

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS)

CDS Code: 13-10132-0131094

School Year: 2026-27

COE contact information:

Monalisa Vitela

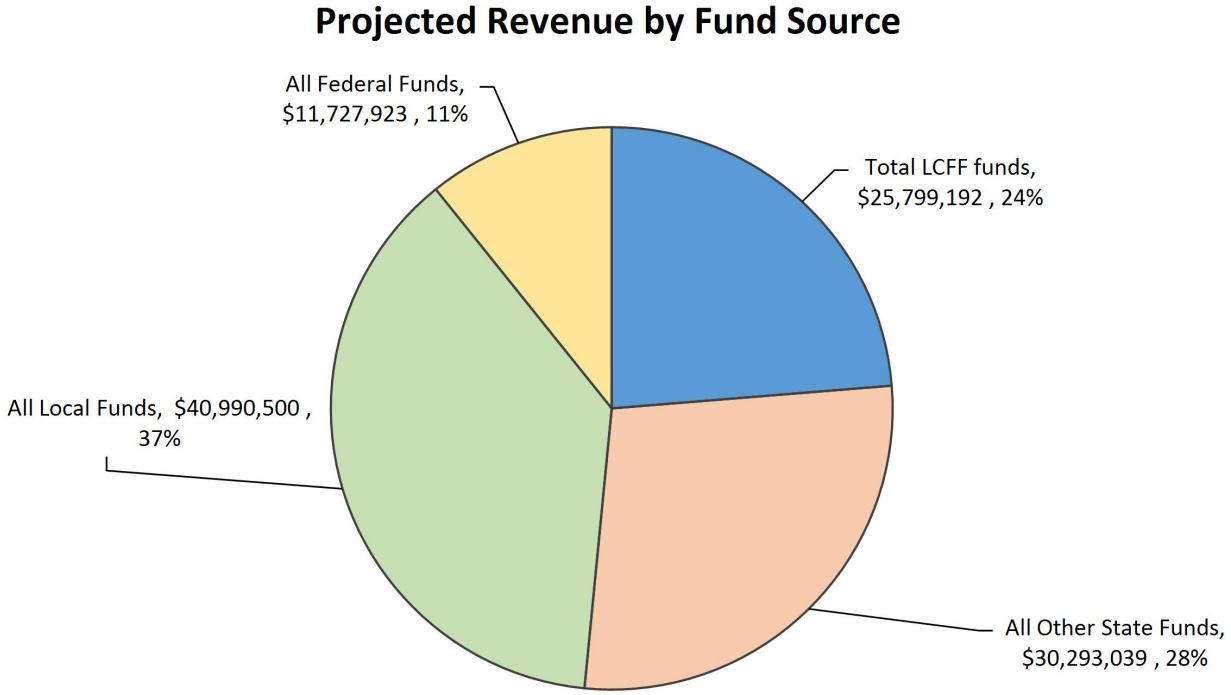
Senior Director of Alternative Education

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County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

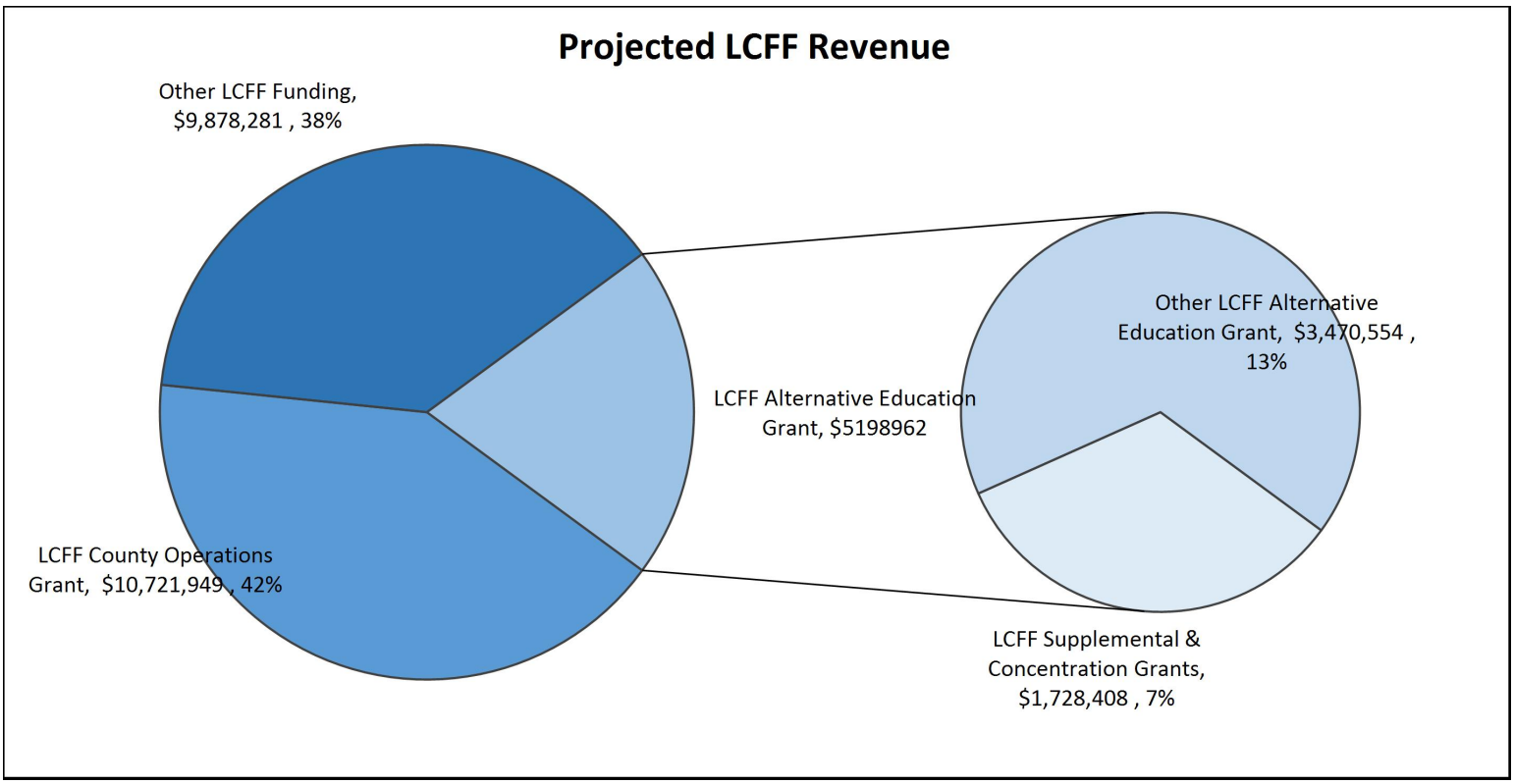


This chart shows the total general purpose revenue Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) is 108,810,654, of which 25,799,192.00 is Local Control Funding Formula (LCFF), 30,293,039.00 is other state funds, 40,990,500.00 is local funds, and 11,727,923.00 is federal funds.

Of the $30,293,039.00 attributed to All Other State Funds, $639,000.00 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents



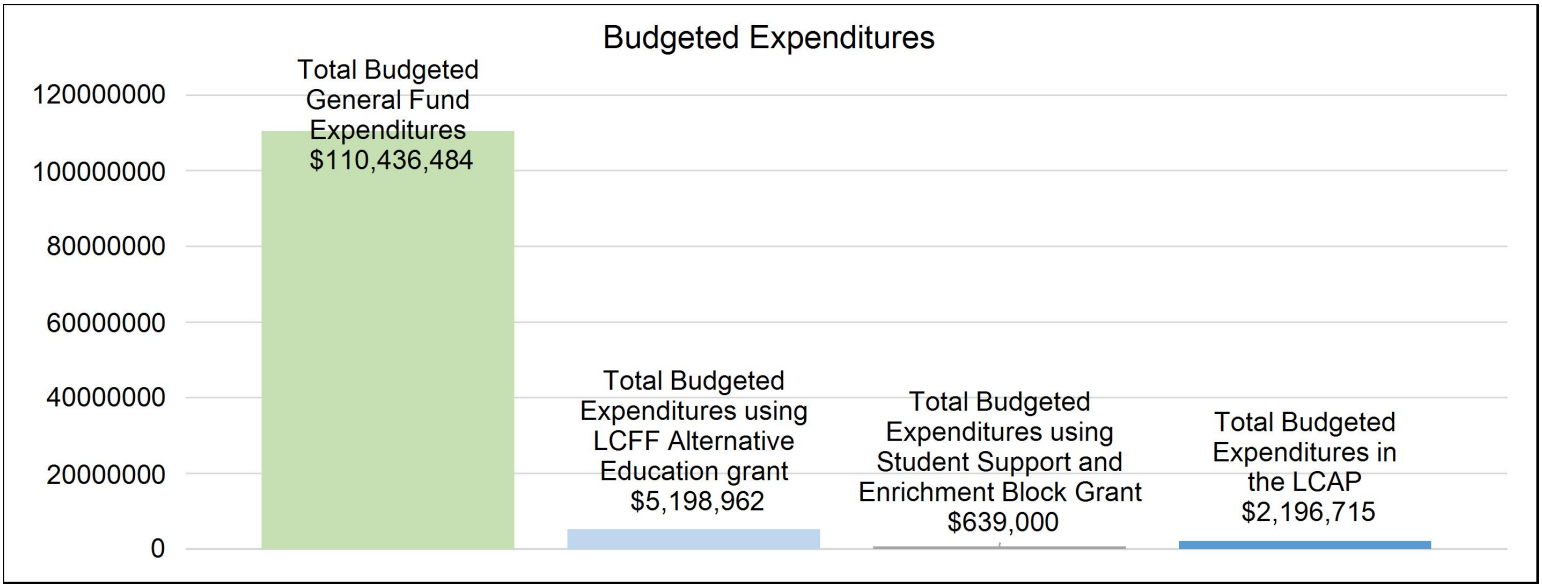
This chart shows the LCFF revenue Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) is $25,799,192.00, of which $10,721,949.00 is attributed to the LCFF County Operations Grant, $5,198,962.00 is the attributed to the LCFF Alternative Education Grant, and $9,878,281 is other LCFF funds. Of the $5,198,962.00 attributed to the LCFF Alternative Education Grant, $1,728,408.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

ICOE expenditures support countywide programs, administrative services, professional development, fiscal oversight of school districts, curriculum and instructional support, mandated services to districts, and charter schools within the county.

