

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2026-27

Date of Board Approval

06/10/2026

LEA Name

Santa Clara County Office of Education
(SCCOE)

CDS Code:

43 10439

Link to the LCAP:

(optional)

<https://www.sccoe.org/depts/educational-services/Pages/Draft-LCAP-2026-27.aspx>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Educational Services Division (ESD) coordinates state and local funding from the: (a) Local Control Funding Formula (LCFF) Base, Supplemental and Concentration allocations, (b) Special Education block grant funding from the SELPA, (c) Workability Grant Funding, (d) Medicare, and (e) state lottery funds with federal Title I- IV funds to support student programming for: (a) court schools, (b) county community schools for expelled and truant students, (c) county operated special education programs. Title I funds also support students experiencing homelessness engaged in ESD schools, and schools utilize funding to support: (a) parent and community engagement, (b) college, career and vocational readiness (c) reading and literacy. Title II funds are centralized and used for staff training and team building. Title III funds support supplemental funding for the 30% of students were identified as English Learners served by the Educational Services Division and are allocated to school sites in conjunction with identified English Learner student enrollment. All schools also receive allocations from Title IV as defined by student enrollment with goals to include: (a) a well-rounded educational program, (b) technology, and (c) positive conditions for learning. Comprehensive School Improvement (CSI) grant funds also support the implementation of ESD goals as defined in the Local Control Accountability Plan (LCAP). Per CSI allocations aligned to the December 2025CA School Dashboard: (a) County Operated Special Education and (b) Santa Clara County Court School will receive CSI funding for 2026-27. Annual budget and planning processes at the site and LEA level include analyses of (a) the CA School Dashboard updates, (b) local data, and (c) partner engagement. The coordination of services as supplemented with state and federal funding enables the ESD to address the following LCAP Goals:

Goal One: 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.

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

Goal Three: Foster relationships with educational partners to promote a positive, inclusive and collaborative environment focused on student achievement.

Goal Four: Support intervention/prevention programs for youth including justice-engaged, foster youth, youth experiencing homelessness, and students with disabilities to improve academic outcomes.

Goal Five: By June 2027, Court School will increase engagement and improve the graduation rate of socioeconomically disadvantaged students.

The rationale for utilizing federal funds to supplement LCAP goals provides for alignment of programming. While LCFF funds serve both core and supplemental programming, the use of Title I, II, III, and IV funds enable additional support for goals and student success. In particular, federal funds are used to provide supplemental support for: (a) professional development, (b) supplemental materials, equipment and technology aligned to college and career readiness and literacy, (c) support for positive school climate, (d) specific support for students who receive English language acquisition services above core programming, (e) support for credit recovery, tutoring, family engagement and education, and (f) student transition to include specialized support for students experiencing homelessness and students who receive foster services. The goal of the coordinated programming aligned to LCAP goals is to guide students toward: (a) academic readiness, (b) college and career readiness, (c) positive school attendance, (d) improved engagement, and (e) improved graduation rates. In addition, the goal of the coordinated programming is to engage parents and community partners strategically and to support the specialized needs of students served by the Educational Services Division.

Decisions related to use of federal funds are site based. Titles I, III, and IV are allocated to each CDS code and spending decisions are made by the School Site Council. Title II funding is centralized and used for professional development trainings or coaching for staff. Budgeting decisions are made collectively by the School Site Councils in regard to state and federal funding. In addition to root cause analysis and needs assessment related to the CA School Dashboard and state assessment data, decisions related to use of federal funds in alignment with state funds have been made based on: (a) local assessment data, (b) analysis of student attendance, learning and participation and (c) partner engagement protocols aligned to state and federal grants. State grants include: (a) Local Control Funding Formula Supplemental and Concentration grants, (b) Student Support and Enrichment Block Grant, (c) Equity Multiplier funds and (d) Proposition 28 Visual and Performing Arts funds. School Site Councils and the LCAP District Advisory Team continue to outreach to

parents and staff for input in planning for a coordinated plan of support for students and the: (a) School Site Council/Parent Advisory Committee, (b) Special Education Local Plan Agency, and (c) District English Learner Advisory Committee provide input and advice on final plans and spending. Local bargaining units also weigh in on input sessions conducted at School Site Councils in conjunction with the LCAP planning and all: (a) parents, (b) students, (c) staff and (d) community members have opportunity for input through the Annual LCAP survey.

Alignment

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

The Educational Services Division (ESD) of the Santa Clara County Office of Education (SCCOE) aligns the use of federal funds with state and local funds to support: (a) teaching and learning, (b) student engagement, (c) parent engagement, and (d) support for college and career readiness as defined in Local Control Accountability Plan (LCAP) goals and partner engagement sessions. Through analysis of: (a) the annual LCAP survey administered in Fall of 2025, (b) partner input meetings in Spring of 2026 (c) results of the CA School Dashboard release in Fall of 2025, and (d) analysis of student needs as defined through local surveys to include the 2026 CA Healthy Kids Survey, the ESD was able to identify and define the following priorities for the 2026-27 school year.

1. Academic and Therapeutic Intervention
2. Extra Support Services
3. Continue building out Career Technical Education pathways and experiences.
4. Continue Credit Recovery options for students
5. Continue with professional development to support delivery of a broad course of study for all students to include college and career readiness and programming, support for students who receive English language acquisition services, positive behavior interventions and supports, leadership practices, and literacy intervention instruction in math and reading and in providing differentiated supports for Students with Disabilities in an inclusive environment.
6. Continue professional development for educators regarding: (a) civic engagement, (b) environmental literacy, (c) ethnic studies, and (d) inclusion.
7. Increase parent engagement and inclusionary practices for all students through educational excursions, parent engagement events, etc.
8. Increase student attendance and graduation rates across the division.
9. Ensure that all student groups receive mental health/wellness, social/emotional and academic support to include students who receive English language acquisition services and Students with Disabilities.
10. Provide learning and social/emotional support for all students and families including students experiencing homelessness and students who receive English language acquisition services.
11. Provide intervention and enrichment courses and materials to engage students in literacy, math readiness, and school in general.

