or Exceeded Standard 2022-23 Dashboard data	Spring 2024 CAASPP ELA COURT SCHOOLS 0% Met/Exceeded Standard COMMUNITY SCHOOLS Grade 8 Tested=2 Standard Met (Level 3) 50% Grade 11 0% Met/Exceeded Standard	Spring 2025 CAASPP ELA COURT SCHOOLS 0% Met/Exceeded Standard COMMUNITY SCHOOLS 7.14% Met/Exceeded Standard 2025 CA Dashboard data	15%	Court Schools maintained 0% Comm. Schools declined 11.04%
4.8	% of students who complete FAFSA (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	2%	2= Community Schools 2=Court Schools	Data in process, as of Feb. 2026 1= Community Schools 1=Court Schools CAL Grant Race to Submit data	50%	Declined 1= Community Schools 1=Court Schools
4.9	# of CTE credentialed teachers (Priority 1: Basic - Conditions of Learning)	1 Court 1 Comm 2023-24 LEA data	2 Court 1 Comm *data in progress March 2025 2024-25 LEA data	2 Court 0 Comm.	5	Court Schools maintained Comm. Schools declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	# of non digital A-G course offerings and # of digital A-G (Priority 7: Course Access -Conditions of Learning)	Non digital= 8 ERWC ELD I & II Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology Digital= 25 Math History ELA Science CTE Foreign Lang.	Non digital= 11 ERWC ELD I & II Algebra I, II, Geometry Social Science (US Government), Science (Physical Science & Biology) Financial Algebra Integrated Math Integrated Science Ethnic Studies in progress 2024-25 Digital= 27 Math (added. Precalculus) History ELA Science CTE, added Computer Science Foreign Lang.(added Spanish II)	Non digital= 14 Digital= 31	Non digital= 10 Digital= 25	Non digital increased by 3 Digital increased by 4
4.11	# of Student CCI portfolio (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	0	Element 1- Student Emails and digital security management	Metric portfolio elements not in process due to staffing changes	Growth of an additional 10% in average number of CCI portfolio completed among exiting students	Metric portfolio elements not in process due to staffing changes
4.12	% Students identified as Foster Youth	African American 0% Foster Youth 0%	*data group under 11, no	African American 0%	African American 20%	Maintained 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Homeless Socioeconomically Disadvantaged meeting CCI Indicator (Priority 8: Other Pupil Outcomes (Pupil Outcomes)	Hispanic 0% Homeless 0% Socioeconomically Disadvantaged 0%	performance color for : African American, Foster Youth Hispanic, Homeless Socioeconomically Disadvantaged 4%	Foster Youth 0% Hispanic 0% Homeless 0% Socioeconomically Disadvantaged 0%	Foster Youth 20% Hispanic 20% Homeless 20% Socioeconomically Disadvantaged 20%	
4.13	NEW: Pupils Enrolled in Courses Required for UC/CSU Admission Priority 7: Course Access (Conditions of Learning)	Community Schools 91.18% Court Schools 100% SARC 2024-25 data				Community Schools 95% Court Schools 100%
4.14	NEW:# of students who graduate and complete a college credit course Priority 8: Other Pupil Outcomes (Pupil Outcomes)					100%
4.15	NEW: # of students using resources in the California College Guidance Initiative (CCGI) platform (Pupil Outcomes)				All students in grades 11 and 12	

Goal Analysis [2025-26]

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.

The Alameda County Office of Education's Court and Community Schools implemented most of the actions and services in Goal 4 of the LCAP during the 2025-26 academic year in an effort to improve College and Career Indicator (CCI). These efforts included the monitoring of all LCAP metrics 4.1-4.12 as well as those in the Differentiated Assistance plan monitored by the California Department of Education.

The CCI Differentiated Assistance Plan consists of the following three strategies aligned to our LCAP Actions/services and identifies related LCAP metrics, actions/services, staff responsible and a timeline for when actions within the strategies are implemented and or data/outcomes are reviewed:

STRATEGY #1: For students in the Court and Community Schools, increase access to dual enrollment classes for students to meet the CCI 'prepared' criteria.

STRATEGY #2: Complete ILTP and use ILTP to identify student's CCI path; then provide programming to meet student's CCI achievement/Explore how CGI resources can possibly replace the internal ILTP, as it transfers with students who leave and is much needed at our highly mobile student population

STRATEGY #3: For students in Court and Community Schools, increase access for students to CTE Pathways and/or Pre-apprenticeship programs.

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 4 include:

4.1 All teachers ensuring students are enrolled in either f non digital A-G course offerings and digital A-G courses so that they progress towards graduation with the CCI measure met.

4.2 ongoing academic support for students by paraprofessionals to complete A-G course work

4.3 Professional Development/Materials to meet UC approved A-G courses were made available for staff in order to provide viable A-G/CTE courses, include soft skills aligned to Standards for Career Readiness so that students can meet the measures in the College and Career Indicator in the Dashboard for Alternative School Systems (DASS)

4.5 Site counselors and school principals supporting students with college course enrollment,academic course selections, post-secondary plans, career exploration opportunities, and college and career field trips.

Noted challenges experienced with the implementation of LCAP Actions/Services in Goal 4 include:

Administration changes and a need to focus on academic and behavior supports were prioritized during the 2025-26 school year so CCI Access for Expelled Students outlined in Action/Service 4.6 related to DASS measures such as CTE, work-based learning, pre-apprenticeships, CCI portfolios did not take place.

A lack of CTE teachers at our Community Schools prevented our ability to implement Action/Service
4.7 Provide CTE instruction at Court schools to improve rates of CTE participation/Pathway completion aligned to the California Career Technical Education Model Curriculum Standards as measured in the CA Dashboard. Very few Court teachers have CTE credentials so were unable to provide this option. LEA will work diligently to recruit and retain highly qualified Career Technical Education (CTE) teachers,

provide at least one viable CTE pathway that is accessible to all students, increase the dual enrollment options with neighboring community colleges, and focus on ways to increase the concurrent enrollment options.

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

The following is a summary of Actions/Services in Goal 4 with material differences between Budgeted Expenditures and Estimated Actual Expenditures in 2025-26:

4.1 A-G Course Access
Difference $96,424.43 due to hiring of a new teacher not previously budgeted during the 2025-26 school year.

4.2 A-G Academic Support
Difference of $4,707.64 due to increase in pay for bargaining unit members for the 2025-26 school year.

4.4 ERWC Stipend
Not expended during 2025-26, as the bargaining unit agreement came to and end June 30, 2025

4.5 College & Career Prog. Manager
Site counselor pay increase for bargaining unit member in addition to a funding source changed from restricted budget to unrestricted due to site need for teacher coverage entailed duties outside of federal (Title I D) allowability. This also incurred additional pay per the bargaining unit contract, difference $14,919.34

4.6 CCI Access for Expelled Students
Budget for veteran teacher who left LEA was at a hire pay rate than the newly hired teacher for expelled students. In addition, a late hire of an LEA wide Sr. Dir of College and Career in April 2026. Difference -$22,625.34

4.7 CTE Instruction
.20 FTE for CTE teacher did not start at the beginning of the 2025-26 academic year and started at a lower pay range than what was budgeted, resulting in a difference -$10,887.80

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

The LEA has seen improvement in the following metrics in Goal 4 during the 2025-26 academic year and deemed EFFECTIVE as there was an increase in performance from the baseline to the year 2 outcome:

4.4 # of students completing college credit courses 42 students enrolled during the 2025-26 school year at Court and Community schools, an increase of 36 students

4.10 # of non digital A-G course offerings Increased by 3 and # of digital A-G Increased by 2

4.11 # of Student CCI portfolio, addition of LEA wide student emails to be used for digital platforms and dual enrollment at local community colleges 100% pf students

Actions/Services in LCAP Goal 4 deemed EFFECTIVE related to improvement in the metrics listed above:

4.1 All teachers ensuring students are enrolled in either non digital A-G course offerings or digital A-G courses so that they progress towards graduation with the CCI measure met.

4.2 Paraeducators provided ongoing academic support for students by paraprofessionals to complete A-G course work (metrics 4.4, & 4.12)

4.3 Expository Reading and Writing Curriculum courses were provided to students to meet UC Area "B" requirements for those students who did not meet prepared on the (CAASPP) ELA assessment (metrics 4.4, 4.10, & 4.12)

4.5 Site counselors and school principals supporting students with college course enrollment,academic course selections, post-secondary plans, career exploration opportunities, and college and career field trips. (metrics 4.4. 4.11, & 4.12)

The LEA experienced some challenges with the implementation of Metrics or Actions/Services in Goal 4, and has listed those identified as INEFFECTIVE because the intended outcome was not achieved:

Metrics:

4.1 % of students who graduate and complete a CTE pathway decreased 4%

4.2 % of students who meet a-g requirements AND complete a CTE pathway decreased 1.5%

4.3 # of students participating in WBL decreased by 7 students, no participation during 2025-26

4.5 # of student participating in career exploration opportunities decreased by 20, no participation during 2025-26

4.6 % Met/Exceeded Standards for All Students - CAASPP MATH 0%, no improvement in rates from the prior year

4.7 % Met/Exceeded Standards for All Students - CAASPP ELA decline of 11.04% (Community Schools) from the prior year, Court maintained 0

4.8 % of students who complete FAFSA, Declined 1= Community Schools and 1=Court Schools

4.12 % Students identified as Socioeconomically Disadvantaged meeting CCI Indicator decreased 4% from baseline

Actions/Services:

4.2 While A-G Academic Support was provided to all students, many students were not ready with either their reading or mathematical computation schools to successfully complete A-G courses, therefore we did not to increase the number of students completing A-G courses by 10-15% as reported in the DASS CCI at the end of the school year.