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

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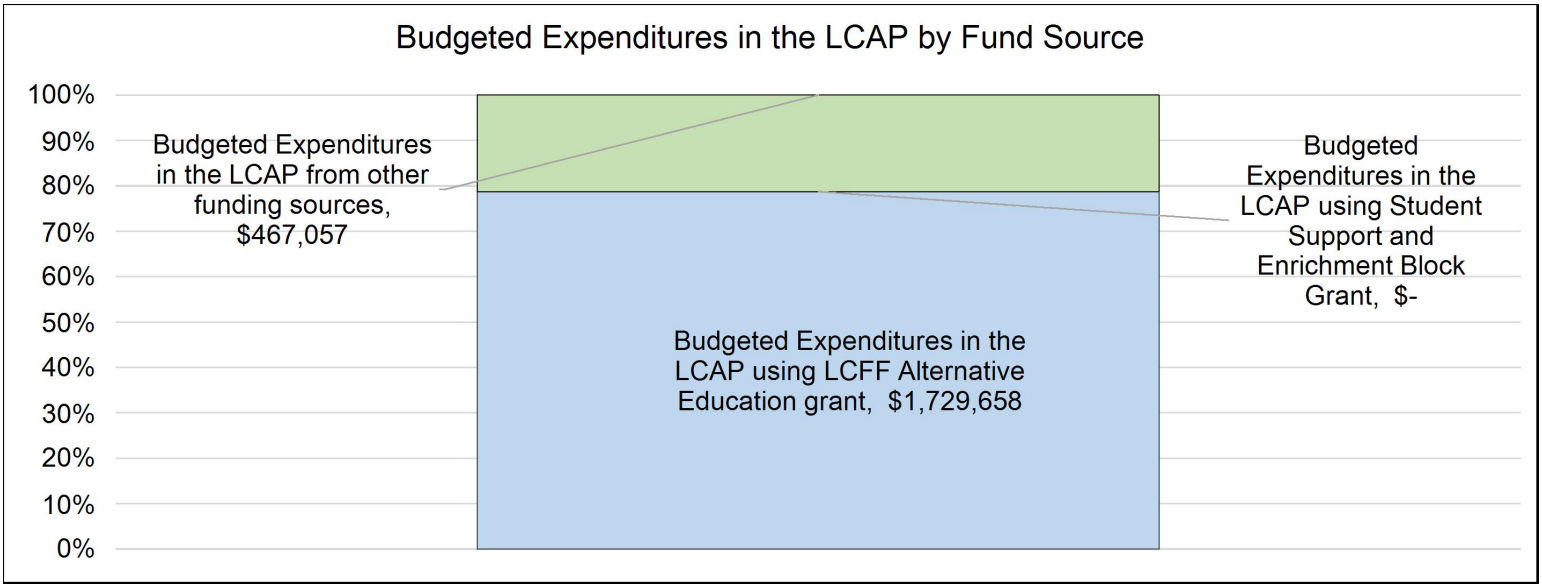
This chart provides a quick summary of how much Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) plans to spend $110,436,484.00 for the 2026-27 school year. Of that amount, $5,198,962.00 is attributed to the Alternative Education Grant and $639,000.00 is attributed to the Student Support and Enrichment Block Grant. $108,239,769 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget:
1-Certificated salaries and benefits to support the delivery of the comprehensive instructional program.
2- Classified salaries and benefits to provide added assistance in the classroom and instructional program.
3- Administrative salaries and benefits to support the entire program.
4- Base curriculum and instructional materials.
5- Office supplies, equipment and maintenance of equipment.
6- Maintenance, Grounds staff salaries and benefits to keep school facilities clean and safe.
7- Utilities and other facility costs.

Alternative Education Grant:
1-Certificated salaries and benefits to support the delivery of the comprehensive instructional program.
2- Classified salaries and benefits to provide added assistance in the classroom and instructional program.
3- Administrative salaries and benefits to support the entire program.
4- Base curriculum and instructional materials.
5- Office supplies, equipment and maintenance of equipment.
6- Maintenance, Grounds staff salaries and benefits to keep school facilities clean and safe.
7- Utilities and other facility costs.

Student Support and Enrichment Block Grant:
The funds will be spend on material supplies and services, sub agreements and professional services to support student growth.



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

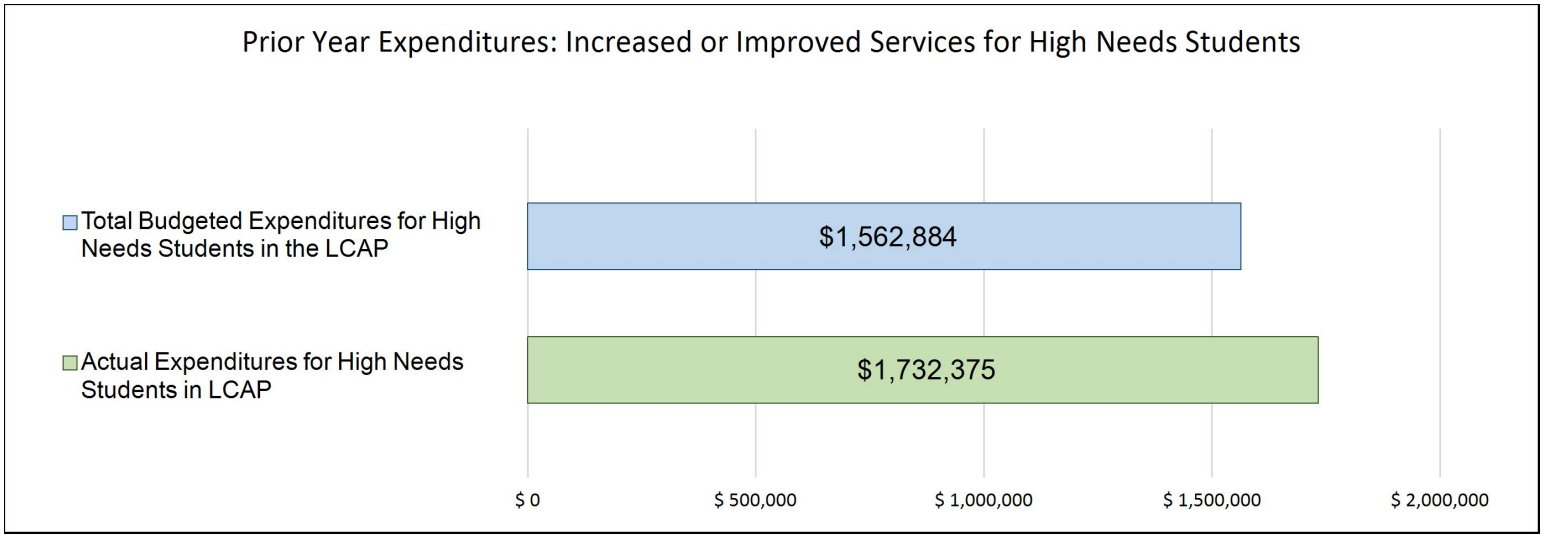
The text description of the above chart is as follows: Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) plans to spend $2,196,715.00 on actions/services in the LCAP. Of those funds, $1,729,658.00 is attributed to the Alternative Education Grant and $0.00 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) is projecting it will receive 1,728,408.00 based on the enrollment of foster youth, English learner, and low-income students. Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) must describe how it intends to increase or improve services for high needs students in the LCAP. Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) plans to spend 1,729,658.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS)'s LCAP budgeted 1,562,884.00 for planned actions to increase or improve services for high needs students. Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS) actually spent 1,732,375.00 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Imperial County Office of Education (ICOE)-Juvenile Court and Community Schools (JCCS)	Monalisa Vitela Senior Director of Alternative Education	mvitela@icoe.org (760) 312-5525

Plan Summary [2026-27]

General Information

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

Imperial County Office of Education (ICOE), under the leadership of J. Todd Finnell, Ed. D, Superintendent of Schools, is dedicated to ensuring the success of all students while preparing them for a variety of rich, post-secondary opportunities. The Imperial County Office of Education has three distinct schools: Valley Academy, Juvenile Hall, and Special Education.

Our Alternative Education Department operates the court and community schools that address the individual needs of Imperial County's at-risk student population. According to our 2025-2026 enrollment data, a total of 277 students are currently enrolled in our Juvenile Court and Community Schools. Over 94.1% of our students are considered socio-economically disadvantaged, 42.4% of students are English Learners, 25% of students are students with disabilities (SWD), 11.4% are homeless, and 4.9% of students are foster youth.

Both Valley Academy (Community School) and Esther Huff (Juvenile Hall Court School) have qualified for Equity Multiplier Funding, and LCAP Goals 6 and 7, respectively, have been developed to capture the needs and actions for increasing services to improve outcomes at these sites.