Title I Part A and D funds will be aligned with LCFF funds to support a quality educational program for students and will be used to support:

1. Ancillary staffing for: (a) college and career readiness and career pathways, (b) Homeless liaison (c) intervention teachers.
2. Supplemental subscriptions for learning platforms
3. Family engagement events/ Community partnership activities/Parent education workshops

Title II funds will be aligned with Local Control Funding Formula (LCFF) funds to provide staff training, professional development, and coaching.

Title III funds will be aligned with LCFF funds to supplement programming for English Learners to include: (a) individualized tutoring and supplemental programming, (b) supplemental curriculum, (c) supplemental materials, (d) supplemental support for Long Term English Learners, (e) professional development of staff.

Title IV funds will be aligned with LCFF funds to supplement: (a) career technical education, (b) staff professional development training, (c) well-rounded educational opportunities, (d) safe and healthy schools, and (e) effective use of technology in order to support pathways to graduation, and course completion.

CSI funding will provide research based strategies to address pathways to graduation per CSI plans as approved by School Site Councils.

Special Education 1. Academic intervention and tutoring 2.STEM hands on experiences and enrichment 3. Student engagement activities/Attendance intervention supports 4.Attendance incentives and materials 5.Family outreach and translation services 6. Professional Development, Instructional coaching support, Classified staff professional development, Collaboration and professional learning time. 7.Career readiness curriculum and materials/ Vocational and life skills supplies.

Santa Clara County Court School 1. Professional development 2. career technical education supplies and equipment, 3. literacy and library material, 4.credit recovery hours, 5.contracts and support for social emotional learning and wellness, 6. Environmental literacy support, 7. Student Engagaement.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Santa Clara County Office of Education Educational Services Division defines poverty criteria in the Consolidated Application based on free and reduced lunch percentages. Distribution of funds is aligned to this indicator as per student enrollment.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

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

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

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Clara County Office of Education (SCCOE) Educational Services Division (ESD) utilizes the California Longitudinal Pupil Achievement Data System (CALPADS), Data Quest and the CA School Dashboard to gather data regarding student groups to include: (a) enrollment, (b) economic status, and (d) students to include: (a) Latinx, (b) African American, (c) Filipino, (d) American Indian/Alaskan Native, (e) Asian, (f) White (g) Native Hawaiian/Other Pacific Islander, (h) Multiple and (i) Missing/ Declined to state. In addition, a report is generated from Human Resources that aligns with California Department of Education's Fall 2 data which outlines: (a) the certificated staff, (b) their years of experience, (c) credential information, (d) placement, (e) teaching assignment, and (f) disparities in placement. After the data is uploaded to CDE, CDE uploads the information to California Statewide Assignment Accountability System (CalSAAS) which in conjunction with the California Teacher Credentialing confirms teacher assignments and credential information and provides a Teaching Assignment Monitoring Outcome (TAMO). Teachers are identified who meet the CDE criteria for: (a) inexperienced, (b) ineffective, and (c) out of credential placement. Once the report becomes available the data is shared with the LEA, the LEA then share any disproportional information with partner groups aligned to the LCAP/SPSA process and the ESD District LCAP Advisory, and School Site Councils as the data becomes available. A root cause analysis is conducted as needed and discussion is held to meet the needs of the district as a part of the LCAP planning and budgeting process which includes budget items for Title I, II, III and IV. LCFF base and general fund/block grant budgets are utilized to address discrepancies.

The latest TAMO report available is for the 2023-24 school year. Using CDE's Educator Equity Data Tables we can determine 2025-26 potential findings and disparities.

Findings and Disparities for 2025-26 School Year

Part One

Low Income Students and Teacher Status

*There is one teacher that meets the criterion for ineffective. five teachers are within their first two years of teaching. Within Court and Community there are not any teachers mis-assigned, or out of field. Per Ed Code 44865 "A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications.. For Alternative Schools, Juvenile Court Schools and County Community Schools."

For Special Education mis-assigned, or out of field data from CalSAAS for the 2025-26 school year is not yet available.

2025-26 Low Income Status

% Low Income (as per CALPADS 1.17 report 2025-26)

Educational Services-53% (not including Opportunity Youth Academy) of students with Educational Services Programs identify as low income.

County Operated Special Education- 46.2% of Special Education students identify as low income

Community Schools- 65.4% of Community School students identify as low income.

Court Schools- 100% of Court School students identify as low income.

2025-26 Teacher Status

4 of the total 95 teachers in Special Education Program are inexperienced (less than two years in the position, interns, or out of field) Special education shows a low income percentage of 46.2% compared to the LEA average of 53%. 0 of the 7 Community School teachers are inexperienced (less than two years in the position, interns, or out of field. Community Schools show a low income percentage of 65.4% compared to the district average of 53%. 1 of the 14 total teachers in the Court Schools is inexperienced (less than two years in the position, interns, or out of field. Court Schools shows a low income percentage of 100% compared to the district average of 53%

Part Two

Minority Students and Teacher Status

*There is one eight teacher that meets the criterion for ineffective. Five teachers are within their first two years of teaching.