4.3 Professional Development/Materials were not provided to staff to meet UC approved A-G courses were made available for staff in order to provide viable A-G/CTE courses, include soft skills aligned to Standards for Career Readiness so that students can meet the measures in the College and Career Indicator in the Dashboard for Alternative School Systems (DASS)

4.7 Very few teachers have CTE credentials aligned to the California Career Technical Education Model Curriculum Standards, so were unable to provide this option for students at our Community Schools. Court Schools added a CTE teacher during the 2025-26 school year. This is an area we look to expand with dual enrollment partnerships.

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.

The overall goal for our College and Career has been amended to remove language and steps related to the college and career portfolio aligned to the Career Technical Education Model Curriculum Standards as defined by the California Department of Education. Our LEA has seen a number of changes since the creation of this portion of the goal in 2024, with leadership at our schools sites and with the College and Career Manager, who did not believe this was a priority for our students, a lack of staff capacity to achieve these steps. We seek to prioritize the use of the College Guidance Initiative authorized under California Education Code (EC) Section 60900.5. In 2026-27,

The following Actions/Services will be added or edited for the 2026-27 school year:

4.3 Edit Service/Action to state the Sr. Program Manager of College and Career will provide teacher development, inclusive of cross-site, teacher focus groups to review California Career Technical Education Model Curriculum Standards , UC approved A-G courses and CTE digital curriculum, and site level implementation of the California Guidance Initiative (CGI) for staff in order to provide viable A-G/CTE courses, include soft skills aligned to Standards for Career Readiness so that students can meet the measures in the College and Career Indicator in the Dashboard for Alternative School Systems (DASS) and move from very low by the end of the three-year LCAP plan ending in 2027 LEA-wide.

4.4 Change of description to Credentials and Certifications- Updated to include language on how the LEA will cover costs associated with credentialing renewal and other certifications related to the improvement of the the quality and effectiveness of teachers, principals, and other school leaders. Removal of funding tied to stipends related to all teachers utilizing Expository Reading and Writing Curriculum will enroll a minimum of 50% of their students in UC Area "B" courses to increase the number of students enrolled in A-G courses by 10-15%, who did not meet prepared on the (CAASPP) ELA assessment, as reported in the DASS CCI at the end of the school year.

Edited Action/Service 4.5 to include the newly hired College and Career Sr. Program Manager who will take on the duties from both the Court and Community School counselors and site principals to support the infrastructure for college and career pathways, college course enrollment. This position will also met individually with all students to support college course selections, work-based learning opportunities, post-secondary plans and career exploration opportunities.

Edited Action/Service 4.7 Provide CTE instruction Court, not Community Schools, to improve rates of CTE participation/Pathway completion aligned to the California Career Technical Education Model Curriculum Standards as measured in the CA Dashboard.

Newly added Metrics:
4.13 NEW: Pupils Enrolled in Courses Required for UC/CSU Admission. This metric has been added due to the fact our students do not always come to us with A-G courses completed as this measure shows our ability to provide a broad course of study and ability to provide Course Access while students are enrolled in our COE schools.

4.14 NEW:# of students who graduate and complete a college credit course

4.15 NEW: # of students using resources in the California College Guidance Initiative (CCGI) platform

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	A-G Course Access	All teachers will enroll a minimum of 50% of their students in UC A-G approved courses to increase the number of students enrolled in A-G courses by 10-15% as reported in the DASS CCI at the end of the school year.	$798,343.18	No
4.2	A-G Academic Support	Paraprofessionals will provide academic support for students using traditional and digital curriculum in content areas or CTE courses so that they are able to earn UC A-G course credit, meet California Career	$165,846.34	Yes

Action #	Title	Description	Total Funds	Contributing
		Technical Education Model Curriculum Standards, and Standards for Career Readiness by the end of the school year and improve our CCI prepared rating by 10-15% each year of the LCAP plan. LREBG funds ($11,841) will be used to provide student support and enrichment opportunities, staff overtime and professional learning aligned to the new Mathematics Framework, English Language Arts/English Language Development, health, counseling, or mental health services, and to support additional academic services for pupils. These services will be monitored by the following metrics: 4.1 % of students who graduate and complete a CTE pathway 4.2 % of students who meet a-g requirements AND complete a CTE pathway 4.13 Pupils Enrolled in Courses Required for UC/CSU Admission 2.25 # of students receiving targeted literacy supports for foundational reading 2.26 # # of students receiving targeted math supports for math computation skill improvement needs 2.27 # of students showing improvement on local Math assessment 2.28 # of students showing improvement on local Reading assessment		
4.3	Professional Development/Materials	Sr. Program Manager of College and Career will provide ongoing teacher development, inclusive of cross-site, teacher focus groups to review California Career Technical Education Model Curriculum Standards, UC approved A-G courses and CTE digital curriculum, implementation of the California Guidance Initiative (CGI) for staff; in order to provide viable A-G/CTE courses, including soft skills aligned to Standards for Career Readiness so that students can meet the measures in the College and Career Indicator in the Dashboard for Alternative School Systems (DASS) and move from very low by the end of the three-year LCAP plan ending in 2027 LEA-wide.	$201,424.91	No
4.4	Credentials and Certifications	The LEA will cover costs associated with credentialing renewal and other certifications related to the improvement of the the quality and effectiveness of teachers, principals, and other school leaders. The LEA will best support costs associated with the ability of all teachers utilizing	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Expository Reading and Writing Curriculum will enroll a minimum of 50% of their students in UC Area "B" courses to increase the number of students enrolled in A-G courses by 10-15%, who did not meet prepared on the (CAASPP) ELA assessment, as reported in the DASS CCI at the end of the school year.		
4.5	College and Career Support	College and Career Sr. Program Manager will coordinate with counselors and school principals to support infrastructure for college and career pathways, college course enrollment, meet individually with all students to support college course selections, work-based learning opportunities, post-secondary plans, career exploration opportunities, field trips, and CCI portfolio creation so that the LEA can show progress on the DASS College and Career Indicator so that the LEA moves from very low to low by the end of the school year.	$170,546.06	No
4.6	CCI Access for Expelled Students	Establish policies to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time, credit recovery options) and opportunities, A-G enrollment, DASS measures such as CTE, work-based learning, pre-apprenticeships, CCI portfolios, and community service for expelled youth.	$118,714.36	No
4.7	CTE Instruction	Provide CTE instruction to improve rates of CTE participation/Pathway completion aligned to the California Career Technical Education Model Curriculum Standards as measured in the CA Dashboard.	$17,631.31	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Whole Child Services and supports are provided to address the pervasive issues obstructing the well-being of all students, with an intentional focus on historically marginalized and the most vulnerable student populations to increase parent and student engagement, reduce rates of chronic absenteeism, suspensions, and provide a safe, healthy, and positive learning environment. The LEA will partner with community based organizations in addition to the ACOE Student Services division to provide needed supports for students and families to improve quality of life and well being. Our 2023 local data shows that student needs for support services related to tutoring,counseling, attendance, mental health services show up as Comm. Schools- 81.3% chronically absent (16 students grades 6-8) Court Schools- 30.8% chronically absent (13 students grades 6-8) Quest IS Overall ADA 50.08% 2023 CA Dashboard Data LEA-wide Lowest Performance All Students CCI LEA-wide Lowest Performance All Students Graduation The variety of wrap around supports for students accessible on our school sites lead to increased percentages of students (81%) and families (75%) who report feeling safe and connected at school as data from our most recent LCAP survey has shown. We seek to prove these services for students and their families to mitigate barriers which disrupt students' educational attainment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
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.

100% of Alameda County Office of Education's Court and Community School students are either expelled, under the supervision of probation, or under the supervision of social services. Pervasive issues obstructing the well-being of all students require school staff to maximize agency resources to minimize pain points and create a culture of innovation to align needed academic, socio-emotional, and other wrap-around services in order to better serve enrolled students to be successful in school. Our detained and expelled population that has an even higher concentration of needs, and even faster transitions between schools and programs as student population is very transient, due to short term enrollment. LEA data shows that attendance in our Community Schools is less than 80% and chronic absences are over 80%. In addition, there is a low number of parents involved in school engagement events such as Back to School night, English Learner Advisory Committee, and School Site Council. The monthly site level Response to Intervention (RTi) process shows an increased need for student supports for mental health affecting both attendance and academic performance. The aftermath of the COVID-19 crisis has furthered the need to ensure staff is provided ongoing crisis training and access to community partners along with the ACOE Student Services division to support whole child needs. The ability to maintain a commitment to better serve enrolled students, engage families, monitor student attendance, mitigate truancy and dropout rates, connect families to mental health services and will ensure that we are able to equip the most vulnerable students and those who serve them with the tools to thrive.

