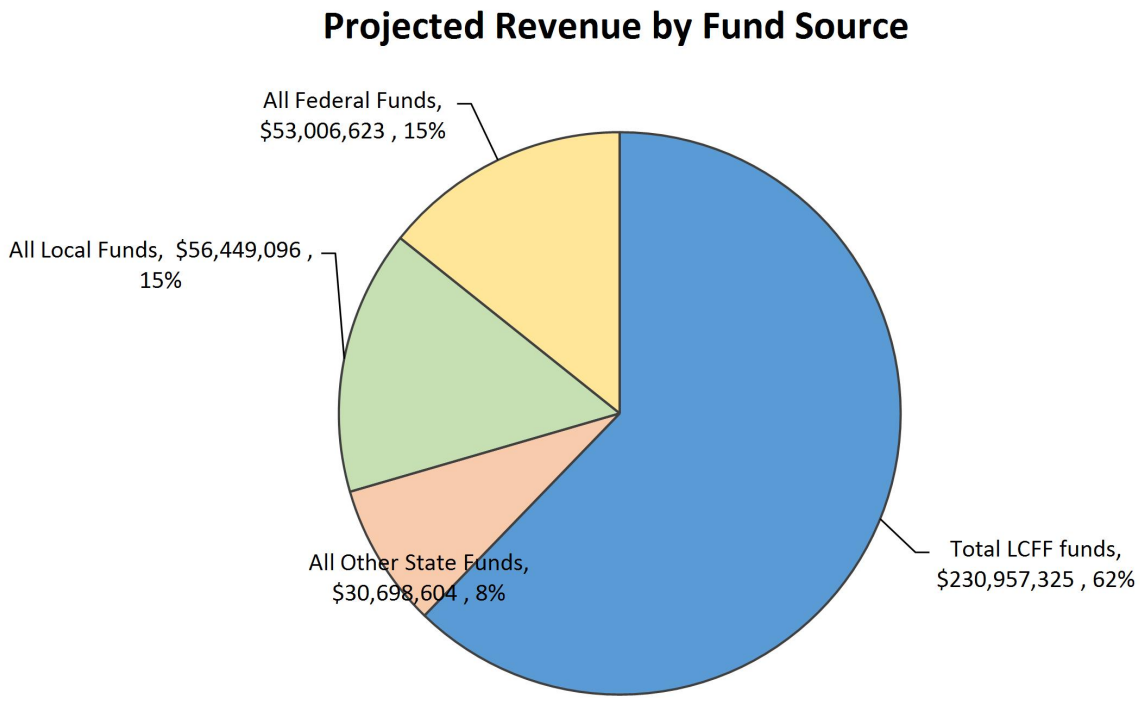
Santa Clara County Office of Education

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Santa Clara County Office of Education (SCCOE)
CDS Code: 43 10439
School Year: 2026-27
COE contact information:
Matt Wayne
Assistant Superintendent Educational Services
MWayne@sccoe.org
(408) 453-6560

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



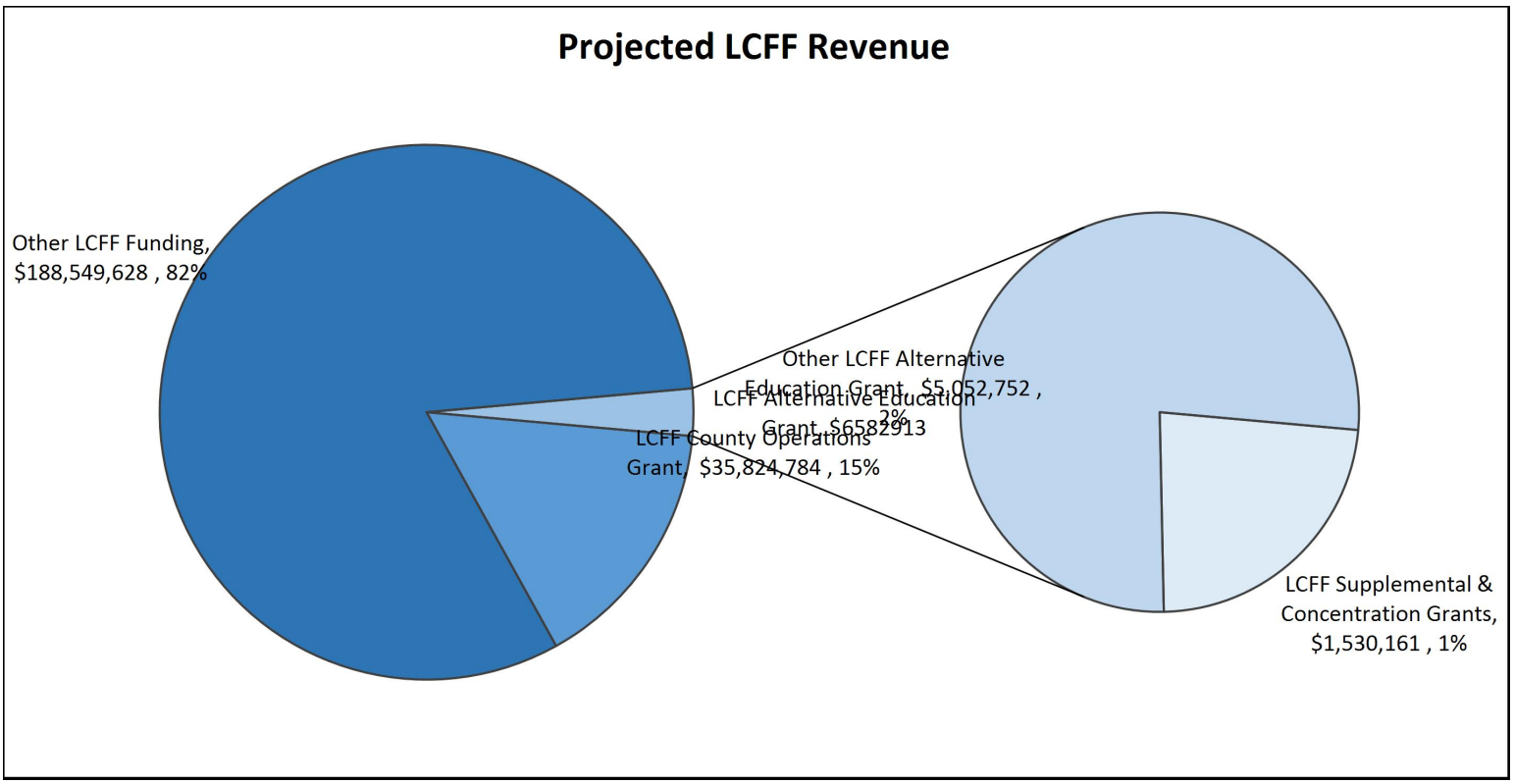
This chart shows the total general purpose revenue Santa Clara County Office of Education (SCCOE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Clara County Office of Education (SCCOE) is 371,111,648, of which 230,957,325 is Local Control Funding Formula (LCFF),

30,698,604 is other state funds, 56,449,096 is local funds, and 53,006,623 is federal funds.

Of the $30,698,604 attributed to All Other State Funds, $525,000 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

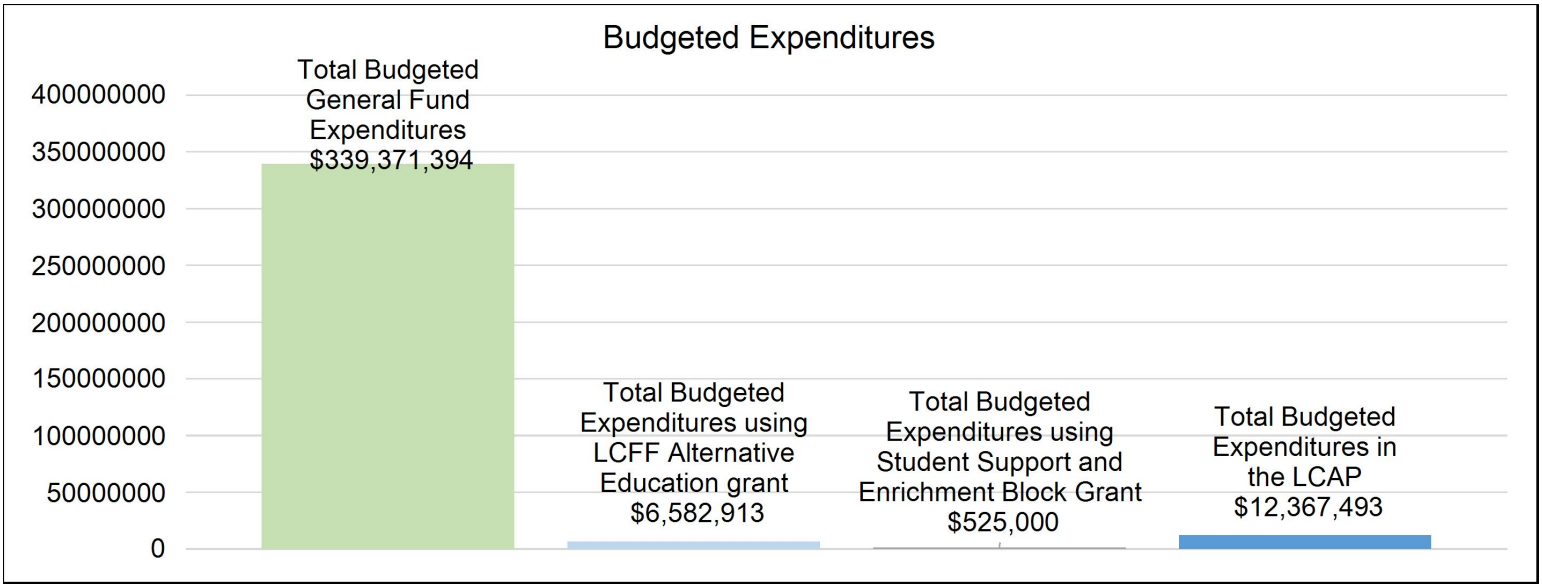


This chart shows the LCFF revenue Santa Clara County Office of Education (SCCOE) expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Santa Clara County Office of Education (SCCOE) is $230,957,325, of which $35,824,784 is attributed to the LCFF County Operations Grant, $6,582,913 is the attributed to the LCFF Alternative Education Grant, and $188,549,628 is other LCFF funds. Of the $6,582,913 attributed to the LCFF Alternative Education Grant, $1,530,161 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

SCCOE receives LCFF funds from school districts as fees for elective Special Education services.

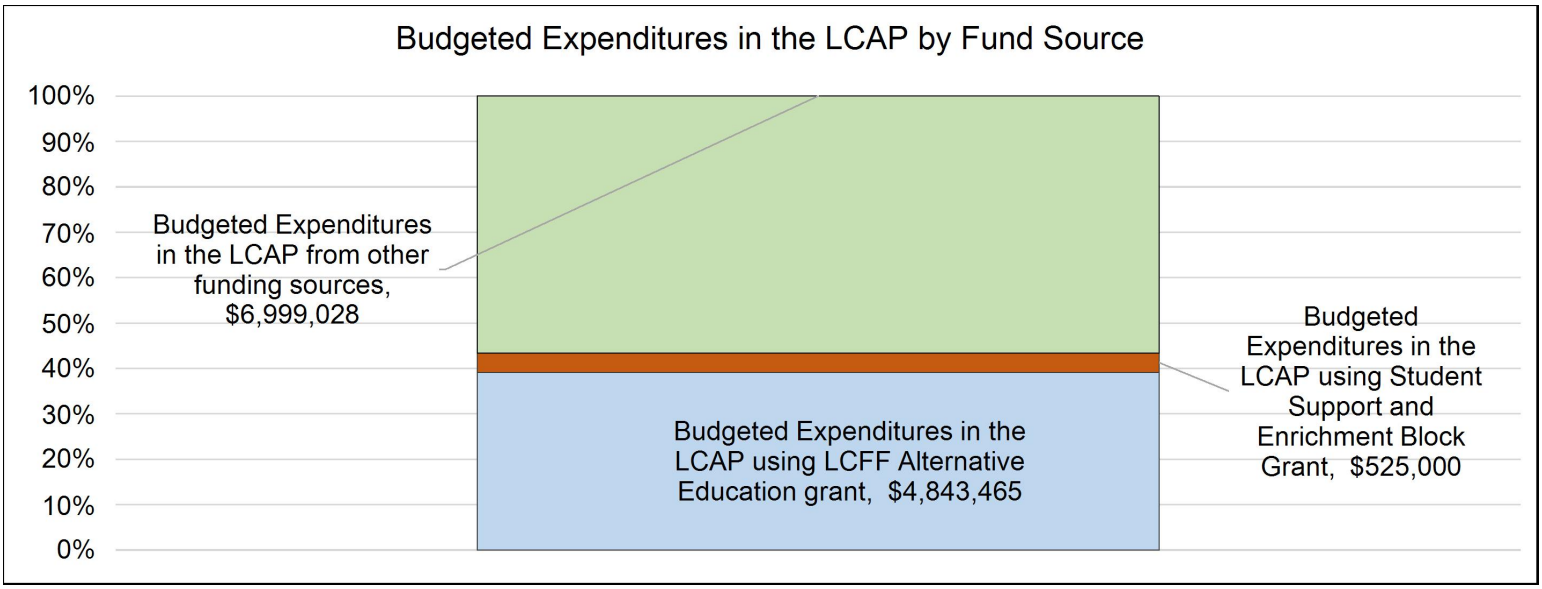
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Clara County Office of Education (SCCOE) plans to spend for 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: Santa Clara County Office of Education (SCCOE) plans to spend $339,371,394 for the 2026-27 school year. Of that amount, $6,582,913 is attributed to the Alternative Education Grant and $525,000 is attributed to the Student Support and Enrichment Block Grant. $327,003,901 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:

Unlike school districts, the Santa Clara County Office of Education (SCCOE) is a comprehensive education resource and service center with mandated fiscal, administrative, human resources, instructional oversight, administerial functions, and some direct student service functions. The direct student services provided to school districts include Special Education, Early Learning, Environmental Education, Alternative Education, Migrant Education and Opportunity Youth Academy (OYA). SCCOE also provides oversight and is the primary support for school districts with identified performance gaps. Funds not allocated for LCAP are restricted funds for mandated services and restricted programs.
SCCOE receives Alternative Education Grant funds for a dependent charter, Opportunity Youth Academy. These Alternative Education funds will be reported in Opportunity Youth Academy's Local Control Accountability fund separately From SCCOE's LCAP.



This chart provides a quick summary of how much Santa Clara County Office of Education (SCCOE) plans to spend for 2026-27 for planned actions and services in the LCAP.

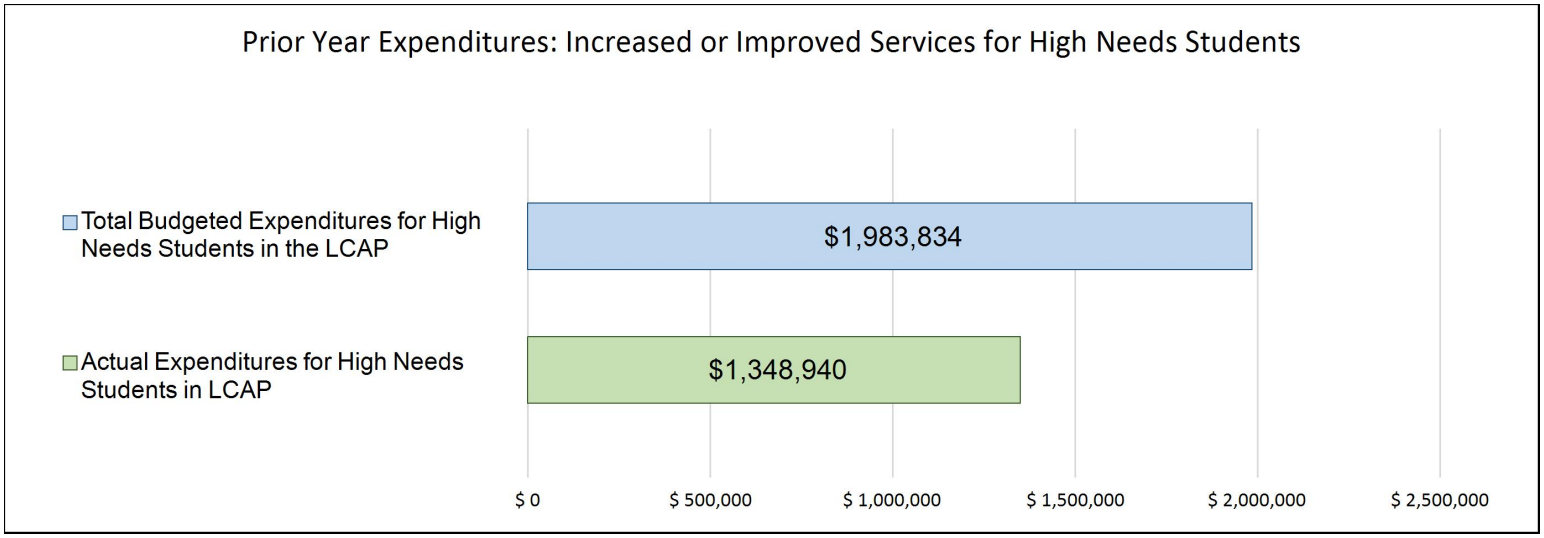
The text description of the above chart is as follows: Santa Clara County Office of Education (SCCOE) plans to spend $12,367,493 on actions/services in the LCAP. Of those funds, $4,843,465 is attributed to the Alternative Education Grant and $525,000 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Santa Clara County Office of Education (SCCOE) is projecting it will receive 1,530,161 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara County Office of Education (SCCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara County Office of Education (SCCOE) plans to spend 1,530,161 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 Santa Clara County Office of Education (SCCOE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Clara County Office of Education (SCCOE) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Santa Clara County Office of Education (SCCOE)'s LCAP budgeted 1,983,833.52 for planned actions to increase or improve services for high needs students. Santa Clara County Office of Education (SCCOE) actually spent 1,348,940 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of 634,893.52 had the following impact on Santa Clara County Office of Education (SCCOE)’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures was due to a combination of factors. Some planned actions and services were funded through supplemental grants, reducing the need to use the originally budgeted funds. Additionally, several initiatives are still in development and require more time for full implementation. Furthermore, several contracts came in at lower costs than anticipated due to vendor availability and other related factors. While these circumstances resulted in lower expenditures, they did not significantly impact the services for high need students.

Santa Clara County Office of Education

Local Control and Accountability Plan

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

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

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.

General Information
Through the Educational Services Division, the Santa Clara County Office of Education (SCCOE) supports instruction for approximately 841 students in grades PK-Post Secondary throughout Santa Clara County. The Special Education program serves 690 students, and the Alternative Education Department which includes Court and Community School serves approximately 151 students. The programs are housed at various sites throughout the county.

Alternative Education
The Santa Clara County Office of Education's (SCCOE) Alternative Education Department (AED) serves students in various programs. 76.83% identify as Latinx, 9.76 % identify as White, 4.27% of students identify as African American, 6.71% of students identify as Asian and 2.44% of students identify Filipino or Native Hawaiian/Pacific Islander. The Alternative Education Department provides services for students who are currently expelled, incarcerated, choosing independent studies or have a mutually agreed upon placement from their district of residence. The programs are structured to work with students to (a) recover academic credit, (b) earn a diploma, and (c) complete Rehabilitation Plans. Programs are facilitated throughout school districts across Santa Clara County and provide opportunities for specialized instruction for students. All Alternative Education programs provide multi-tiered systems of support for students. Alternative Education employs academic counselors, Campus Youth Advocate, a Navigator, Manager of Implementation and Compliance, and College Liaison to support student needs and reach out to families. AED partners with community-based organizations to provide enrichment and specialized services. Court programs work collectively with Probation to offer an academic program for detained students and to support student

transition upon exit from the program. The Alternative Education program includes an unduplicated student count of 85%. 27% of students receive English language proficiency services, 67% of students identify as low-income, and 9% of students receive foster/ homeless youth services, as indicated in the census report of October 2025.