Within Court and Community there are not any teachers mis-assigned, or out of field. Per Ed Code 44865 "A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications.. For Alternative Schools, Juvenile Court Schools and County Community Schools."

For Special Education mis-assigned, or out of field data from CalSAAS for the 205-26 school year is not yet available.

4 of the total teachers in Special Education School are inexperienced (less than two years experience or interns). This school has the lowest percentage of minority enrollment in the district as reflected below.

Enrollment of Students to Address Minority Status District (does not include district Opportunity Youth Academy)

Enrollment Per CALPADS 1.17 (January 2026)

Court School-80

Community Schools-84

Special Education- 666

Enrollment by Ethnicity Per CALPADS 1.3 Fall 2026

District

African American-3.6%

Asian-26.4%

Hispanic-50.1%

White-13.4%

Filipino- 4.2%

American Indian/Alaskan Native- less than 1%
Native Hawaiian/Pacific Islander- less than 1%
Multiple- less than 1%
Missing- less than 1%

Community Schools

African American 1.19%
Asian-3.57%
Hispanic-77.38%
White-16.67%
Filipino-1.19%

Court Schools

African American-7.5%
Asian-10%
Hispanic-76.25%
White-2.5%
Filipino- 2.5%
Native Hawaiian/Pacific Islander-1.25%

County Operated Special Education

African American-3.5%
Asian-31.2%
Hispanic-43.5%
White-14.3%
Filipino- 4.8%
American Indian/Alaskan Native- less than 1%
Native Hawaiian/Other Pacific Islander- less than 1%
Multiple- less than 1%
Missing- less than 1%

Analysis and Findings Regarding Disparity Between Low Income and Minority Status of Schools and Teacher Placement.

Special Education has 4.2% of inexperienced teachers but also has the lowest low income rate. The majority of the inexperienced teachers in Special Education will have completed their second year of teaching in 2025-26.

County Operated Special Education shows the greatest number of teachers currently defined as inexperienced per ESSA standards, and also shows the greatest span of diversity by ethnicity, thus signifying that teachers are not teaching high numbers of one ethnicity over another.

Information regarding teacher placement and support for low income and minority students is shared with the: (a) the Parent Advisory Committee/ School Site Councils, (b) the District LCAP Committee, (c) the District English Learner Advisory Committee (DELAC)

DELAC meets in the fall semester and spring semester, and School Site Councils meet quarterly.

All LEA/ School parents are invited to the meetings which are held through Zoom. Translation services are provided. Parents are invited to each individual meeting through: (a) emails, (b) principal contact, and (c) the phone caller. Each school is unique and parent engagement communication is provided to meet the needs. Court School parents are invited through Probation and Probation is also invited to meetings. Community School and Special Education parents are invited through (a) emailing, (b) principal contact, and (c) phone caller.

The LCAP District Advisory Committee is comprised of: (a) school site staff, and (b) district administration, and is held multiple times throughout the school year. Individuals are invited via email. Student data is provided at all meetings to include: (a) CA School Dashboard Indicators, (b) local and state assessment, and (c) teacher placement as a catalyst for discussion for budget planning for the upcoming year.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

Parents and advisory committees were consulted in the development of the 2026-27 Local Control Accountability Plan (LCAP). (a) Actions, (b) Strategies, and (c) Budget and were presented as areas for growth as aligned with the CA School Dashboard indicators. In addition, parent input was solicited during the 2025-26 LCAP Engagement Survey regarding LCAP goals, and School Site Council and English Learner Advisory Council members weighed in on LCAP actions which are also addressed in the School Plan for Student Achievement (SPSA) during the annual SPSA revision process. All advisory groups were provided updated data to include information derived from the CA School Dashboard

released in Fall 2025. Input sessions included: (a) School Site Council Meetings, (b) Student Advisory Committee, (c) LCAP survey feedback (d) parent interviews, and (e) student interviews. Feedback is also an agenda item for all School Site Council and parent meetings to include the District English Learner Advisory Committee (DELAC). These input and engagement sessions provided input for the goals defined in: (a) the 2026-27 SPSAs, (b) the CSI Grant Application, and (c) plans associated with state grants. DELAC and SSC members were apprised of Title III budgets for 2026-27 at the final DELAC meeting in May 2026 and the 2026-27 Consolidated application information was shared. The ESD strives to align SPSA and LCAP goals with input from engagement sessions to provide a coordinated plan for addressing student needs with a goal of parent and family engagement in planning and evaluation.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Educational Services Division (ESD) convenes parent feedback through School Site Council which is comprised of parents, students, community members, classified and certificated staff, who are invited from all programs. The group reviews agendas for: (a) the Local Control Accountability Plan, (b) results of the LCAP Survey, (c) and CA School Dashboard data. This group provides input regarding the trainings offered to staff members on the value and contribution of parents and parent engagement. Outreach for participation on the committee will be a continual process due to the transitory nature of student placement.