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 students who report feeling safe and connected at school (Priority 6: School Climate)	81%	100%	87.5% of the 7 students Strongly Agree or Agree LCAP Survey responses as of May 2026	90%+	TBD
5.2	% of parents/guardians who report feeling confident that their child is safe and connected at school (Priority 6: School Climate)	75%	65%	100% of the 4 parents Strongly Agree or Agree LCAP Survey responses as of May 2026	90%+	TBD
5.3	% of teachers who report feeling safe and connected at school (Priority 6: School Climate)	80%	90%	87.6% selected Strongly Agree or Agree LCAP Survey responses as of	90%+	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				May 2026		
5.4	# of low-income, English Learner, or Foster Youth students who participate in after-school programs (Comm. Schools) Priority 5: Pupil Engagement (Engagement)	23-24 25 students as of March 2024	23 as of March 2025	Quest=7 Hobbs=24 Burke=18 Total 49 LEA SIS data (Supplemental attendance April 2026)	35	increased by 24
5.5	% of students suspended once or more (Priority 6: School Climate)	0= Community Schools does not suspend students 2 students=Court Schools 2022-23 CALPADS Data	1= Community Schools 0 students=Court Schools 2023-24 CALPADS Data	2% Suspension Rate LEA Wide Community Schools 4.1% suspended at least one day Court Schools 1% suspended at least one day 2025 CA Dashboard	0	increased 4.1%
5.6	% of students expelled (Priority 6: School Climate)	0	0	0 Students expelled	0	Maintained 0
5.7	% of students who are chronically absent (Priority 5: Student Engagement)	Comm. Schools- 81.3% chronically absent (16 students grades 6-8)	46.2% chronically absent Declined 12.5% Number of Students: 13	50% chronically absent Number of Students: 20	Comm. Schools- 20% (grades 6-8) Court Schools- 20%	Declined 31.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Court Schools- 30.8% chronically absent (13 students grades 6-8) 2023-24 data as of April 2024	2024 CA Dashboard data	2025 CA Dashboard data	(grades 6-8)	
5.8	Court Schools Attendance Rate (P1) BAC Sweeney (Priority 5: Student Engagement)	Court Schools P1 attendance rate Overall 93.75% Butler =94.2% Sweeney = 93.3% 2023-24 LEA data	Court Schools P1 2024 attendance rate Overall= 96.32% BAC: =95.74% SAC: = 96.9%	Court Schools P1 2025 attendance rate Overall = 96.44% BAC= 96.36% SAC= 98.1%	95%	Increased by 2.68% (Overall) Increased by 2.16% (BAC) Increased by 4.8% (SAC)
5.9	Community Schools Attendance Rate (P1) Hobbs Burke Quest Daily (Priority 5: Student Engagement)	Parenting Teen Program Burke 80.2% Fruitvale 78.9% Quest Daily=74.3% (Overall 77.8%) 2023 P1	P1 2024 attendance rate Overall= 68.83% Burke: = 70.1% Hobbs: = 63.2% Quest (daily) =73.2%	P1 2025 attendance rate Overall=60.03% Burke = 65.1% Hobbs = 52.20% Quest Daily = 60.9%	85%	Decline 17.77% (Overall) Decline 15.1% (Burke) Decline 26.7% (Hobbs) Decline 13.4% (Quest Daily)
5.10	Quest Independent Study Average Daily Attendance Rate ADA (P1) (Priority 5: Student Engagement)	Quest IS Overall ADA 50.08% 2023 P1 2023-24 LEA data	Quest (IS): P1 2024 ADA = 50.05%	Quest (IS) P1 2025 Quest IS = 1337 / 3297 = 40.55%	75%	declined 9.53% ADA
5.11	# of professional development sessions offered to staff focused on engaging families	1 2023-24 LEA data	1	2	4	Maintained 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3: Parental Involvement (Engagement)					
5.12	# of parents/guardians who have participated in at least 1 meeting/event at their child's school in the current school year Priority 3: Parental Involvement (Engagement)	10	12	27 as of Jan. 2025	50% < of student population	Increased by 2
5.13	# of events with interpretation provided Priority 3: Parental Involvement (Engagement)	8	6	14 as of Jan. 2026	10	*Projected 10 by June 2025, increase of 2
5.14	% of parents/guardians of students who agree or strongly agree that they are involved in their student's school Priority 3: Parental Involvement (Engagement)	0	100% LCAP climate survey administered April-May 2025 (5/5)	100% (4/4) LCAP climate survey as of May 2026	75%	100% maintained
5.15	# of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities	2	0	4 by June 2026 LEA data	4	increased by 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3: Parental Involvement (Engagement)					
5.16	% of parents/guardians of students with Disabilities who agree or strongly agree that they are involved in their student's school Priority 3: Parental Involvement (Engagement)	0	100% LCAP climate survey administered April-May 2025) 2 of the 5 parent responses	LCAP climate survey will be administered April-May 2026	100%	TBD
5.17	Average # of days of district of residence re-enrollment for expelled youth (completed expulsion plans) Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)	5 days	3 days (4 students)	6 days for high school (37 students) 3 students with no subsequent enrollment LEA data as of April 2026	3 days	Increased by 1 day
5.18	# of student instances of RTI interventions (tutoring,counseling, attendance (transportation,), mental health srvcs, etc.) (Priority 8: Other Student Outcomes)	Comm. Schools RTI Tracker Data as of May 2024 Attendance- 80 Academics- 97 Behavior-29 Health-35 Mental Health- 62 Other- 12	Comm. Schools RTI Tracker Data as of May 2025 (PTP only) Attendance-70 Academics- 123 Behavior-34 Health-35 Mental Health- 70 Other-34 (data reflects instances of intervention needs	Comm. Schools RTI Tracker Data as of Jan. 2026 (PTP only) Attendance-34 Academics- 24 Behavior-25 Health-24 Mental Health- 24 Other-10	Data dependent on student needs for year of enrollment	Decrease in interventions for: Attendance Maintained interventions for: Behavior, other Increase in interventions for: Academics Health

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			as a student could be focused on over multiple months in a category)			Mental Health
5.19	NEW: % of students who show improvement in identified areas of support need (tutoring,counseling, attendance (transportation), mental health srvcs, etc.) (Priority 8: Other Student Outcomes)	33% (22/66)			50%	
5.20	NEW: % of students who utilize services after referrals to support services (Priority 8: Other Student Outcomes)	100% (22/22)			75%	75%
5.21	NEW: % of students who reported high satisfaction rates on survey evaluating wellness supports and services Priority 8: Other Pupil Outcomes	0			75%	75%
5.22	# of staff learning engagements to meet whole child needs (Priority 6: School Climate (Engagement)	5	5 LEA wide Mandated Reporter Training Suicide Prevention Training CSEC Awareness Training	6 LEA Wide Mandated Reporter Training Suicide Prevention Training CSEC Awareness	10	Increased 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth & MKV Rights Training UDL	Training Foster Youth & MKV Rights Training UDL LGBTQ+		
5.23	Facilities rated as “Good” on annual facilities audit (Priority 1: Basic Services)	Annual facilities audit Jan. 2024 FIT: Butler Academic Center 87.50 (Fair) Camp Wilmont Sweeney 100% (Good) Court Schools Average 93.75% (GOOD) Community Schools Fruitvale 100% Burke 98.96% Quest HAY 97.97% Quest OAK 98.61% OVERALL Rating 98.89% GOOD	Annual facilities audit Jan. 2025 FIT: Butler Academic Center Overall Rating 97.73% Camp Wilmont Sweeney Overall Rating 100% Court Schools Average 98.87% (GOOD= (90%-98.99%) Hobbs Academy 100% Burke 98.96% Quest HAY 98.44% Quest OAK 97.30% Comm. Schools Average 98.675% (GOOD= (90%-98.99%)	Annual facilities audit Jan. 2026 FIT: Butler Academic Center Overall Rating 98.81% Camp Wilmont Sweeney Overall Rating 96.88% Court Schools Average 97.85% GOOD= (90%-98.99%) Hobbs- Overall Rating 100% Burke - Overall Rating 96.88% Quest HAY - Overall Rating 99.43% Quest OAK- Overall Rating 96.46% Overall Average Rating =98.12% GOOD= (90%-98.99%)	FIT rating of 95% or higher for all school sites	Maintained Average Rating of Good for both Court and Community Schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.24	# of Semi-annual informational, seminars, and or open houses for LEAs, school districts and the community to learn more about (SPed services) program offerings Priority 8: Other Pupil Outcomes	0	0	3 completed and 1 planned by June 2026	4	0
5.25	# parental participation in programs for low-income, English Learner, and Foster Youth students Priority 8: Other Pupil Outcomes Priority 10: Foster Youth	3	5	27	15	Increased by 12

Goal Analysis [2025-26]

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.

The Alameda County Office of Education's Court and Community Schools have made a significant investment improved and increased services for focusing on creating holistic, trauma-informed support systems to improve student wellness, attendance, and school climate. These include hiring school-based mental health staff, implementing PBIS and restorative justice programs, providing targeted counseling for at-risk youth, and partnering with external mental health providers during the 2025-26 academic year. Our LEA implemented all actions and services in Goal 5 of the LCAP to ensure students have Whole Child Services and supports.

Noted successes experienced with the implementation of LCAP Actions/Services in Goal 5 include:

Site level analysis of student attendance, academic, health, and special education individualized learning plan goal progress data in order to align socio-emotional and/or academic support services for students and/or their families from both the ACOE Student Services division and

community partners. Providing targeted counseling support through school-based staff and mental health providers, specifically targeting chronic absenteeism and drug/alcohol prevention (Action/Service 5.1 & 5.9)

The provision of transportation services for Foster Youth transportation services from their school of origin, in collaboration of child welfare probation agencies, and other service partners as appropriate, to mitigate low attendance and truancy rates (Action/Service 5.2)

Burke and C.Hobbs Academy students were provided childcare, early childhood education, parenting skills, nutrition, and child development education onsite until graduation or until their child turns three; to prevent barriers to school attendance, and to mitigate socio-emotional distress for young parents (Action/Service 5.3)

Mental Health Supports/Services along with Health Support Services were provided to staff to help mitigate the post pandemic impact on students' mental health, social emotional needs and their learning loss. Expand mental health and wellness supports by hiring additional school-based mental health clinicians and mental health partners to support student emotional well-being. These supports also include those specific to the unique needs to support expelled student training for staff. (Action/Services 5.5, 5.6, & 5.7)

The LEA SPed department worked to provide professional engagement with staff to implement a communication plan for students being referred and applying for enrollment to share information about our programs and to receive background information about the students. (Action/Service 5.8)

Noted challenges experienced with the implementation of LCAP Actions/Services in Goal 5 include:

Metric 5.9 Community Schools Attendance Rate (P1) , decline at both Decline 10.1% (Burke) & Decline 15.7% (Hobbs)
Changes in the ACOE Student Welfare and Attendance staff under Student Services has resulted in a change to supports that can be offered to our Community School students and shifting in the responsibilities of staff who can intervene/support students who need attendance interventions.