Our Juvenile Hall school has an enrollment of 14 students and therefore, does not generate status levels on the dashboard for confidentiality purposes. Students enrolled in our juvenile court school are provided with core academic instruction and are offered the opportunity to co-enroll in online college courses. Our court school youth are also offered A-G and AP courses. Valley Academy has three distinct sites, including an Independent Studies school in Imperial County. Our Alternative Education school serves students referred by school districts

due to expulsion, poor attendance, or referred by the Probation Department or Social Services under the California Welfare and Institutions Code. Our priority is to improve student achievement through the pursuit of high standards in attendance, academics, and social-emotional well-being. Our mission is to empower students to become productive members of the community by providing a quality learning experience. This LCAP denotes the services being offered to the above-mentioned students in these two schools. 2026 Enrollment Data denotes Valley Academy students are 94.1% socio-economically disadvantaged, 42.4% of students are English Learners, 25% of students are students with disabilities (SWD), 11.4% are homeless, and 4.9% of students are foster youth. Valley Academy strives for academic excellence and, therefore, has adopted the same core high school curriculum as the larger high school districts to ensure a smooth academic transition upon student transfers to their school of origin and or higher education. ICOE's mission is to improve the quality of life in our community by promoting strong families and students who are prepared for life, college, and careers. We are constantly seeking to improve our school culture and academic offerings to our students. Within this LCAP, three actions (4.2, 4.3, and 4.4) specifically address the needs of our English Learners, 100% of whom are Long-Term English Learners.

Valley Academy is also proud to call itself a top-notch Career Technology Education program. We continue to be the only alternative education/high school that offers a Medical Assistant, Heating, Ventilation, and Air Conditioning (HVAC), and Barber Academy in Imperial County and the state of California. CTE students enrolled in the Medical Assistant course are offered to take the state and national health exam at the end of their internship hours. In addition, HVAC and Arts and Media students take the end-of-the-year college exam to receive college credit while in high school. The California Community Schools Partnership grant allowed us to increase parent/guardian/community engagement in the school environment. This school year, a cohort of 86 students completed the Social Emotional Learning (SEL) sessions, which focused on Emotional Intelligence. Throughout this program, students reviewed a variety of topics that impact emotions, such as stress management, coping mechanisms, substance use, environmental factors, and communication styles. This year’s Fall Festival was a success due to the collaborative efforts of our dedicated staff and community partners. This event holds a special place as a unique occasion, uniting Valley Academy students from El Centro, Brawley, and Calexico. This event catalyzes fostering a positive climate within our school site. By bringing together students from diverse backgrounds, it cultivates a harmonious atmosphere that encourages positive interactions and enhances their overall educational engagement.

The Imperial County Office of Education program operates one specially designed school, the Imperial Valley Center for Exceptional Children, with 8 classrooms serving infants/toddlers, preschool students with moderate to extensive support needs, Autism, and school-aged children with multiple disabilities. In addition, the Imperial County Office of Education Special Education program provides outstanding services through five programs to maximize opportunities for all students:

- Early Start Infant Toddler Program
- Persons with Exceptional Needs Program
- Deaf/Hard of Hearing Program
- Visually Impaired Program
- Speech/Language Services

Currently, the school serves approximately 59 students throughout the various programs and services offered. Latest enrollment data indicate that ICOE's Special Education students are 72.5% socioeconomically disadvantaged, 56.2% English Learners, 0.6% Homeless, and 0.2% Foster Youth. ICOE's Special Education program denotes its comprehensive plan in its School Plan for Student Achievement (SPSA).

Each year, this plan is revised to align with ICOE's LCAP goals and the current needs of students as indicated in the CA School Dashboard, as applicable.

The link to our 2024 Countywide Plan for Expelled Youth is https://drive.google.com/file/d/19tRVUPKz5zmHBIeHCOCrUOXCXQVDmXW8/view.
The link to the Imperial COE webpage where it is linked is https://www.icoe.org/alternative-education/forms-documents.

Reflections: Annual Performance

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

ICOE's Valley Academy School serves some of the most vulnerable youth (grades 7-12) in Imperial County. Most of our students come to us performing significantly below grade level, having low grade point averages, and missing credits toward graduation. Moreover, students often have either had little to no school connectedness (coupled with high absenteeism rates) and/or have behavioral and emotional well-being needs and have struggled with poor behavior and the consequences of that behavior. ICOE Valley Academy School gives students a "fresh start" to reconnect with educators and plan their path to success. 90% of our students enroll with academic performance significantly below their grade level, accompanied by low grade point averages and a deficit in credits required for graduation.

Reflection on annual performance based on the November 2025 CA School Dashboard:

On the 2025 Dashboard, Valley Academy students scored an average of 166 points below standard in English Language Arts, up 3.6 points from 2024. In mathematics, Valley Academy students scored an average of 200.6 points below standard, an improvement of 13.6 points. For our English Learners, 54.5% made progress toward English Language Proficiency, an increase of 26.9%. These data points illuminate the stark need for continued targeted efforts to provide students with access to a standards-based curriculum while providing interventions and mental health supports. Our students need aids as they navigate the grade-level text. They also need access to grade-level problem-solving opportunities while supporting them in their numeracy needs. Lastly, they need prescribed language development to support their linguistic needs. Valley Academy administered the CAASPP in English and Mathematics in 2025, and these scores, as well as interim assessments and diagnostic assessments, continue to show the need for improvement and opportunity gaps for our low-income students and English Learners.

Learning Recovery Emergency Block Grant Funding (LREBG) was used during the 2025-26 school year (as is noted in the Goal 1 goal analysis) to supplement the support for students identified through a needs assessment in the areas of ELA and mathematics. This support involved additional one on one tutoring and small group learning supports provided outside of the regular school day by teachers and/or instructional aides though Action 4.1. This is an allowable use of these LREBG funds [CA Ed Code 32526(c)(2)(B)(i)] and is evidence based as Stanford University's National Student Support Accelarator has published numerous reports on the effectivness of high-impact tutoring delivered by trusted adults on not only student content knowledge, but student attendance, as well. These funds will continue to be used for this purpose in the 2026-27 school year should additional funding be allocated (Action 4.1). Currently, all LREBG funding has been expended.

Reflection on annual performance based on the December 2024 CA School Dashboard:

On the 2024 Dashboard, Valley Academy students scored an average of 169.5 points below standard in English Language Arts. In mathematics, Valley Academy students scored an average of 214.2 points below standard. For our English Learners, 27.6% made progress toward English Language Proficiency. These data points illuminate the stark need for very targeted efforts to continue to give students access to a standards-based curriculum while providing interventions and mental health supports. Our students need aide as they navigate the grade-level text. They also need access to grade-level problem-solving opportunities while supporting them in their numeracy needs. Lastly, they need prescribed language development to support their linguistic needs. Valley Academy administered the CAASPP in English and Mathematics in 2024, and these scores, as well as interim assessments and diagnostic assessments, continue to show the need for improvement and opportunity gaps for our low-income students and English Learners.

As part of our ongoing commitment to strengthening family engagement and fostering a supportive school community, our Community School initiatives provided multiple opportunities for meaningful collaboration between students, families, and staff throughout the year. One of the highlights was the continued success of the Jaguar Coffee Club, which created a welcoming space for parents, guardians, and school personnel to build relationships, share ideas, and engage in open dialogue focused on student success and school improvement.
In addition, monthly parent meetings were held to ensure families remained informed, connected, and actively involved in the educational process. These meetings served as an important platform to discuss the school's Local Control and Accountability Plan (LCAP) goals, gather parent input on ways to improve school programs and climate, and strengthen parent involvement efforts. Families were introduced to the school's Wellness Team and learned about the variety of student academic enrichment programs available to support student achievement and well-being.
The meetings also provided valuable information regarding state testing, including strategies and resources families can use at home to help support their children academically and promote student confidence and preparedness. Furthermore, parents were informed about the WASC accreditation process and the school's ongoing efforts toward continuous improvement, accountability, and academic excellence. Through these Community School events and parent engagement opportunities, the school continued to strengthen partnerships with families, increase transparency, and promote a collaborative culture focused on meeting the academic, social-emotional, and wellness needs of all students.

A review of the 2023 Dashboard lowest levels of performance, "reds", identified the following:

-ICOE level reds for Graduation Rate for All Students (58%), Low-Income students (57.4%), and Hispanic students (57.8%). Addressed through Actions 1.1-1.6, 2.1-2.3, 4.1, and 4.5.
-ICOE level reds (or very low status) for College/Career Readiness for All Students (0%), Low-Income students (0%), and Hispanic students (0%). Addressed through actions 1.4, 1.5, 1.6, 2.1, 2.2, and 2.3.
-ICOE level red for Suspension Rate, including Homeless students as an intervention (9.1%). Addressed through Goal 3 actions, specifically 3.5.
-Valley Academy site-level reds for Graduation Rate for All Students (63.8%), Low-Income students (63.2%), and Hispanic students (61.8%). Addressed through Actions 1.1-1.6, 2.1-2.3, 4.1 and 4.5.

-Valley Academy site level reds (or very low status) for College/Career Readiness for All Students (0%), Low-Income students (0%), and Hispanic students (0%). Addressed through actions 1.4, 1.5, 1.6, 2.1, 2.2, and 2.3.
-Esther Huff School (Juvenile Hall) and ICOE Special Education (IVCEC) had no "reds" identified on the 2023 Dashboard

Improved academic performance of our students will lead to improvement on the lowest levels of performance listed above, but improved academic performance requires more than just academic intervention. Our students have social-emotional, behavioral, and mental health needs. This is evidenced by our California Healthy Kids Surveys, an analysis of behavioral records of our incoming students, classroom observations, and diagnostic screeners. Leaning on best practices and collaborating with community partners, Valley Academy is committed to continuing to build a comprehensive multi-tiered system of support that identifies needs early and intervenes promptly. School connectedness is another area that, if positive, can have a direct impact on increased attendance, also contributing to academic gains. Many of the actions in this plan are intended to provide relationship-building and positive approaches to connect students to school and their learning. We have seen much progress over time with students as they begin to reconnect with their purpose and goals. Parent and Family Engagement also builds school connectedness. Focus groups and intake interviews consistently show that parents have not felt like partners in their child's education. Support staff and many family engagement activities throughout the year help address this need. Additionally, there are three actions (4.2, 4.3, and 4.4) specifically addressing the needs of our English Learners, 100% of whom are Long Term English Learners.