Court School Programs
Alternative Education serves youth currently incarcerated, grades 6-12 at Osborne School within Santa Clara County Juvenile Hall in San Jose and grades 8-12 at Blue Ridge School at James Ranch in Morgan Hill. Students reside in the facilities during and after court placement, and the SCCOE provides educational services within the institutions, including a core academic program to support graduation and career technical education. Students placed at James Ranch remain for long-term placement. Teaching is provided to students through in-person, direct instruction. The Court School Program received a lowest performance indicator for graduation rate for socioeconomically disadvantaged students on the 2023 CA Dashboard. Due to these performance indicators, the Court School Program qualified for the equity multiplier goal. This goal in the LCAP strives to improve the graduation rate of socioeconomically disadvantaged students by June 2027. The 2024 CA Dashboard displayed that Court school improved their graduation rate and did not receive any lowest performance level indicators. On the 2025 CA Dashboard, Court School received a red lowest performing indicator in graduation rate and lowest performing student group for socioeconomically disadvantage students. 100% of the students in the Court School Program identify as low-income. The program will continue to work on student engagement and improvement through credit recovery, developing art and music programs, and expanding CTE pathways. The program also working with the California Department of Education on Differentiated Assistance to support targeted goals. The Edgenuity learning platform is offered as credit recovery for students to accelerate learning. In addition, students participate in career technical education coursework and job certifications through online programming. Students at James Ranch are also able to participate in career pathway courses related to building construction, culinary arts, and horticulture. Students who are incarcerated and who graduate while attending the SCCOE programs are offered vocational coursework toward career readiness and the ability to enroll in local community colleges through online courses. For the 2026-27 Court School will continue to receive Equity Multiplier funding and has focus goal 5 established.

Community School Program
SCCOE Alternative Education also provides services for students from local districts in grades 6-12 who have been referred due to (a) expulsion, (b) attendance, or (c) social and emotional needs. Sunol Community School and South County Community School provide a complete instructional program for students. Both programs also offer support for students in meeting rehabilitation plans, preparing them for a successful return to their district of residence. This support includes (a) counseling, (b) tutoring, and (c) community involvement, as well as access to Career Technical Education (CTE) courses and college credit courses as requested. Sunol Community School also offers independent study for students in grades 6-12. Students participate in the program through referrals from local districts. Students may request referral based upon (a) mental health or social-emotional issues, (b) a desire to accelerate credit accumulation for graduation, or (c) referral due to non-attendance. Some may, at times, be placed in the independent study program after release from incarceration. Students participate in independent learning and meet with teachers for a minimum of one hour per week. Students have access to a full range of A-G courses and also have the option to participate in dual enrollment with local community college or participate in Career Technical Education courses. 45.28% of students in independent study experience low socioeconomic status,9.43% receive services as English Learners,5.66% of students with disabilities, currently enrolled in the program. The unduplicated count for the Independent Study Program is contained within the unduplicated count for the Santa Clara County Community School. Based on the 2025 CA dashboard, Community School will not be receiving Equity Multiplier funding in the 2026-27 school year.

The Santa Clara County Office of Education (SCCOE) Court and Community School Programs are utilizing their base grant to continue offering a broad course of study. These funds are designated to address key areas of focus within our plan including access to a broad course of study and employees who provide services to achieve objectives of JCCS funding expectations and accountability. The Court and Community School Programs are also receiving Student Support and Enrichment Block Grant funds which also help providing broad course of study staffing and to provide credit recovery programming and assessments to aid in high school completion for students and transition post graduation.

Special Education Program
The County Operated Special Education program does not contribute to the unduplicated count of students or receive funding from the Local Control Funding Formula. Student data collected for these programs is reported to each student's district of residence. Student enrollment in the Santa Clara County Office of Education's special education program is as follows: (a) 46% of students identify as low-income, (b) 32% of students identify as English Learners, and (c) less than 1% of students receive foster youth of homeless youth services. 100% of students have an Individual Education Plan (IEP), and the breakdown of students represented by identified ethnicity is: (a) 43.54% Latinx, (b) 31.23% Asian, (c) 14.26% White, (d) 4.8% Filipino, (e) 3.45% African American, (f) less than 1% Native Hawaiian, (g) Less than 1% American Indian, (g) less than 1% Missing , and (h) less than 1% multiple. The Santa Clara County Office of Education's special education program serves students in 98.5 classrooms at 36 school sites. The department serves as a partner with the county's 31 public school districts and 60 charter schools to serve students with disabilities. Special Education Program will not be receiving Equity Multiplier funding for 2026-27.

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

Reflections: Annual Performance

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

The Santa Clara County Office of Education (SCCOE) Educational Services Division (ESD) strives to improve local and state indicators for all programs and have success related to student outcomes and Local Control Accountability Plan goals. The 2025 CA Dashboard reflects SCCOE's progression in improving student outcomes through improvement in chronic absenteeism, suspension sate and English Learner Progress. The Educational Services Division (ESD) continues to work on these areas as well as improving the graduation rate. The Community School and Court School saw a decline in the 2024-25 graduation rate. The programs are working on strategies to improve not only graduation rates but to tracks students once they leave Court or Community School to provide transition in order to have continuous services and support, thus reducing dropout rates. The Alternative Education Department is working with the California Department of Education through Differentiated Assistance to address chronic absenteeism, English Learner Progress and graduation rate. The County Operated Special Education programs saw growth in English Learner Progress, and a decline in chronic absenteeism and suspension rates. The Special Education Program is working with the California Department of Education through Differentiated Assistance to address chronic absenteeism, English Learner Progress and graduation rate. The rates of parent engagement have remained steady division-wide. The completion rates for career technical education courses and work-related programming for students remained study and programs are developing new partnerships and strategies to improve access to college/career readiness. Engagement of the Foster Youth Services Department with local districts continues to support the needs of foster youth in Santa Clara County. Services and collaborative support for youth experiencing expulsion increased as programs expanded to support career technical education, environmental literacy, and ethnic studies. The dropout rate for alternative education programs continued to decrease. Though the SCCOE saw a slight decline in the graduation rate as a whole which are being address, overall there were still several indicators for each program that show improvement.

For the 2023 California Dashboard, the Santa Clara County Office of Education (SCCOE) received the lowest performance level for chronic absenteeism. SCCOE also received the lowest performance level for the suspension rate among the student subgroup of students with disabilities, and a low performance level for the College and Career Indicator for the student subgroups of socioeconomically disadvantaged and Hispanic students. In response, SCCOE incorporated action items into the Local Control Accountability Plan (LCAP) to address chronic absenteeism, the suspension rate of students with disabilities, and College and Career readiness for Hispanic and socioeconomically disadvantaged students. These goals and actions remain in place for the three-year LCAP adoption cycle.
For the 2024 California Dashboard, SCCOE continued to receive the lowest performance level for chronic absenteeism, with Hispanic and socioeconomically disadvantaged student subgroups identified as low performing. SCCOE also received the lowest performance level for suspension rate across multiple student subgroups, including African American, English Learners, Hispanic, Homeless, Long-Term English Learners, students with disabilities, and socioeconomically disadvantaged students. Additionally, the English Learner Progress Indicator received the lowest performance level, specifically for English Learners and Long-Term English Learners. The College and Career Indicator also demonstrated a low performance level, particularly for socioeconomically disadvantaged and Hispanic student subgroups.
In response to the 2024 Dashboard results, SCCOE expanded action items in the LCAP to address the identified lowest-performing indicators: chronic absenteeism, suspension rate, English Learner Progress, and College and Career readiness, with a particular emphasis on improving outcomes for all identified student subgroups. The LCAP also incorporates goals and actions focused on improving student attendance through engagement strategies and continued improvement in graduation rates across all programs.

For the 2025 California Dashboard, SCCOE received the lowest performance level for the College and Career Indicator, particularly for socioeconomically disadvantaged students, Long-Term English Learners, and Hispanic students. In response, strategies and plans to improve college and career readiness have been further expanded within the LCAP.

Community School Program
The SCCOE Community School Program has faced ongoing challenges with suspension rates, chronic absenteeism, and college/career readiness, particularly among historically underserved student groups. In 2023 and 2024, the program received the lowest performance levels on the California School Dashboard for suspension rates, with socioeconomic disadvantaged and Hispanic students most impacted, along with English Learners, students with disabilities, and long-term English Learners. In 2024, the program also received the lowest performance level for chronic absenteeism, especially affecting Hispanic students.
In response, the program implemented and expanded targeted strategies through its School Plan for Student Achievement and LCAP, including enhanced student enrichment, increased engagement initiatives, expanded PBIS implementation, and additional staff professional development. Equity Multiplier funding in 2024 supported social-emotional services focused on improving attendance for socioeconomically disadvantaged students, contributing to improved attendance and reduced chronic absenteeism by 2027. Although the program did not qualify for Equity Multiplier funding in 2025, it sustained positive attendance gains and continues to prioritize student engagement.
In 2025, the Community School Program received the lowest performance level for College/Career readiness, prompting expansion of dual enrollment opportunities, with more students taking courses on community college campuses to strengthen postsecondary pathways.

Court School Program
On the 2023 California Dashboard, the Court School Program received the lowest performance level for the graduation rate indicator, with socioeconomically disadvantaged students identified as the student group at the lowest performance level. As a result of these performance indicators, the Court School Program qualified for the Equity Multiplier goal. This LCAP goal aims to improve the graduation rate of socioeconomically disadvantaged students by June 2027. To support this goal, the program will focus on increasing student engagement and achievement through expanded credit recovery and tutoring hours, the development of art and music programs, and the expansion of Career Technical Education (CTE) pathways.
On the 2024 California Dashboard, the Court School Program did not receive any low-performing indicators. However, on the 2025 California Dashboard, the Court School Program again received a low-performing indicator in graduation rate. Efforts continue to focus on improving the graduation rate for Court School students, all of whom are considered socioeconomically disadvantaged.

County Operated Special Education Program
The County Operated Special Education Program does not generate Local Control Funding Formula (LCFF) funding and does not contribute to the LCFF student count; therefore, references in the LCAP relate solely to the use of federal Title funds to support English Learners and low-income students and Learning Recovery Emergency Block Grant funds.
On the 2023 California School Dashboard, the program received the lowest performance level in graduation rate, particularly for socioeconomically disadvantaged students and students with disabilities. The program also received low performance levels in English Language Arts, Mathematics, and College/Career Readiness, with English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities most impacted. In response, the program added LCAP action items supported by categorical (Title) funds and began developing an alternative pathway to a diploma to improve graduation outcomes for students with disabilities.

In 2024, the program again received the lowest performance levels for chronic absenteeism, English Learner Progress, graduation rate, and College/Career Readiness. Multiple student groups were affected, including English Learners, Long-Term English Learners, students with disabilities, socioeconomically disadvantaged students, and several racial and ethnic groups. The program expanded LCAP actions to address these additional areas of need.
On the 2025 California School Dashboard, the program received the lowest performance level in English Language Arts; however, 60% of students demonstrated improvement compared to the prior year. Graduation rate and College/Career Readiness performance remained low during the 2024–25 school year. To address these outcomes, the program is expanding course offerings and strengthening trade and vocational career pathways to support improved postsecondary readiness and graduation rates.

Foster/ Homeless Youth
We have demonstrated significant acceleration and growth countywide in our foster target population.

Learning Recovery Emergency Block Grant
SCCOE received additional LREBG funds during the 2025-26 school year. A needs assessment was conducted and the areas requiring attention include chronic absenteeism, English Language Arts and Math Supports.
The programs will be using LREBG funds to address these areas of need through action items:
Community School: The Community School will be using LREBG funds to provide extra hours for staff to providing tutoring/extra support to students with an emphasis in ELA and Math. Action 1.3.
Court School: Will be using LREBG funds to provide extra hours for staff to providing tutoring/extra support to students with an emphasis in ELA and Math. Action 1.3.
Special Education Program: Will be using LREBG funds for literacy and classroom libraries. Action 1.2.
The funds will be carryover and are not included in the budget section but will be added for the Mid year report.

Reflections: Technical Assistance

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

The Santa Clara County Office of Education (SCCOE) as a whole is receiving Differentiated Assistance (DA) support due to one or more student groups having red indicators in at least two state priority areas as reflected in the 2024 CA Accountability Dashboard. These areas indicated include:
1) Hispanic students with a red indicator in chronic absenteeism, suspension rate and college and career indicator.
2) English Learners with a red indicator in English Learner Progress and Suspension rate.
3) Long Term English Learners with a red indicator in English Learner Progress and suspension rate.
4) Socioeconomically Disadvantaged students with red indicators in chronic absenteeism, graduation, suspension, and college and career indicator.
Santa Clara County Office of Education programs are partnering with the California Department of Education (CDE) for Differentiated Assistance. Work underway takes a continuous improvement approach and includes work toward understanding the problems and the systems that produced the areas of needed improvement. Meetings with CDE staff are underway to review student/program data and plan out strategies to meet students needs. Some of the actions that are being supported by DA are 1.8 English Learners, 1.9 Long Term English

Learners, 1.10 chronic absenteeism, 2.1 College/ Career Readiness, and 2.4 Career Preparation Programs and supplies To Support Pathways to Graduation and Career Planning.
Our Special Education Program has been focusing on implementing Empathy Interviews to find the root cause of students absenteeism and to form partnerships between staff and parents in order to boost parent and student engagement.
Similarly Community School has been conducting home visits to explore root causes of student chronic absenteeism and has been tracking visits and results.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Resource Allocation

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

County Operated Special Education Program
Although Special Education receives CSI funding, the County Operated Special Education program enrollment does not weigh into the LCFF unduplicated count, and County Operated Special Education does not receive LCFF funding. The county-operated Special Education Program qualifies for CSI for the 2026-27 school year due to low graduation rate. The Special Education program shows a graduation rate of 2.4% but also shows a Certificate of Completion rate of 100%.Through a needs assessment, the Special Education Department and the School Site Council have determined that in order to address the graduation rate, they will select and implement research-based interventions/strategies/ activities to support the academic, social, and emotional needs of students as they meet graduation and IEP goals. These strategies include (a) instructional rounds coaching for staff, (b) Positive Behavior Interventions and Support (PBIS) and increasing student attendance and engagement, (c) Expand Hands-On Science, STEM, Visual and Performing Arts, 21st Century and Innovation Opportunities, (d) Increase Staff Capacity Through Coaching, Targeted Instruction and Professional Development (e) Strengthen Family Engagement and Community Partnerships (f) opportunities for expansion in college/career pathways and life skills.

Court School Program
The Court School Program shows a graduation rate of 50% on the CA School Dashboard. Through a needs assessment, the Santa Clara County Court Schools and the School Site Council have determined that in order to address the graduation rate, they will select and implement research-based interventions/strategies/and activities to support student literacy, math and Career Technical Education programs. These strategies include (a) Professional Learning Community coaching and facilitation to support instruction of students receiving English language acquisition services,(b) Professional Learning Community coaching and facilitation to support the implementation of a broad course of study with emphasis on ethnic studies, civic engagement, and environmental studies, (c) contracts and equipment to support expansion and sustainability of Career Technical Education programs, (d) contracts to support student health/mental health/social emotional and wellness efforts, (e) extra hours for staff to provide summer school instruction/credit recovery opportunities during non contract days, (f) extra hours for staff to support student credit recovery and (g) contract and professional development to expand college readiness.

Research-Based Interventions Used to Support Planning
The ESD utilizes research-based interventions to support the planning and implementation of the CSI Plan. ESD follows a process of continuous improvement and utilizes state-approved and research-based processes when planning. Programs utilize root cause analysis and strategic planning to guide budget development and strategic plans. The ESD also benefits from planning support from SCCOE internal assessment and accountability partners and utilizes improvement science to guide processes. These systems support CSI planning toward a well-rounded student program grounded in research-based strategies. Parent and family input is an integral part of the process.

Monitoring and Evaluating Effectiveness

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

The Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) participate in a process of continuous improvement that supports the monitoring and evaluation of the Comprehensive Support and Improvement (CSI) Plan. The CSI Plan is revised annually in conjunction with state guidelines and district planning processes. The ESD has a defined process of continuous improvement, which involves (a) data analysis and monitoring, (b) educational partner input structures, and (c) alignment of monitoring and evaluation processes with resource allocation and budgeting. This process is continual and systemic and includes alignment of Local Control Accountability Plan (LCAP) goals with School Plans for Student Achievement (SPSA) at the program level, as well as the Comprehensive Support and Improvement (CSI) plan. The CSI Plan for Court, and Special Education programs for 2026-27 addresses the graduation rate.

Program Evaluation The structures above provide an opportunity for data analysis and program evaluation when the budget is developed and as a continual process. Data analysis includes the areas of (a) student enrollment, (b) attendance and absenteeism, (c) student academic outcomes in reading and math, (d) graduation rate, (e) suspension rate, and (f) college and career readiness. The CSI Plan is a part of this program evaluation and monitoring process. CSI funds are used to provide supplemental support for LCAP goals aligned with CA School Dashboard needs. As goals and data are analyzed annually during budget development processes, the value and quality of CSI interventions are also evaluated and modified as needed. CSI funding is used collectively with other state and federal funds to provide a well rounded program to support student needs. Structures are in place to review expenditures and goals as purchases are made and at quarterly meetings. For the 2026-27 school year, the County Operated Special Education and Court School programs will participate in CSI.