School sites worked to increase/improve the methods of communication/collaboration with families around student data including but not limited to attendance, participation progress, support services, tutoring, academic progress, social emotional, cover protocol, health & safety, academic testing during the 2025-26 school year. (Action/Service 5.4) Parents in both PAC and the LCAP survey responses stated they would like to see the LEA increase efforts to become more involved in their student’s school with gift cards, calls home for school event invitations given as examples of how this area could improved.

Of the 32 certificated, classified (bargaining union members), parents or other educational parents 53.1% selected Strongly Agree or Agree on our LCAP survey. It was noted that an area of improvement is Communication and Decision-Making: Communication among counselors, teachers, and other educational partners requires improvement, with decisions sometimes being made (e.g., enrolling students in dual enrollment classes or making attendance exceptions) without consulting or informing teachers.

RTI is not consistently being done across all Community School sites to track data in metric 5.18. This can be attributed to new administrators who were not aware of process or how data is collected in the LCAP towards measuring the needs for # of student instances of RTI interventions (tutoring,counseling, attendance, mental health)

There is need to ensure there is support expelled student training for staff (Action/Service 5.7) inclusive of opportunities to partner with external providers to offer comprehensive counseling services and provide trauma-informed training for all staff to create a supportive learning environment-Whole Child training. Educational partner input expressed a need for comprehensive violence intervention and prevention programming to support Expelled Youth students. Review our our local indicators, specifically Priority 9 for Expelled Youth services indicate there is an ongoing need to develop a memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. Additionally, Alameda County does not have district level expelled youth programs so there are no alternative placements for pupils who are expelled and placed in district community day school programs. There are programming considerations for students in the COE program who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.

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

The following is a summary of Actions/Services with material differences between Budgeted Expenditures and Estimated Actual Expenditures in 2025-26 for Goal 5:

5.1 RTI Data Review
Original budget was for 2 FTE STIP subs. instead of day to day subs for Community School PTP program, these costs were moved to Action/Service 3.2 (22,556) and resulted in a difference -$116,654.42.

5.4 Family Engagement/Communication
The Community School Program Director received a pay rate due to bargain unit agreements, difference $7,305.60

5.5 Mental Health Supports/Services
Addition of .5 FTE Board Certified Behavioral Analyst and School Psychologist.40 FTE to support student mental health needs, difference $180,834.63

5.6 Health Support Services
Funding for School nurse originally paid under a different contract, prior to becoming a full time FTE for the LEA, difference -$50,366.62

5.7 Whole Child training for staff to support Expelled students
Addition of Board Certified Behavioral Analyst .5 FTE and School Psychologist. 1.0 FTE to support student mental health needs, difference $303,004.02

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

It is the belief of the Alameda County Office of Education that "a whole child approach to education is one that recognizes the interrelationships among all areas of development and designs school policies and practices to support them. These include access to nutritious food, health care, and social supports; secure relationships; educative and restorative disciplinary practices; and learning opportunities that are designed to challenge and engage students while supporting their motivation and self-confidence to persevere and succeed. All aspects of children's well-being are supported to ensure that learning happens in deep, meaningful, and lasting ways". (ACOE Whole Child division https://www.acoe.org/wholechild). The LEA has seen improvement in the following metrics in Goal 5 during the 2025-26 academic year and deemed EFFECTIVE as there was an increase in performance from the baseline to the year 2 outcome:

5.1,5.2, 5.3 % of parents, students and staff who report feeling safe while on our school campus

- Of the 32 certificated, classified (bargaining union members), parents or other educational parents 87.6% selected Strongly Agree or Agree, while 87.5% of the 7 students selected Strongly Agree or Agree

5.4 Students who are low-income, English Learner, or Foster Youth students who participate in after-school programs, increased by 24 from the baseline due to the additional afterschool programming offerings at different Community Schools sites during the 2025-26 school year.

5.7 % of students who are chronically absent (20 students) Declined 31.3% from the baseline year due to supports such as transportation for student and other direct, coordinated case-managed services for families and students

5.8 Court Schools Attendance Rate (P1)
Court Schools P1 2025 attendance rate increased overall by 2.68%, and 2.16% for Butler Academic Center and 4.8% for Camp Wilmont Sweeney

5.13 # of events with interpretation provided, increased by 6 from the baseline year

5.15 # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities increased by 2

5.17 Average # of days of district of residence re-enrollment for expelled youth decreased by 1 day due to increased site administrator, social worker and counselor supports for students transitioning back to their district of residences. A total of 37 students completed their expulsion plans during the 2025-26 school year.

5.22 # parental participation in programs for low-income, English Learner, and Foster Youth students A variety of other family engagement opportunities created new opportunities for involvement coupled with language supports for increased participation.

Actions/Services in LCAP Goal 5 deemed EFFECTIVE related to improvement in the metrics listed above:

5.1 Response to Intervention (RtI)-Data Review ensures there is a continuous improvement process in place to address student, family and staff needs. It allows for the coordination of services to address issues of health, academics, attendance, and other issues that disrupt the ability to serve students in our schools. It also allows for the interventions for academic, tutoring,counseling, attendance, mental health srvcs, etc.

5.2 Transportation Costs (Homeless) Ensures that students experiencing homelessness have transportation supports needed to continue their education if either distance or financial need are barriers. These needs are identified in the site RTI/COST process to mitigate both learning loss or absenteeism.

5.4 Family Engagement/Communication has increased by 24 during the 2025-26 academic year at Community School sites in a effort to create intentional partnership of educators, families and community members.

The LEA experienced some challenges with the implementation of Metrics or Actions/Services in Goal 5, and has listed those identified as INEFFECTIVE because the intended outcome was not achieved:

Metric 5.5 % of students suspended once or more declined by 50%. Implementation of new intervention at site level to mitigated behaviors that could lead to suspensions

Metric 5.9 Community Schools Attendance Rate (P1) ,Decline 17.77% (Overall)
Decline 15.1% (Burke)
Decline 26.7% (Hobbs)
Decline 13.4% (Quest Daily)

Metric 5.10 Quest Independent Study Average Daily Attendance, declined 9.53%

Metric 5.18 # of student instances of RTI interventions, Decrease in interventions for: Attendance but the attendance rates for students has declined. The LEA needs to identify ways to improve student attendance and ensure it is a priority during COST and RTi engagements.

Metric 5.21 # of Semi-annual informational, seminars, and or open houses for LEAs, school districts and the community to learn more about (SPed services) program offerings

Expelled student training for staff (Action/Service 5.7)
Staff has noted this is an areas of need and seeks to have site level training in 2026-27 support not only students; but ensure staff has the training to serve at promise students using the best methods and interventions to meet student needs while supporting staff capacity and well being.

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.

All educational partner groups noted the need for additional mental health supports for students. Based on this input, our LEA as made the following changes in an effort to further support students and families:

New Metrics:
5.19 % of students who show improvement in identified areas of support need (tutoring,counseling, attendance, mental health srvcs, etc.) (Priority 8: Other Student Outcomes)
5.20 % of students who utilize services after referrals to support services (Priority 8: Other Student Outcomes)
5.21 % of students who reported high satisfaction rates on survey evaluating wellness supports and service (Priority 8: Other Student Outcomes)

Updated Action/Services 5.7 to include the addition of a Board Certified Behavior Analyst and additional school social workers to provide Whole Child training for staff to support students and inclusion of language and funding for Title IV violence intervention/interruption programming for Quest.

Update to Action/Service 5.5 to include School Social Workers who will lead the planning, designing, and monitoring of positive behavior interventions and supports for all students within the county school programs to address the needs stated in metric 5.18 Increase in interventions for:Health/Mental Health to include their and responsibilities in providing:
-Direct Student & Family Support -Counseling. Crisis response, Care planning, Community referrals, Restorative practices, Classroom Presentations

-Systems Leadership- Leading SST/COST meetings, Coordinating integrated supports, Supporting attendance initiatives, Working with contracted providers, MTSS Implementation, Development and reinforcement of Behavior Systems, Aligning program policy/protocol and ed code, Influencing site culture, student outcomes

- Program Management- Supervising interns, Managing grant requirements, Supporting compliance, Managing data and reporting, Coordinating programs and workshops

-Cross-Sector Collaboration -Community partnerships Probation / medical / mental health providers, Re-entry coordination

We will continue the exploration of how we can expand our Student Information System to better document student needs and interventions related to whole child services and track improved outcomes of provided services related to metric 5.18, tracking of student instances of RTI.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Response to Intervention (RtI)-Data Review	Staff will conduct monthly Response to Intervention meetings in order to analyze student attendance, academic, health, and special education individualized learning plan goal progress data in order to align socio-emotional and/or academic support services for students and/or their families from community partners, instructional staff, the school nurse, and social worker to ensure students are not experiencing learning loss that would impede their progress towards graduation. The RTI process will track interventions by student to better inform the MTSS effectiveness of support and service alignment. This process will also align services from the ACOE Student Services division for mental health, attendance, substance abuse, and socio-emotional support.	$1,135,810.90	No
5.2	Transportation Costs (Homeless)	Provide transportation services aligned to Every Student Succeeds Act (ESSA) homeless students from their school of origin, including child welfare probation agencies, and other service partners as appropriate, to mitigate low attendance and truancy rates.	$50,000.00	No
5.3	Childcare-Pregnant and Parenting Teen Program	The LEA will provide childcare, early childhood education, parenting skills, nutrition, and child development education onsite for Burke and C.Hobbs Academy students until graduation or their child turns three; to prevent barriers to school attendance, and to mitigate socio-emotional distress for young parents who would otherwise need to focus on how this need would be met without adequate financial resources.	$262,000.00	Yes
5.4	Family Engagement/Communication	The Senior Program Director, ACOE Student Health & Wellbeing will coordinate with districts, community based organizations, students and families to communicate and collaborate around data including but not limited to attendance, participation progress, support services, tutoring, academic progress, social emotional, cover protocol, health & safety, academic testing, SPed services, College Career, and expulsion plan progress in order to support and improve academic achievement, informing/building community, support social and emotional needs,	$222,634.80	No