All goals and actions in this plan have been developed to address the needs, conditions, and circumstances of our unduplicated pupils, and will help address the areas of low performance noted above. All actions will be strengthened through our implementation of the Bipartisan Safer Communities Act-Stronger Connections Grant, which is focused on improving our Multi-tiered Systems of Support (MTSS) and will increase staff working directly with students by hiring a Wellness Manager and an additional Student Program Specialist. Also, our CA Community School Partnership Program Implementation Grant supplements this work and adds additional staff, as well as additional services. Both of these grant programs, offering braided services to the actions in this LCAP, will be available for the full three years of this LCAP cycle.

Reflections: Technical Assistance

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

ICOE is eligible for Differentiated Assistance (DA) to support student groups performing at the lowest performance levels in two or more priorities on the California Dashboard.

Valley Academy participated in Year 2 support based on 2024 Dashboard eligibility. This eligibility was Priority 4 (ELA, Math, and ELPI) for EL, HI, LTEL, and SED student groups and Priority 5 (Graduation Rate) for EL, HI, LTEL, SED student groups. We continue to collaborate with the San Diego County Office of Education to address these critical areas and support our students. Utilizing the Plan-Do-Study-Act model, SDCOE has guided us through cycles of refining strategies to improve student learning and outcomes. We also again participated in Professional Learning and Capacity Building via Zoom and in person to build capacity on data analysis and continuous improvement strategies. Currently, actions addressing graduation rate, ELA, Math, and ELPI are included in Goals 1 and 2 (1.1-1.6, 2.1-2.3) for all unduplicated students, in Goal 4 (4.1 and 4.5) for English Learners, including LTELs specifically, in Goal 5 (5.1-5.3) for Foster Youth

specifically, and in Goal 6 (6.1,6.2), an equity multiplier goal, for low-income students and Hispanic students based on 2024 and 2025 reds on the dashboard for Valley Academy.

Valley Academy participated in Year 1 support based on 2025 Dashboard eligibility. This eligibility was for Hispanic students in Priorities 4, 5, and 8, and for SED students in Priorities 5 and 8. We continue to collaborate with the San Diego County Office of Education to address these critical areas and further support our students. Utilizing the Plan-Do-Study-Act model, SDCOE has guided us through additional, ongoing cycles of refining strategies to improve student learning and outcomes with these student groups in these priority areas. We also continue to participate in Professional Learning and Capacity Building via Zoom and in person with SDCOE to build capacity on data analysis and continuous improvement strategies. Currently, actions addressing the 2025 eligibility in Priority 4 include 4.1, 5.1, and 5.2 for Math and ELA and 4.2, 4.3, and 4.4 for ELPI. Priority 5, Graduation Rate, and Priority 8, College and Career Indicator, is a specific focus for these student groups through actions 1.1-1.6, and 2.1-2.3.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents (of Valley and Juvenile Hall students, both Equity Multiplier sites)	The engagement of parents and families is very valuable to ICOE Valley Academy schools. Ongoing opportunities were scheduled with parents to engage them in our school activities and to evaluate and develop our LCAP goals and actions. Because engaging parents is easier when their children are involved, each event below included input, survey, and/or feedback sessions regarding the LCAP. The following are events held during the school year to engage our parents and families in the development of our LCAP: Back-to-School Nights were held on September 9,16, 23, 2025 Parent Conference Weeks were held October 20-24, 2025, and March 16-20, 2026 Student LCAP Surveys went out on January 29, 2026 Parent LCAP Surveys went out on January 30, 2026 School Site Council and ELAC meetings were held on November 6, 2025, January 15, March 4, and May 6, 2026 Parent and Student Posadas were held on December 9, 10, 11, and 17, 2025 Student Awards and Parent Engagement meetings were held on October 1, 2025, January 16, March 13, and May 22, 2026 The Parent-Teen Conference was held on March 27, 2026 Parent and Student Fall Festival was held on October 30, 2025 Parent and Student Paint and Art Activities were held on: September 16-18, 2025, October 1- 3, 2025, December 3-4, 2025, May 15, 2026

Educational Partner(s)	Process for Engagement
	The LCAP Parent Engagement Meeting was held on October 9, 16, November 20, November 21, 2025, and February 5, 19, 20, April 23, May 14, May 15, and May 21, 2026
Students (from Valley and Juvenile Hall, both Equity Multiplier sites)	Students from our Valley and Juvenile Hall Schools participate in the following activities: Back-to-School Nights were held on September 9,16, 23, 2025 Parent-Student Conference Weeks were held on October 20-24, 2025, and March 16-20, 2026 Student LCAP Surveys went out on January 29, 2026 LCAP Surveys went out on January 30, 2026 School Site Council and ELAC meetings were held on November 6, 2025, January 15, March 4, and May 6, 2026 Parent and Student Posadas were held on December 9, 10, 11, and 17, 2025 Student Awards and Parent Engagement meetings were held on October 1, 2025, January 16, March 13, and May 22, 2026 The Parent-Teen Conference was held on March 27, 2026 Parent and Student Fall Festival was held on October 30, 2025 Parent and Student Paint/ Art Activities were held on September 16-18, 2025, October 1- 3, 2025, December 3-4, 2025, and May 15, 2026 The LCAP Parent Engagement Meeting was held on October 9, 16, November 20, November 21, 2025, and February 5, 19, 20, April 23, May 14, May 15, and May 21, 2026 The senior picnic was held on April 4, 2026 Our annual Parent and Teen Conference is our largest parent-and-student engagement event. This event, held each Spring, allows our LCAP team and administration to distribute LCAP surveys, which are essential for gathering insight and feedback from our educational partners. The data collected from the surveys plays a crucial role in identifying areas for improvement and shaping the strategies included in our LCAP. Each year, parents and students contribute directly to the enhancement of our educational programs and overall school environment by completing the surveys and sharing our school's strengths and areas of improvement. Feedback from the LCAP surveys reflects that students and parents would like to see an

Educational Partner(s)	Process for Engagement
	increase in after-school and extracurricular activities such as academic tutoring, arts and crafts, and sports. Goal 6
School Site Council (which serves as our LCAP Parent Advisory Committee) and ELAC for Valley, an Equity Multiplier Site	School Site Council and ELAC meetings were held on: November 6, 2025, January 15, March 4, and May 6, 2026 . Our SSC members review the results of student, parent, and educational partner LCAP surveys and the actions and funding tied to each LCAP goal. SSC members and LCAP survey results assists us in the development of the LCAP.
School Staff including Teachers, Principal, other Administrators, Paraprofessionals, Assistants, and other School Personnel (from Valley and Juvenile Hall, both Equity Multiplier sites)	Professional Learning Community Meetings were held twice a month to review LCAP goals, improve teaching practices, and increase student outcomes. LCAP surveys and funding allocations are reviewed during our PLC meetings to monitor and evaluate progress toward our student outcomes and LCAP goals. Leadership Meetings to discuss and integrate the collaborative input from our educational partners were held on October 17, December 4, March 13, April 17, and June 18, 2026
Certificated and Classified Bargaining Units (including staff from both Valley and Juvenile Hall, both Equity Multiplier sites)	Certificated and Classified Bargaining Unit Meetings were held in December and June. Union leadership from both groups contributed to the decision making process on goals and actions of our LCAP.
Imperial County SELPA (regarding students from both Valley and Juvenile Hall, both Equity Multiplier sites)	Imperial County SELPA LCAP meeting was held on: March 23, 2026, to discuss the current needs of students with disabilities within our county and how that impacts our LCAP development process.
Community Partners (with both Valley and Juvenile Hall, both Equity Multiplier sites)	Probation and Juvenile Justice Commission Meetings were held on September 8, October 13, November 3, December 8, January 5, February 2, March 2, April 20, May 4, 2026. Chief Police Department Meetings were held on IVROP Meetings were held on: October 31, 2025 District Attorney Meetings were held on The LCAP Foster Youth Consultation meeting was held on April 27, 2026
Juvenile Hall specific Educational Partner Engagement for Equity Multiplier Input	Probation and Juvenile Justice Commission Meetings were held on: September 8, October 13, November 3, December 8, January 5, February 2, March 2, April 20, May 4, 2026. Chief Police Department Meetings were held on:

Educational Partner(s)	Process for Engagement
	Chief Probation Officer Meetings were held to discuss the juvenile hall facility, Equity Multiplier funds, and goals on December 8, 2025, and February 2, 2026 The Juvenile Justice Coordinating Council Meeting was held on March 9 and April 20, 2026 During these meetings, we discussed the Equity Multiplier funds and how those funds would be adequately used based on our Juvenile Hall needs assessment. Our LCAP team and our educational partners worked on developing focused goals and actions to serve the most underserved students at this school site. It has been challenging to implement CTE programs in our juvenile hall school; therefore, CTE initiatives were advocated for our incarcerated youth. These CTE programs will better prepare our students for life after detention at juvenile hall. Goal 7

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

Educational partner meetings and surveys were held throughout the school year to receive information on the development of the LCAP. The LCAP team hosted the meetings and included staff, parents, and community partners. These meetings provided additional feedback regarding our LCAP priorities. Our LCAP surveys to parents and students were distributed during parent conference week. A total of 163 responses were collected from our parents. Key LCAP recommendations in the development of our LCAP from our educational partners are shared below.