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	For the 2025-26 school year the Parent Advisory Committee (PAC) was combined with the program specific School Site Council. Meetings were held with each respective program (Community, Court, Special Education) throughout the year. Topics provide parents and guardians an opportunity to (a) review state and local data to include CA School Dashboard results and the local LCAP survey, (b) analyze goals and budget priorities as defined in the LCAP, and (c) articulate the needs of students through collaboration and recommendations. The Committee weighs into LCAP planning processes and has a voice in identifying priorities through input, surveys, and at the LCAP Public Hearing.
Staff (Teachers, Administrators, other personnel)	During the 2025-26 school year, site administrators facilitated LCAP input sessions with parents and staff from each program. Input sessions facilitated by principals include staff who represent classified and certificated bargaining units. Engagement /collaboration sessions were held throughout the year. These meetings, hosted by principals with their staff and parents, provided additional opportunities for feedback regarding LCAP priorities. Staff and parents participated in the LCAP input sessions either through Cafecitos/ Coffee Chats, School Site Council, or ELAC. SCCOE used any meeting opportunity to seek staff feedback.
District English Learner Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC) reviews three-year trends in state and local data regarding (a) attendance, (b)

Educational Partner(s)	Process for Engagement
	suspension, (c) academic outcomes, (d) graduation rate, and (e) progress toward college and career readiness. The data is disaggregated by (a) ethnicity, (b) student group, and (c) location. In addition, the DELAC reviews the Title III budget and provides input regarding programming for students receiving English Learner services specifically. The DELAC meetings are held twice per year and are attended by (a) parents, (b) staff, and (c) program representatives. The DELAC reviewed and provided input on the LCAP on May 28, 2026.
Parents	The Educational Services Division (ESD) also facilitates the annual LCAP Survey, which is distributed to (a) parents, (b) staff, and (c) students. During the 2025-26 school year, the ESD saw 20% of responses coming from parents and guardians. Surveys are provided in three languages and are offered to partners both electronically and through paper/pencil at each school site. The fall 2025 survey garnered 282 responses. 70% of parents indicated they were satisfied or very satisfied with the academic support their student receives. In addition, parents were consulted for input during parent teacher conferences and were invited to participate in the school site council and cafecitos (coffee with the Principal) to provide input. In addition, our Academic counselors play a huge role in engaging parents and receiving input from them. During parent-student check ins, Counselors support in gaging student performance and student academic and social needs.
Court School Parents	The Educational Services Division engaged court school parents in the development of the Equity Multiplier goal through the LCAP Survey, parent participation and participation in the School Site Council.
School Site Council (SCC)	The School Site Council for each program was combined with the Parent Advisory Committee. Topics provide parents and guardians an opportunity to (a) review state and local data to include CA School Dashboard results and the local LCAP survey, (b) analyze goals and budget priorities as defined in the LCAP, and (c) articulate the needs of students through collaboration and recommendations. The SSC members were invited to participate in the LCAP survey and provide

Educational Partner(s)	Process for Engagement
	feedback to the School Plan for Student Achievement (SPSA) which feeds into the Local Control Accountability Plan. School site council approved the School Plans for Student Achievement . All of the School Plans for Student Achievement align with and are incorporated in the LCAP.
LCAP Advisory Committee	The LCAP Advisory Committee holds several meetings throughout the year to review data and monitor the progress of SCCOE goals, including the CSI Plan. Team members include administrators and fiscal representatives. Because the graduation rate is influenced by the academic and engagement needs of students and because the ESD holds a particular focus on the transition of students, the Advisory Committee chooses to view data for all indicators and for all student groups. Data reviewed includes three-year trends in state and local data regarding (a) attendance, (b) suspension, (c) academic outcomes, (d) graduation rate, and (e) progress toward college and career readiness. In addition, data is disaggregated by (a) ethnicity, (b) student group, and (c) location.
Local Bargaining Units	Bargaining unit members, both classified and certificated, are included in the LCAP survey. Anyone who indicated on the survey that they would like to provide additional input was contacted via email and given an opportunity to review the LCAP and provide input. 58% of participants in the LCAP survey were classified or certificated staff. In addition, classified and certificated staff are invited to the School Site Council as a means of including bargaining unit representation and input. Responses are disaggregated by participant type. Input sessions, facilitated by principals, include staff from both classified and certificated bargaining units.
Special Education Local Plan Area	The Special Education Local Plan Area reviewed the LCAP and provided input during the LCAP consultation meetings held on May 27, 2026.
Students	Students provided input through the online LCAP survey, interviews, and the California Healthy Kids Survey. The surveys were administered to students in grades 6-12 in the Spring of 2026. For the LCAP survey 18% of participants were students. Students indicated that they appreciate their teachers, their school programs and believe

Educational Partner(s)	Process for Engagement
	they have adults at school who care about their well-being. CA Healthy kids survey results are pending Students are also invited to form part of the Student Advisory Committee. The Student Advisory Committee meets monthly to build leadership skills, provide student feedback and input on the programs and Local Control Accountability Plan. Students also form part of the School Site Council.

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

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

The 2026-27 Local Control Accountability Plan (LCAP) reflects the recommendations of educational partners.

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

Goal two supports career and college readiness and pathways to graduation. Goal two reflects recommendations from partners to include (a) career planning and job training, (b) community partnerships to enable students to have relevant work experiences and work outcomes, (c)

opportunities for industry certifications, and (d) expansion of trades and career technical education programming to build program consistency in Alternative Education, (e) Alternative pathway for diploma for Special Education and (f) Career and vocational programs for Special Education students, (g) Post-Secondary students career support, (h) dual-enrollment support and (i) College access and support. These recommendations were made through the LCAP survey, input sessions, Youth Advisory Committee, and School Site Councils/ Parent Advisory Committee. Goal two, which focuses on college and career readiness, provides students an opportunity to achieve career readiness and graduate in a timely manner.

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

Goal four relates to Santa Clara County justice-engaged, foster youth, unhoused, and students with disabilities. Recommendations include mor academic support for unduplicated students and continued support for justice-engaged, foster youth, unhoused, and students with disabilities. In addition, recommendations were made to continue to work on student transition. Recommendations were made by the LCAP survey, Youth Advisory Committee, School Site Councils/ Parent Advisory Committee, and LCAP District Advisory Committee.

Goal five represents the Santa Clara County Court School’s equity multiplier goal to increase the graduation rate of the school’s socio economic disadvantaged students by providing additional support and credit recovery opportunities. Recommendations were made through the LCAP Survey, School Site Councils/ Parent Advisory Committee, and the LCAP District Advisory Committee.

The Districts of Residence are accountable and responsible for addressing special education disproportionality. Therefore in accordance with state regulations and CDE guidance, the determination was made to continue to address disproportionality of student referrals to county operated programs for special education in collaboration with special education partners who contribute to the County Operated Special Education program and to not include this action in the LCAP.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Learner's Progress ELPAC SCCOE/CALPS ELPAC Alternate Assessment	SCCOE students showed a 23.8% growth on the ELPAC as evidenced by CA Dashboard 2023.	SCCOE students showed a 17.5% growth on the ELPAC as evidenced by CA Dashboard 23-24.	SCCOE students showed a 29.8% growth on the ELPAC as evidenced by CA Dashboard 24-25.	SCCOE students will show a 45% growth on the ELPAC	Currently 6% above the baseline
1.2	Reclassification of English Learners Per Data Quest	Reclassification Rate Per Data Quest and based on the 2022-23 school year Community School- 22.6% Court School- 22.2% Special Education- 13.5%	Reclassification Rate Per Data Quest and based on the 2023-24 school year Community School 17.9% Court School- 13.6% Special Education 12.6%	Reclassification Rate Per Data Quest and based on the 2024-25 school year Community School 41.9% Court School- 41.2% Special Education 32.4%	Reclassification Rate Community School: 50% Court School:50% Special Education: 40%	Reflects 20% shift from the baseline for all programs
1.3	% of Long Term English Learners (LTELs)	Per 23-24 Data Quest Community:84% Court: 75% SPED: 44%	Per 23-24 Data Quest Community:84% Court:75% SPED:44%	Per 24-25 Data Quest Community:58.1% Court:58.8% SPED:34.8%	Reduce the percentage of LTELs to be Community:50% Court:50% SPED:25%	Community: 25.9% decrease from baseline Court: 16.2 % decrease from baseline Special Education: 9.2% decrease from baseline
1.4	CAASPP Assessments	CAASPP 22-23 Special Ed ELA- 4.88% Special Ed Math- 2.22% Court ELA- Data suppressed due to low test numbers Court Math- 0%	CAASPP 23-24 Special Ed ELA- 4.98% Special Ed Math- 1.91% Court ELA- Data suppressed for confidentiality	CAASPP 24-25 Special Ed ELA- 0% Special Ed Math- 0% Court ELA- 5% Court Math- 0% Community ELA 21.74%	CAASPP Special Ed ELA- 9% Special Ed Math- 4.5% Court ELA-20 Court Math- 20%	CAASPP 23-24 Special Ed ELA - 4.88% Special Ed Math - 2.22% Court ELA- First time having enough N students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community ELA- 11.37% Community Math- 11.63%	Court Math- Data suppressed for confidentiality Community ELA 7.14% Community Math 0%	Community Math 19.05%	Community ELA- 25% Community Math- 23%	Court Math- maintained Community ELA 10.43% Community Math 7.42%
1.5	Local Reading Assessments	2023 Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed - 6.99	2024 Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Court 5.5 Community 4.9	Renaissance STAR Reading Assessment Grade Equivalency Court 5.86 Community 6.33	Alternative Education Renaissance STAR Reading Assessment Grade Equivalency Alternative Ed - 10	lower grade equivalency from baseline
1.6	Local Math Assessments	2023 Math Renaissance Star Alternative Ed YEAR- 7.09	2024 Math Renaissance Star Court 5.15 Community 4.7	Math Renaissance Star Court 4.78 Community 5.03	Math Renaissance Star Alternative Ed YEAR- 10.09	lower grade equivalency from baseline
1.7	Student Credit Earned Per Transcripts	Percent of Long Term Students Who Earned 30+ Credits per Semester Fall 2023 Baseline Court 10.6% Fall 2023 Baseline Community- 33.8%	Percent of Long Term Students Who Earned 30+ Credits per Semester 100% of Court long term students earned 30+ credits for Fall 2024 Community:42%	Percent of Long Term Students Who Earned 30+ Credits per Semester 100% of Court long term students earned 30+ credits for Fall 2025 Community:69%	Percent of Long-Term Students Who Earned 30+ Credits per Semester Court 15% Community- 35%	For Community 38.2% above baseline however spring semester data is still pending.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	CA Accountability Dashboard	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release December 2023 with graduation rate and college and career readiness updates as indicated for 2023. -English Language Arts-149.9 Points Below Standard -Math- 163.3 Points Below Standard -English Learner Progress- Medium-42.2% Making Progress -College Career Indicator- 8.9% Prepared -Implementation of Academic Standards-Met -Chronic Absenteeism Rate- 37% -Graduation Rate- 70% -Access to a Broad Course of Study- Met -Coordination of Services for Foster Youth- Met -Suspension Rate-4.1% -Basic Services- Met	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release Fall 2024 with graduation rate and college and career readiness updates as indicated for 2024. -English Language Arts-305.9 Points Below Standard -Math- 329.9 Points Below Standard -English Learner Progress-Medium-17.5% Making Progress -College Career Indicator 6% Prepared -Implementation of Academic Standards- Met -Chronic Absenteeism Rate-69.4% -Graduation Rate-71.9%	Districtwide the SCCOE has recorded the following per the CA Accountability Dashboard release Fall 2025 with graduation rate and college and career readiness updates as indicated for 2025. -English Language Arts-258.6 Points Below Standard -Math- 305.5 Points Below Standard -English Learner Progress-Medium-29.8% Making Progress -College Career Indicator 5.1% Prepared -Implementation of Academic Standards- Met -Chronic Absenteeism Rate-56.8% -Graduation Rate-69% -Access to a Broad Course of Study-	CA Accountability Dashboard -English Language Arts-90 Points Below Standard -Math- 120 Points Below Standard -English Learner Progress- 55.6% Making Progress -College Career Indicator- 20% Prepared -Implementation of Academic Standards- Met -Chronic Absenteeism Rate-20% -Graduation Rate-80% -Access to a Broad Course of Study-Met -Coordination of Services for Foster Youth- Met -Suspension Rate-0% -Basic Services-Met -Parent and Family Engagement- Met -Local Climate Survey- Met -Coordination of	SCCOE -English Language Arts -156 Points -Math -166.6 Points -English Learner Progress -24.7% -College Career Indicator - 2.9% -Chronic Absenteeism Rate increase 32.4% -Graduation Rate +1.9% -Suspension Rate increase 2.5% Santa Clara County Court Schools -English Language Arts 326.4 points below standard (data was not available for baseline) -Math 348 points below standard (data was not available for baseline) -English Learner Progress- data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Parent and Family Engagement- Met -Local Climate Survey- Met -Coordination of Services for Expelled Students- Met Santa Clara County Court Schools- 2023 Dashboard -English Language Arts- Data not displayed for privacy -Math-Data not displayed for privacy -English Learner Progress- 76.9% Making Progress -College Career Indicator- 13% Prepared -Chronic Absenteeism Rate- data not displayed for privacy -Graduation Rate- 66.7% -Suspension Rate- 0% Santa Clara County Community Schools 2023-Dashboard -English Language Arts- data not displayed for privacy -Math- 123.4 points	-Access to a Broad Course of Study- Met -Coordination of Services for Foster Youth- Met -Suspension Rate- 6.6% -Basic Services- Met -Parent and Family Engagement- Met -Local Climate Survey- Met -Coordination of Services for Expelled Students- Met Santa Clara County Court Schools- 2024 Dashboard -English Language Arts-326.4 points below standard -Math-348 points below standard -English Learner Progress- data not displayed for privacy -College Career Indicator-6.3% Prepared	Met -Coordination of Services for Foster Youth- Met -Suspension Rate- 4.3% -Basic Services- Met -Parent and Family Engagement- Met -Local Climate Survey- Met -Coordination of Services for Expelled Students- Met Santa Clara County Court Schools- 2025 Dashboard -English Language Arts-281.6 points below standard -Math-323.9 points below standard -English Learner Progress- 21.4% making progress -College Career Indicator-7.4% Prepared -Chronic Absenteeism Rate- data not	Services for Expelled Students- Met Santa Clara County Court Schools- Dashboard -English Language Arts-Data not displayed for privacy -Math-Data not displayed for privacy -English Learner Progress- 80% Making Progress -College Career Indicator- 15% Prepared -Chronic Absenteeism Rate- data not displayed for privacy -Graduation Rate- 70% -Suspension Rate- 0% Santa Clara County Community Schools - Dashboard -English Language Arts- data not	-College Career Indicator -6.7% -Chronic Absenteeism Rate- data not displayed for privacy -Graduation Rate- 4.7 % -Suspension Rate- maintained Santa Clara County Community Schools -English Language Arts- 314.6 points below standard (data was not available for baseline) -Math - 217.8 points -English Learner Progress -6.9% -College Career Indicator + 3.7% -Chronic Absenteeism Rate increase of 32.8% -Graduation Rate +9.3% -Suspension Rate increase of 7% Santa Clara County Special

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		below standard -English Learner Progress- 28% Making Progress -College Career Indicator- 3.6% Prepared -Chronic Absenteeism Rate- 43.6% -Graduation Rate- 77.1% -Suspension Rate- 10.7% Santa Clara County Special Education 2023-Dashboard -English Language Arts- 145.1 points below standard • English Learners 131.9 points below the standard • Hispanic: 144.5 points below the standard • Socioeconomically disadvantaged 143.7 points below the standard -Math- 165.6 points below standard	-Chronic Absenteeism Rate- data not displayed for privacy -Graduation Rate- 71.4 % -Suspension Rate- 0% Santa Clara County Community Schools 2024-Dashboard -English Language Arts- 314.6 points below standard -Math- 341.2 points below standard -English Learner Progress- 21.1% Making Progress -College Career Indicator- 7.3% Prepared -Chronic Absenteeism Rate- 76.4% -Graduation Rate- 86.4% -Suspension Rate- 17.7%	displayed for privacy -Graduation Rate- 50% -Suspension Rate- 0% Santa Clara County Community Schools 2025-Dashboard -English Language Arts- 252.6 points below standard -Math- 298.9 points below standard -English Learner Progress- 37.9% Making Progress -College Career Indicator- 3.9% Prepared -Chronic Absenteeism Rate- 64.9% -Graduation Rate- 79.2% -Suspension Rate- 11.5% Santa Clara County Special Education 2024-Dashboard	displayed for privacy -Math- 108.4 points below standard -English Learner Progress- 35% Making Progress -College Career Indicator- 10% Prepared -Chronic Absenteeism Rate- 30% -Graduation Rate- 80% -Suspension Rate- 0% Santa Clara County Special Education - Dashboard English Language Arts- 139 points below standard -English Learners- 125 points below standard • Hispanic- 138 points below standard - Socioeconomically	Education 2024-Dashboard -English Language Arts +46 points -English Learners +34.8 points -Hispanic:+45 points - Socioeconomically disadvantaged +43.1 points -Math +40.1 points -English Learners +38.4 points - Socioeconomically disadvantaged +41.1 points -English Learner Progress -3% -College Career Indicator maintained -Chronic Absenteeism Rate increase of 5.8% -Graduation Rate + 1.5% -Suspension Rate decrease of 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• English Learners 159.1 points below the standard • Socioeconomically disadvantaged 167.1 points below the standard -English Learner Progress- 26.7% Making Progress -College Career Indicator- 0% Prepared -Chronic Absenteeism Rate- 46.5% -Graduation Rate- 0% -Suspension Rate- 1.9%	Santa Clara County Special Education 2024-Dashboard -English Language Arts- 99.1 points below standard -English Learners 97.1 points below standard -Hispanic: 99.5 points below the standard -Socioeconomically disadvantaged100.6 points below the standard -Math- 125.5 points below standard -English Learners- 120.7 points below the standard -Socioeconomically disadvantaged-126 points below the standard -English Learner Progress- 23.7% Making Progress	-English Language Arts- 98.3 points below standard White: 111.3 points below standard -English Learners 93.3 points below standard -Hispanic: 109.5 points below the standard -Socioeconomically disadvantaged 97.9 points below the standard -Math- 118.7 points below standard Hispanic: 127.4 points below the standard -English Learners- 110.1 points below the standard -Socioeconomically disadvantaged- 118.9 points below the standard -English Learner	disadvantaged 137.3 points below the standard Math-156 points below standard -English Learners 149.5 points below the standard -Socioeconomically disadvantaged 157.5 points below the standard English Learner Progress- 30% Making Progress College Career Indicator- 2% Prepared Chronic Absenteeism Rate- 40% Graduation Rate- 20% Suspension Rate- 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-College Career Indicator- 0% Prepared -Chronic Absenteeism Rate- 52.3% -Graduation Rate- 1.5% -Suspension Rate- 1.5%	Progress- 26.1% Making Progress -College Career Indicator- 0% Prepared -Chronic Absenteeism Rate- 43.5% • White: 48.1% -Graduation Rate- 2.4% -Suspension Rate- 0.6%		
1.9	California Alternate Assessments (CAA) per CA Accountability Dashboard	Current Baseline CAA 2022-23 ELA- 0.78% Math-0.8%	CAA 2023-24 ELA- 4.98% Math-1.91%	CAA 2024-25 Special Ed Alt ELA- 1.54% Special Ed Alt Math- 1.55%	2026-27 CAA ELA- 3% Math-3%	ELA: +4.2% Math: +1.11%
1.10	Dashboard Alternative School Status (DASS)	DASS 1- Year Graduation Rate Court School: 90.5% Community School: 89.3% Special Education: 21.3%	DASS 1- Year Graduation Rate Court School: 95.5% Community School: 95.3% Special Education: 32.5%	DASS 1- Year Graduation Rate Court School: * Community School: 87.7% Special Education: 31.9%	DASS 1-Year Graduation Rate Court School: 95% Community School: 100% Special Education: 30%	Court School: +5% Community School: +6% Special Education: +11.2%
1.11	Participation Rates for SBAC to include CAASPP and CAA	2023-24 Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 78.6% and ELA: 80.2% SPED Participation Rate CAASPP	2024-25 Rates currently not available	2024-25 Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 91.1% and ELA: 91.8%	Participation Rates in California Alternative Assessment (CAA): overall participation rates for Math: 86% and ELA: 90%	Higher participation rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA-44% Math- 48.4% Community School Participation Rate CAASPP ELA- 88% Math- 86% Court School Participation Rate CAASPP ELA- 50% Math- 60.9%		SPED Participation Rate CAASPP ELA-89% Math- 88% Community School Participation Rate CAASPP ELA- 45% Math- 41% Court School Participation Rate CAASPP ELA- 61% Math- 63%	SPED Participation Rate CAASPP ELA-75% Math- 60% Community School Participation Rate CAASPP ELA- 100% Math- 100% Court School Participation Rate CAASPP ELA- 100% Math- 100%	
1.12	California Healthy Kids Survey	65 students participated	77 students participated 56% of students reported feeling connected to the schools 76% reported feeling safe at school 66% reported having high expectations from adults at school 57% reported having caring adult relationships	66 students participated 55% of students reported feeling connected to the schools 76% reported feeling safe at school 70% reported having high expectations from adults at school 61% reported having caring adult relationships Improvements:	All students will participate in CA Healthy Kids Survey goal 90% of students feeling connected, safe, caring adult relationships.	No significant change from Year 1 and Year 2. Data will be used to drive student services and support.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				5% reduction in tobacco use at least a 10% decline in cyberbullying 5% improvement in promotion of parent involvement in school 5% decline in social emotional distress 5% decline in trouble focusing on work Areas of concern: Current drug and alcohol use increased by 10% increase of at least 10% for students thinking school is boring or a waste of time.		
1.13	Student, Staff, and Parent (LCAP) Survey	The 2023-24 LCAP Survey yielded results as follows: 389 participated Parent Participation 11.57% Student: 23.39% Staff: 63.23%	The 2024-25 LCAP Survey yielded results as follows: 283 participated 15% were parents 35% were students 31% certificated staff	The 2025-26 LCAP Survey yielded results as follows: 274 participated 19.81% were parents 17.92% were students	500 participants 25% Parent Participation 50% Student Participation 100% Staff participation Top five priorities to guide LCAP	Decrease in overall participation. Increase in parent participation. Data will be used to drive LCAP priorities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			18% classified staff 1% community members	29.25% certificated staff 29.25% classified staff 3.77% community members Top Five priorities outlined 1)School Safety 2)Career readiness 3)Student Mental Health and Wellness 4) Experiences/excursions 5) Extra Support services (connecting families to additional resources in the community)		

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 Santa Clara County Office of Education (SCCOE) made meaningful progress in implementing Goal 1, which focuses on ensuring all students participate in rigorous, relevant, and engaging instruction aligned to 21st century skills. Several actions were fully implemented, while others were partially implemented or are still in development.