Action #	Title	Description	Total Funds	Contributing
		engagement in communication with community and ensure completion of expulsion plans and high school credits needed for graduation requirements. (LEA wide)		
5.5	Mental Health Supports/Services	School Social Workers (SSW) act as the vital link between home, school, and community, serving as trained mental health professionals who support students' social, emotional, and academic success. Across the LEA , SSW will provide services related to mental health & social-emotional support:, academic improvement, interventions that reduce absenteeism and improve behavioral functioning, coordination of services of community partners and act as a family-school liaison.	$293,265.65	No
5.6	Health Support Services	The school nurse and partner agencies provide medical information, resources, referrals, and records review for students, infants /toddlers, and family members to improve attendance, mitigate truancy rates, and prevent /decrease drop-outs by ensuring there is information on nutrition, healthy choices and ongoing medical advice to support students working towards graduation requirements during the academic year.	$122,803.35	Yes
5.7	Whole Child training for staff to support Expelled students	Employment of a Board Certified Behavior Analyst who designs, implements, and supervises behavior plans for individuals with developmental disabilities, conduct behavioral assessments, develop treatment plans, and provide professional development to improve student skills and decrease harmful behaviors. Provide relevant, trauma-informed training to all staff (central office & site based) and for expulsion plan requirements of expelled youth. Ensure there is adequate time, knowledge, Restorative Justice (RJ), Pupil Services counseling, mental health services, violence interruption programming, and other positive behavior modification services to meet the social- emotional needs of expelled youth.	$567,087.52	No

Action #	Title	Description	Total Funds	Contributing
5.8	Special Education Services	The LEA SPed department will develop and implement a communication plan for LEAs for students being referred and applying for enrollment to share information about our programs and to receive background information about the students.	$200,000.00	No
5.9	Community Partnerships Whole Child Supports	Partner with various agencies to provide academic, socio-emotional, and other wrap-around services in order to better serve enrolled students to improve attendance, mental health, and other barriers to educational attainment.	$106,000.00	No
5.10	Educational Liaison-Expelled Youth	The Educational Liaison assists at risk youth by monitoring students' progress for the purpose of identifying issues and taking appropriate action for increasing student success and regular school attendance for the purpose of providing school placement stability and other academic and or behavioral support services for student including monitoring of the students expulsion plan requirements;and establishing collaborative relationships with local advisory groups and agencies and districts.	$100,360.80	No

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #	Description	Type of Goal
6	Foster Youth- Alameda County Foster Youth will receive additional support needed for students within the LEA and across the county to complete their educational plans and reduce the gap between foster youth and general student population's educational outcomes by 5-10% for each year of the three year LCAP cycle. CA Dashboard 2023 data has identified Foster Youth as a focus area due to the following: LEA-wide Lowest Performance Foster Youth CCI LEA-wide Lowest Performance Foster Youth Graduation LEA wide SSC/ELAC engagements provided opportunities for relevant consultation with educational partners, meetings convened for Foster Youth and McKinney-Vento social workers, as well as a countywide monthly Student Services council meetings with district Foster Youth staff. ACOE has expanded fiscal resources to employ additional Educational Liaisons in COE schools so that graduation rates, the number of foster youth receiving educational supports, and meeting the measures in the College and Career Indicator can be targeted for improved rates performance. Meetings with the California Department of Education focusing on the improvement of the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, school counselors, Director of Special Education and Director of Instruction & Accountability: October 2, 2025 Membership announcements, Site Plan for Student Achievement (SPSA)Review data-input for Comprehensive Needs assessment required for Title I funding, data review is inclusive of 3 year trends of academic performance on state and local assessments, graduation rates for FY -Title I funding review/approval for FY needs November 6, 2025- Site Plan for Student Achievement (SPSA Review data-input) /Approval, Parent Compact input/revisions/approval, Parent Workshop Requests, ELAC Updates, CSSP review/input session - January 15, 2026- Comprehensive School Safety Plan approval, ELAC Updates, LCAP Mid-year review metrics/fiscal expenditures l for FY needs March 12, 2026- LCAP Annual Update Data Review, SPSA Comprehensive Needs Assessment, Review of 2025 State/Local Assessment data, 2025 CA Dashboard data, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- (Court Schools), Equity Multiplier Funding, LREBG Funding	Focus Goal

Goal #	Description	Type of Goal
	April 16, 2026- Continuation of LCAP/ SPSA Comprehensive Needs Assessment, Funding input for 2026-27- Title I Parts A & D, Title II, Title IV, CSI Funding input- Court Schools), Equity Multiplier Funding, and LBREG funding Planned: April-May LCAP PAC Engagements, May 14, 2026-LCAP 2026-27 Review/Input session, Alameda COEBE LCAP Hearing Meetings with the California Department of Education focusing on the improvement of the Graduation Rates and the College & Career Indicator -Differentiated Assistance engagements (Site Leaders, Sr. Program Director of Student Wellness, Director of Special Education and Director of Instruction & Accountability): November 20, 2025 Differentiated Assistance Overview, Review of the Action Plan for Improving Graduation Rates, LEA Cohort data review- Identifying poss. grads for 2025-26 including those identified as Foster Youth January 13, 2026 Review of 2025 CA Dashboard data related to Foster Youth (academic achievement- Math, Science ELA, EL Progress), Graduation Rates and CCI March 3, 2026 CCI Plan Focus- Evaluating the Implementation of College Courses- Concurrent Enrollment vs. Dual Enrollment and Implications for CCAP agreements and CCGI May 5, 2026 DA Meeting #4-Review of Site Level Actions for Graduation Rates and CCI	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Ensuring foster youth are immediately enrolled is required by law, and will contribute to academic and social-emotional growth is a county wide focus for ACOE. Foster youth are four times more likely to attend non-traditional schools than other students. Reasons include: LEA

attempts to create smaller environments to meet foster youth's needs, and the perceived inability of comprehensive schools to serve youth who are credit deficient or have trauma-related and/or behavioral needs. Complex legal requirements govern information sharing and LEAs are required to share records using coordinated systems to prevent long gaps in school attendance due to delays in enrollment caused by missing records, being unable to reach an ERHs, or school site level delays. Finally, some data are unique to foster youth (e.g., education rights holders, school of origin, etc.), and require additional infrastructure. Coordinated data sharing and infrastructure will enable LEAs to make and show foster youth gains. Foster youth change schools an average of 8 times while in care, losing 4-6 months of their education each time. Ensuring school stability will reduce the amount of trauma that youth experience and will support gains in all other education areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	# of meetings convened FY Advisory Board, Foster Youth and McKinney-Vento social workers Priority 10: Foster Youth – COEs Only (Conditions of Learning)	3	monthly (7 as of May 2025)	4	6	Increased by 1
6.2	% of teachers who participate in professional development focused on intervention strategies for Foster Youth students Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 10: Foster Youth – COEs Only (Conditions of Learning)	0	100%	100%	100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	# of Countywide AB 490 training Priority 10: Foster Youth – COEs Only (Conditions of Learning)	4/53 (2023-24 data)	9	9	53	Maintained
6.4	% of FY students supported by Ed. Liaisons in COE schools Priority 5: Pupil Engagement (Engagement)	100%	70%	16% (6/36)	100%	Decreased by 84%
6.5	% of FY completing the FAFSA Priority 6: School Climate (Engagement)	30%	61%		75%	TBD
6.6	NEW: # of events offered to county-wide Foster Youth, inclusive of college and career opportunities, FAFSA workshops, etc. Priority 10: Foster Youth – COEs Only (Conditions of Learning)	4				6
6.7	NEW: # of FY in Student Programs COE operated schools Priority 10: Foster Youth – COEs Only (Conditions of Learning)	49 YTD 4 Community Schools 45 Court Schools 7 Enrolled as of May 2026				Various, based on student enrollment
6.8	NEW:	42% (21/49) 2=Quest 1=PTP				50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of FY support requests from Student Programs to Student Services staff Priority 10: Foster Youth – COEs Only (Conditions of Learning)	18= Court				

Goal Analysis [2025-26]

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.

During the 2025–26 academic year, implementation of services and supports for foster youth largely aligned with planned actions outlined in the LCAP. The Alameda County Office of Education (ACOE), through its Student Services Division and Foster Youth Services Coordinating Program (FYSCP), continued to prioritize a coordinated, multi-system approach to ensure educational stability, access, and post-secondary readiness for foster youth across the county. This work was strengthened through intentional partnerships, expanded programming, and increased alignment across systems serving youth.

A major area of growth this year was the expansion of the Bridge to College and Career Collaborative, which serves as a cornerstone strategy for improving post-secondary outcomes for foster youth. We are proud to share that Ohlone College, Berkeley City College, and Las Positas College officially joined the network, significantly expanding opportunities for students to access higher education pathways. These partnerships represent a meaningful step toward building a countywide, coordinated system of support that connects foster youth to college access resources, financial aid guidance, and career exploration opportunities.

Our partnership with Chabot College also continued to deepen. ACOE collaborated in the planning and participation of the Care 2 College Conference, providing foster youth and caregivers with hands-on support related to college enrollment, financial aid completion, and navigation of campus-based support systems. This event exemplified our commitment to not only increasing access, but also ensuring that students are equipped with the knowledge and relationships needed to persist in post-secondary environments.