In addition, parents receive the Annual Notification and other informational mailings and these are translated into Spanish with Vietnamese translation available upon request. The District English Learner Advisory Committee (DELAC) meets twice per year. Both are advisory groups. Topics include: (a) data and annual budgets, (b) input sessions regarding needs of students, (c) information regarding CA School Dashboard findings, (d) LCAP survey results, and (e) advice regarding strategic plans, and state reports as required by CA Educational Code. Student Advisory Committee meets at least four times per year for students to provide input on programs and supports within the LCAP. Additional meetings include: (a) parent education, (b) translated materials, and (c) interpreters. Parents are invited to meetings through phone calls, mailings and/or emails in three languages. Meeting times and locations are varied, and Student Advisory Committee and District English Learner Advisory Committee (DELAC) minutes/agendas are posted on the ESD website. Schools hold quarterly School Site Council meetings in alignment with state and federal requirements, and the English Learner Advisory Committee combines with the School Site Council due to the fluid and transient nature of student populations. The School Site Council annually reviews the: (a) district and school site Parent Involvement Policy, (b) bylaws, and (c) Parent Compact. Documents are modified if needed. Parent training is offered to support and empower parents to feel comfortable with the educational system and in partnering with schools and staff. Parents are educated in meetings regarding: (a) access, (b) involvement, and (c) educational initiatives, and input is solicited regarding how to empower and involve parents. Migrant Ed provides outreach to parents and families involved with county programs to include training relevant to migrant families. Families are provided materials regarding resources for LGBTQ+ family members and support for pregnant and parenting teens. Pregnant and parenting teens are identified and provided information on community resources and services. Early Learning and Head Start provide training and outreach to parents of children 0-6 in Santa Clara County. Through work with Probation partners, families of incarcerated students are provided information on community resources and school/home alignment, and liaisons and navigators work with families to transition students.

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

Parent outreach and engagement regarding their child's education is embedded in the interactions and planning of the Educational Services Division and the team makes an intentional effort to discuss parent and family engagement at meetings and to include parents and guardians in decision-making. The Educational Services Division is always looking for new ideas and strategies on ways to improve parent engagement.

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

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

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) supports Title I school wide programs for: (a) special education, (b) community school, (c) court school. Per census data aligned in CALPADS 1.17 and 1.1 in the Fall of 2025, 53% of students identify as low income and 51.3% of students between the age of 5 and 17 qualify for Title I.

Educational Services- 53% of students in Educational Services identify as low income.
County Operated Special Education- 46.2% of students in the program identify as low income.
Community Schools- 65.47% of students in the program identify as low income.
Court Schools- 100% of students in the program identify as low income.

SCCOE Special Education provides TK-post secondary special education for students with specialized needs as defined by Individual Education Program. 50.6% of students are identified as low income and Title I eligible. SCCOE Community School services students facing expulsion and students in grades 6-12 who have been referred by county districts. 46.5% of students are identified as low income and Title I eligible. Osborne/James Ranch Court School (Blue Ridge) facilities serve students engaged in incarceration, ages 12-22, who are placed by Probation. 100% of students are identified as low income and Title I eligible.

All low income and Title I eligibility data is derived from the Fall Certification of CALPADS in 2025. Enrollment in the Community Schools increases as districts refer expelled students.

All programs provide a well-rounded academic program grounded in Common Core and are individualized to meet student needs. Students' social and emotional needs are addressed through supplemental mental health and community programs funded through Title I as allowable. Students also participate in: (a) Career Technical Education, (b) community-based arts programs, and (c) career pathways to support college and career readiness. Parent and community engagement is a priority for each school as is the physical and mental health of students. Students are taught per IEP and English acquisition needs.

Court schools are also supported by Title I Part D funds and all programs follow Local Control Accountability Plan goals in alignment with the CA School Dashboard.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education and the Educational Services Division (ESD) operate school-wide Title I programs so this question does not apply.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education and the Educational Services Division (ESD) provides support for youth experiencing homelessness and foster youth through the use of Title I funding. Funds are used to: (a) identify, (b) transport, (c) supplement academics, and (d) address social and emotional needs for students experiencing homelessness. In addition, funds are set aside to service youth experiencing homelessness in need of: (a) mental health services, (b) school supplies, (c) clothing, (d) tutoring, and (e) specialized programming intended to empower families in transition. School counselors identify and support students experiencing homelessness as needed and the Educational Services Division partners with the Foster and Homeless Youth Department to support families and train staff.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The Educational Services Division works in conjunction with early learning programs in local districts and through the Special Education Local Plan Agencies (SELPA) and IEP processes to support the transition of Students with Disabilities who qualify for preschool and programming and are in transition to or from County Operated Special Education programs. Needs are met as defined in the IEP and supported with local funds.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student transitions from high school to institutions of higher education or employment are coordinated through the college liaisons and school counselors. Middle school student transition is coordinated through the IEP process for special education students or through the Transition Coordinator and team for students at the community school. Transition meetings are held when students are close to leaving incarceration. These meetings include (a) school and Probation staff, (b) feeder districts, (c) community partners, (d) students, and (e) parents. The purpose of transition meetings is to ease the student's transition from incarceration. The placement of students upon exit is a priority.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Court School receives funding from Title I Part D. Two programs, Osborne Juvenile Hall and Blue Ridge, serve students in grades 6-12 or younger as needed. Students are placed in the institutions through court placement. Students receive a well-rounded academic program to include: (a) Common Core aligned core classes, (b) core and supplemental opportunities for students accessing English language services, and (c) IEP alignment for Students with Disabilities. Students attend a full school day 234 days each year. All teachers are highly qualified. Students also participate daily in PE classes and receive individualized academic services as needed. In addition, an intentional focus on Career Technical Education has resulted in the establishment of career pathways and certifications. Students are placed at Osborne to await adjudication and in some instances for long term placement as determined by the Juvenile Justice System. Students are placed at Blue Ridge, a less restrictive environment, after adjudication and are placed there for 6-18 months. Blue Ridge focuses on creating career pathways for students. Pathways available at Blue Ridge include: (a) building trades, (b) a culinary arts program, (c) welding and forklift certification. Students at Osborne Juvenile Hall participate in Career Exploration courses and have a Horticulture/Aquaponics pathway as well as art, music, personal training certification and virtual forklift. Students also have the opportunity to participate in dual enrollment college coursework and to pursue early certifications in career pathways through online programming. College and Career Liaisons facilitate student placement and transition. Core teachers provide instruction and a focus on literacy addresses reading skills of students. Students are tested quarterly in math and reading through the Renaissance STAR Assessment, and scores are shared with teachers and Probation staff. Title I funds programming needs. In addition, Title III funds are used collaboratively to enhance supplemental instruction for students accessing English language services, and Title I funds provide for supplemental instruction for newcomers who need English language support. Title IV funding is used to supplement career technical education/ visual and performing arts. Collaboration between staff and Probation enables students to receive quality physical activity, and parent engagement is achieved through School Site Council meetings. Parents or guardians are also invited to all Local Control Accountability Plan Advisory meetings and the District English Learner Advisory Committee meetings. A collaborative relationship with Probation enables the SCCOE to support student's academic and enrichment needs during the school day and after school.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Per a formal agreement between Probation and the Juvenile Justice leadership, a variety of collaboration meetings are held to facilitate collaboration between the Santa Clara County Office of Education (SCCOE) court school program and the partners responsible for providing juvenile services. The intent of the agreement is to ensure that communication between Probation and the Santa Clara County Office of Education leadership enables a quality program for students. In addition, the two entities strive to provide services for the whole child and work together to ensure the needs of the facility and the school are met collaboratively.