Fully Implemented Actions: Actions 1.1 (Supplemental Programs to Support Core Instruction), 1.3 (Learning Acceleration Opportunities for Students in the Alternative Education Program), 1.5 (Access to a Broad Course of Study), 1.6 (Support in Math and Reading Literacy Intervention), 1.7 (Online Reading and Math Assessments), and 1.11 (Support and Professional Development to Reduce the Suspension Rate) were fully implemented as planned. Notably, Action 1.3 saw expanded support with additional hours allocated, enhancing instructional impact and credit recovery efforts. Action 1.7 benefited from a multi-year contract, ensuring continuity in monitoring student progress.

Partially Implemented Actions: Actions 1.2 (Supplemental Materials to Support Core Instruction), 1.4 (Professional Development for Staff for Instructional Programs), 1.8 (Supplemental Materials to Support English Language Instruction for English Learners), 1.9 (Supplemental Support for Long Term English Learners), 1.10 (Support to Address Attendance Gaps and Chronic Absenteeism), and 1.12 (Professional Learning for Staff to Support Core and Supplemental Programs) were partially implemented. For Action 1.2, some materials were purchased but the full scope of the action is still being developed. Action 1.4 saw professional development and contracts initiated, but expansion of opportunities is still underway, with a challenge noted around registrations selling out due to high demand. Actions 1.8 and 1.9, both targeted through Differentiated Assistance, had some supplies purchased but remain under development to ensure they are intentional and truly supportive of English Learners and Long Term English Learners. Action 1.10 saw progress through the development of empathy interviews and home visits; however, other planned initiatives, including the purchase of a van, were not completed, and the action remains a work in progress. Action 1.12 had professional development and contracts completed, but some professional development opportunities are still under development.

Substantive Differences: Several substantive differences were noted. Action 1.10 originally included the purchase of a van to support attendance and student engagement, which was not completed. Actions 1.8 and 1.9 are being expanded and refined through Differentiated Assistance to more intentionally support English Learners. Action 1.12 did not complete all planned professional development. Action 1.11 noted some overlap between actions.

Successes: Key successes included the expansion of Action 1.3, where more students participated in credit recovery and benefited from morning one-on-one intervention supports. The multi-year contract supporting Action 1.7 ensured consistency in assessment and progress monitoring.

Challenges: Challenges included high demand for professional development leading to registrations selling out (Action 1.4), the ongoing development of supports for English Learners and Long Term English Learners through Differentiated Assistance (Actions 1.8 and 1.9), and the continued work needed to address chronic absenteeism (Action 1.10).

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 material differences between the Budgeted Expenditures and Estimated Actual Expenditures are primarily the result of spending coming in lower than anticipated. Throughout the year, we adopted a more intentional and disciplined purchasing approach, prioritizing essential needs and evaluating alternatives before committing to expenditures. This shift led to meaningful cost savings across several categories, creating a variance between what was originally budgeted and what was ultimately spent.

Similarly, differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages reflect the efficiencies gained through this intentional approach. Many service improvements were achieved at a lower cost than projected, allowing outcomes to remain on track or in some cases exceed expectations despite reduced spending. These variances represent strategic resource management rather than unmet goals, demonstrating that improved services can be delivered without fully expending the budget.

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

Goal 1 shows a mixed picture of effectiveness across its actions:

Areas of Strength: Credit recovery (Action 1.3) has been highly effective, particularly at Court School (+89.4% in credits earned). LTEL reduction (Action 1.9) and reclassification rates (Metric 1.2) show strong progress across all programs. ELPAC growth (Metric 1.1) of 21.2% above baseline is encouraging. DASS graduation rates improved across all programs. Special Education showed meaningful Dashboard gains in ELA and Math for English Learners and Socioeconomically Disadvantaged students. Local reading and math grade equivalency improved from baseline. SCCOE-wide CAASPP and Dashboard indicators in ELA and Math improved.

Areas for Growth: Chronic absenteeism remains significantly elevated from baseline across all programs, though Year 1 to Year 2 trends show improvement. Suspension rates, while improving at some sites, remain above baseline SCCOE-wide.

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.

Based on reflection of prior practice, several targeted revisions were made to strengthen alignment with our goal of improving academic outcomes. Action 1.4 was removed, as its intent is fully captured within Action 1.12, reducing redundancy and improving clarity of focus. Actions 1.7 and 1.8 were revised to include supplemental staffing supports, ensuring greater capacity to implement key services effectively. Additionally, language across actions was refined to emphasize services rather than specific positions, allowing for increased flexibility in implementation and more strategic resource allocation.
Action 1.10 was expanded to include transportation supports, recognizing its critical role in improving student attendance and engagement both essential to academic success. These updates better align to our high-leverage strategies: improving instruction, building a strong intervention system. Collectively, the revisions enhance coherence, adaptability, and the ability to meet targeted student outcomes.

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	Supplemental Programs to Support Core Instruction	This action provides culturally relevant supplemental programs for all students in Special Education, Court, and Community Schools, including educational applications, and supplemental online program subscriptions	$203,139.00	No

Action #	Title	Description	Total Funds	Contributing
		for math, reading, and literacy to support student-centered learning and critical thinking. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey.		
1.2	Supplemental materials to Support Core Instruction	This action provides culturally relevant supplemental materials for all students in Special Education, Court, and Community Schools, including library books and literacy materials, intervention materials for math, reading, science, and environmental literacy supplemental materials and supplies. This action will be measured through and increase in student improvement per the CA Dashboard indicators, local assessments and student feedback on the LCAP and CA Healthy Kids Survey. This action will be supported by $44,802 LREBG funds.	$101,687.00	Yes
1.3	Learning acceleration opportunities for students in the alternative education program.	Credit Recovery contracts and staff extra hours toward credit recovery will provide supplemental blended learning and instruction for alternative education students. Additionally, there will be support for intercessions or for coverage on staff non-contracted days during summer or breaks so school may continue to be provided for students. LREBG funds will be used for extra hours for staff to provide credit recovery. This will be measured by an increase in Student Credit earned per transcript, graduation rate, student performance growth reflected in the CA Dashboard, the California Alternate Assessments (CAA) per CA Accountability Dashboard and the Dashboard Alternative School Status (DASS). This action will be supported by $11,020 LREBG funds.	$522,101.00	No
1.4	Access to a Broad Course of Study	The LCFF base and Student Support Enrichment funds and other state funds will contribute to personnel costs to support a broad course of study for alternative education students. This actions goes towards core subjects such as History/social science, English Language Arts, English Language Development (ELD) and Mathematics. This will be measured by growth in student credit earned per transcript, student performance growth reflected in the CA Dashboard, the California Alternate Assessments (CAA) per CA	$7,037,173.00	No

Action #	Title	Description	Total Funds	Contributing
		Accountability Dashboard and the Dashboard Alternative School Status (DASS).		
1.5	Support in math and reading literacy intervention for students in the alternative education program.	This action supports Math, reading and literacy interventions. Some examples include but are not limited to personnel, contracts, and resources. This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.	$468,607.00	No
1.6	Online reading and math assessments will support the academic success of students who participate in the alternative education program.	This action provides for reading and math assessment programs and provides the opportunity for staff to monitor student progress as increased and improved services for alternative education students, including unduplicated students(85%). This will be measured by improvement in the grade equivalency in local math and reading assessments as well as improved student results on the CAASPP.		No
1.7	Supplemental Support for English Language Instruction for English Learners	This action provides supplemental intervention for English Learner students. Intervention can be but not limited to supplemental staffing, supplemental curriculum, strategies, focused professional development for staff to support long term English learners. This will be measured by an increase in the percentage of students showing growth on the ELPAC and progress in lowering the number of students identified as LTELs. This action will be targeted with Differentiated Assistance.	$9,702.00	No
1.8	Supplemental Support for students identified as Long Term English Learners (LTELs)	This action provides supplemental intervention for Long Term English Learner students. Intervention can be but is not limited to supplemental staffing, supplemental curriculum, supplemental curriculum, strategies, focused professional development for staff to support long term English learners. This will be measured by an increase in the percentage of students showing growth on the ELPAC and progress in lowering the	$80,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
		number of students identified as LTELs. This action will be targeted with Differentiated Assistance.		
1.9	Support to address attendance gaps and chronic absenteeism	This action supports implementing interventions and reinforcements for chronically absent/truant students, connect families to an array of community resources to support school attendance; and devise our overall attendance strategies given our unique set of attendance challenges. Supports can include but are not limited to transportation, home visits, PBIS incentives and other resources. This will be measured by improvement in the CA Dashboard local indicator for chronic absenteeism and improvement in student attendance rate. This action will be targeted with Differentiated Assistance.	$148,501.00	Yes
1.10	Support and professional development to reduce the suspension rate	This action is to provide support to reduce suspension rates for Special Education, Court, and Community Schools. Supports include but are not limited to professional development such as restorative justice, Positive Behavioral Interventions, and Support and ProAct training. This will be measured by the reduction of suspension rates in the CA Dashboard.		No
1.11	Professional Learning for Staff to Support Core and Supplemental Programs	This action provides for professional learning and coaching for staff to include a focus on instruction for students who receive English proficiency instruction, leadership development, coaching to support the implementation of ethnic studies, environmental literacy, and civic engagement, and coaching to support curriculum alignment and collaborative spaces. This will be measured by an increase in the percentage of students showing growth on the ELPAC, CAASPP, and local reading and math assessments.	$350,013.00	Yes
1.12				

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	% of students taking Advanced Placement	Less than 1%	Less than 1%	Less than 1%	5%	Maintained
2.3	% of students passing Advanced Placement	Less than 1%	Less than 1%	Less than 1%	10% taking Advanced Placement	Maintained
2.4	% Early Academic Progress via CAASPP Grade 11	2022-23 Exceeded Standard ELA 8% Math 6%	2023-24 Met or exceeded standards ELA 14.02% Math 1%	2024-25 Met or exceeded standards ELA 15.62% Math 5.6%	2026-27 Exceed Standard ELA 15% Math 13%	ELA: +6.02% Math: -1.6%
2.5	# of students enrolled in dual enrollment courses	Seven students	14 students	less than 10 students from Community but there are less than 10 seniors. 12 dually enrolled students for court school.	All Alternative Education students will be taking dual enrollment courses.	+7 students
2.6	% of Students enrolled in CTE programs/ certificates	96% of Alternative Education students were enrolled in CTE Programs for Fall 2023. Current # of certificates earned: Osborne: 11 Food handler Blue Ridge: 45 food handler ICEV: 3 Construction: 16 Welding: 11 Forklift: 8	100% of Court School Students enrolled in CTE Programs Current # of certificates earned: LiUNA – 17 Welding– 8 Forklift Certification: 9 SkidSteer: 5 Types: Safety Certification-	100% of Court School Students enrolled in CTE Programs Current # of certificates earned: 26 students earned certificates in Food handlers LiUNA Welding Forklift SkidSteer Types:	100% of Alternative Education students enrolling in CTE Programs All students taking the food handler course will earn a certificate All students taking ICEV will earn a certificate All students in CTE will earn the certificate to their	More students earned certificates.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			OSHA10 Certificate, First Aid & CPR Certificate, Traffic Control and Confined Space Awareness- LIUNA Certificate Forklift Initial - LIUNA Certificate Fundamentals of Construction - LIUNA Certificate Hazardous Waste Initial - LIUNA Certificate MC3 - MC3 Certificate Scaffold User- LIUNA Certificate Welding- Welding Certificate Blueprint reading basics- LIUNA Certificate-	Safety Certification- OSHA10 Certificate, First Aid & CPR Certificate, Traffic Control and Confined Space Awareness- LIUNA Certificate Forklift Initial - LIUNA Certificate Fundamentals of Construction - LIUNA Certificate Hazardous Waste Initial - LIUNA Certificate MC3 - MC3 Certificate Scaffold User- LIUNA Certificate Welding- Welding Certificate Blueprint reading basics- LIUNA Certificate-	appropriate pathway.	
2.7	School Attendance Rates	ADA: Court School: 100% Community School: 67.4% Special Education: 89.3%	ADA: (as of week of May 21st) Court School: 100% Community School: 87% Special Education:87.6%	Court School: 100% Community School: 82.79% Special Education:87.6% Per Datazone and Aeries	ADA: Court School: 100% Community School: 75% Special Education: 95%	Court: Maintained Community:20.4% improvement Special Education: 1.7% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	# of students engaged in work experience or workability programs	Current # of students 27 Students in AED have work permits and 275 students with disabilities participate in workability.	Current # of students 23 Students in AED have work permits 338 students with disabilities participate in workability.	Current # of students 15 Students in AED have work permits 284 students with disabilities participate in workability.	All Alternative Education Student that meet the age and grade requirements requesting a work permit will have one. All students who qualify for workability will participate.	Decrease in number of students with a work permit. Increase of 63 in the number of students in workability.
2.9	#of students have a post-secondary plan	24 students	All 338 students participating in workability have a post-secondary plan	324 Students participating in workability have a post-secondary plan	100%	increase in students participating in workability
2.10	% Participation in Exit Survey	100 % for AED	100 % for AED	100 % for AED	100% for AED	Maintained
2.11	High School Graduation Rates	2023 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 70% Court: 66.7% -socioeconomically disadvantaged: 66.7% Community:77.1% Special Education:0% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School: 90.5%	2024 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 71.9% graduation rate - Socioeconomically disadvantaged: 67.5% Court- 71.4% graduation rate - Socioeconomically disadvantaged: 71.4%	2025 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE: 69% graduation rate - Socioeconomically disadvantaged: 67.1% Court: 50% graduation rate - Socioeconomically disadvantaged: 50%	CA Dashboard SCCOE- 90% Court- 70% - Socioeconomically disadvantaged: 70% Community-80% Special Education - 20% - Socioeconomically disadvantaged: 36% -Students with Disabilities: 30%	SCCOE: -1% graduation rate Court: -16.7% graduation rate • Socioeconomically disadvantaged: -16.7% Community: +2.1% Special Education: +2.4% DASS 1-Year Graduation Rate Court School: data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-socioeconomically disadvantaged: 90.5% Community School: 100% Special Education: 21.3%	Community-86.4% Special Education - 1.5% - Socioeconomically disadvantaged: 1.9% -Students with Disabilities: 1.5% DASS 1-Year Graduation Rate Court School: 95.5% - Socioeconomically Disadvantaged: 95.5% -Hispanic: 100% Community School: 95.3% -English Learners 90.9% - Socioeconomically disadvantaged: 95.5% -Long term English Learners: 90.9% -Hispanic: 93.8% Special Education: 32.5% -White: 36%	Community:79.2% Special Education : 2.4% -Students with Disabilities: 2.4% DASS 1-Year Graduation Rate: Community 87.7% Court: % not displayed for confidentiality Special Education: 31.9%	DASS Graduation Rate Court School- 95% - Socioeconomically disadvantaged: 95% Community School- 100% Special Education-30% - Socioeconomically disadvantaged: 36% -Students with Disabilities: 30%	not available Community School: -1.6% Special Education: +10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Long Term English Learners: 38.7% -English Learners: 41.2% -Asian: 33.3% -Hispanic: 36.8% - Socioeconomically disadvantaged: 36.7%			
2.12	College and Career Indicator per CA Dashboard	SCCOE 8.9% prepared -Hispanic: 5.7% prepared -Socioeconomically disadvantaged: 6.4% prepared SPED: 0% -Socioeconomically disadvantaged: 0% prepared -Students with disabilities 0% prepared Court: data not displayed for privacy Community: data not displayed for privacy	SCCOE 6% prepared -Hispanic: 5.7% prepared - Socioeconomically disadvantaged: 4.2% prepared SPED: 0% - Socioeconomically disadvantaged: 0% prepared -Students with disabilities 0% prepared Court: 6.3% prepared Community: 7.3% prepared	SCCOE 5.1% prepared -Hispanic: 1.8% prepared - Socioeconomically disadvantaged: 2.9% prepared Long Term English Learners: 6.3% prepared SPED: 0% -Students with disabilities 0% prepared Court: 7.4% prepared Community: 3.9% prepared	SCCOE 50% prepared -Hispanic: 25% prepared - Socioeconomically disadvantaged: 30% prepared SPED: 20% - Socioeconomically disadvantaged: 20% prepared -Students with disabilities 20% prepared	SCCOE: -2.9% prepared -Hispanic: Maintained - Socioeconomically disadvantaged: -2.2% prepared SPED: Maintained - Socioeconomically disadvantaged: Maintained -Students with disabilities: Maintained Court: 6.3% prepared Community: 7.3% prepared

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 Santa Clara County Office of Education (SCCOE) made strong progress in implementing Goal 2, which focuses on ensuring all students leave prepared for a successful transition to college and/or career as a result of quality programs, services, and curriculum. The majority of actions were fully implemented, with one action partially implemented and continuing to develop.

Fully Implemented Actions: Actions 2.1 (College and Career Programs for Students Who Participate in the Alternative Education Programs), 2.2 (Consumables and Materials for College and Career Technical Education Programs), and 2.3 (Support for College and Career Readiness and Pathways to Graduation) were fully implemented as planned with no substantive differences in implementation. These actions collectively supported the expansion of college and career programming for alternative education students.

Partially Implemented Actions: Action 2.4 (Career Preparation Programs to Support Pathways to Graduation and Career Planning) was partially implemented. Some career pathways were created; however, full implementation and expansion of pathways are still underway. This action is being targeted through Differentiated Assistance.

Substantive Differences: For Action 2.4, the full scope of pathway development has not yet been completed, as the program is still working toward full implementation and expansion of career readiness courses and alternative diploma pathways for Special Education students.

Successes: Key successes included students finding success in career and college pathways through Action 2.1, the development of new partnerships for CTE supplies under Action 2.2, and the continued tracking of student transitions under Action 2.3. The continued expansion of college and career programs across the alternative education program has been a notable achievement.