Implementation also included a series of countywide events and engagement opportunities designed to build community, amplify youth voice, and support successful transitions. These included ongoing Foster Youth Advisory Body (FYAB) meetings, which provided a platform for youth voice and leadership development; the Bridge to College and Career Collaborative convenings; Renaissance Day at California State University, East Bay, which exposed students to college environments and expectations; and the annual Foster Youth Graduation Ceremony, which celebrated student achievement and promoted a sense of belonging and accomplishment.

At the systems level, ACOE continued to facilitate regular cross-agency collaboration meetings, bringing together school districts, the Department of Children and Family Services (DCFS), community-based organizations, juvenile justice partners, and post-secondary institutions. These meetings focused on aligning services, improving communication, and ensuring continuity of care for foster youth, particularly during key transition points such as school changes or re-entry from juvenile justice placements. Additionally, the expansion of Community School Social Workers increased access to direct services, complementing the work of FYSCP staff and enhancing the overall continuum of care.

As part of our continuous improvement efforts, ACOE has begun transitioning toward the use of the Child and Adolescent Needs and Strengths (CANS) assessment as a standardized tool to better understand and respond to the holistic needs of foster youth. While full implementation has not yet occurred, current practice includes individualized needs assessments and care coordination processes. The goal for the 2026–27 school year is to fully implement CANS across programs, creating a unified assessment approach and a single, coordinated care plan for each student. This shift will strengthen alignment across providers, improve data-driven decision-making, and ensure that services are tailored, measurable, and consistently monitored across systems.

In addition, training for staff at both our COE schools and districts within Alameda ensured there was common understanding of the rights of students in foster care to have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students. Our ongoing work as a COE to employ and work with district level educational liaisons for foster youth ensures there is proper educational placement, school enrollment, transition to schools, transfer of grades, credits, and records when there is a school change including those exiting from Juvenile Court Schools.

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 material differences in the Budgeted Expenditures and Estimated Actual Expenditures for the following Action/Services:

6.2 FYSCP Educational Liaisons
One FYSCP Educational Liaison moved to a different funding source, second FYSCP Educational Liaison moved to different position Feb. 2025 difference of 13K

6.3 Transportation Costs Foster Youth
Increased costs for foster youth transportation $5,100

6.4 Court and Comm. Schools Foster Youth Paraeducator
Moved to different position December 2024 and duties for FY reduced by 50%, change of funding source to address allowability, difference of $31K

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

The LEA has seen improvement in the following metrics deemed effective as they show progress towards the year 3 outcome:

6.1 # of meetings convened for Foster Youth and McKinney-Vento social workers increased by Increased by 1

6.2 100% of ACOE Student Programs and Services teachers who participate in professional development focused on intervention strategies for Foster Youth students

Related Actions/Services deemed EFFECTIVE:

6.1 Foster Youth College and Career Readiness (Countywide) Priority 10
X # of field trip opportunities have been provided for Foster Youth Countywide during the 2025-26 academic year

6.2 FYSCP Educational Liaisons Countywide (Priority 10)

FYSCP Educational Liaisons have provided services, including records requests and consultation for Foster Youth countywide during the current school year.

6.3 Transportation Costs Foster Youth
Funding allocated from Student Programs has supported transportation costs for 4 of COE enrolled students during the 2025-26 academic year

Court and Comm. Schools Foster Youth Student Welfare Tech. (Action/Service 6.4) provided support services inclusive of school enrollment, transition to schools, transfer of grades, credits, and records to foster youth in both COE schools and countywide.

The LEA has not seen improvement in the following metrics:

6.4 % of FY students supported by Ed. Liaisons in COE schools has decreased by 84%.

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.

The COE Foster Youth Services Coordinating Program aims to improve student outcomes through enhanced communication and leveraging established relationships with local agencies, the program captures and facilitates meetings and services to support youth in foster care and youth experiencing homelessness. Additionally, the program works to minimize school placement changes, provide case management services, coordinate countywide transportation plans, and coordinating services across partnering agencies for our Alameda county districts. The realignment of Foster Youth and Homeless Services Program (FYSCP) under the Alameda County Student Services division has resulted in a shift in how Foster Youth are identified for support in our Court and Community Schools.

The following metrics have been modified or added for the upcoming year based on reflections from prior practice

Metric 6.1 will be changed to include # of Foster Youth Advisory Board engagements along with the engagements convened for Student Programs Foster Youth and McKinney-Vento social workers
6.2 FYSCP Educational Liaisons

Newly added metrics for 2026-27 based on input from educational partners, including staff from ACOE's Student Services division Foster Youth and Homeless Services Program (FYSCP)
# of events offered to county-wide Foster Youth, inclusive of college and career opportunities, FAFSA workshops, etc.
# of FY support requests from Student Programs to Student Services staff
# of FY in Student Programs COE operated schools

6.4 Court and Comm. Schools Foster Youth Paraeducator, will change to .15 TItle I D funded FTE for Student Welfare and Attendance Technician

New Action Service:
6.7 Child and Adolescent Needs and Strengths (CANS)

For the 2025–26 academic year, there is a need to more intentionally align Student Programs staffing to better support the unique needs of Foster Youth within our Court and Community Schools. Student Services has strategically positioned its division to address broader countywide needs of Foster Youth and other vulnerable student populations. While countywide efforts, such as AB 490 training, foster youth transportation, and post-secondary supports, will remain a central focus of ACOE’s Student Services division, prior practice demonstrates that having dedicated Foster Youth staff embedded within Student Programs and Services leads to stronger outcomes.

As such, there is a need to realign supports within Court and Community Schools to ensure Student Programs staff are equipped with targeted training on foster youth rights, including AB 490, and are able to effectively coordinate Foster Youth services. This includes strengthening systems to provide sustained social-emotional and academic support through community-based organizations, with the goal of increasing successful transitions back to school, into post-secondary pathways, or toward independent living for Foster Youth while enrolled in county-operated schools.

Student Services will continue to support these efforts while also receiving and prioritizing referrals from Community Schools to ensure that students with the highest needs are connected to timely and coordinated supports. This alignment will strengthen cross-division collaboration and ensure a more responsive, comprehensive system of care for Foster Youth across ACOE.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Foster Youth College and Career Readiness (Countywide) Priority 10	Identify seniors in SPaS and countywide schools through Foster Focus data reports who are interested in post-secondary education and provide assistance in completing the submission of the FAFSA as well as support for college application submission process. Annual participation in the CSUEB "Care to College" event focused on college interest/awareness for foster youth students countywide.		No
6.2	FYSCP Educational Liaisons Countywide (Priority 10)	Provide educational case management to foster youth identified by Child Welfare as potentially at high risk for not completing high school. Educational Liaisons will provide long term social-emotional support and academic assistance supports from community-based organizations which will increase the chances of successful transitions with school and/or independent living.		No
6.3	Transportation Costs Foster Youth (Priority 10)	Provide transportation for Foster youth from their school of origin, as outlined by ESSA in coordination with child welfare probation agencies, and other service partners as appropriate, to mitigate low attendance and truancy rates.	$5,000.00	No
6.4	Court and Comm. Schools Foster Youth Student Welfare Tech.	All Foster Youth in Court and and Community Schools will have access to educational support services to provide educational and social-emotional support in addition to supports from community-based organizations which will increase the chances of successful transitions with school and/or independent living.	$19,687.70	No

Action #	Title	Description	Total Funds	Contributing
6.5	Foster Youth Countywide Charter Support (Priority 10)	Provide training to charter schools countywide related to AB 490, so that they are able to immediately identify foster student rights and align services.		No
6.6	Foster Youth Countywide Information Sharing (Priority 10)	Present data outcomes at quarterly FYSCP EAC meetings and meet annually with individual foster youth district liaison to review outcomes, support SPAS, county LEAs in reviewing DataQuest, CA Dashboard, and SIS FY data, and to expand the number of LEAs utilizing Foster Focus to evaluate and analyze if current programming and services contribute to improved educational outcomes for foster youth.(Countywide)		No
6.7	Child and Adolescent Needs and Strengths (CANS	Child and Adolescent Needs and Strengths (CANS) assessment as a standardized tool to better understand and respond to the holistic needs of foster youth. The goal for the 2026–27 school year is to fully implement CANS across programs, creating a unified assessment approach and a single, coordinated care plan for each student. This shift will strengthen alignment across providers, improve data-driven decision-making, and ensure that services are tailored, measurable, and consistently monitored across systems.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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

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.

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Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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.