The Director of Alternative Education and school principals meet weekly with Probation, and also participate in monthly management meetings. In addition, the Director meets monthly with: (a) the Juvenile Justice Commissioners, (b) juvenile judges, and (c) the District Attorney. All partners meet together on a bi monthly basis. Data is reviewed and program planning occurs.

The Assistant Superintendent of the Educational Services Division or designee meets monthly with partners as upper management to include: (a) Juvenile Justice, (b) judges, and (c) Probation and also meets quarterly with the team when requested.

The Director of Alternative Education is a member of the Juvenile Justice County Collaborative and meets with county counterparts to collaborate regarding student programming.

In addition, Probation and SCCOE enter into annual agreements regarding the sharing of staff costs and services. Probation and SCCOE share costs for the salary of Career Technical Education teachers. (3 FTE).

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Clara County Office of Education coordinates with Probation and Juvenile Justice to ensure students are offered a comparable program to comprehensive local educational agency (LEA) students. Santa Clara County Office of Education leaders ensure that the program offered to students is well-rounded and aligned to local school programs. Through regular meetings with partners, the Educational Services Division leadership collaborates to ensure programs are implemented with fidelity.

The Director of Alternative Education and principals meet weekly with the Probation leadership at the facility to ensure that programs are aligned and that students are offered a well-rounded education as indicated in the master schedule. In addition, ESD administration interfaces daily with Probation to ensure student placement is aligned and programs are provided appropriately for that placement. (i.e., mental health, special education, English language services, grade level placement). Students are tested in math and reading upon entrance to the program and every 45 days thereafter. Scores are shared with probation and judges to monitor progress and support student transition. Probation is also included in School Site Council meetings as voting members (quarterly) and monthly meetings with Santa Clara County partner districts to keep communication open regarding comparable services for incarcerated students and their transition to home districts. Communication with Probation staff and relationships between (a) middle management, (b) upper management, and (c) line staff from both ESD and Probation ensures that (a) instruction, (b) student schedules, (c) testing schedules, and (d) instructional minutes are aligned to a comparable school program. Formal meetings are held to collaborate and day to day collaboration between staff members ensures student movement and placement as well as quality school programming. In addition, juvenile justice officials and judges collaborate with both probation and the Director of Alternative Education to ensure that students are offered services that are aligned with their needs. Special Education staff, including the Program Specialist and the Special Education clerk, communicate regularly with Probation and Juvenile Justice to ensure that students are provided services as appropriate to IEP needs and that IEPs are kept current and include parent input. The Program Specialist collaborates with Probation and the Juvenile Justice System to ensure student placement is appropriate to developmental levels. A Navigator position supports the transition of students.

ESD continues to have a positive relationship with (a) Probation, (b) Juvenile Justice, (c) the City of San Jose, (d) the Mayor's Gang Task Force, and (e) Community partners to ensure that students are offered an education and social emotional support with comparable services to home districts. The Assistant Superintendent of the Educational Services Division and the Director of Alternative Education meet regularly to encourage alignment and problem-solve as needed.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education (SCCOE) and the Educational Services Division collaborate with the thirty-one school districts within Santa Clara County to ensure a smooth transition between SCCOE schools and local education agencies.

The student population served are 6th-12th graders. On a monthly basis, (a) the ESD, (b) school district representatives, (c) Probation officers, (d) judges, (e) the District Attorney, (f) the Public Defender, and (g) community-based organizations meet to strengthen collaboration and to enhance educational programming for at-risk and Juvenile Justice involved youth. In addition, the ESD provides Independent Study and a Community School for referred: (a) At risk students, (b) chronically absent students, and (c) Juvenile Justice involved students, as appropriate. Students who are released from institutional schools who meet grade requirements may also, as appropriate, enroll in the Opportunity Youth Academy program for students ages 16-24. Counselors and the Navigator, in conjunction with the Transition Coordinator, ensure that students transition and enroll in a timely manner with their next school setting.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students served in the Court Schools are at risk of not graduating and often have challenges that impede their ability to be academically successful. These challenges include but are not limited to: (a) learning disabilities, (b) conduct disorder, (c) substance use and abuse, (d) poverty, and (e) social emotional issues. Many students have endured traumatic events in their lives. In efforts to serve students, court schools provide traditional educational services as well as Special Education Services aligned to a student's identified disability. Other services provided to students involved with the court schools include: (a) Individualized educational programming, (b) career and college planning, (c) remedial and credit recovery educational services, (d) Career Technical Education, and (e) Multi-Disciplinary Team transition planning for students. SCCOE also collaborates with Probation by integrating Multi-Tiered Systems of Support/PBIS which facilitates alignment of: (a) resources, (b) efforts, and (c) program in service of students. Social and emotional services are provided at the Community School through social work and therapy services, and transition services are provided for students exiting incarceration. Parent engagement is also a primary focus in collaborating to address student needs.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Multi-disciplinary team transition planning is provided to students to ensure that they are linked to services upon exit from correctional facilities. These services include but are not limited to (a) mental health services, (b) substance abuse