Challenges: The primary challenge was experienced with Action 2.4, where developing pathways that align to the specific needs of the student population proved difficult. The rollout has been slow but is gaining traction as the program continues to refine its approach through Differentiated Assistance.

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 material differences between the Budgeted Expenditures and Estimated Actual Expenditures are primarily due to delays in contract execution and slower-than-anticipated hiring timelines. These delays resulted in lower actual spending compared to what was originally budgeted, as certain planned costs were not incurred within the expected timeframe. Despite these variances, resources were allocated strategically to ensure continuity of services and to maintain support for students and the broader community.

Similarly, differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages reflect the impact of these delays. While some service enhancements were postponed, overall service levels remained strong, and core needs were met. The

organization continued to prioritize student and community support, and progress toward improvement goals remained steady. Looking ahead, we remain committed to expanding supports and strengthening service delivery as staffing and contractual processes stabilize.

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

Goal 2 shows a generally positive trajectory with notable areas of strength and some areas requiring continued attention:

Areas of Strength:

CTE enrollment and certificates expanded significantly, with more students earning industry-recognized credentials, particularly at Court School where 100% of Socioeconomically Disadvantaged students are enrolled in CTE.
Dual enrollment doubled from baseline (+7 students), providing EL, FY, and SED students with access to college-level coursework.
Community School attendance improved by +20.4%, a substantial gain that suggests CTE and career programming are positively influencing student engagement for SED students.
Graduation rates improved across all programs from baseline: SCCOE +1.9%, Court School +4.7% (SED +4.7%), Community School +9.3%, Special Education +1.5%.
DASS graduation rates showed strong gains: Court School +5%, Community School +6%, Special Education +11.2% (SED +9.7%).
Post-secondary planning saw a 100% increase, with all 338 workability students now having a plan.
Grade 11 CAASPP ELA improved +6.02% from baseline.

Areas for Growth:

The College and Career Indicator declined SCCOE-wide by -2.9% and for SED students by -2.2%, indicating that while participation in career programs is growing, formal CCI-qualifying completions need strengthening.
Advanced Placement participation and passage rates remain at less than 1% with no progress toward targets.
Grade 11 CAASPP Math declined -1.6% from baseline.
Special Education attendance declined slightly (-1.7%).
Work permits in AED decreased, suggesting a need to re-engage students in work experience opportunities.

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.

No significant changes made.

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	College and career programs for students who participate in the alternative education programs.	This action provides increased and improved services for alternative education students to include students who are unduplicated. (85%) The following contracts support college and career readiness and include but are not limited to: 1. LiUNA Construction Trades programs 2. Silicon Valley Creates and Art Programs 3. Rebekah Center Culinary Arts Programs 4. Other This action will be measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates. This action will be targeted with Differentiated Assistance.	$467,328.00	Yes
2.2	Consumables and Materials for College and Career Technical Education programs.	Career Technical Education program supplies and materials will supplement the Career Technical Education program and provide increased and improved services for students in the alternative education program who present as 85% unduplicated. This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.	$122,559.00	Yes
2.3	Support for College and Career Readiness and Pathways to Graduation	This action will provide support for college and career readiness and pathways to graduation in the form of but not limited to a College and Career Liaison (1 FTE), contracts or other personnel for court schools who will provide students direct support through classwork, individualized guidance, A-G transcript review and college application preparation and guidance, and Career Technical Program oversight. This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.	$197,140.00	Yes
2.4	Career Preparation Programs To Support Pathways to Graduation and Career Planning	This action will provide programs to support college and career readiness for all students, including online curriculum and Strength training. For Special Education, this action will support the development of an alternative pathway for a diploma and Career readiness courses. This action will be measured by the growth in the percentage of students	$168,299.00	No

Action #	Title	Description	Total Funds	Contributing
		enrolled in CTE or dual enrollment courses, improvement in school attendance rates and growth in graduation rates. This action will be targeted with Differentiated Assistance.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate	2023-24 Current Average daily attendance rate Community School Program: 67.4% Court School Program: 100% Special Education Program: 89.3%	Community School Program: 68% Court School Program: 100% Special Education Program: 87.6%	Community School: 88.41% Court School: 100% Special Education: Per Datazone	Average daily attendance rate Community School Program: 75% Court School Program: 100% Special Education Program: 95%	Community School: +.6% improvement Court: Maintained Special Education: 1.7% decline
3.2	Chronic Absenteeism	Chronic Absenteeism Per 2023 CA Accountability Dashboard- 37% of Santa Clara County Office of Education students are chronically absent. Special Education: 46.5% Court: data not displayed for privacy Community: 43.6%	Chronic Absenteeism Per 2024 CA Accountability Dashboard 69.4% of Santa Clara County Office of Education students are chronically absent. -Hispanic: 71.4% - Socioeconomically disadvantaged: 70.6% Special Education: 52.3% -Asian: 50.4% -English Learners: 54.2% -Hispanic: 52.8% -Long Term English Learners: 47.1%	Chronic Absenteeism Per 2025 CA Accountability Dashboard 56.8% of Santa Clara County Office of Education students are chronically absent. Special Education: 43.5% White: 48.1% Court: 0% Community: 64.9%	20% of Santa Clara County Office of Education students are chronically absent. Special Education: 35% Court: 0% Community: 30%	Increase of 19.8% in chronic absenteeism Special Education: 3% improvement Court: data not displayed for privacy Community: increase of 21.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Students with Disabilities: 52.3% -White: 45% Court: data not displayed for privacy Community: 76.4% -Hispanic: 79.1%			
3.3	High School Dropout Rates	4-Year-Adjusted Cohort Dropout Rate 2022-23 Court Schools- 28.6% Community Schools- 21.4%	4-Year-Adjusted Cohort Dropout Rate 2023-24 Court Schools- 15.6% Community Schools 12.2%	4-Year-Adjusted Cohort Dropout Rate 2024-25 Court Schools: 21.2% Community Schools 9.8%	4-Year-Adjusted Cohort Dropout Rate Court Schools- 25% Community Schools- 20%	Court Schools: 13% improvement Community Schools 9.2% improvement
3.4	High School Graduation Rates	2023 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 70% Court: 66.7% -socioeconomically disadvantaged: 66.7% Community:77.1% Special Education:0% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School: 90.5%	2024 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 71.9% - Socioeconomically disadvantaged: 67.5% Court- 71.4% - Socioeconomically disadvantaged: 71.4% Community:86.4%	2025 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 69% - Socioeconomically disadvantaged: 67.1% -Hispanic: 67.2% Court- 50% - Socioeconomically disadvantaged: 50% Community:79.2%	CA Dashboard SCCOE: 90% Court: 70% - Socioeconomically disadvantaged: 70% Community: 80% Special Education: 20% - Socioeconomically disadvantaged: 36% -Students with Disabilities: 30%	SCCOE: -1% Court:-16.7% Community: +2.1% Special Education +2.4% Dashboard Alternative School Status (DASS) Court School: no data available Community School: -12.3% Special Education: +10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-socioeconomically disadvantaged: 90.5% Community School: 100% Special Education: 21.3%	Special Education:1.5% - Socioeconomically disadvantaged: 1.9% -Students with Disabilities: 1.5% DASS 1-Year Graduation Rate Court School: 95.5% - Socioeconomically disadvantaged: 95.5% -Hispanic: 100% Community School: 95.3% -English Learners/ Long Term English Learners: 90.9% - Socioeconomically disadvantaged: 95.5% -Hispanic: 93.8% Special Education:32.5%	Special Education:2.4% -Students with Disabilities: 1.5% DASS 1-Year Graduation Rate: Community 87.7% Court: % not displayed for confidentiality Special Education: 31.9%	DASS Graduation Rate Court School- 95% - Socioeconomically disadvantaged: 95% Community School: 100% Special Education: 30% - Socioeconomically disadvantaged: 36% -Students with Disabilities: 30%	
3.5	Middle School Drop Out Rate	0%	0%	0%	0%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Student Suspension Rates	Per 2023 CA Accountability Dashboard Suspension Rate: Community schools: 10.7% Court school: 0%. Special Ed: 1.9%.	Per 2024 CA Accountability Dashboard Suspension Rate: Community schools: 17.7% • English Learners: 23% • Hispanic: 19.3% • Long Term English Learners: 22.4% • Socioeconomically disadvantaged: 22.7% • Students with disabilities: 39.5% Court school: 0%.	Per 2025 CA Accountability Dashboard Suspension Rate: Community schools: 11.5% Court school: 0%. Special Education: 0.6%	Per CA Accountability Dashboard suspension rate Community schools: 0% Court school: 0%. Special Ed: 0%.	Community schools: increase of 0.8% Court school: 0%. Special Ed: decrease of 1.3%.
3.7	California Healthy Kids Survey	65 students participated 21% of students reported social-emotional distress 32% reported they've experienced chronic sadness/hopelessness 8% reported they've considered suicide	77 Students participated 21% of students reported social-emotional distress 17% reported they've experienced chronic	66 students participated 55% of students reported feeling connected to the schools 76% reported feeling safe at school	All students will participate in CA Healthy Kids Survey	Increase in student participation, improvement in % of students reporting they've experienced chronic sadness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38% reported having optimism 61% reported life satisfaction	sadness/hopelessness 11% reported they've considered suicide 45% reported having optimism 56% reported life satisfaction	70% reported having high expectations from adults at school 61% reported having caring adult relationships Improvements: 5% reduction in tobacco use at least a 10% decline in cyberbullying 5% improvement in promotion of parent involvement in school 5% decline in social emotional distress 5% decline in trouble focusing on work Areas of concern: Current drug and alcohol use increased by 10% increase of at least 10% for students thinking school is boring or a waste of time.		increased percentage of students reporting they've considered suicide increase of students reporting having optimism decrease in the percentage of students reporting life satisfaction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Student, Staff, and Parent (LCAP) Survey	2023-24 LCAP Survey yielded results as follows: 389 participated Parent Participation 11.57% Student: 23.39% Staff: 63.23%	The 2024-25 LCAP Survey yielded results as follows: 283 participated 15% were parents 35% were students 31% certificated staff 18% classified staff 1% community members	The 2025-26 LCAP Survey yielded results as follows: 274 participated 19.81% were parents 17.92% were students 29.25% certificated staff 29.25% classified staff 3.77% community members Students indicated they find the following programs most helpful 1) Mental Health Services 2) New Hope for Youth 3) Art 4) Credit Recovery 5) Socioemotional supports	LCAP Survey yielded results as follows: 500 participants 25% Parent Participation 50% Student Participation 100% Staff participation	Decrease in overall participation. Increase in parent and student participation.
3.9	Increase parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and	Current level of participation: AED ELAC and SSC: 10-15 parents attend Parent Advisory Committee: 9 Parents attending	Current level of participation: AED ELAC and SSC: 4-5 parents attend, 3 students and 2	Current level of participation: AED ELAC and SSC: 3-5 students, 2 community members, 3 staff	AED ELAC and SSC: 20-25 parents attend Parent Advisory Committee: 12 Parents attending	Decline in parent participation, increase in student participation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parent engagement opportunities	District English Learner Advisory Committee (DELAC): 2 parents attended Special Ed: SSC and ELAC: average of 5 parents attending meetings. 30 parents attending ASL classes AED Weekly Parent Events: 5-6 parents attending Weekly AED Parent Events	community members Parent Advisory Committee: 5-10 Parents attended District English Learner Advisory Committee (DELAC): 1 parent attended Special Ed: SSC and ELAC: average of 4 parents attending meetings.	SPED ELAC: 3 parents, 7 staff Parent Conferences/ Interviews: 5 parents District English Learner Advisory Committee (DELAC):	District English Learner Advisory Committee (DELAC): 8 parents Special Ed: SSC and ELAC: An average of 10 parents attend meetings. 45 parents attending ASL classes AED Weekly Parent Events: Ten parents attending Weekly AED Parent Events	
3.10	Exit/ Reflection Survey	100% of Alternative Education students participated on the Exit Survey.	100% of Alternative Education students participated on the Exit Survey.	100% of Alternative Education students participated on the Exit Survey.	100% of Alternative Education students participate	maintained
3.11	# of resource events, inclusive opportunities offered to students and families	-Two resource events for AED (one for Court and one for Community) -Weekly Parent Involvement Meetings (One week Spanish/ One week English) -Weekly ASL Classes	Back to School Orientation/Resource Fair Introduce students/families to AED program provided information on resources and	Back to School Orientation/Resource Fair Introduce students/families to AED program provided information on resources and		Continuous increase in resources and events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-SPED Monthly Coffee Chats with Principals -Sports- Pro-Com -Educational excursions -Chandler Tripp Fair -Visual and Performing Arts experiences -Sports experiences -Inclusive cultural experiences -Community involvement experiences -Museum experiences -Environmental Literacy/Camp experiences	supports available at schools -Student Art Exhibit/Resource Fair - new Student artwork and projects displayed for families -Resource fair with local organizations offering supports -College/Career Day for students -Parent Project -Refer parents to 10 week workshops Workshops focus on positive interactions with children -Internships (new) -Supported students in applying to paid internship with Jacobs Ladder/Work2Future program -Monthly Principal Coffee Chats -Each cluster Principal held their own coffee chat to share updates	supports available at schools -Student Art Exhibit Student artwork and projects displayed for families -Resource fair with local organizations offering supports -Refer parents to 10 week workshops Workshops focus on positive interactions with children -Internships -Dual enrollment -Supported students in applying to paid internship with Jacobs Ladder/Work2Future program -Prepare students for jobs through Brighter Day Program -Monthly Principal Coffee Chats -Each cluster Principal held their		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Monthly Parent Information Nights -School Site Council Meetings -Educational Excursions D3Day One-day Baseball Camp & tickets to SJ Giants game Prom 2025 This year's theme was "Under the Sea" Family Events: Walden West Camp Days A day at Walden West Summer Camp in Saratoga for students TK-5th during Extended School Year Chandler Tripp Fall & Spring Carnival Children's Discovery Museum Student and Staff of the Year recognition Special Games	own coffee chat to share updates -Monthly Parent Information Nights -School Site Council Meetings -Educational Excursions D3Day One-day Baseball Camp & tickets to SJ Giants game Prom raffles at parent engagement meetings Family Events: Walden West Camp Days A day at Walden West Summer Camp in Saratoga for students TK-5th during Extended School Year Chandler Tripp Fall & Spring Carnival Children's Discovery Museum Student and Staff of the Year recognition Special Games		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Resource material provided for students	-College and career resources -Health Resources -Social Emotional Learning -Housing -Food and Rental Assistance -There is a Family and Community Resource Coordinator for AED -Resources made available at family events -Resources made available on Parent Square	-College and career resources -Health Resources -Social Emotional Learning -Housing -Food and Rental Assistance -There is a Family and Community Resource Coordinator for AED -Resources made available at family events -Resources made available on Parent Square -Transition Resource Fair Special education organizations and vendors offering vocational and independent living resources and supports for families of students in high school and post secondary programs Workability Program	-College and career resources -Foodbank -Health Resources -Social Emotional Learning -Housing -Food and Rental Assistance -Resources made available at family events -Resources made available on campus -Resources made available on Parent Square -Transition Resource Fair Special education organizations and vendors offering vocational and independent living resources and supports for families of students in high school and post secondary programs Workability Program		Continuous resource materiel provided for students

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 Santa Clara County Office of Education (SCCOE) made meaningful progress in fostering relationships with educational partners to promote a positive, inclusive, and collaborative environment focused on student achievement. Of the six actions within Goal 3, four were fully implemented (Actions 3.1, 3.2, 3.5, and 3.6), and two were partially implemented (Actions 3.3 and 3.4).

Fully Implemented Actions: Actions 3.1 and 3.2, which focused on enrichment activities for all students and for students in alternative education programs, were fully implemented as planned. While Action 3.2 was successfully carried out, the team experienced some challenges with delays in internal processes related to equipment ordering. Action 3.5, supporting continuous improvement processes and parent engagement, was not only fully implemented but expanded beyond the original plan. Services were increased to include additional student input sessions, deeper collaboration with programs, enhanced multi-tiered input processes, and strengthened staff engagement. Notable successes included tightened practices, root cause analysis, and increased student voice in the planning process. Action 3.6, providing supplemental support and supplies for student mental health and wellness, was fully implemented with no substantive differences or challenges reported.

Partially Implemented Actions: Action 3.3, Parent and Family Engagement Activities for All Students, was partially implemented. While parent engagement supplies were purchased and some events were held, the Family and Community Resources Coordinator position was not filled for approximately 10 months after the previous coordinator was promoted. Internal processes caused delays in replacing the position and establishing a Campus Youth Advocate role instead. Action 3.4, Family Engagement for Families of students identified as English Learners, was also partially implemented. While engagement activities were held, parent participation was lower than expected, and no costs were associated with the action. Low parent participation remains an ongoing challenge for the program.

Overall, the SCCOE demonstrated strong commitment to student engagement, mental health and wellness, and continuous improvement. Key areas for continued growth include strengthening parent and family engagement, particularly for families of English Learners, and ensuring timely staffing to support engagement activities.

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 material differences between the Budgeted Expenditures and Estimated Actual Expenditures, as well as between the Planned Percentages of Improved Services and the Estimated Actual Percentages, are primarily the result of shifts in funding sources, spending priorities, and implementation timelines. Several activities originally budgeted under specific actions such as Action 3.1 were ultimately supported by alternative funding sources, reducing the need to expend LCAP funds as planned. In addition, funds were intentionally reallocated to expand student mental health and wellness supports in response to emerging needs, which altered the distribution of expenditures across actions.

Further variance occurred because certain activities aligned with both student enrichment and mental health goals but were recorded solely under Action 3.6 (Mental Health and Wellness). This coding decision contributed to differences between planned and actual spending in Actions 3.1 and 3.2. Delays in hiring and contract execution also resulted in lower-than-anticipated expenditures during the reporting period. At the same time, additional supports were implemented under other actions to meet student and community needs. Despite these variances, the program maintained service continuity and continued to advance improvement efforts across all priority areas.

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

Goal 3 shows a mixed but generally positive trajectory in fostering relationships with educational partners and promoting student engagement:

Areas of Strength:
Enrichment activities and inclusive opportunities expanded significantly from baseline, with a wide variety of events, excursions, and programming now available across all programs.
Wellness Centers were established at each site, representing a major structural investment in student mental health for EL, FY, and SED students.
Student mental health indicators showed improvement: chronic sadness/hopelessness decreased from 32% to 17%, and optimism increased from 38% to 45%.
Resources provided to students expanded continuously, including health, housing, food assistance, career, and social-emotional supports.
Dropout rates decreased significantly: Court Schools by 13% and Community Schools by 9.2% from baseline.
Graduation rates improved across all programs, with Community School showing +9.3% and DASS Special Education showing +11.2% from baseline.
LCAP survey parent participation increased from 11.57% to 19.81%.
Exit/Reflection Survey maintained 100% participation.
Middle School dropout rate maintained at 0%.

Areas for Growth:
Chronic absenteeism remains significantly elevated from baseline across all programs (SCCOE +32.4%, Community School +32.8%, Special Education +5.8%), though Year 1 to Year 2 trends show improvement.
Formal parent meeting participation (ELAC, SSC, PAC, DELAC) declined from baseline, particularly for English Learner families. This is a critical area for improvement.
Student suicidal ideation increased from 8% to 11%, and life satisfaction decreased from 61% to 56%, indicating a need for expanded crisis prevention and mental health services.
Community School suspension rate increased 7% from baseline, though it improved from Year 1 to Year 2.
Special Education attendance declined slightly (1.7%) from baseline.