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1005464	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.548%	0.000%	$0.00	3.548%

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
1.2	**Action:** Academic Support **Need:** CAASPP ELA/Math data (ELA 90% below standard, Math 100% below Standard), ELPAC achievement levels (Level 1=48.48%), and MAP pre/post reading assessment data (78% below or far below grade level in	Court and Community school students are struggling with reading and math and require additional instructional support from educational staff (teachers, paraeducators, tutors) in small group and 1:1 settings.	1,1, 1.2, 1.9. 1.10

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
	Reading; 95% below or far below grade level in Math) **Scope:** LEA-wide		
1.16	**Action:** NEW 26-27: Extended Day Academic Support **Need:** Court School students graduation rates per the 2025 CA Dashboard was 36.6% **Scope:** Schoolwide	Increased instructional time to provide robust academic support for students in areas outside of core instruction. Through an after school program, we would be able to provide enrichment opportunities, as well as provide more robust support for students in concurrent enrollment and credit recovery.	1.1,1.2, 1.12, 1.15, 1.16
2.2	**Action:** Academic Support **Need:** improve CAASPP ELA / Math, and CAST performance levels **Scope:** LEA-wide	Court and Community school students are performing at the lowest performance level on one or more state indicators on the CA Dashboard (CAASPP ELA / Math and English Learner Program). While our student groups have been less than 11 for most demographics, the data shows that African American students, Students with Disabilities (270.9 points below standard) and Socioeconomically Disadvantaged (91.8% of our students) have performed below standard by 204.6 points in ELA and 320 points below standard in Math	2.7, 2.9, 2.11
2.10	**Action:** Court Schools Staffing **Need:** 100% of our Court school students are considered unduplicated,Alameda County	Instructional staff provide Common Core instruction to improve both state and local assessment performance and improve graduation rates for highly mobile student population.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12,2.14, 2.15, 2.16, 2.17, 2.21

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
	Juvenile Hall/Court Schools have a stability rate less than 3%. More than 38% percent come to us with IEPs and all have individual learning needs **Scope:** Schoolwide		
4.2	**Action:** A-G Academic Support **Need:** Low Income improve our CCI prepared rating by 10-15% each year of the LCAP plan. **Scope:** Schoolwide	Paraprofessionals will provide academic support for students using traditional and digital curriculum in content areas or CTE courses so that they are able to earn UC A-G course credit, meet California Career Technical Education Model Curriculum Standards, and Standards for Career Readiness	4.1, 4,2, 2.25, 2.26, 2.27, 2.28

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
1.14	**Action:** Transportation Costs **Need:**	Ensuring there are safe and reliable methods of transportation to school mitigates truancy and dropout rates, while increasing student attendance and progress towards graduation.	1.1, 1.2, 1.7 5.9 Community Schools attendance rates, 5.10 Quest Independent Study Average Daily, 5.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Students attending our COE district of service often travel extensively and do not have the financial means to attend school. In addition, some student placements are based on safety needs and may result in school enrollment outside of their district of residence boundaries. **Scope:** Limited to Unduplicated Student Group(s)		improved area of stupport (Attendance-transportation)
2.12	**Action:** Parenting Classes **Need:** Community School students need courses that meet graduation requirements and provide support as for those who are pregnant and or parenting. **Scope:** Limited to Unduplicated Student Group(s)	Community School students need courses that meet graduation requirements	2.17
5.3	**Action:** Childcare-Pregnant and Parenting Teen Program **Need:** Community School students attendance all fall below 85%, inclusive of FY students at school sites (Parenting Teen Program, Overall= 68.83% Burke: = 70.1%, Hobbs: = 63.2%) **Scope:**	The provision of Childcare for students in our Parenting Teen Program, helps to mitigate student absences, and dropout rates for students who are parenting.	1.7, 5.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
5.6	**Action:** Health Support Services **Need:** In an effort to improve school attendance and to mitigate socio-emotional distress for young parents who would otherwise need to focus on how this need would be met without adequate financial resources. **Scope:** Limited to Unduplicated Student Group(s)	The LEA will provide childcare, early childhood education, parenting skills, nutrition, and child development education onsite for Burke and Fruitvale Academy students until graduation or their child turns three; to prevent barriers to school attendance.	5.9, 5.18

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.

The Alameda County Office of Education Schools is using additional concentration grant add-on funding for staff who are providing direct services as credentialed teachers to students. This funding allows for low teacher to student class size ratios, increased academic services, and the ability to improve academic outcomes for our Court and Community Schools. This funding can be found in:
Court/Comm. Goal 1 Action 1.2
Court/Comm. Goal 2 Action 2.2

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	0	ACOE Court Schools 16:2
Staff-to-student ratio of certificated staff providing direct services to students	0	ACOE Community Schools 28:2

2026-27 Total Planned 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	28342778	1005464	3.548%	0.000%	3.548%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,681,542.40	$2,782,142.55	$0.00	$1,694,446.19	$11,158,131.14	$9,618,153.64	$1,539,977.50

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	Technology Programs	All	No			All Schools	Ongoing 2024-27	$0.00	$30,000.00				$30,000.00	$30,000.00	
1	1.2	Academic Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing 2024-27	$320,915.80	$157,500.00	$418,237.43	$60,178.37			$478,415.80	
1	1.3	Graduation-Expelled Students Data Sharing/Analysis	Expelled Students	No			Specific Schools: Quest Academy	Ongoing 2024-27	$215,171.87	$0.00	$215,171.87				$215,171.87	
1	1.4	Graduation-Foster Youth	Foster Youth	No				Ongoing 2024-27								
1	1.5	Supplemental Materials/Digital Programs	All	No			All Schools	Ongoing 2024-27	$0.00	$30,000.00				$30,000.00	$30,000.00	
1	1.6	Technology Infrastructure	All	No			All Schools	Ongoing 2024-27, as needed	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.7	Common Core Curriculum Materials	All	No			All Schools	Ongoing 2024-27	$0.00	$70,000.00				$70,000.00	$70,000.00	
1	1.8	Academic Counselors	All	No			Specific Schools: Court School	Ongoing 2024-27	$180,027.54	$0.00	$180,027.54				$180,027.54	
1	1.9	Exceptional Students Curriculum	Students with Disabilities	No			Specific Schools: Court schools	Ongoing 2024-27	$0.00	$8,750.00				$8,750.00	$8,750.00	
1	1.10	Summer School Staff (Community and Court Schools)	All	No				Summer 2026	$374,920.00	$0.00	$290,220.00			$84,700.00	$374,920.00	
1	1.11	After School Program (Community Schools)	All	No			Specific Schools:	Ongoing 2024-27	$0.00	$39,000.00				$39,000.00	$39,000.00	

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
							Community Schools									
1	**1.12**	Arts Intersession (Court Schools)	All	No			Specific Schools: Court	3 times a year each year of 2024-27	$0.00	$50,000.00				$50,000.00	$50,000.00	
1	**1.13**	Court & Comm. School Enrichment	All	No			All Schools	Ongoing 2024-27	$0.00	$18,500.00		$17,000.00		$1,500.00	$18,500.00	
1	**1.14**	Transportation Costs	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Community Schools (Quest, PTP)	Ongoing 2024-27, as needed	$0.00	$300,000.00	$215,000.00	$75,000.00		$10,000.00	$300,000.00	
1	**1.15**	Ethnic Studies Course Development	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
1	**1.16**	NEW 26-27: Extended Day Academic Support	Low Income	Yes	School wide	Low Income	Specific Schools: Court Schools	2026-27	$98,850.00	$0.00				$98,850.00	$98,850.00	
2	**2.1**	Local Reading/Math Pre & Post Assessments	All	No			All Schools	3 times a year	$0.00	$5,437.50				$5,437.50	$5,437.50	
2	**2.2**	Academic Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing 2024-27	$1,123,161.80	$0.00	$602,565.91	$306,340.05		$214,255.84	$1,123,161.80	
2	**2.3**	Library Services	All	No			Specific Schools: Court Schools	2026-27	$0.00	$60,000.00				$60,000.00	$60,000.00	
2	**2.4**	Literacy Specialist	All	No			Specific Schools: Court schools	Ongoing	$148,617.39	$0.00		$148,617.39			$148,617.39	
2	**2.5**	Court Schools-Transition Center	All	No			Specific Schools: Court Schools	Ongoing 2024-27	$364,681.25	$0.00	$131,984.77			$232,696.48	$364,681.25	
2	**2.6**	Court Schools-Orientation and Assessment	All	No			Specific Schools: Court Schools	Ongoing 2024-27	$176,880.53	$0.00	$176,880.53				$176,880.53	

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
2	2.7	Expelled Youth Case Management Priority 9: Expelled Pupils	Expelled Youth	No			Specific Schools: Community Schools-Quest Academy	Ongoing 2024-27	$103,558.90	$0.00	$103,558.90				$103,558.90	
2	2.8	Professional Development	All	No			All Schools	Ongoing 2024-27	$0.00	$7,500.00		$7,500.00			$7,500.00	
2	2.9	SpEd Professional Development	Students with Disabilities	No			All Schools	Ongoing 2024-27	$864,898.29	$4,500.00		$869,398.29			$869,398.29	
2	2.10	Court Schools Staffing	Low Income	Yes	School wide	Low Income	Specific Schools: Court Schools	Ongoing 2024-27	$875,346.19	$0.00	$615,444.96	$259,901.23			$875,346.19	
2	2.11	State Federal/Compliance & State Assessment Coordination	All	No				Ongoing 2024-27	$150,466.34	$0.00	$150,466.34				$150,466.34	
2	2.12	Parenting Classes		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Community Schools									
3	3.1	English Learner Materials	English Learners	No			All Schools	Ongoing 2024-27	$0.00	$20,000.00				$20,000.00	$20,000.00	
3	3.2	English Learner Instructional Support	English Learners	No			All Schools	Ongoing 2024-27	$532,623.35	$0.00	$312,343.40	$65,515.05		$154,764.90	$532,623.35	
3	3.3	English Learner Support	English Learners	No			All Schools	Ongoing 2024-27	$18,200.00	$0.00				$18,200.00	$18,200.00	
3	3.4	Federal and State Compliance Coordination EL Programs	English Learners	No			All Schools	Ongoing 2024-27	$201,317.51	$900.00	$900.00			$201,317.51	$202,217.51	
3	3.5	Expelled Students EL Support	expelled, English Learner students	No			Specific Schools: Community-Quest		$9,750.00	$0.00		$9,750.00			$9,750.00	