Parents: Our parents participated in ongoing surveys, conferences, events, and forums, to gather feedback and support in developing the LCAP. Parents noted that they feel very welcome and appreciative of the ongoing activities our school provides to them. On March 24, 2025, parents and students participated in an LCAP/CA Dashboard gallery walk where they learned about our school's performance level and accountability system. Parents and students shared feedback and ideas on ways to improve our performance moving forward. Parent and student input includes: increasing counseling services, offering cooking classes, art projects, offering family support when students do not want to go to school, rewarding students for attending school (food, parties, ice cream), and increasing student transportation to school when students are truant. This feedback was incorporated into actions 3.1, 3.3, 3.4, and 3.6 (attendance), 3.2 and 3.5 (attendance and counseling), 6.2 (alternative type classes), and 2.1, 2.2, and 2.3 (transportation).

Students: During School Site Council meetings and LCAP surveys, students shared that the transfer to Valley Academy allowed them to enjoy coming to school again. The LCAP student survey indicated that 99.2% of students feel welcome and safe at Valley Academy. 97% of students feel that the school effectively addresses truancy and prevents them from dropping out of school. They would also like to see more co-curricular activities and the opportunity to receive college credit while enrolled in our school. This feedback was incorporated into actions 6.2 (alternative learning experiences) and 1.6 (college credit for CTE pathways).

School Staff: According to our staff LCAP survey 95% of staff love their job. Here is an excerpt from a school staff; " I love working in alternative education because of the students! I have worked in a traditional high school and middle school, Alt. Ed is the place I plan and hope to stay at for many years to come. The students here have so much potential and can build meaningful relationships with all of them which makes it easy to get up in the morning and come to work. A lot of our students move around a lot and don't have any consistency at home but when they step foot in our school, we are their constant motivator. They will always be greeted in the morning and will establish a nice, consistent routine." 92% of staff feel that our curriculum is challenging and creative for our students. Staff recommendations include: increasing ELD support for our Long-term English learners, increasing mental health training, more time with colleagues to increase classroom management strategies, trainings on how to motivate students to come to school, more Aeries training, and visiting other alternative education sites to learn best practices. This feedback was incorporated into actions 4.2, 4.3, and 4.4 (LTEL support), 3.2, 3.3, and 3.5 (mental health and engagement focus), and 1.4 (Aeries and other tech training)

Collaborative Partners: Our collaborative partners share that they are very impressed with the education and CTE programs we offer at our sites. Keeping students engaged after school is a priority for our judicial system. Our collaborative partners including the 16 school districts and Imperial Valley College have visited our schools to learn about our CTE programs and replicate the same CTE programs at their high schools.

School Site Council: Our School Site Council also serves as our Parent Advisory Committee, and our English Learner Advisory Committee (ELAC). The SSC, Parent Advisory Committee, and ELAC met quarterly this school year to refine our goals and metrics. Parents who were not able to attend any of our Local Control and Accountability Plan parent engagement meetings, we provided surveys throughout the year to gather their feedback. We also incorporated feedback gathering at other meetings such as IEP, Section 504, SST, and/or SART intervention meetings. All parent data was analyzed to determine big ideas and trends related to parent feedback. This year, our SSC students and staff requested we improve the school grounds at Del Rio Academy by removing the large boulders and replacing them with a grassy area where students and parents could congregate during school events. SSC students also requested we implement additional incentives for graduating students which included a senior picnic in Pine Valley. This feedback was incorporated into actions 3.4 (enrichment/incentive programs) and 6.2 (alternative learning experiences).mvitela

Our Equity Multiplier Goals (Goal 6-Valley and Goal 7-Esther Huff) were influenced by site educational partners, including teachers, staff, students, parents, administrators, the Imperial County Probation Department, the Juvenile Justice Commission Meetings, the Juvenile Justice Coordinating Council Meeting, and meetings with the Brawley and El Centro Police Chiefs. The input from these partners, as well as CA School Dashboard and local data, led to the development of alternative learning experiences for both Valley and Esther Huff students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase achievement proficiency levels in ELA, ELD, and Mathematics, as well as other applicable content areas, to prepare them for rich and robust post-secondary opportunities including college and career goals.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our Alternative Education Program serves some of the most vulnerable youth in our County. Many of our students are performing below grade level and potentially credit deficient. For students to accelerate their learning, they need access to high-quality standards-based instruction.

This goal is aligned with our school mission in creating opportunities for students to attend institutions of higher education and or enter the workforce and military to become community builders and have the skills to be globally competitive in the industry they select. The metrics and actions in this goal were grouped together with the belief that by focusing on continuing to provide high-quality first-time, rigorous, standards-aligned instruction coupled with individualized differentiation and targeted support, these achievement metrics, including not only the CAASPP and ELPAC scores but the college preparation metrics, including our graduation rate, will improve, especially for our unduplicated student groups as these actions were developed with their specific needs in mind.

Additionally, it was important to educational partners that we continue to help students make connections with their tomorrow and the work they are putting in today. Infusing technology into learning was important to allow students to gain the skills to succeed in their "tomorrow". Moreover, increasing access to robust and varied enrichment opportunities that connected students to the world beyond (both college and career opportunities) will increase student motivation and also increase these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) Assessment California Assessment of Student Performance and Progress (CAASPP) Percentage of students who met/exceeded the ELA standard (Source: Dataquest) Priority 4A	2023 DataQuest All students (ALL): 9.52% 11th graders: 11.43% Low Income (SED): 10.53% English Learners (EL): 0% Long Term ELs (LTEL): 0% Hispanic (HI): 10.53% Foster Youth (FY): Not Available	2024 DataQuest All students (ALL): 13.34% 11th graders: 10% Low Income (SED): 14.29% English Learners (EL): 0% Long Term ELs (LTEL): 0% Hispanic (HI): 11.6% Foster Youth (FY): Not Available	2025 DataQuest All students (ALL): 4.6% 11th graders: 8.89% Low Income (SED): 5.06% English Learners (EL): 2.56% Long Term ELs (LTEL): 3.57% Hispanic (HI): 3.61% Foster Youth (FY): Not Available	15% of Students in all groups Met/Exceeded Standard All students (ALL): 15% 11th graders: 15% Low Income (SED): 15% English Learners (EL): 15% Long Term ELs (LTEL): 15% Hispanic (HI): 15% Foster Youth (FY): 15%	ALL: Decreased 4.92% 11th Graders: Decreased 2.54% SED: Decreased 5.47% EL: Increased 2.56% LTEL: Increased 3.57% HI: Decreased 6.92% FY: Not Available "Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
1.2	Mathematics Assessment California Assessment of Student Performance and Progress (CAASPP) Percentage of students who met/exceeded the Math standard	2023 DataQuest ALL: 3.39% 11th graders: 3.03% SED: 3.77% EL: 0% LTEL: 0% HI: 3.77% FY: Not Available	2024 DataQuest ALL: 1.33% 11th graders:0% SED:1.43% EL: 0% LTEL: 0% HI: 1.45% FY: Not Available	2025 DataQuest ALL: 1.15% 11th graders: 2.27% SED:1.27% EL: 0% LTEL: 0% HI: 1.20% FY: Not Available	10% of Students in all groups Met/Exceeded Standard ALL: 10% 11th graders: 10% SED: 10% EL: 10% LTEL: 10% HI: 10%	ALL: Decreased 2.24% 11th graders: Increased 0.76% SED: Decreased 2.5% EL: No Change LTEL: No Change HI: Decreased 2.57% FY: Not Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Dataquest) Priority 4A				FY: 10%	"Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
1.4	Implementation of State Academic Standards Self-Reflection Tool Rating Scores All scores will be monitored and reported to the board and to the CA School Dashboard, however, our current focus is improving implementation in the areas English Language Development and Next Generation Science Standards. Rating Scale used in the tool (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development;	2023-2024 Annually, the Implementation of State Standards Reflection Tool will be revisited and recalibrated. Progress on this tool will be presented to the Board through the Local Indicator Report and updated on the CA School Dashboard. Implementation rating in our focus areas: English Language Development: 4 Next Generation Science Standards: 4	2024-2025 Annually, the Implementation of State Standards Reflection Tool will be revisited and recalibrated. Progress on this tool will be presented to the Board through the Local Indicator Report and updated on the CA School Dashboard. Implementation rating in our focus areas: English Language Development: 4	2025-26 Annually, the Implementation of State Standards Reflection Tool will be revisited and recalibrated. Progress on this tool will be presented to the Board through the Local Indicator Report and updated on the CA School Dashboard. Implementation rating in our focus areas: English Language Development: 5	All State Academic Standards Self-Reflection Tool Rating Scores will be a 5, including our focus areas: English Language Development: 5 Next Generation Science Standards: 5	Implementation rating in our focus areas: English Language Development: Increased from 4 to 5 Next Generation Science Standards: Maintained a 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability (Source: CDE Self Reflection Tool Use and Local Data) Priority 2A, 2B		Next Generation Science Standards: 4	Next Generation Science Standards: 4		
1.5	Percentage of Appropriately assigned and fully credentialed teachers for the subject area and pupils they are teaching (Source: CA School Dashboard) Priority 1A	2023-2024 School Accountability Report Card (SARC) 100% of teachers are appropriately assigned and fully credentialed.	2024-2025 School Accountability Report Card (SARC) 100% of teachers are appropriately assigned and fully credentialed.	2025-2026 School Accountability Report Card (SARC) 100% of teachers are appropriately assigned and fully credentialed.	100% of teachers are appropriately assigned and fully credentialed.	Maintained 100%
1.6	Percentage of students meeting UC and CSU A-G Criteria (Source: CA School Dashboard) Priority 4B	2022-2023 A-G Rate ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: Not Available FY: Not Available	2023-2024 A-G Rate ALL: 0% SED: 0% EL: 0% HI: 0% FY: Not Available New Baseline: LTEL: 0%	2024-2025 A-G Rate ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: 0% FY: Not Available	ALL: 8% SED: 8% EL: 8% HI: 8% LTEL: 8% FY: 8%	ALL: No Change SED: No Change EL: No Change HI: No Change LTEL: No Change FY: Not Available "Not Available" status means too few students are in the group to publish the data, however, the data is monitored