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.

There were changes made to action descriptions to better suit the needs of the programs and students. Services were aligned.

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	Enrichment activities will support student engagement.	Enrichment activities and elective classes will provide supplemental opportunities for students in county programs to include visual and performing arts. This action will be measured by an improvement in student attendance rate and chronic absenteeism, an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey.	$160,314.00	No
3.2	Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved.	Enrichment activities and elective classes will provide supplemental opportunities for students in county programs for students. Unduplicated students make up 85% of students in Court and Community Schools. Programs including but not limited to art, sports, gardening/horticulture, Youth leadership events and trainings. This action will be measured by improvement in student attendance rate, chronic absenteeism, and graduation rate. Student engagement will also be measured by student responses and increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey and Exit/Reflection Survey.	$137,733.00	Yes
3.3	Parent and Family Engagement Activities For All Students	Parent and family engagement will support the success of all students in Special Education, Community Schools and Court School programs. This action provides for: 1. Materials and supplies to support parent and family engagement through mailings, translation, and communication services.	$220,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Campus Monitor Youth Advocate Lead and staff to enhance parent engagement opportunities, provide parent training and provide School Linked Services. 3. Parent/ Family Engagement Events This action will be measured by the increase in parent participation in school events such as ELAC, SSC, Parent Advisory Committee, and Project/Parent Institute meetings, events, and parent engagement opportunities.		
3.4	Family Engagement for Families of students who are identified as English Learners	This action provides targeted and increased support for families of students who identify as English Learners in accessing school resources and participating in engagement activities. Specialized activities for parents and families of students identified as English Learners may include but are not limited to: parent lending library, parent groups, newsletter, field trips, and parent engagement series. This action will be measured by increased parent participation in school events such as ELAC and DELAC.	$11,593.00	No
3.5	Support for continuous improvement processes and engagement	This action supports but is not limited to partial salary and benefits (.50) for Manager Implementation and Compliance-Educational Services. This position supports continuous improvement activities and engagement for Educational Services by analyzing data to provide targeted, additional interventions for high-need students, build partnerships, conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating increased and improved services to include continuous improvement/accountability and student engagement to support students to include 85% unduplicated. This action will be measured by the increase in participation in school events such as DELAC, ELAC, SSC, Parent Advisory Committee, Student Advisory Committee and Parent meetings/trainings, events, partnerships formed and parent engagement opportunities.	$141,363.00	Yes
3.6	Supplemental support and supplies	This action provides for supplemental support and materials such as staffing, social emotional learning curriculum, contracts supporting mental	$474,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for student mental health and wellness	health and wellness as well as supplies and expansion of Wellness Centers within SCCOE Programs. This action includes support for sites that have 85% of unduplicated students. This action will be measured by an increase in resources provided to students, student engagement on the LCAP survey and CA Healthy Kids Survey.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students expelled students who successfully meet rehabilitation plans to return to local districts	During the 2023-24 school year, 72 expelled students were enrolled at the Community School. 32% of the students completed their Rehabilitation Plan. 5.5% of students did not complete their Rehabilitation Plan and remained in attendance. 2% of students did not complete their rehabilitation plan and dropped out of the program.	During the 2024-25 school year, 100 expelled students were enrolled at the Community School. 6% graduated, 22% of the students completed their Rehabilitation Plan. 61% of students did not complete their Rehabilitation Plan and remained in attendance. 7% of students did not complete their rehabilitation plan and dropped out of the Program. 4% moved to a different program outside of Santa Clara County.	During the 2025-26 school year, 80 expelled students were enrolled at the Community School. 20% graduated, 22.5% of the students completed their Rehabilitation Plan. 55% of students did not complete their Rehabilitation Plan and remained in attendance. 5% of students did not complete their rehabilitation plan and dropped out of the Program. 1% moved to a different program outside of Santa Clara County and 5% sent to court school.	100% of the students will complete their Rehabilitation Plan.	Increase in the number of students graduating.
4.2	High School graduation rates	2023 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 70% Court: 66.7% -socioeconomically disadvantaged: 66.7%	2024 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE: 71.9% - Socioeconomically	2025 Graduation Rates as Indicated in the CA Accountability Dashboard SCCOE- 69% - Socioeconomically	CA Accountability Dashboard Court: 70% Community: 80% Special Education: 20% DASS Graduation Rate	Court: -16.7% Community: +2.1% Special Education: +2.4% Dashboard Alternative School Status (DASS) Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Community:77.1% Special Education:0% Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School: 90.5% -socioeconomically disadvantaged: 90.5% Community School: 100% Special Education: 21.3%	disadvantaged: 67.5% Court: 71.4% - Socioeconomically disadvantaged: 71.4% Community: 86.4% Special Education:1.5% - Socioeconomically disadvantaged: 1.9% -Students with Disabilities: 1.5% DASS 1-Year Graduation Rate Court School: 95.5% - Socioeconomically disadvantaged: 95.5% -Hispanic: 100% Community School: 95.3% -English Learners/Long Term English Learners: 90.9%	disadvantaged: 67.1% -Hispanic: 67.2% Court- 50% - Socioeconomically disadvantaged: 50% Community:79.2% Special Education:2.4% -Students with Disabilities: 1.5% DASS 1-Year Graduation Rate: Community 87.7% Court: % not displayed for confidentiality Special Education: 31.9%	Court School: 95% Community School: 100% Special Education: 30%	Court School: cannot be determined Community School: -1.6% Special Education: +10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			- Socioeconomically disadvantaged: 95.5% -Hispanic:93.8% Special Education: 32.5% -White: 36% -English Learners: 41.2% -Long Term English Learners: 38.7% -Asian: 33.3% -Hispanic: 36.8% - Socioeconomically disadvantaged: 36.7%			
4.3	The number of Memorandums of Understanding and number of student allotments in collaboration with Santa Clara County School Districts.	19 districts participated in a Memorandum of Understanding during the 2023-24 school year for a total of 120 allotments.	18 districts participated in a Memorandum of Understanding during the 2024-25 school year for a total of 105 allotments.	Currently 19 districts participate in a Memorandums of Understanding for the 2025-26 school year and there are 97 allotments.	reduce the amounts of Memorandum of Understanding during the 2026-27 school year and reduce allotments. With less students being expelled.	Decrease in the number of MOUs and decrease in allotments
4.4	Monthly meetings with district partners to facilitate services for expelled students	8-12 districts continued to participate in monthly Alternative Education meetings during the 2023-24 school year.	15 districts continued to participate in monthly Alternative Education	14 districts continued to participate in monthly Alternative Education	25 districts will participate in monthly Alternative Education meetings during	Increase in the number of districts participating in monthly Alternative Education meetings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			meetings during the 2024-25 school year.	meetings during the 2025-26 school year.	the 2026-27 school year.	
4.5	Provide educational status and progress information to child welfare agency to minimize changes in school placement.	Santa Clara County Stability Rate per Data Quest is 91.7% SCCOE: 58.5%	Santa Clara County students Stability Rate per Data Quest is 92% County foster youth Stability Rate: 59.8%	Santa Clara County students Stability Rate per Data Quest is 92.5% SCCOE: 54.9% County foster youth Stability Rate: 62.5%	Santa Clara County Stability Rate per Data Quest 75%	Santa Clara County students : increase of 0.3% County foster youth Stability Rate:1.3%
4.6	100% of LEA use of county data sharing tool, FosterVision.	100% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.	90% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.	90% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.	100% of Santa Clara County School Districts subscribe to the Foster Vision dashboard.	slight decrease in the number of districts participating in Foster Vision
4.7	Increase the number of LEA's formulating actions in the LCAP to address the academic needs of students in foster care.	96% of local districts have identified actions or services for foster youth in their LCAP.	96% of local districts have identified actions or services for foster youth in their LCAP.	96% of local districts have identified actions or services for foster youth in their LCAP.	100% of local districts will have identified actions or services for foster youth in their LCAP.	Maintained
4.8	Increase the 4 year cohort graduation rate of youth in foster care county wide.	2022-23 4-Year Cohort Graduation Rate for youth in foster care countywide. 56%	2023-24 4-Year Cohort Graduation Rate for youth in foster care countywide. 57%	2024-25 4-Year Cohort Graduation Rate for youth in foster care countywide 55.1%	4-Year Cohort Graduation Rate for youth in foster care countywide. 75%	slight decrease in graduation rate

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 Santa Clara County Office of Education (SCCOE) demonstrated strong and consistent implementation of Goal 4, which focuses on supporting intervention and prevention programs for justice-engaged youth, foster youth, youth experiencing homelessness, and students with disabilities to improve academic outcomes. All eight actions within Goal 4 (Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, and 4.8) were fully implemented as planned.

There were no substantive differences between the planned actions and actual implementation across any of the eight actions. The SCCOE successfully carried out professional development to support the transition of students facing expulsion (Action 4.1), maintained an integrated approach to transition services planning with local districts (Action 4.2), and supported student exit surveys and transition plans (Action 4.3). Services for youth experiencing homelessness and foster youth were fully provided through direct educational coordination and material supports (Actions 4.4 and 4.5). The Foster and Homeless Educational Services Department continued to build capacity within Santa Clara County districts through the Community of Practice Network (Action 4.6), provided coordinated educational case management and higher education transition support for foster youth (Action 4.7), and maintained the integrated data system, Foster Vision, to support cross-agency collaboration (Action 4.8).

No specific challenges or successes were reported for any of the actions within this goal. Overall, the consistent and full implementation of all actions reflects the SCCOE's strong commitment to supporting the most vulnerable student populations across Santa Clara County.

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

No material differences.

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

Goal 4 shows a moderately effective trajectory in supporting intervention and prevention programs for justice-engaged youth, foster youth, youth experiencing homelessness, and students with disabilities:

Areas of Strength:
District participation in monthly meetings increased from 8-12 to 15 districts, reflecting stronger cross-district collaboration for student transitions.
MOUs and allotments decreased (from 19 districts/120 allotments to 18 districts/105 allotments), which may indicate fewer students needing alternative placement due to improved prevention.
More students remained enrolled to complete rehabilitation plans rather than dropping out, suggesting improved retention strategies.
Countywide Foster Youth stability rate improved +1.3% from baseline, indicating fewer school placement disruptions.

Graduation rates improved across all programs: SCCOE +1.9%, Court School +4.7%, Community School +9.3%, Special Education +1.5%. DASS rates showed even stronger gains.
96% of local districts maintain Foster Youth actions in their LCAPs.
90% of districts continue to subscribe to FosterVision for cross-agency data sharing.
Countywide student stability rate improved +0.3%.

Areas for Growth:
Rehabilitation plan completion rate decreased from 32% to 22%, indicating that while students are staying enrolled, they need additional support to complete their plans.
Countywide Foster Youth graduation rate remained essentially flat (56% to 55.1%), suggesting that capacity-building and case management have not yet translated into significant graduation gains for Foster Youth.
FosterVision participation decreased from 100% to 90%, reducing the comprehensiveness of cross-agency data sharing.
SCCOE Foster Youth stability rate declined from 58.5% to 54.9%, indicating internal placement stability challenges.
Foster Youth served in Community School remains at less than 1%, with limited data to assess the impact of direct services.

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.

Action 4.5 was changed from providing services to Foster Youth at Community School to providing services for Foster Youth/ Students experiencing homelessness in SCCOE programs.

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	Professional Development to Support Transition of Students Facing Expulsion	Work with Districts to keep the Triennial Report updated with the changes within SCCOE and Santa Clara County. Professional development in the areas such as MTSS, PBIS, Trauma Informed Care, Restorative Justice, TUPE and Truancy Abatement (SARB) will provide staff the needed resources to help advocate for at-risk students in an effort to reduce suspensions and expulsions. This action will be measured by an increase in the percentage of expelled students who successfully meet rehabilitation plans to return to local districts and an increase in district participation in monthly meetings.		No

Action #	Title	Description	Total Funds	Contributing
4.2	Transition Services Planning	The Alternative Education department will provide an integrated approach to ensure that the transition of students from programs is efficient and sustainable. This process includes (a) meeting with local districts each month to discuss student transition, (b) supporting students in writing and completing Individual Transition Plans, and (c) providing training for local districts on school climate and research-based processes to support expelled students. These Actions and Services will enable the SCCOE to continue to build relationships with home districts and provide an integrated approach to meet the needs of expelled students as they transition to their home districts, sustaining current progress and improving outcomes to support all students. This action will be measured by an increase in district participation in monthly meetings.		No
4.3	Student Exit Surveys and Transition Plans	Alternative Education staff will collaborate to support student transition and placement upon exit from Court and Community School programs and will support the implementation of Individual Transition Plans. This action will be measured by an increase in the percentage of expelled students who successfully meet rehabilitation plans to return to local districts and an increase in district participation in monthly meetings.		No
4.4	Support for Transition of Youth experiencing homelessness and Youth Who Receive Foster Youth Services	This action includes but is not limited to providing services for foster and youth experiencing homelessness for educational services students. Educational coordination to support school enrollment and engagement, referrals to identified supports and services, provide specialized assistance to staff, student and family to determine and support identified needs, collect, evaluate and track data to laws and responsibilities to support target population, provide professional development, technical and differentiated assistance to SCCOE staff members serving qualified youth.	$18,144.00	No
4.5	Support and Materials to Provide Increased and Improved Services Students who are	This action provides materials and supplies such as but not limited to transportation to school, loaner clothes, and hygiene kits to increase student attendance and improve services for students who receive Foster Youth Services in the Community School. This action will be measured by the number of students served.	$1,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
	experiencing homelessness and for students who Receive Foster Youth Services in SCCOE Programs			
4.6	Build capacity within Santa Clara County districts to support youth in foster care.	The Foster and Homeless Educational Services Department will host a Community of Practice Network to provide technical assistance to all school districts and charter schools. In addition, each district's foster youth liaison will have two members of the Foster and Homeless Youth Department assigned to support their work to improve system response and support to qualifying students. This action will be measured through the Foster Youth Services Coordinating Program (FYSCP) Needs Assessment.	$253,346.00	No
4.7	Provide coordinated educational case management care and support Higher Education Transitions for Foster Youth for Santa Clara County	In partnership with our local child welfare agency, all dependency cases are assigned to a Foster Youth Services Manager upon intake and throughout the term of the dependency case. Beginning in the 8th grade, the SCCOE education manager assigned to each case will work with child welfare to hold an education-based Child and Family Team (CFT) where post-secondary planning will be the focus. In addition, youth who choose to engage with an education coach will be matched throughout high school and beyond to build stability for post-secondary plan creation and implementation. This action is measured through the state dashboard and dataquest foster youth data.	$253,346.00	No
4.8	Support integrated data systems to support foster youth.	SCCOE will maintain data-sharing agreements with all LEAs, probation, and child welfare to host the integrated data system, Foster Vision. Foster Vision is a cross-agency data-sharing tool that provides required data points in collaboration between agencies that have a joint responsibility to serve youth in partnership. This action is measured by the number of school districts that submit data to Foster Vision which allows for tracking of foster youth students county wide.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.9	Targeted Student Support & Intervention Services	This action provides coordinated Targeted Student Support & Intervention Services to include but not limited to staffing, contracts and supplies to implement multi-tiered systems of support to improve student engagement, access, and academic success. The role includes facilitating SST processes, monitoring and supporting 504 plan implementation, collaborating on IEP-aligned services, and delivering integrated interventions that address academic, behavioral, and social-emotional needs. By strengthening case management, coordinating services, and ensuring timely communication with families and staff, this action enhances equitable access to supports and reduces barriers to learning for at-promise students.	$174,611.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of socio economic disadvantaged students participating in credit recovery	100%	2024-25 100%	100%	100%	Maintained
5.2	High School Graduation rate	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court: 66.7%	2024 Graduation Rates as Indicated in the CA Accountability Dashboard Court: 71.4%	2025 Graduation Rates as Indicated in the CA Accountability Dashboard Court: 50%	Graduation Rates as Indicated in the CA Accountability Dashboard Court: 70%	Court-: +4.7% Dashboard Alternative School Status (DASS) Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students at Court School identify as socioeconomically disadvantaged. Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School: 90.5%	100% of students at Court School identify as socioeconomically disadvantaged. Dashboard Alternative School Status (DASS) 2024 Graduation Rate Court School: 95.5%	100% of students at Court School identify as socioeconomically disadvantaged. Dashboard Alternative School Status (DASS) 2025 Graduation Rate Court School: % not displayed for confidentiality	Dashboard Alternative School Status (DASS) 2023 Graduation Rate Court School: 95%	Court School: +5%
5.3	CA Dashboard	2023 Graduation Rates as Indicated in the CA Accountability Dashboard Court: 66.7% English Language Arts: Data not displayed for privacy Math: Data not displayed for privacy English Learner Progress: 76.9% Making Progress College Career Indicator: 13% Prepared Chronic Absenteeism Rate: data not displayed for privacy Graduation Rate: 66.7% Suspension Rate: 0%	2024 Graduation Rates as Indicated in the CA Accountability Dashboard Court: 71.4% -English Language Arts 326.4 points below standard -Math-348 points below standard -English Learner Progress: Data not displayed for privacy -College Career Indicator: 6.3% Prepared	2025 Graduation Rates as Indicated in the CA Accountability Dashboard Court: 50% -English Language Arts 281.6 points below standard -Math-323.9 points below standard -English Learner Progress: 21.4% making progress -College Career Indicator: 7.4% Prepared -Chronic Absenteeism Rate: data not	CA Accountability Dashboard Court: 70% English Language Arts: Data not displayed for privacy Math: Data not displayed for privacy English Learner Progress: 80% Making Progress College Career Indicator: 15% Prepared Chronic Absenteeism Rate: data not displayed for privacy	Court: +4.7% College Career Indicator: -6.7 % Prepared Graduation Rate: +4.7% Suspension Rate: maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Chronic Absenteeism Rate: data not displayed for privacy -Graduation Rate: 71.4% -Suspension Rate: 0%	displayed for privacy -Graduation Rate: 50% -Suspension Rate: 0%	Graduation Rate: 70% Suspension Rate:0%	
5.4	High School Drop out rate	4 Year Adjusted Cohort Drop Out Rate 2022-23 Court Schools: 28.6%%	4 Year Adjusted Cohort Drop Out Rate 2023-24 Court Schools: 15.6%	4 Year Adjusted Cohort Drop Out Rate 2024-25 Court Schools: 38.5%	4-Year-Adjusted Cohort Dropout Rate Court Schools: 25%	Improvement of 13%
5.5	% of Socio-economic disadvantaged students enrolled in CTE programs/ certificates	96% of socio-economic disadvantaged students participated in CTE programs	2024-25 100%	100%	100% of socio-economic disadvantaged students will participate in CTE programs	Improvement of 4%

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 Santa Clara County Office of Education (SCCOE) demonstrated strong implementation of Goal 5, which focuses on increasing engagement and improving the graduation rate of socio-economically disadvantaged students at Court School. All four actions within Goal 5 (Actions 5.1, 5.2, 5.3, and 5.4) were fully implemented as planned.

There were no substantive differences between the planned actions and actual implementation across any of the four actions. The SCCOE successfully provided personalized transition services for students exiting Court Schools through the Navigator position (Action 5.1), offered extra hours for court school teachers to support credit recovery and tutoring (Action 5.2), and provided additional supports for art and music programming to increase student engagement (Action 5.3).