services, (c) counseling, (d) family counseling, (e) nutrition and health care, (f) dental care, and (g) classes for parents. In addition, students are linked to Community-Based Organizations or other providers within their communities and are enrolled in their local school district or the Santa Clara County Office of Education Community School. Through this transition process, teen parents are referred to local agencies to support (a) pre-natal healthcare needs, (b) parenting classes, (c) childcare facilities, and (d) programming at Opportunity Youth Academy for students ages 16-24. Through collaboration with Probation, students are made aware of community resources to support transition needs.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education (SCCOE), through the court school program, provides access to (a) core academic, (b) credit recovery, (c) high school diploma courses, (d) counseling, (e) online college courses through several colleges, (f) post-secondary educational and career planning, (g) work experience and job placement at time of transition, and (h) industry certifications. College and Career Liaisons, in collaboration with the SCCOE Coordinator of Career Technical Education, have facilitated plans to expand career pathways and certification opportunities for students. Workforce partnerships enable (a) student transition, (b) career planning, and (c) work experience. Workability supports work-related transitions for special education students. Students who exit incarceration and attend SCCOE programs are able to obtain work permits and participate in work groups as appropriate.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students and parents are actively involved in: (a) the School Site Council, (b) the English Language Advisory Committee, (c) the District English Learner Advisory Committee, (d) Student Advisory Committee and (f) the Local Control Accountability Plan engagement processes. Parents are invited via school caller, email, and by mail and also are invited by principals. SCCOE and Santa Clara County Probation participate in formal MOUs to support programming.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Clara County Office of Education provides educational programming and services in collaboration with Juvenile Probation to ensure that all (a) federal, (b) state, and (c) local programs and requirements are adhered to. Students have access to (a) Career Technical Educational programming, (b) core academics, (c) remedial education, (d) career and college planning, and (e) transitional services. In addition, SCCOE coordinates and aligns with Juvenile Probation to ensure compliance with the Juvenile Justice and Delinquency Prevention Act of 1974.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Educational Services Division collaborates on a regular/daily basis with the Santa Clara County Probation Department in the delivery of (a) educational programming, (b) Special Education services, (c) transitional services, and (d) community schools. This coordination includes but is not limited to (a) correspondence, (b) reports, (c) participation in Multi-Disciplinary Teams, (d) leadership meetings, (e) professional development activities, (f) mentoring, (g) access during school for Probation officers and support staff, and (h) culminating events (Honor Celebration, Graduation). The collaboration between Probation and ESD staff continues for students who are enrolled in the Community School or Opportunity Youth Academy program after release.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A robust special education placement and referral process ensures that student IEPs are followed upon placement in and release from court schools. SCCOE employs one School Office Coordinator who monitors IEPs and placement of Students with Disabilities and a Program Specialist ensures IEPs are up to date and include referring or receiving districts. The Special Education Program Specialist works with teachers to ensure IEP needs are met while students are incarcerated and support teachers in implementing IEP goals.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. Transition meetings are held before students are released and transition to a home school environment. These transition meetings include (a) school staff, (b) parents, (c) students, (d) Probation, and (e) other community support partners. If the student has an IEP, a transition IEP addendum is created to ensure the next placement.
2. The Transition Navigator ensures students are placed in their home district or an alternative placement upon exit.
3. Santa Clara County Office of Education (SCCOE) also offers placement at the Community School (grades 6-12) or Opportunity Youth Academy for ages 16-24. These programs support students through direct instruction or blended learning and are aligned with a well-rounded education for students. Both programs provide services for Students with Disabilities and students identified as English Learners.

4. If a student is released who may have special education needs that the home district cannot provide, the student is offered services with the SCCOE County Operated Special Education Program.
5. If a family declines SCCOE schools, charter school placement is available and the Navigator and Transition Coordinator collaborate with families and Probation in making this transition.
6. If a student graduates during incarceration, the MDT team and Navigator would provide support for students in (a) securing employment, (b) career education programs, or (c) community college placement. This process is facilitated by the College Career Liaison and the Career Technical Education teacher as appropriate.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

TEACHERS

Teachers are provided systems of professional growth throughout their career aligned to Santa Clara County Office of Education goals.

Teachers are given opportunity to pursue areas of interest aligned to their teaching assignment and new initiatives throughout their career.

Each department creates a multi-year Professional Development Plan and teachers participate in the plan. Plans are fluid as determined by data and student need.

Teachers at all stages in their career are given opportunity to grow through personal goals aligned in evaluation tools.

All first year teachers are a part of the Peer Support Program where they are assigned a mentor and provided additional training and support. Mentors visit teachers' classrooms one day per week and provide coaching and feedback.