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						locally, or two years of data is not yet available to find a difference.
1.7	Percentage of students completing the Career Technical Education Pathway (Source: CA School Dashboard) Priority 4C	2022-2023 Dashboard Additional Report ALL: 22.4% SED: 21.1% EL: 7.7% LTEL: Not Available HI: 20% Foster Youth (FY): Data monitored locally but not reported per privacy concerns due to fewer than 11 students	2023-2024 Dashboard Additional Report ALL: 23.8% SED: 24.2% EL: 18.8% HI: 23.7% Foster Youth (FY): Data monitored locally but not reported per privacy concerns due to fewer than 11 students New Baseline: LTEL: 21.4%	2024-2025 Dashboard Additional Report ALL: 13.4% SED: 13.8% EL: 10% LTEL: 11.1% HI: 12.9% Foster Youth (FY): Data monitored locally but not reported per privacy concerns due to fewer than 11 students	ALL: 25% SED: 25% EL: 25% LTEL: 25% HI: 25% FY: 25%	ALL: Decreased 9% SED: Decreased 7.3% EL: Increased 2.3% LTEL: Decreased 10.3% HI: Decreased 7.1% FY: Not Available "Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
1.8	Percentage of students meeting A-G criteria and CTE Pathway Completion (Source: CA School Dashboard) Priority 4D	2022-2023 ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: Not Available FY: Not Available	2023-2024 ALL: 0% SED: 0% EL: 0% HI: 0% FY: Not Available New Baseline:	2024-2025 ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: 0% FY: Not Available	ALL: 8% SED: 8% EL: 8% HI: 8% LTEL: 8% FY: 8%	ALL: No Change SED: No Change EL: No Change HI: No Change LTEL: No Change FY: Not Available "Not Available" status means too

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL: 0%			few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
1.9	Percentage of students passing an Advanced Placement (AP) Examination with a score of 3 or higher (Source: Local Data) Priority 4G	2022-2023 Dashboard Additional Report ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: 0% FY: 0%	2023-2024 Dashboard Additional Report ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: 0% FY: 0%	2024-2025 Dashboard Additional Report ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: 0% FY: 0%	ALL: 5% SED: 5% EL: 5% HI: 5% LTEL: 5% FY: 5%	No Change
1.10	Percentage of students scoring Prepared on the College and Career Indicator (Source: CA School Dashboard) Priority 4H	2022-2023 Dashboard Additional Report ALL: 0% SED: 0% EL: 0% HI: 0% LTEL: Not Available FY: Not Available	2023-2024 Dashboard Additional Report ALL: 19.6% SED: 20% EL: 17.9% HI: 19.2% FY: Not Available New Baseline: LTEL: 20.8%	2024-2025 Dashboard Additional Report ALL: 3.6% SED: 3.7% EL: 4% LTEL: 4.3% HI: 2% FY: Not Available	ALL: 5% SED: 5% EL: 5% HI: 5% LTEL: 5% FY: 5%	ALL: Increased 3.6% SED: Increased 3.7% EL: Increased 4% HI: Increased 2% LTEL: Decreased 16.5% FY: Not Available "Not Available" status means too few students are in the group to publish the data, however, the data is monitored

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						locally, or two years of data is not yet available to find a difference.
1.11	High School Graduation Rate Percentage of students graduated: -Combined 4 & 5 year -One Year (added in Year 1 Outcome) (Source: CA School Dashboard) Priority 5E	2022-2023 Dashboard Graduation Rate - 4 & 5 year: ALL: 63.8% SED: 63.2% EL: 69.2% LTEL: Not Available HI: 61.8% SWD: 72.7% FY & HOM: Not Available	2023-2024 Dashboard Graduation Rate - 4 & 5 year: ALL: 66.7% SED: 67.7% EL: 68.8% HI: 66.1% SWD: 75% FY & HOM: Not Available New Baseline: LTEL: 67.9 New Baseline: Graduation Rate - 1 year: ALL: 85.7% SED: 89.1% EL: 90% LTEL: 88.2 HI: 84.8% FY & HOM: Not Available	2024-2025 Dashboard Graduation Rate - 4 & 5 year: ALL: 73.1% SED: 72.3% EL: 66.7% LTEL: 66.7% HI: 71% SWD: 88.9% FY: Not Available HOM: 62.5% Graduation Rate - 1 year: ALL: 92.7% SED: 92.2% EL: 81% LTEL: 83.3% HI: 92% FY & HOM: Not Available	Graduation Rate - 4 & 5 year: ALL: 68% SED: 68% EL: 68% LTEL: 68% HI: 68% SWD: 68% FY: 68% HOM: 68% Graduation Rate - 1 year: ALL: 90% SED: 90% EL: 90% LTEL: 90% HI: 90% FY: 90% HOM: 90%	Graduation Rate - 4 & 5 year: ALL: Increased 9.3% SED: Increased 9.1% EL: Decreased 2.5% LTEL: Decreased 1.2% HI: Increased 9.2% SWD: Increased 16.2% FY & HOM: Not Available Graduation Rate - 1 year: ALL: Increased 7% SED: Increased 3.1% EL: Decreased 9% LTEL: Decreased 4.9% HI: Increased 7.2% FY & HOM: Not Available "Not Available" status means too few students are in the group to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
1.12	Percentage of all students, FY, ELs, SED, LTELs, and SWD students who have Access to a Broad Course of Study: (Source: Master Schedule Review, Measures of Academic Progress (MAP) assessment, Transcript Reviews, Self-Reflection CDE Tool) Priority 7A, 7B, 7C	2023-2024 100% of all students have access to and are enrolled in a broad course of study. 100% of FY students have access to and are enrolled in a broad course of study. 100% of EL students have access to and are enrolled in a broad course of study. 100% of SED students have access to and are enrolled in a broad course of study. 100% of LTELs have access to and are enrolled in a broad course of study. 100% of SWD have access to and are	2024-2025 100% of all students have access to and are enrolled in a broad course of study. 100% of FY students have access to and are enrolled in a broad course of study. 100% of EL students have access to and are enrolled in a broad course of study. 100% of SED students have access to and are enrolled in a broad course of study. 100% of LTELs have access to and are enrolled in	2025-2026 100% of all students have access to and are enrolled in a broad course of study. 100% of FY students have access to and are enrolled in a broad course of study. 100% of EL students have access to and are enrolled in a broad course of study. 100% of SED students have access to and are enrolled in a broad course of study. 100% of LTELs have access to and are enrolled in	100% of all students have access to and are enrolled in a broad course of study. 100% of FY students have access to and are enrolled in a broad course of study. 100% of EL students have access to and are enrolled in a broad course of study. 100% of SED students have access to and are enrolled in a broad course of study. 100% of SWD have access to and are enrolled in a broad course of study.	ALL: No Change FY: No Change EL: No Change SED: No Change LTEL: No Change SWD: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		enrolled in a broad course of study.	a broad course of study. 100% of SWD have access to and are enrolled in a broad course of study	a broad course of study. 100% of SWD have access to and are enrolled in a broad course of study		
1.13	Percentage of students enrolled 90 days or more who completed a minimum of 20 credits each semester toward graduation (Source: Local Data including transcript analysis and progress reports) Priority 8	2023-2024 Local Data All: 1st Semester 87% 2nd Semester 86% SED: 94% EL:57 % HI: 95% LTEL:57 % FY: 60%	2024-2025 Local Data All: 1st Semester 95% 2nd Semester 95% SED: 95% EL:58 % HI: 95% LTEL: 58% FY: 100%	2025-2026 Local Data All: 1st Semester 95% 2nd Semester 90% SED: 95% EL: 59% HI: 95% LTEL: 59% FY: 100%	ALL: 90% SED: 90% EL: 90% LTEL: 90% HI: 90% FY: 90%	All 1st Semester Increased 8% 2nd Semester Increased 4% SED: Increased 1% EL: Increased 2% HI: Maintained 95% LTEL: Increased 2% FY: Increased 40%
1.14	Average Score on Measurements of Academic Progress (MAP) Assessment for ELA and Math (Source: Local Data - MAP Assessments) Priority 4A		New Metric: 2024-2025 ALL: 67% 11th graders: 64% SED: 63% EL: 67% LTEL: 67% HI: 62% FY: Not Available	2025-2026 ALL: 74.5 % 11th graders: 70% SED: 65% EL: 80% LTEL: 75% HI: 66% FY: 73%	ALL: 70% 11th graders: 70% SED: 70% EL: 70% LTEL:70 % HI: 70% FY: 70%	ALL: Increased 7.5% 11th graders: Increased 6% SED: Increased 2% EL: Increased 13% LTEL: Increased 8% HI: Increased 4% FY: Not Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						"Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.

Goal Analysis [2025-26]

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

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

Goal 1 focused on improving student proficiency in English Language Arts (ELA), English Language Development (ELD), and mathematics to ensure all students are prepared for a broad range of postsecondary opportunities, including college and career pathways. Implementation successes include targeted instructional practices by staff based on ongoing analysis of student performance data, and the dedicated efforts of staff to address individual student learning needs. All actions and services associated with this goal (1.1, 1.2, 1.3, 1.4, 1.5, & 1.6) were fully implemented during the year. A significant challenge continues to be that many students enroll will skills significantly below grade-level standards, creating challenges in accelerating academic growth to proficiency within a limited period of time. These results indicate the importance of continuing targeted interventions, differentiated instruction, and academic support systems to address learning gaps and improve outcomes for all students.