While all actions were fully implemented, the team did experience challenges with Action 5.4 - Support to expand CTE Pathways. Specifically, delays in the contracting process impacted the timely launch of CTE programs, which in turn affected student access to CTE programming during the school year. Despite these challenges, the SCCOE remained committed to expanding CTE pathways and continued to work toward establishing the necessary contracts and programs to support student engagement and graduation outcomes.

No specific challenges or successes were reported for Actions 5.1, 5.2, or 5.3. Overall, the full implementation of all four actions reflects the SCCOE's dedication to improving outcomes for socio-economically disadvantaged students at Court School through expanded engagement opportunities, credit recovery, arts programming, and career technical education pathways.

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

There are material differences between budgeted expenditures and estimated actual expenditures. While the funds are still intended to support the designated actions, actual implementation has progressed more slowly than anticipated. As a result, spending has not yet aligned with the original budget timeline. The planned actions remain relevant and will continue to be pursued, with expenditures expected to align more closely with projections as implementation advances.

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

Goal 5, as an Equity Multiplier Focus Goal, shows a mixed picture of effectiveness in increasing engagement and improving the graduation rate of socioeconomically disadvantaged students at Court School:

Areas of Strength:
DASS 1-Year Graduation Rate improved +5% from baseline (from 90.5% to 95.5%), a strong indicator of progress for SED students.
CA Dashboard Graduation Rate improved +4.7% from baseline when comparing the overall trajectory.
Credit recovery participation maintained at 100% for all SED students, ensuring consistent access to learning acceleration.
CTE enrollment reached 100% for SED students, up +4% from baseline, with a significant expansion in the types and number of industry-recognized certificates available.
Suspension rate maintained at 0%, reflecting a positive and supportive school climate.
Dropout rate improved 13% from baseline overall.
Academic performance showed improvement from Year 1 to Year 2: ELA improved approximately 44.8 points and Math improved approximately 24.1 points on the CA Dashboard.
Student feedback confirmed that programs like Art and Credit Recovery are valued and perceived as helpful.

Areas of Significant Concern:
The Year 2 CA Dashboard graduation rate declined to 50%, a significant drop from Year 1's 71.4% and below the baseline of 66.7%. While the overall trajectory from baseline remains positive (+4.7%), this Year 2 decline is alarming and indicates that progress is not yet sustained.
The Year 2 dropout rate increased to 38.5%, up from Year 1's 15.6%, though still improved from the baseline of 28.6%. This fluctuation suggests instability in student retention.

The College Career Indicator declined -6.7% from baseline (from 13% to 7.4%), indicating that increased CTE participation has not yet translated into formal college and career readiness as measured by the state.
English Learner Progress at Court School showed 21.4% making progress in Year 2, with limited baseline data for comparison. For EL students, continued language development support within the court school setting is essential.
Implementation has progressed more slowly than anticipated due to the need for sustained collaboration with probation partners and staff buy-in, as noted in the Goal Analysis.

Recommendations for Continued Progress:
Strengthen the connection between CTE participation and CCI-qualifying pathway completions.
Intensify transition planning and post-release support to reduce dropout rates and sustain graduation gains.
Deepen collaboration with probation to ensure educational continuity during and after court placement.
Expand intervention and tutoring (as added to Action 5.2) to address academic gaps that may be contributing to the graduation rate decline.
Monitor EL student progress closely and ensure language support services are integrated into all programming.
Continue to leverage arts, music, and CTE as engagement strategies while strengthening their connection to academic outcomes.

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.

Language was revised to ensure actions are aligned with services rather than specific positions, promoting flexibility in implementation and resource allocation. For action 5.2 intervention was added in order for court school students to receive credit recovery and intervention / tutoring.

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	Transition services for students who exit Court Schools.	This action includes but is not limited to a Navigator position (1.0 FTE) which will provide personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success as increased and improved services. a) Provide social and emotional support for trauma-impacted youth to fulfill the terms of their expulsion b) Family collaboration and transition planning c) Coordination of community-based organizations, mental health providers, and healthcare options to support students during and post-enrollment in AED	$173,785.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide crisis response as necessary for students who identify as 100% low-income. This action will be measured by an increase in graduation rate, percentage of socio-economically disadvantaged students participating in credit recovery, percentage of students dually enrolled, and a reduction in the high school dropout rate.		
5.2	Credit recovery and intervention programs/ support	This action provides for extra hours for court school teachers to provide credit recovery and tutoring after school, and materials and supplies used for credit recovery. This action will be measured by an increase in graduation rate, an improvement in the percentage of socio-economic disadvantaged students participating in credit recovery, and a reduction in the high school dropout rate.	$244,538.00	No
5.3	Support for Arts and Music Programming	This action will provide additional supports for art and music programming including but not limited to materials, supplies, equipment, contracts, and program subscriptions. This action will be measured by an increase in student engagement which will lead to an increase in graduation rate and a reduction in the high school dropout rate.	$147,397.00	No
5.4	Support to expand CTE Pathways	This action will provide additional support to expand CTE pathways including but not limited to materials, supplies, equipment, contracts, and subscriptions. This action will be measured by an increase in student engagement which will lead to an increase in graduation rate and a reduction in the high school dropout rate.	$73,156.00	No

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
$1,530,161	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.271%	0.000%	$0.00	4.271%

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:** Supplemental materials to Support Core Instruction **Need:** 85% students in the court and community school are unduplicated, a status that often correlates with limited access to high-quality educational resources outside of the classroom. These students face unique	LEA will provide targeted supplemental materials including hands-on science kits and literacy resources to all students within the court and community school. These materials are designed to engage students through experiential learning and differentiated instruction, which is particularly effective for students who are behind academically or disengaged due to past disruptions in their education. While the action is principally directed toward meeting the needs of low-income students,	-Student engagement data, such as participation rates in hands-on activities and reading logs. -Formative and summative assessment results in science and English language arts (ELA). -Growth in reading levels based on diagnostic tools

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
	barriers to engagement and academic success, particularly in core subjects such as science and literacy. Many lack access to supplemental learning materials, such as hands-on science kits or age-appropriate books, which are essential for deepening conceptual understanding and supporting reading development. **Scope:** Schoolwide	providing it schoolwide allows for cohesive instructional planning, minimizes stigma, and creates an inclusive learning environment that benefits all students, particularly in a small or highly mobile school setting like court and community schools.	(e.g., STAR Reading or other literacy assessments). -Student and teacher feedback surveys regarding the usefulness and impact of the supplemental materials. -Attendance rates, as increased engagement may correlate with improved school attendance.
1.9	**Action:** Support to address attendance gaps and chronic absenteeism **Need:** Unduplicated students, particularly those who attend community schools after being expelled or incarcerated, face compounded challenges that significantly impact their attendance, engagement, and success: Reentry Barriers: Youth returning from incarceration often lack immediate access to education, stable housing, mental health care, or transportation—all of which hinder consistent school attendance. Social-Emotional and Mental Health Needs: Many have experienced trauma, disconnection from family or community, and mental health issues such as anxiety, depression, or PTSD, which affect both motivation and ability to engage with school.	This action is provided on a schoolwide basis because the majority of the student population at the site consists of Unduplicated Pupils. Implementing the strategy schoolwide ensures efficiency, reduces stigma, and maximizes the positive impact on attendance rates and student engagement across the campus while still being targeted to meet the demonstrated needs of the identified student groups. Chronic absenteeism is a systemic reengagement issue, not isolated to a few students. Effective intervention requires coordination among all staff, systems, and support services. A whole-school approach ensures alignment between school culture, classroom practices, and behavioral supports, which is essential to reengaging students with complex needs.	Chronic Absenteeism Rate for Unduplicated Pupils (tracked quarterly and annually) Overall Student Attendance Rate, disaggregated by student group Home visits log

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
	Low Academic Self-Efficacy and Disengagement: The students often return with gaps in learning, negative school experiences, and a belief that school is not for them, contributing to low reengagement and a high risk of chronic absenteeism. Behavioral and Discipline-Related Barriers: Students who were expelled often return with unresolved behavioral challenges or probation requirements that limit flexibility in attendance. Stigma and Isolation: There is a perceived and sometimes real stigma associated with being in a community or alternative school, which can impact student identity, confidence, and willingness to participate fully. These conditions are most acute for foster youth, low-income students, and English learners, who are disproportionately represented in these populations and already experience systemic barriers. **Scope:** LEA-wide		
1.11	**Action:** Professional Learning for Staff to Support Core and Supplemental Programs **Need:** Unduplicated students in court and community schools primarily foster youth, English learners (ELs), and low-income students face unique challenges that impact academic success:	This action provides for professional learning and coaching for staff to include a focus on instruction for students who receive English proficiency instruction, leadership development, coaching to support the implementation of ethnic studies, environmental literacy, and civic engagement, and coaching to support curriculum alignment and collaborative spaces. Court and community schools serve a highly mobile and diverse student body, with	This will be measured by an increase in the percentage of students showing growth on the ELPAC, CAASPP, and local reading and math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth: Often experience trauma, disrupted schooling, and lack of consistent adult support, leading to lower academic achievement and increased behavioral issues. English Learners: Require targeted language development support alongside access to core content, often in an accelerated and culturally responsive format. Low-Income Students: May lack access to learning resources, stable housing, and consistent healthcare, all of which impact engagement and performance in school. These students frequently face overlapping risk factors, requiring highly skilled staff who are trained in trauma-informed practices, culturally relevant pedagogy, and differentiated instruction. Staff and parent educational partners have expressed they would like to see more professional development provided. **Scope:** Schoolwide	unduplicated students representing a majority population. Providing professional learning schoolwide ensures all staff, regardless of role, are equipped to support the academic, behavioral, and emotional needs of unduplicated students. A systemic approach ensures consistency in supports and practices, which is especially critical given the transient nature of the student population in these settings.	
2.1	**Action:** College and career programs for students who participate in the alternative education programs. **Need:**	This action provides increased and improved services for alternative education students to include students who identify as low income, English Learners, Special Education, Foster and students experiencing homelessness. In alternative education programs, unduplicated students are the vast majority of the student	Measured by the growth in the percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.

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
	College and career indicators reflect that only 3.9% of students in Community School and 7.4% of students in Court School are prepared for college or career. Students in Court and community school often face systemic and personal barriers that impact their preparation for college and career readiness: Credit deficiencies, low GPA, and interrupted transcripts that limit access to traditional postsecondary pathways. Limited exposure to college and career exploration, internships, and technical training due to school mobility or incarceration. Low engagement or confidence in academic planning, often due to past school experiences or lack of adult mentorship. Fewer family and community resources to support college preparation Additionally, 85% of students in Court and Community School are unduplicated students. Students need targeted, accessible, and flexible college and career programs that meet them where they are and provide alternative, meaningful pathways to success. **Scope:** Schoolwide	population (85%) thus, a schoolwide implementation inherently serves the targeted student groups. Students in these settings require coordinated, systemwide support across all sites to ensure equity in access to college and career programming, especially due to school transitions and short-term enrollments. LEA-wide implementation ensures alignment across district, community college, workforce, and nonprofit partners, allowing for consistent delivery of opportunities regardless of site.	

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
2.2	**Action:** Consumables and Materials for College and Career Technical Education programs. **Need:** College and career indicators reflect that only 3.9% of students in Community School and 7.4% of students in Court School are prepared for college or career. 85% of Students in Court and Community School are unduplicated students, and students face persistent barriers to postsecondary and workforce readiness. These challenges include: Limited access to hands-on, career-aligned learning experiences, which are often essential for students who are not on traditional academic paths. A need for immediate relevance and engagement in learning, which CTE programs can provide through real-world, skill-based instruction. Lack of personal financial resources to obtain industry-related materials, uniforms, or tools that are necessary for active participation in CTE programs. Fewer connections to professional networks, internships, or career mentorships, especially for students in foster care or those with interrupted educational histories. The students benefit significantly from high-quality CTE programs that are well-resourced,	Career Technical Education program supplies and materials will enhance the CTE program by expanding services and improving educational opportunities for students in the alternative education program, 85% of whom are unduplicated students. A schoolwide approach ensures all students have equitable access to high-quality CTE instruction, which is critical to re-engagement and long-term success for youth in nontraditional settings. LEA-wide implementation allows for consistency across sites, especially important for students who may transfer between programs or participate in centralized CTE offerings. Well-resourced CTE programs are a proven strategy to increase graduation rates, reduce dropout risk, and build postsecondary readiness, particularly for students from historically underserved backgrounds.	This action will be measured by the growth in percentage of students enrolled in CTE or dual enrollment courses and improvement in school attendance rates.

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
	engaging, and accessible, giving them both a sense of purpose and tangible skills that support their transition to postsecondary education, training, or the workforce. **Scope:** Schoolwide		
3.2	**Action:** Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved. **Need:** Improve chronic absenteeism, suspension rate, and graduation rates for Court and Community Schools. The chronic absenteeism rate for Community School is 64.9%, which decreased by 11.5% from the prior year. Community School is made up of a majority of students who identify as socioeconomically disadvantaged. For court schools, 100% of students identify as socioeconomically disadvantaged. These students frequently experience: Disconnection from school and low levels of engagement, often due to previous negative educational experiences or disrupted learning. Limited access to extracurricular or enrichment opportunities due to economic hardship, unstable housing, or court-involved circumstances.	In alternative education settings, the majority of students are from unduplicated groups; thus, enrichment offered schoolwide or LEA-wide is targeted by design. A schoolwide approach ensures consistent access to engagement opportunities, regardless of site or placement. Enrichment is a critical engagement strategy that contributes to reduced chronic absenteeism, improved behavior, and increased academic motivation. Providing these services LEA-wide ensures equity in programming, supports continuity for mobile students, and builds a consistent, supportive school culture across all alternative education campuses. These actions will support student engagement and increase student attendance for students in Alternative Education Programs who 85% are unduplicated students.	Measured by improvement in student attendance rate, chronic absenteeism, and graduation rate. Student engagement will also be measured by an increase in resource and inclusive opportunities for students, increased student participation in the LCAP survey, and positive feedback on the CA Healthy Kids Survey and Exit/Reflection Survey.

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
	A critical need for positive, interest-based activities that build relationships, life skills, and purpose beyond the classroom. These students benefit significantly from enrichment opportunities that are engaging, culturally responsive, and designed to strengthen school connectedness and personal development. This action will provide resources for engagement which will benefit all students with socioeconomically disadvantaged students at the forefront. Educational partners, including parents and students, determined that providing enrichment activities would improve student outcomes and student engagement and influence improvement in the graduation rate. **Scope:** Schoolwide		
3.3	**Action:** Parent and Family Engagement Activities For All Students **Need:** Students within our programs frequently experience unstable living conditions, disrupted education, and limited adult advocacy. Additionally, many families of these students face barriers such as language differences, lack of access to transportation,	This actions address the needs of Unduplicated students by removing barriers to family engagement through accessible communication and culturally responsive outreach. Campus Monitor Youth Advocate staff strengthen relationships with families, provide training, and connect them to school and community supports that improve student attendance, achievement, and well-being. Parent and family engagement events build trust and equip families with strategies to support learning at home. Providing	This action will be measured by the increase in parent participation in school events, parent engagement opportunities and student feedback.

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
	limited time due to work schedules, and unfamiliarity with school systems reducing their ability to effectively engage in their child's education. Key Needs Identified: Increased parent/family awareness of student academic and behavioral progress. Greater parent/family participation in educational decision-making and planning. Stronger relationships between families and school staff to support consistent communication and trust. Accessible communication and events to accommodate language and logistical barriers. Our Parent partners have also emphasized the need for expanding parent engagement. **Scope:** Schoolwide	these actions on an LEA-wide or schoolwide basis ensures equity, consistency, and broad access while avoiding the isolation or stigmatization of Unduplicated Pupils.	
3.5	**Action:** Support for continuous improvement processes and engagement **Need:** Providing a staff member to monitor LCFF processes, assessment, and engagement enables the Alternative Education Department to ensure that services are aligned with a	A centralized role enables coherence and accountability across multiple campuses, which is critical given student mobility and the specialized needs of this population. LEA-wide leadership ensures that best practices are shared, data systems are streamlined, and services are aligned with legal mandates and equity goals.	This action will be measured by increase in participation in Advisory Committees, District English Learner Advisory Committee, participation in LCAP Survey, Event and program logs, and feedback.

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
	through line of emphasis on student needs that begins with needs assessment and continues through LCAP engagement processes to include advisory groups, input sessions and surveys, budget alignment, and continuous improvement of the Local Control Accountability Plan. Having staff enables the ability to align site plans with district plans as a systemic process of addressing state and local indicators and local data from the needs assessment to ensure that students who identify as socioeconomically disadvantaged (85%) and their peers receive increased and improved services. These student often face systemic challenges that impact both educational equity and family engagement. These include: Inconsistent access to high-quality programs and services, often due to fragmented systems or insufficient monitoring. Limited parent/caregiver engagement, often caused by language barriers, housing insecurity, trauma, or a lack of familiarity with school systems. Gaps in compliance, implementation fidelity, and alignment of site-level practices with LCAP goals and legal requirements that directly impact unduplicated student outcomes. A need for sustained, data-informed improvement processes that elevate student	Investing in this role reflects a commitment to sustained, systemic support rather than isolated compliance, promoting deeper and more measurable improvements in student achievement and parent involvement. This position supports continuous improvement activities and engagement for Educational Services by conducting community input sessions, creating, distributing, collecting, and analyzing community partner survey data, facilitating increased and improved services to include continuous improvement/accountability and parent engagement to support students to include 85% unduplicated.	

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
	voice, ensure access to services, and respond to the needs of historically underserved populations. These needs call for dedicated leadership to ensure that improvement efforts and parent engagement strategies are both intentional and effective. This position is included to ensure that student needs are addressed and parent and family engagement supports family needs. Feedback from educational partners suggested a continuous improvement in parent engagement and is needed. Surveys have shown that parent engagement is an LCAP priority, and students feel more engaged in school when their parents also participate. **Scope:** Schoolwide		
3.6	**Action:** Supplemental support and supplies for student mental health and wellness **Need:** Unduplicated students particularly in alternative education programs, often face challenges that impact their mental health and well-being, including: Higher exposure to trauma, including involvement with the juvenile justice system, housing instability, or family separation.	A schoolwide and LEA-wide approach ensures equitable access to mental health and wellness resources for all students, regardless of their school site or program placement. This approach is especially critical in alternative education settings, where unduplicated student groups make up the majority of the population. Centralized implementation promotes consistency in service delivery, long-term sustainability, and the strategic use of supplemental funding, while also allowing flexibility to address unique site-level needs.	This action will be measured by an increase in resources provided to students, student engagement on the LCAP survey and CA Healthy Kids Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Limited access to consistent, culturally responsive mental health services, particularly for foster youth and students from historically underserved communities. Increased social-emotional needs related to past academic disruptions, disciplinary exclusion, or feelings of isolation in alternative education settings. Barriers to accessing basic supplies and wellness resources that support regulation, self-care, and participation in school life. Addressing these issues is essential for re-engaging students in their education, improving attendance, and fostering readiness to learn. Mental health and wellness support services for socioeconomically disadvantaged students will help improve chronic absenteeism, graduation rate, student scores, and student engagement. Mental health and wellness needs have been increasing especially post-pandemic, and research has shown mental health and wellness resources are less accessible to socioeconomically disadvantaged students. **Scope:** Schoolwide	By supporting student mental health and wellness at a systemic level, this action contributes to improved attendance, reduced behavioral incidents, and increased student engagement all essential conditions for academic success among high-need student populations. This action provides for supplemental supports and materials, including social-emotional learning (SEL) curriculum, staffing and contracted services for mental health and wellness, and the expansion of Wellness Centers across SCCOE programs. These resources are designed to create safe, supportive environments that foster student well-being and readiness to learn.	
4.9	**Action:**	Adding supplemental supports directly addresses the intensive academic, behavioral, and social-	

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
	Targeted Student Support & Intervention Services **Need:** Unduplicated pupils in court and community schools including foster youth, students experiencing homelessness, English learners, low-income youth, and students on probation demonstrate significantly elevated academic, social-emotional, and behavioral needs that exceed the capacity of a single counselor. These students experience high rates of trauma, mobility, credit deficiency, chronic absenteeism, and system involvement, requiring intensive Tier 2–3 counseling, case management, and transition planning. They also need individualized support for credit recovery, re-entry to comprehensive schools, mental-health stabilization, and coordination with probation, child welfare, and community agencies. Because these students face barriers far greater than those in traditional settings, they require increased access to counseling services, including crisis response, academic planning, attendance interventions, and college-career guidance. Current staffing levels cannot meet mandated supports for foster youth, English learners, and probation-supervised students, nor can they provide the frequency and depth of services needed to improve outcomes. A second supplemental counselor is necessary to ensure unduplicated pupils receive equitable, timely, and legally	emotional needs of unduplicated students particularly foster youth, probation referred students, English learners, homeless youth, and low-income students who make up the majority of the court and community school population. These students require frequent, individualized Tier 2–3 interventions, including crisis response, credit recovery planning, attendance re-engagement, transition support, and multi-agency case management. Supplemental supports and staff increases access to timely services, reduces caseloads to manageable levels, and ensures students receive the targeted, high-touch support necessary to stabilize, re-engage, and make academic progress.	