Mid career and late career teachers are provided opportunity to attend professional development training as defined by: (a) the Local Control Accountability Plan, (b) local site level goals, and (c) personal advancement.

Teachers are encouraged to pursue teacher leadership positions during their mid career years and are encouraged to pursue growth by principals and SCCOE leadership.

Late career teachers serve as mentors for new teachers and are included in all initiatives and training and provided opportunity to change positions or grow into new positions and training.

PRINCIPALS

Principals are supported by supervisors and the Santa Clara County Office of Education (SCCOE) at all levels of career longevity.

Principals attend training with teachers at the site level and participate in bi weekly Professional Learning Community collaboration with staff. Principals meet regularly as job alike groups with peers.

Principal development includes training related to school type as well as and for example: (a) leading difficult conversations, (b) providing meaningful feedback, (c) using Strengths Based Leadership to lead teams (d) meeting the needs of trauma informed students (e) inclusion (f) blended learning; and (g) parent engagement.

Principals define goals in their annual evaluation for professional growth and are supported by the organization in achieving these goals.

Principals are given guided support during their first years and are included in training aligned to state initiatives and CA Education Code Requirements as they occur.

Mid year principals are encouraged to apply for higher levels of leadership and career advancement training and opportunity.

Mid and late career principals often serve as mentors and are encouraged to grow in position and supported by: (a) the salary schedule and district offerings, (b) Association of CA School Administrators membership, and (c) advanced degree stipends.

All Educational Services Division Leadership team meets monthly for division-wide professional development and collaboration.

All SCCOE Leadership Team members meet quarterly for districtwide professional development and collaboration.

OTHER LEADERS

Other leaders attend training aligned to their job responsibilities throughout their career.

These include training aligned to (a) assessment and accountability, (b) data management, and (c) state mandates.

Other leaders also participate in job alike meetings and training with county school partners and often facilitate training at all levels of their career.

All leaders per the Santa Clara County Office of Education evaluation process are encouraged to pursue professional development aligned to their professional goals and to pursue elevated positions.

All Educational Services Division Leadership team meets monthly for divisionwide professional development and collaboration.

All SCCOE Leadership Team members meet quarterly for districtwide professional development and collaboration.

ALL STAFF

The salary schedule allows for additional pay for credits earned for all staff.

All staff participate in identifying their "Top Five" Strengths per Gallup Strengths Based Assessment. Training on using strengths to supervise and achieve job success are provided quarterly by the organization. The SCCOE values of: (a) collaboration, (b) inclusion, (c) diversity, and (d) partnership are emphasized in all career pathways.

SUMMARY

The SCCOE measures growth and improvement through analysis of: (a) the CA School Dashboard, (b) feedback from LCAP stakeholder sessions and surveys, and (c) feedback from partners and parents as an annual process during strategic planning and budget allocation processes. Fiscal solvency enables success as does retention of staff and compliance grounded in ethics and legality. The LEA evaluates systems of professional growth in alignment with positions and annual staff surveys. Adjustments are made accordingly based on data and need as well as the needs of students and state initiatives. SCCOE is grounded in continuous improvement processes as an LEA and County Provider and utilizes: (a) data, (b) root cause analysis, and (c) planning to continuously improve in all departments. SCCOE encourages staff development and advancement and values (a) collaboration, (b) inclusion, (c) diversity, and (d) partnership. The SCCOE Professional Development Division is in house so training is readily available.

Longevity in employment is encouraged and staff are offered opportunity to: (a) train into new positions, (b) refine current practices, and (c) set goals through: (a) the evaluation process, (b) personal request, and (c) career advancement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education (SCCOE) Educational Services Division applied for and received the Comprehensive School Improvement (CSI) grant in March of 2019, 2020, 2021, 2022, 2023, 2024 and 2025. Per the 2025 CA School Dashboard, Court and County Operated Special Education are currently eligible for the Comprehensive School Improvement grant. Programs remained in Comprehensive Support and Improvement due to graduation rate indicated on the 2025 CA School Dashboard. In addition to the graduation rate as indicated on the CA School Dashboard, SCCOE programs also monitor the Dashboard Alternative School Status (DASS) one year graduation rate

which more closely reflects the progress of students. The SCCOE entered Differentiated Assistance(DA) per the 2024 and 2025 CA School Dashboard. SCCOE qualifies for DA based on Method 1 of one or more student groups in at least two state priority areas were red in the state indicators based on the CA Dashboard. Programs.

Funds are distributed to eligible programs equally through the codes as defined in the approved CSI grant and goals support areas of focus as indicated on the CA School Dashboard and Local Control Accountability Plan engagement sessions.

Court school also receives Title I Part D funds. OYA charter is a dependent charter and receives separate LCFF funds. County Operated Special Education showed the greatest incidence of need via CA School Dashboard analysis. The engagement team determined that the CSI grant would support all entities equitably with funding as indicated in the grant application. Programs will focus CSI funding on literacy, supplemental NGSS science, credit recovery, pathways to graduation, student mental health and wellness and college/career readiness and parent/community engagement.

These CSI funds are used in conjunction with other federal and state funds to address needs as defined in the Local Control Accountability Plan (LCAP). Title I funding is based on free and reduced lunch counts per student enrollment. Title III funding is determined by students identified as English Language Learners in school sites, and Title IV funding is distributed by student enrollment counts for each school site.