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

Actions 1.1, 1.2, 1.3 and 1.6 were implemented with minor variances between the budgeted and actual expenditures. Actions 1.4 and 1.5, though fully implemented, had material differences. For 1.4, CSI Funds were used to purchase 5 clear touch panels and laptops for teachers and instructional assistants which accounts for spending well below the budgeted amount. For 1.5, five students from Del Rio Academy participated in the National History Day Competition which increased costs for extended day opportunities.

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

Action 1.1 This action demonstrates mixed effectiveness. This action has been effective in improving graduation rates for All Students, SED, Hispanic, and SWD students, and in maintaining strong credit completion rates. It has also shown positive ELA gains for EL and LTEL students. However, it has not yet been effective in improving overall CAASPP ELA and Math proficiency for All Students, SED, and Hispanic students. The decline in EL and LTEL graduation rates is an area of concern.

Action 1.2 This action demonstrates partial effectiveness. Progress monitoring appears to be contributing positively to credit completion and graduation outcomes for most student groups. However, the continued decline in CAASPP ELA and Math scores for All Students, SED, and Hispanic students suggests that the formative assessment data may need to be more effectively translated into instructional adjustments that impact state assessment performance. The gains for EL and LTEL students in ELA are encouraging and suggest that monitoring is helping to target language development supports.

Action 1.3 This action demonstrates partial effectiveness. While the emphasis on mathematics coaching has not yet translated into improved CAASPP Math scores for most groups, the strong gains in graduation rates and credit completion suggest that instructional coaching is supporting students in course completion and persistence. The special emphasis on mathematics for LTELs has not yet produced measurable gains on the state assessment (no change from baseline), indicating that continued refinement of math coaching strategies may be needed, particularly for EL, LTEL, SED, and Hispanic students.

Action 1.4 This action demonstrates partial effectiveness. Technology integration appears to be contributing to gains in graduation rates for All Students, SED, and Hispanic students, and modest gains in CCI preparedness for most groups. However, CTE pathway completion has declined for most groups. The significant decrease of 16.5% for LTEL students on the CCI is concerning and suggests that technology-infused learning may not be adequately addressing the unique needs of Long Term English Learners in preparing them for college and career readiness. The increase of 2.3% for EL students in CTE completion is a positive indicator.

Action 1.5 This action demonstrates partial effectiveness. Extended learning opportunities appear to be supporting graduation rate improvements for All Students, SED, and Hispanic students, and contributing to modest CCI gains. However, CTE pathway completion has declined for most groups. The significant decrease for LTEL students on the CCI (decreased 16.5%) and the decline in EL and LTEL graduation rates suggest that extended learning opportunities may need to be redesigned or more intentionally targeted to meet the specific needs of English Learners and Long Term English Learners.

Action 1.6 This action demonstrates partial effectiveness. Career development and CTE access are contributing to graduation rate gains for All Students, SED, and Hispanic students, and to modest CCI preparedness gains for most groups. The increase of 2.3% for EL students in CTE pathway completion is encouraging. However, the overall decline in CTE pathway completion for All Students (decreased 9%), SED (decreased 7.3%), Hispanic (decreased 7.1%), and LTEL (decreased 10.3%) is a concern, particularly given that this action is specifically designed to expand CTE access. The significant LTEL decrease of 16.5% on the CCI suggest that additional strategies may be needed to ensure LTEL students are fully benefiting from these opportunities.

In summary, Actions 1.1, 1.2, and 1.3 have been most effective in supporting graduation rate increases and credit completion for All Students, SED, Hispanic, and SWD students, and in supporting modest ELA gains for EL and LTEL students. However, they have not yet

been effective in improving CAASPP ELA and Math proficiency for All Students, SED, and Hispanic students. Actions 1.4, 1.5, and 1.6 have been partially effective in supporting graduation rate increases and CCI preparedness for most groups, but have not been effective in preventing declines in CTE pathway completion for most groups. The significant decrease for LTEL students on the CCI (decreased 16.5%) across these actions is an area requiring focused attention. Across all actions, EL and LTEL graduation rates have declined from baseline (EL decreased 2.5% on the 4&5 year rate and 9% on the 1-year rate; LTEL decreased 1.2% on the 4&5 year rate and 4.9% on the 1-year rate), which is an area of concern given that these actions are principally directed toward unduplicated students including English Learners.

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

One more year of implementation of each action in this goal will help us determine a pattern regarding effectiveness, as our data has fluctuated over the last two years. We will be able to more accurately measure impact after this third year of implementation. For that reason, no changes will yet be made to the goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Instruction and Quality Implementation of State Standards	Students will receive high-quality, standards-based instruction on a daily basis. Teachers will be provided additional, targeted professional development, as needed, to implement research-based, highly effective strategies that promote and support both content and language development (ELD) across all areas of the curriculum and for all students, with increased focus on Low Income, English Learner, Long Term English Learner, and Foster Youth students. Additionally, supplemental and targeted professional development will be provided teachers to ensure successful standards implementation . Students will participate in meaningful, relevant high-quality tasks, and specifically math tasks to support LTELs. Supplemental instructional materials will be purchased to ensure access and equity to grade-level, standards-based, rigorous learning opportunities. Though we expect our low income students, Foster Youth, and English Learners will increase their graduation rates the most, this action will be provided on a school-wide basis, as we expect all struggling students, including our Hispanic students, will benefit from these evidence based practices.	$212,593.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Continuous Progress Monitoring to Support Learning	Students' learning will be continually monitored, through Edmentum and additional formative assessments, in order to intervene sooner and more often to support individual students in a timely manner. Teachers will use teacher created formative assessments and other additional assessments, including those in Edmentum, in order to monitor student success and modify accordingly. Teachers will be provided additional planning time and attend additional, pertinent professional development to support a comprehensive data-based instructional plan, especially for our unduplicated students. Though we expect our low income students, Foster Youth, and English Learners will increase their graduation rates the most, this action will be provided on a school-wide basis, as we expect all struggling students, including our Hispanic students, will benefit from these evidence based practices.	$157,291.00	Yes
1.3	Curricular Support and Instructional Coaching	Classrooms will be supported through supplemental curricular support and instructional coaching. Additional planning time will be provided to all teachers to enhance instructional planning and lesson delivery, with an increased focus on evidence based strategies for the success of LTELs, especially in mathematics. Targeted Professional Development will also be provided. Each teacher will participate in cycles of inquiry with our site coordinator to support literacy, writing and numeracy. Special emphasis will be made to support mathematics teaching and learning to both accelerate learning and connect to the real world. Though we expect our low income students, Foster Youth, and English Learners will increase their graduation rates the most, this action will be provided on a school-wide basis, as we expect all struggling students, including our Hispanic students, will benefit from these evidence based practices.	$3,269.00	Yes
1.4	Technology Infused Teaching and Learning	Students will have increased opportunities to utilize technology in their learning on a regular basis. Teachers will be provided additional professional development and technology support for the integration of California Standards with the implementation of technology. Teachers will be supported and encouraged to seek additional training opportunities (i.e.	$10,896.00	Yes

Action #	Title	Description	Total Funds	Contributing
		becoming Google Certified), as appropriate. Additional teacher planning time will be provided to support teachers as they infuse technology and technology learning opportunities into their lessons. Teachers will be provided technical support and coaching. Additional technology and Internet access will be provided, as classroom needs arise, including for unduplicated pupil access at home. Though we expect our low income students, Foster Youth, and English Learners will increase their graduation rates and CCI preparedness the most, this action will be provided on a school-wide basis, as we expect all struggling students, including our Hispanic students, will benefit from these evidence based practices.		
1.5	Extended Learning Opportunities (Outside of School Day)	Students will be provided with a variety of extended learning opportunities. These learning opportunities will take place after school and possibly on weekends or intersessions if students prefer. There will also be extended Summer Learning opportunities. The purpose of these learning opportunities is to accelerate learning, progress toward high school graduation, and prepare students for college and career opportunities in the future. Though we expect our low income students, Foster Youth, and English Learners will increase their graduation rates and CCI preparedness the most, this action will be provided on a school-wide basis, as we expect all struggling students, including our Hispanic students, will benefit from these evidence based practices.	$10,896.00	Yes
1.6	Robust and Broad Access to Career Development and World of Work Experiences	Students will experience a variety of increased career development and exploration activities to help them think about and plan for their future. These experiences will take place inside and outside of the school day. Career Technical Education opportunities will continue to be expanded in order for students to experience the world of work in meaningful ways. Supplemental work-based learning opportunities will be offered to students, as appropriate, in their areas of interest. Transportation services will be provided to students interested in attending CTE courses offered at other ICOE locations (i.e. Barber Course, Medical Assistant, and Heating, Ventilation, and Air Conditioning (HVAC). Though we expect our low income students, Foster Youth, and English Learners will increase their graduation rates and CCI preparedness the most, this action will be	$49,031.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided on a school-wide basis, as we expect all struggling students, including our Hispanic students, will benefit from these evidence based practices.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase parent/guardian/community engagement in the school environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

By fostering parent/guardian and community partnerships, our school will enhance student support services to increase attendance, achievement, graduation, and post-secondary pathways. Families have continued to express satisfaction for current family engagement opportunities and have shared that continued opportunities would be greatly appreciated. Our team will continue to use the Family Engagement Framework to shape its comprehensive offerings in addition to our work through the Community Schools Partnership Program. We were also recently award the Community Engagement Initiative (CEI) grant to collaborate with other educational partners through out the state of California to be part of systemic change for community engagement statewide.