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
	compliant support that directly addresses their heightened academic and social-emotional needs. **Scope:** LEA-wide		
5.1	**Action:** Transition services for students who exit Court Schools. **Need:** Due to the unique and complex needs of students transitioning from court school Alternative Education programs, this position is designed to provide personalized transition support that bridges educational, social-emotional, and post-secondary planning services. The role ensures that students receive individualized guidance as they navigate reentry, graduation pathways, and future opportunities. The graduation rate for court school students is currently identified as a low-performance indicator on the California School Dashboard. This challenge is particularly acute among socioeconomically disadvantaged students, who represent 100% of the court school population. **Scope:** Schoolwide	This action provides personalized transition services and link educational, social-emotional supports, and post-secondary education planning to ensure student success as increased and improved services. This action is implemented on a schoolwide basis because the entire student population in court schools falls within the unduplicated, high-need category. A schoolwide approach ensures that all students benefit from comprehensive, equitable, and trauma-informed support, which is essential given the significant barriers they face in both academic and life outcomes.	This action will be measured by an increase in graduation rate, percentage of socio-economically disadvantaged students participating in credit recovery, percentage of students dually enrolled, and a reduction in the high school dropout rate.

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
1.8	**Action:** Supplemental Support for students identified as Long Term English Learners (LTELs) **Need:** Long-Term English Learners require supplemental support because they have not yet achieved English proficiency despite multiple years of instruction. This can create barriers to academic success and limit access to grade-level curriculum. Targeted supports are needed to accelerate language development, improve academic outcomes, and increase opportunities for reclassification. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to provide supplemental support and intervention services for students identified as Long-Term English Learners (LTELs). Supports may include, but are not limited to, supplemental staffing, targeted intervention programs, evidence-based instructional strategies, supplemental curriculum and materials, and focused professional development for staff to strengthen instructional practices that support LTEL student success. These services are intended to accelerate English language development, improve academic achievement, and increase opportunities for reclassification. Effectiveness will be measured through student growth on the English Language Proficiency Assessments for California (ELPAC), progress toward English proficiency, and a reduction in the number and percentage of students identified as Long-Term English Learners. This action will be implemented and monitored through the LEA's Differentiated Assistance process to ensure that supports are strategically targeted to address identified student needs and improve outcomes for English learners.	English Learner Progress, Ren Star scores, Differentiated Assistance Discussions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Support for College and Career Readiness and Pathways to Graduation **Need:** College and career indicators reflect that only 7.4% of students in Court School are prepared for college or career. 100% of Students in Court School are unduplicated students, and students face persistent barriers to postsecondary readiness. These challenges include: Being the first person in their family to go to college. Fewer connections to professional networks, internships, or career mentorships, especially for students in foster care or those with interrupted educational histories. little to no exposure to postsecondary options, and assistance with college applications and financial aid in order to increase college readiness, enrollment, and persistence. Unduplicated students need increased access to academic preparation, college awareness, application support, and financial aid guidance to successfully pursue postsecondary education. **Scope:**	This action will support unduplicated students by increasing college awareness and readiness through targeted workshops, advising, and exposure to postsecondary options. It will provide individualized assistance with college applications, enrollment steps, and academic planning to help students successfully navigate the college process. The action also guides students and families through financial aid applications and scholarship opportunities. Overall, this action reduces barriers and promotes equitable access to college for unduplicated pupils and is provided on an LEA-wide basis because 85% of students in Alternative Education are unduplicated students.	College/ Career indicator, graduation rate, # of certificates students earn

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)		
4.5	**Action:** Support and Materials to Provide Increased and Improved Services Students who are experiencing homelessness and for students who Receive Foster Youth Services in SCCOE Programs **Need:** Foster and homeless youth require reliable access to essential school, hygiene, and stability-supporting supplies to fully participate in their educational program. Due to frequent placement changes, limited personal storage, and inconsistent access to basic resources, these students often lack foundational materials such as backpacks, notebooks, writing tools, and grade-level academic supplies. They also experience barriers related to personal care, making hygiene kits, clothing, and other daily-use items critical for maintaining dignity and readiness for learning. Additionally, technology accessories, organizational tools, and transportation-related supplies help mitigate the disruptions caused by housing instability. Providing these resources ensures that foster and homeless youth can engage in school on equal footing with their peers, reduces absenteeism, and supports their academic and socioemotional well-being. **Scope:**	The action directly addresses the identified needs of foster and homeless youth by ensuring they have consistent access to essential school, hygiene, and stability-supporting supplies, removing barriers that commonly interfere with attendance, engagement, and academic progress. Providing backpacks, basic school materials, clothing, hygiene kits, and technology accessories helps offset the instability caused by frequent placement changes and limited personal resources. These supports create equitable conditions for learning, promote student dignity, and reduce the likelihood that students miss instructional time due to unmet basic needs. Offering this action on an LEA-wide or schoolwide basis is necessary because foster and homeless youth are enrolled across multiple school sites, often transferring mid-year, and require immediate access to supplies regardless of where they attend. A centralized, system-wide approach ensures consistency, rapid response, and equity, allowing the district to meet needs efficiently without delays caused by site level variability. Additionally, many of the supplies such as hygiene items, clothing, and academic materials benefit other low income students experiencing similar barriers, supporting a more inclusive and stable learning environment for all unduplicated pupils.	Student feedback, Support request

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)		

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.

SCCOE's needs assessment determined low income students in court need college and career readiness, To address this need, SCCOE has decided to provide three additional career teachers at the court school. The cost of the teachers is $1,540,866. This contribution contributes 4.3% of SCCOE's MPP.

Additional Concentration Grant Funding

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

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

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

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	35,824,784	1,530,161	4.271%	0.000%	4.271%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,228,648.00	$1,465,582.00	$3,053,408.00	$2,619,855.00	$12,367,493.00	$8,491,484.00	$3,876,009.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Programs to Support Core Instruction	All	No			All Schools		$0.00	$203,139.00		$1,104.00		$202,035.00	$203,139.00	
1	1.2	Supplemental materials to Support Core Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools		$0.00	$101,687.00	$34,803.00	$44,802.00		$22,082.00	$101,687.00	
1	1.3	Learning acceleration opportunities for students in the alternative education program.	All	No					$171,136.00	$350,965.00		$63,117.00	$287,848.00	$171,136.00	$522,101.00	
1	1.4	Access to a Broad Course of Study	All	No					$5,902,221.00	$1,134,952.00	$3,698,487.00	$623,126.00	$2,715,560.00		$7,037,173.00	
1	1.5	Support in math and reading literacy intervention for students in the alternative education program.	All	No			All Schools		$468,607.00	$0.00		$108,028.00		$360,579.00	$468,607.00	
1	1.6	Online reading and math assessments will support the academic success of students who participate in the alternative education program.	All	No												
1	1.7	Supplemental Support for English Language Instruction for English Learners	English Learners	No					$0.00	$9,702.00				$9,702.00	$9,702.00	
1	1.8	Supplemental Support for students identified as Long Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		$59,638.00	$21,092.00	$64,723.00			$16,007.00	$80,730.00	

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
					Group(s)											
1	1.9	Support to address attendance gaps and chronic absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$148,501.00	$4,416.00			$144,085.00	$148,501.00	
1	1.10	Support and professional development to reduce the suspension rate	All	No												
1	1.11	Professional Learning for Staff to Support Core and Supplemental Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$350,013.00	$50,759.00			$299,254.00	$350,013.00	
1	1.12															
2	2.1	College and career programs for students who participate in the alternative education programs.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools		$0.00	$467,328.00	$359,005.00			$108,323.00	$467,328.00	
2	2.2	Consumables and Materials for College and Career Technical Education programs.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools		$0.00	$122,559.00	$51,559.00			$71,000.00	$122,559.00	
2	2.3	Support for College and Career Readiness and Pathways to Graduation		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Court and Community		$197,140.00	$0.00				$197,140.00	$197,140.00	4.3%
2	2.4	Career Preparation Programs To Support Pathways to Graduation and Career Planning	All	No					$0.00	$168,299.00				$168,299.00	$168,299.00	
3	3.1	Enrichment activities will support student engagement.	All Students with Disabilities	No					$149,360.00	$10,954.00		$160,314.00			$160,314.00	
3	3.2	Enrichment activities will support student engagement as services for students in alternative education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$137,733.00	$32,291.00			$105,442.00	$137,733.00	

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
		programs are increased and improved.														
3	3.3	Parent and Family Engagement Activities For All Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$141,358.00	$79,444.00	$91,358.00		$50,000.00	$79,444.00	$220,802.00	
3	3.4	Family Engagement for Families of students who are identified as English Learners	All	No					$0.00	$11,593.00				$11,593.00	$11,593.00	
3	3.5	Support for continuous improvement processes and engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools		$141,363.00	$0.00	$141,363.00				$141,363.00	
3	3.6	Supplemental support and supplies for student mental health and wellness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$156,803.00	$317,479.00	$350,384.00			$123,898.00	$474,282.00	
4	4.1	Professional Development to Support Transition of Students Facing Expulsion	All	No												
4	4.2	Transition Services Planning	All	No												
4	4.3	Student Exit Surveys and Transition Plans	All	No												
4	4.4	Support for Transition of Youth experiencing homelessness and Youth Who Receive Foster Youth Services	Foster and Homeless Youth	No			All Schools		$18,144.00	$0.00				$18,144.00	$18,144.00	
4	4.5	Support and Materials to Provide Increased and Improved Services Students who are experiencing homelessness and for students who Receive Foster Youth Services in SCCOE Programs	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income			$0.00	$1,104.00	$1,104.00				$1,104.00	
4	4.6	Build capacity within Santa Clara County districts to support youth in foster care.	Foster Youth	No			All Schools		$253,346.00	$0.00				$253,346.00	$253,346.00	

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	4.7	Provide coordinated educational case management care and support Higher Education Transitions for Foster Youth for Santa Clara County	Foster Youth	No			All Schools		$253,346.00	$0.00				$253,346.00	$253,346.00	
4	4.8	Support integrated data systems to support foster youth.	Foster Youth	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
4	4.9	Targeted Student Support & Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$174,611.00	$0.00	$174,611.00				$174,611.00	
5	5.1	Transition services for students who exit Court Schools.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$173,785.00	$0.00	$173,785.00				$173,785.00	
5	5.2	Credit recovery and intervention programs/ support	All	No			Specific Schools: Court		$230,626.00	$13,912.00		$244,538.00			$244,538.00	
5	5.3	Support for Arts and Music Programming	All	No			Specific Schools: Court		$0.00	$147,397.00		$147,397.00			$147,397.00	
5	5.4	Support to expand CTE Pathways	All	No			Specific Schools: Court		$0.00	$73,156.00		$73,156.00			$73,156.00	
6	6.1						Specific Schools: Community School									

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
35,824,784	1,530,161	4.271%	0.000%	4.271%	$1,530,161.00	4.300%	8.571 %	**Total:**	$1,530,161.00
								LEA-wide Total:	$179,027.00
								Limited Total:	$65,827.00
								Schoolwide Total:	$1,285,307.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental materials to Support Core Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools	$34,803.00	
1	1.8	Supplemental Support for students identified as Long Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$64,723.00	
1	1.9	Support to address attendance gaps and chronic absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,416.00	
1	1.11	Professional Learning for Staff to Support Core and Supplemental Programs	Yes	Schoolwide	English Learners Foster Youth Low Income		$50,759.00	
2	2.1	College and career programs for students who participate in the alternative education programs.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools	$359,005.00	

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 (%)
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools	$51,559.00	
2	2.3	Support for College and Career Readiness and Pathways to Graduation	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Court and Community		4.3%
3	3.2	Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved.	Yes	Schoolwide	English Learners Foster Youth Low Income		$32,291.00	
3	3.3	Parent and Family Engagement Activities For All Students	Yes	Schoolwide	English Learners Foster Youth Low Income		$91,358.00	
3	3.5	Support for continuous improvement processes and engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Court and Community Schools	$141,363.00	
3	3.6	Supplemental support and supplies for student mental health and wellness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$350,384.00	
4	4.5	Support and Materials to Provide Increased and Improved Services Students who are experiencing homelessness and for students who Receive Foster Youth Services in SCCOE Programs	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$1,104.00	
4	4.9	Targeted Student Support & Intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$174,611.00	
5	5.1	Transition services for students who exit Court Schools.	Yes	Schoolwide	English Learners Foster Youth Low Income		$173,785.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,102,069.65	$8,140,016.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supplemental Programs to Support Core Instruction	No	$85,623.13	$95,485
1	**1.2**	Supplemental materials to Support Core Instruction	Yes	$144,357.93	$157,555
1	**1.3**	Learning acceleration opportunities for students in the alternative education program.	Yes	$437,196.17	$480,462
1	**1.4**	Professional Development for Staff for Instructional Programs	No	$176,982.00	
1	**1.5**	Access to a Broad Course of Study	No	$3,763,195.00	$3,763,195
1	**1.6**	Support in math and reading literacy intervention for students in the alternative education program.	No	$235,258.07	$231,713
1	**1.7**	Online reading and math assessments will support the academic success of students who participate in the alternative education program.	Yes	$39,981.34	$8,557
1	**1.8**	Supplemental Materials to Support English Language Instruction for English Learners	No	$24,657.31	$11,108
1	**1.9**	Supplemental Support for students identified as Long Term English Learners (LTELs)	No	$19,861.00	$5,821
1	**1.10**	Support to address attendance gaps and chronic absenteeism	Yes	$103,767.63	0

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	Support and professional development to reduce the suspension rate	Yes	$11,025.00	$12,681
1	1.12	Professional Learning for Staff to Support Core and Supplemental Programs	Yes	$260,210.00	$70,003
2	2.1	College and career programs for students who participate in the alternative education programs.	Yes	$739,696.41	$700,225
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Yes	$270,651.61	$140,785
2	2.3	Support for College and Career Readiness and Pathways to Graduation	Yes	$195,561.00	$345,550
2	2.4	Career Preparation Programs To Support Pathways to Graduation and Career Planning	No	$285,693.30	$304,217
3	3.1	Enrichment activities will support student engagement.	No	$156,188.00	$156,188
3	3.2	Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved.	Yes	$123,278.00	$14,374
3	3.3	Parent and Family Engagement Activities For All Students	Yes	$134,373.01	$14,145
3	3.4	Family Engagement for Families of students who are identified as English Learners	Yes	$6,064.25	$0
3	3.5	Support for continuous improvement processes and parent engagement	Yes	$68,008.00	$118,296
3	3.6	Supplemental support and supplies for student mental health and wellness	Yes	$457,375.33	$299,766

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	4.1	Professional Development to Support Transition of Students Facing Expulsion	No		
4	4.2	Transition Services Planning	No		
4	4.3	Student Exit Surveys and Transition Plans	No		
4	4.4	Support for Transition of Youth experiencing homelessness and Youth Who Receive Foster Youth Services	No	$63,443.36	$69,475
4	4.5	Support and Materials to Provide Increased and Improved Services Students who are experiencing homelessness and for students who Receive Foster Youth Services in SCCOE Programs	Yes	$12,832.00	$284.45
4	4.6	Build capacity within Santa Clara County districts to support youth in foster care.	No	$255,846.00	$241,253
4	4.7	Provide coordinated educational case management care and support Higher Education Transitions for Foster Youth for Santa Clara County	No	$255,846.00	$241,523
4	4.8	Support integrated data systems to support foster youth.	No	$5,000.00	$5,000
5	5.1	Transition services for students who exit Court Schools.	No Yes	$165,349.00	$165,922
5	5.2	Credit recovery and intervention programs/ support	No	$109,147.50	$10,872
5	5.3	Support for Arts and Music Programming	No	$95,829.30	$47,881

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	Support to expand CTE Pathways	No	$181,913.00	$218,746
6	**6.1**	Social and emotional support for socioeconomically disadvantaged students in Community Schools	No	$217,860.00	$208,934

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)
1,921,475	$1,983,833.52	$1,348,940.00	$634,893.52	0.047%	1.730%	1.683%

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	Supplemental materials to Support Core Instruction	Yes	$9,416.00	$12,326		
1	1.3	Learning acceleration opportunities for students in the alternative education program.	Yes	$339,636.00	$187,855		
1	1.7	Online reading and math assessments will support the academic success of students who participate in the alternative education program.	Yes	$8,555.00	$8,557		
1	1.10	Support to address attendance gaps and chronic absenteeism	Yes	$68,733.63			
1	1.11	Support and professional development to reduce the suspension rate	Yes	$11,025.00			
1	1.12	Professional Learning for Staff to Support Core and Supplemental Programs	Yes	$92,941.00	$61,277		
2	2.1	College and career programs for students who participate in the alternative education programs.	Yes	$576,245.00	$469,243		
2	2.2	Consumables and Materials for College and Career Technical Education programs.	Yes	$108,660.89	$78,892		

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)
2	**2.3**	Support for College and Career Readiness and Pathways to Graduation	Yes	$16,538.00	$14,707		1.73%
3	**3.2**	Enrichment activities will support student engagement as services for students in alternative education programs are increased and improved.	Yes	$101,034.00	$14,625		
3	**3.3**	Parent and Family Engagement Activities For All Students	Yes	$129,462.00			
3	**3.4**	Family Engagement for Families of students who are identified as English Learners	Yes	$5,513.00			
3	**3.5**	Support for continuous improvement processes and parent engagement	Yes	$68,008.00	$125,226		
3	**3.6**	Supplemental support and supplies for student mental health and wellness	Yes	$277,204.00	$210,025		
4	**4.5**	Support and Materials to Provide Increased and Improved Services Students who are experiencing homelessness and for students who Receive Foster Youth Services in SCCOE Programs	Yes	$5,513.00	$285		
5	**5.1**	Transition services for students who exit Court Schools.	Yes	$165,349.00	$165,922		

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)
$34,976,539	1,921,475	.047	5.541%	$1,348,940.00	1.730%	5.587%	$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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