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
4	4.1	A-G Course Access	All	No				Ongoing 2024-27	$759,943.18	$38,400.00	$385,108.39	$374,834.79		$38,400.00	$798,343.18	
4	4.2	A-G Academic Support	Low Income	Yes	School wide	Low Income	All Schools	Ongoing 2024-27	$159,925.34	$5,921.00	$73,685.14	$11,843.00		$80,318.20	$165,846.34	
4	4.3	Professional Development/Materials	All	No				2026-27	$201,424.91	$0.00	$140,997.32	$60,427.59			$201,424.91	
4	4.4	Credentials and Certifications	All	No				2026-27	$0.00	$4,500.00				$4,500.00	$4,500.00	
4	4.5	College and Career Support	All	No				2024-25	$170,546.06	$0.00	$170,546.06				$170,546.06	
4	4.6	CCI Access for Expelled Students	Expelled Students	No				Ongoing 2024-27	$118,714.36	$0.00	$118,714.36				$118,714.36	
4	4.7	CTE Instruction	All	No			Specific Schools: Court Schools	2024-25	$17,631.31	$0.00		$17,631.31			$17,631.31	
5	5.1	Response to Intervention (RtI)-Data Review	All	No				monthly 2026-27	$1,135,810.90	$0.00	$1,135,810.90				$1,135,810.90	
5	5.2	Transportation Costs (Homeless)	Homeless	No			Specific Schools: Community Schools	Ongoing 2024-27, as needed	$0.00	$50,000.00				$50,000.00	$50,000.00	
5	5.3	Childcare-Pregnant and Parenting Teen Program	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Community School	Ongoing 2024-27	$0.00	$262,000.00	$262,000.00				$262,000.00	
5	5.4	Family Engagement/Communication	All	No			All Schools	Ongoing 2024-27	$217,165.80	$5,469.00	$77,093.86	$140,071.94		$5,469.00	$222,634.80	
5	5.5	Mental Health Supports/Services	All	No			All Schools	Ongoing 2024-27	$293,265.65	$0.00	$161,323.11	$41,857.51		$90,085.03	$293,265.65	
5	5.6	Health Support Services		Yes	Limited to Unduplicated Student Group(		Specific Schools: Pregnant and Parenting Teen Programs	Ongoing 2024-27	$117,203.35	$5,600.00	$122,803.35				$122,803.35	

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
					s)		-Burke & Hobbs									
5	5.7	Whole Child training for staff to support Expelled students	Expelled Students	No			Specific Schools: Community Schools	Ongoing 2024-27	$547,087.52	$20,000.00	$384,297.46	$111,276.03		$71,514.03	$567,087.52	
5	5.8	Special Education Services	Students with Disabilities	No				Ongoing 2024-27	$0.00	$200,000.00		$200,000.00			$200,000.00	
5	5.9	Community Partnerships Whole Child Supports	All	No				Ongoing 2024-27	$0.00	$106,000.00	$106,000.00				$106,000.00	
5	5.10	Educational Liaison-Expelled Youth	All Expelled Youth	No			Specific Schools: Quest Academy	2026-27	$100,360.80	$0.00	$100,360.80				$100,360.80	
6	6.1	Foster Youth College and Career Readiness (Countywide) Priority 10	Foster Youth	No			All Schools	Ongoing 2024-27								
6	6.2	FYSCP Educational Liaisons Countywide (Priority 10)	Foster Youth	No			All Schools	Ongoing 2024-27								
6	6.3	Transportation Costs Foster Youth (Priority 10)	Foster Youth	No			Specific Schools: Community Schools	Ongoing 2024-27	$0.00	$5,000.00				$5,000.00	$5,000.00	
6	6.4	Court and Comm. Schools Foster Youth Student Welfare Tech.	Foster Youth	No			All Schools	Ongoing 2024-27	$19,687.70	$0.00				$19,687.70	$19,687.70	
6	6.5	Foster Youth Countywide Charter Support (Priority 10)	Foster Youth	No				2024-25								
6	6.6	Foster Youth Countywide Information Sharing (Priority 10)	Foster Youth	No			All Schools	Ongoing 2024-27								
6	6.7	Child and Adolescent Needs and Strengths (CANS														

2026-27 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
28342778	1005464	3.548%	0.000%	3.548%	$2,309,736.79	0.000%	8.149 %	**Total:**	$2,309,736.79
								LEA-wide Total:	$1,020,803.34
								Limited Total:	$599,803.35
								Schoolwide Total:	$689,130.10

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	1.2	Academic Support	Yes	LEA-wide	Low Income	All Schools	$418,237.43	
1	1.14	Transportation Costs	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Community Schools (Quest, PTP)	$215,000.00	
1	1.16	NEW 26-27: Extended Day Academic Support	Yes	Schoolwide	Low Income	Specific Schools: Court Schools		
2	2.2	Academic Support	Yes	LEA-wide	Low Income	All Schools	$602,565.91	
2	2.10	Court Schools Staffing	Yes	Schoolwide	Low Income	Specific Schools: Court Schools	$615,444.96	
2	2.12	Parenting Classes	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Community Schools		
4	4.2	A-G Academic Support	Yes	Schoolwide	Low Income	All Schools	$73,685.14	
5	5.3	Childcare-Pregnant and Parenting Teen Program	Yes	Limited to Unduplicated	Low Income	Specific Schools: Community School	$262,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
5	**5.6**	Health Support Services	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Pregnant and Parenting Teen Programs-Burke & Hobbs	$122,803.35	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,518,126.48	$9,911,604.95

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**	Technology Programs	No	$11,880.00	7880
1	**1.2**	Academic Support	Yes	$560,141.16	335372.13
1	**1.3**	Graduation-Expelled Students Data Sharing/Analysis	No	$71,937.88	82364.65
1	**1.4**	Graduation-Foster Youth	No		
1	**1.5**	Supplemental Materials/Digital Programs	No	$15,000.00	43464.76
1	**1.6**	Technology Infrastructure	No	$22,000.00	56799.67
1	**1.7**	Common Core Curriculum Materials	No	$60,000.00	90481.70
1	**1.8**	Academic Counselors	No	$163,597.83	167771.32
1	**1.9**	Exceptional Students Curriculum	No	$6,500.00	6475
1	**1.10**	Summer School Staff (Community and Court Schools)	No	$477,973.25	475225.02

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	1.11	After School Program (Community Schools)	No	$47,000.00	49347.34
1	1.12	Arts Intersession (Court Schools)	No	$115,000.00	41938.24
1	1.13	Community School Enrichment	No	$14,500.00	9532.48
1	1.14	Transportation Costs	No	$10,000.00	160000
1	1.15	Ethnic Studies Course Development	No		
2	2.1	Local Reading/Math Pre & Post Assessments	No	$5,437.50	5437.50
2	2.2	Academic Support	Yes	$1,100,887.41	1106820.89
2	2.3	Library Services- Literacy Training	No	$215,644.81	199521.84
2	2.5	Golf Program (Court Schools) (not provided in 25-26)	No		
2	2.6	Court Schools- Transition Center	No	$122,789.74	191477.71
2	2.7	Court Schools-Orientation and Assessment	No	$150,013.02	166743.04
2	2.8	Expelled Youth Case Management	No	$121,773.80	39656.31
2	2.9	Professional Development	No	$6,000.00	4679.71
2	2.10	SpEd Professional Development	No	$796,441.49	774196.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Court Schools Staffing	Yes	$953,458.07	822461.82
2	2.12	State Federal/Compliance & State Assessment Coordination	No	$134,782.82	140608.66
2	2.13	Parenting Classes	Yes	$16,200.00	16200
3	3.1	English Learner Materials	No	$37,000.00	32569.43
3	3.2	English Learner Instructional Support	No	$237,216.35	402668.84
3	3.3	English Learner Support	No	$59,903.65	62492.65
3	3.4	Federal and State Compliance Coordination EL Programs	No	$142,112.74	134597.52
3	3.5	Expelled Students EL Support	No		
4	4.1	A-G Course Access	No	$599,500.63	695925.06
4	4.2	A-G Academic Support	Yes	$157,910.32	162,617.96
4	4.3	Professional Development/Materials	No		
4	4.4	ERWC Stipends	No	$4,000.00	0
4	4.5	College and Career Support	No	$149,615.03	164534.37

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	CCI Access for Expelled Students	No	$182,697.43	160,072.09
4	4.7	CTE Instruction	No	$23,857.93	12,907.13
5	5.1	Response to Intervention (RtI)-Data Review	No	$1,181,418.93	1064764.51
5	5.2	Transportation Costs (Homeless)	No	$35,000.00	35000.00
5	5.3	Childcare-Pregnant and Parenting Teen Program	Yes	$140,000.00	140000.00
5	5.4	Family Engagement/Communication	No	$201,732.14	209037.74
5	5.5	Mental Health Supports/Services	No	$185,826.92	366661.55
5	5.6	Health Support Services	Yes	$146,675.77	96309.15
5	5.7	Whole Child training for staff to support Expelled students	No	$407,498.33	710502.35
5	5.8	Special Education Services	No	$157,500.00	157500.00
5	5.9	Community Partnerships Whole Child Supports	No	$230,000.00	269169.38
6	6.1	Foster Youth College and Career Readiness (Countywide) Priority 10	No		
6	6.2	FYSCP Educational Liaisons Countywide (Priority 10)	No		

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)
6	**6.3**	Transportation Costs Foster Youth (Priority 10)	No	$5,000.00	5000.00
6	**6.4**	Court and Comm. Schools Foster Youth Student Welfare Tech.	No	$34,701.53	34819.07
6	**6.5**	Foster Youth Countywide Charter Support (Priority 10)	No		
6	**6.6**	Foster Youth Countywide Information Sharing (Priority 10)	No		

2025-26 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)
1036072	$1,880,598.20	$1,657,474.77	$223,123.43	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	1.2	Academic Support	Yes	$397,494.30	226507.19		
2	2.2	Academic Support	Yes	$584,540.13	595762.12		
2	2.11	Court Schools Staffing	Yes	$518,865.76	565891.61		
2	2.13	Parenting Classes	Yes	$16,200.00	16200		
4	4.2	A-G Academic Support	Yes	$76,822.24	77579.75		
5	5.3	Childcare-Pregnant and Parenting Teen Program	Yes	$140,000.00	140000		
5	5.6	Health Support Services	Yes	$146,675.77	35534.10		

2025-26 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)
27348303	1036072		3.788%	$1,657,474.77	0.000%	6.061%	$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.

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **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.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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