The LEA will utilize Title II funding during the 2026-27 school year to support leadership development, coaching and team building for principals and other administrators. This opportunity provides training for new principals and veteran administrators in methods for enacting continuous improvement processes and systems leadership.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

All schools will continue to focus on graduation rate as well as all CA School Dashboard indicators. LCAP District Advisory Committee team members are provided updated data related to: (a) enrollment, (b) attendance, (c) suspension, and (d) academic achievement through sharing of: (a) CA School Dashboard data, (b) state assessment data, and (c) local data. Data is shared at the District Local Control Accountability Plan (LCAP) Advisory Committee meetings which are held monthly. In addition, the team looks at survey data and parent engagement data as well as

budget updates. Parents are also kept abreast of data trends and planning through Site Council and Parent Advisory meetings. This data is also shared with school site teams as a continuous improvement process during the School Plan for Student Achievement review time in conjunction with budget planning.

The LEA disaggregates data to include: (a) state and local assessments, (b) monitoring of the progress of students who receive services as English Learners, (c) CA School Dashboard results, (d) input from the Annual LCAP Survey, and (e) teacher credentialing data to inform decision making regarding Title II. This information is shared with the Educational Services Division planning and advisory teams to aid in budget and planning processes.

Data is analyzed at advisory meetings as it is acquired. An LCAP Mid -Year Update document enables decision making regarding LCAP metrics and resource allocation and includes three-year longitudinal data. Data is shared with partner groups to include: (a) teachers, (b) principals/leaders, (c) paras/employee organizations, (d) ancillary staff, (e) community partners, and (f) organizations or partners with demonstrated relevance in programs and activities.

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education and the Educational Services Division (ESD) services a population of 30.7% of students who receive English language acquisition services. Professional development regarding support of identified English Learners for: (a) staff, (b) community partners, and (c) administrators is provided strategically.

Overview

ESD utilizes data to determine: (a) resource allocation (Local Control Accountability Plan (LCAP)), (b) needs for professional development, (c) district priorities and (d) program design in regard to programming for students who receive English language acquisition services (EL). Analysis includes; (a) CA School Dashboard Data, (b) CAASPP, and CAA data, (c) local assessment data regarding reading and math literacy, (d) English Language Proficiency Assessment California (ELPAC) data, and (e) student engagement data to include grades and attendance. This data is shared at district and site planning meetings and is disaggregated by student group. For EL students, data is also disaggregated by time in the program and reclassification rate.

Content and pedagogy are research-based strategies for instructing EL students are provided through coaching and professional development grounded in EL strategies as defined in the English Learner Roadmap (California Department of Education) and Universal Design for Learning. These foundations give teachers tools to provide high-quality and targeted instruction for students, and strategies are shared during Professional Learning Community meetings and training. Annual training is provided for staff by the Professional Learning and Instructional Support Division and funds are set aside for specific training and coaching for staff working with English Learners.

Equitable access and opportunities are provided to all students in the ESD programs. Each program is unique and student access is determined by need as demonstrated through: (a) assessment, (b) IEP processes, and (c) student groups

A shared purpose for student learning is incorporated through Santa Clara County Office of Education (SCCOE) (a) Goals, (b) Vision, (c) Values as defined in the SCCOE Impact Statement (d) Student Bill of Rights, and (e) The Board of Education Priorities. The Superintendent sets goals based on the vision, and each level builds on her goals from Assistant Superintendent to support staff as goals are set for evaluation. This enables the goals to permeate the organization and empowers all levels.

Resources are allocated as defined in federal law or through analysis of: (a) the CA School Dashboard, (b) LCAP Annual Survey, and (c) needs assessment. Alignment is ensured as LCAP goals are defined and align with the School Plan for Student Achievement (SPSA) and the Comprehensive School Improvement Plan. Data is shared with: (a) parents, (b) students, (c) staff, and (d) community.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A Santa Clara County Office of Education Board Policy supports immigrant children and families both academically and social emotionally. Immigrant families who are identified upon enrollment through the Home Language Survey process and enrollment will be status indicated in the student management system. Students will be provided extra support as needed both academically and social emotionally. Title I money is set aside for unhoused families who may be immigrants and other funds are set aside for families in need of: (a) school supplies, (b) clothing, or (c) transportation.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Clara County Office of Education (SCCOE) and the Educational Services Division (ESD) utilize Title IV funds to provide (a well-rounded education 44% and safe and healthy students 56%) to support district needs as aligned with LCAP goals. School sites will partner with successful outside entities to support college/career readiness, visual and performing arts, and mental and social-emotional health for identified students and materials and supplies.

Well-Rounded Educational Opportunities

Alternative Education Court and Community Schools contract to provide CTE, art and music classes to students.

Safe and Healthy Students

Special Education will utilize funds to support the Social Emotional Learning support

SCCOE completes program evaluation in conjunction with the LCAP and SPSA annual processes and utilizes the CA School Dashboard and state test scores, as well as local measures to include monitoring of attendance and student discipline, as well as local reading and math assessments. Parent engagement is monitored locally through attendance at meetings and outreach events. Student attendance is monitored weekly, and benchmark assessments are submitted locally each quarter or semester, depending on the program. Funding allocations are aligned with state allocations on October 1 of each year and based on enrollment numbers from CALPADS report 1.17.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

Contracts for Arts and Music classes for students.

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

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

Safe and Healthy Students (ESSA Section 4108)

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

Healthy Kids Survey, LCAP Student Survey, internal student surveys

What activities will be included within the support for safety and health of students?

Contracts, materials and supplies for social emotional learning.

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

The activities will be evaluated for effectiveness by analyzing the LCAP Student survey, Healthy Kids Survey and other internal student surveys.

Effective Use of Technology (ESSA Section 4109)

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

Not applicable

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Not applicable

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

Not applicable

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

Date of LEA's last conducted needs assessment:

May 20, 2024

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

California Department of Education
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