We believe by strengthening home school connection, we will continued to see strong families and stronger students. This goal was established based on the resounding continued need and appreciation expressed by our families. To increase family engagement, actions were incorporated to enhance two way communication, parent engagement and co- learning opportunities, and systems to ensure parent feedback and input is provided on a regular and timely basis. These actions grouped together will provide growth on our Parent Engagement Reflection tool and increased satisfaction and connectedness of our families, as evidenced by focus groups and survey data, specifically for our English Learner, Foster Youth, and Socio-economically Disadvantaged students, and additionally, as it is implemented LEA wide, for all other significant student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implementation of Parent Engagement Self-Reflection Tool Rating Scores Annually, the Implementation of	2023-2024 Building Relationships between School Staff and Families: 5	2024-2025 Building Relationships between School Staff and Families: 5	2025-2026 Building Relationships between School Staff and Families: 5	Maintain all State Academic Standards Self-Reflection Tool Rating Scores of 5.	Maintained scores of 5 in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Engagement Reflection Tool will be revisited and recalibrated. Progress on this tool will be presented to the Board through the Local Indicator Report and updated on the CA School Dashboard. All scores will be monitored, including efforts made to seek parent input in decision making, and promoting parent participation in programs for all students, student groups, and specifically FY, SED, EL, LTEL and SWD. Our current focus is improving implementation in the area of Building Partnerships for Student Outcomes. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development;	Building Partnerships for Student Outcomes: 5 Seeking Input for Decision-Making: 5 Focus area is Building Partnerships for Student Outcomes.	Building Partnerships for Student Outcomes: 5 Seeking Input for Decision-Making: 5 The focus area is Building Partnerships for Student Outcomes.	Building Partnerships for Student Outcomes: 5 Seeking Input for Decision-Making: 5 The focus area is Building Partnerships for Student Outcomes.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability (Source: CDE Self Reflection Tool Use and Local Data) Priority 3A, 3B, 3C					
2.2	Parent Survey - Percentage of top two responses (Satisfied and Very Satisfied, Always and Often, or Very Effective and Effective) to selected questions regarding: -Program Effectiveness -Family Engagement Opportunities -Decision Making Input -Communication with Families (Source: Local survey data) Priority 3A, 3B, 3C		2024-2025 **New Metric Baseline** How effective are current programs in supporting the mental, emotional, and behavioral health of students? 84.5% How satisfied are you with the current level of family engagement opportunities at the school? 73% How often do you feel your input is considered in school decisions? 71.7%	2025-2026 How effective are current programs in supporting the mental, emotional, and behavioral health of students? 85 % How satisfied are you with the current level of family engagement opportunities at the school? 75% How often do you feel your input is considered in school decisions? 73 % How satisfied are you with the	How effective are current programs in supporting the mental, emotional, and behavioral health of students? 90% How satisfied are you with the current level of family engagement opportunities at the school? 90% How often do you feel your input is considered in school decisions? 90% How satisfied are you with the current	How effective are current programs in supporting the mental, emotional, and behavioral health of students? Increased 0.5% How satisfied are you with the current level of family engagement opportunities at the school? Increased 2% How often do you feel your input is considered in school decisions? Increased 1.3% How satisfied are you with the current

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			How satisfied are you with the current communication between the school and families? 84.9%	current communication between the school and families? 85%	communication between the school and families? 90%	communication between the school and families? Increased 0.1%

Goal Analysis [2025-26]

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

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

All three actions in Goal 2 were fully implemented. Our LCAP goal is to increase parent, guardian, and community engagement within the school environment. This year, we experienced an increase in parent participation at school events due to the assistance and dedicated efforts of our staff to promote a positive school climate and encourage family involvement.

We have experienced notable success in this area by again increasing the number of meaningful parent contacts. This success continues to be driven by hosting parent workshops and on-campus community events, conducting personalized home visits to recognize student achievement, and delivering food baskets to families in need. We also implemented engaging activities to increase parent awareness and participation, including State Testing Lotería and WASC/LCAP Jeopardy. These interactive events helped families better understand important school initiatives and assessment processes while making the learning experience meaningful, informative, and enjoyable. These efforts have strengthened relationships and created a more connected and supportive school community.

A continued challenge is that some parents face barriers to participating in our activities, such as a lack of transportation to scheduled events or work obligations that conflict with event times. Additionally, a number of our students are being raised by their grandparents or other relatives who do not have the time or physical ability to attend school events. These factors present ongoing challenges to fully engage all families in the school community that we are still working to improve.

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

Minor variances in budgeted and actual expeditures occurred with 2.1 and 2.2. Action 2.3, though fully implemented, did have a material difference. Only expenditures related to School Site Council Meetings and Parent Meetings were charged in this action (2.3) leading. Most of the expenditures related to relationship building with students and parents were classified in action 2.1 and 2.2.

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

Action 2.1 This action demonstrates partial effectiveness. Parent survey data shows modest positive movement across all four survey areas, with the largest gain in family engagement opportunities (increased 2%) and decision-making input (increased 1.3%). Communication satisfaction showed the smallest gain (increased 0.1%), suggesting that while two-way communication tools are in place, there may be room to strengthen the quality or frequency of communication, particularly for families of EL, FY, and SED students. The graduation rate gains for All Students, SED, and Hispanic students suggest that improved family communication is contributing to student persistence and completion. However, the decline in EL graduation rates (decreased 2.5% on the 4&5 year rate and 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) indicate that communication strategies may need to be further tailored to reach and engage families of English Learners and Long Term English Learners more effectively. The LTEL decrease of 16.5% on the CCI is also concerning and warrants further exploration of how communication with LTEL families can better connect them to college and career resources.

Action 2.2 This action demonstrates partial effectiveness. The increase in family engagement opportunities satisfaction (increased 2%) aligns directly with the intent of this action to provide varied engagement events. The relationship-building efforts, including the Parent/Teen Conference, Posadas, and Literacy/Numeracy Nights, appear to be contributing to the positive gains in graduation rates for All Students (increased 9.3%), SED (increased 9.1%), and Hispanic students (increased 9.2%). The provision of transportation to enable parent attendance is an important equity strategy for SED and FY families. However, the decline in EL graduation rates (decreased 2.5% on the 4&5 year rate; decreased 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) suggests that parent education and relationship-building efforts may need to be more intentionally designed to address the unique circumstances of English Learner families, including ensuring that content shared at events directly supports language development and academic progress for their children. The LTEL decrease of 16.5% on the CCI further underscores this need. The challenge noted above, that some parents face transportation barriers, work conflicts, or are grandparents/relatives with limited ability to attend, may disproportionately affect FY and SED families and should continue to be addressed.

Action 2.3 This action demonstrates partial effectiveness. The increase of 1.3% in the "Decision Making Input" survey question is directly aligned to the purpose of this action, which focuses on shared decision-making through SSC, ELAC, surveys, and focus groups. This modest gain suggests that families are beginning to feel more included in school decisions, though there is still significant room for growth toward the 90% target. The graduation rate gains for All Students (increased 9.3%), SED (increased 9.1%), and Hispanic students (increased 9.2%) suggest that family input and engagement in decision-making is contributing to a school environment that supports student persistence. However, the decline in EL graduation rates (decreased 2.5% on the 4&5 year rate; decreased 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) raises questions about whether the ELAC and other input mechanisms are effectively identifying and addressing the specific barriers facing English Learner families. The LTEL decrease of 16.5% on the CCI suggests that input gathered from EL/LTEL families may need to be more directly connected to actionable strategies that improve college and career outcomes for their children. FY data is not available due to small group size, but local monitoring of FY family engagement remains important.

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

No changes will yet be made to the goal, metrics, target outcomes, or actions as we monitor for a final year before determining where this goal can be strengthened for further effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Two Way Communication between Families and School (Tools and Strategies)	Parents, guardians, and families of FY, ELs, and SED students (and students with exceptional needs per State Priority 3) will have increased opportunities to communicate with the school. Families will receive up-to-date information through technology (such as Google Classroom and Remind), the school dialer system, social media, and the electronic marquee. Communication will be in the families' primary language. These two-way communication opportunities include a variety of surveys, targeted phone calls, focus groups, and virtual meetings with interactive components. Increased communication regarding opportunities and support will lead to improved partnerships which will then improve student outcomes, specifically, graduation and CCI preparedness rates. This action also supports our additional lowest performing student group, our Hispanic students, as it is being implemented school-wide.	$132,100.00	Yes
2.2	Parent Education and Relationship Building Program	Parents, guardians, and families of FY, ELs, and SED students (and students with exceptional needs per State Priority 3) will be provided with varied and increased opportunities to engage with and build on their knowledge with the school community. Opportunities include Back to School Nights, Family Posadas, Family Literacy/Numeracy Nights, College and Career opportunities, and our annual Parent/Teen Conference. Topics will be selected based on surveys and parent input. Transportation will be provided to enable parents to attend school meetings and training sessions. Bilingual services and child care will be provided, as applicable. Increased communication regarding opportunities and support will lead to improved partnerships which will then improve student outcomes, specifically, graduation and CCI preparedness rates. This action also supports our additional lowest performing student group, our Hispanic students, as it is being implemented school-wide.	$155,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Family Engagement and Family Input Opportunities	Parents, guardians, and families of unduplicated students (and students with exceptional needs per State Priority 3) will be partnered with in shared decision-making opportunities. The School Site Council and English Learner Advisory Committee will regularly look at specific needs of English Learners, low-income students and foster youth. All families will be invited to participate in input sessions such as surveys, focus groups and Equity Data Walks. Additionally, parents, guardians, and families of students with disabilities are engaged with and their input regarding needs and for shared decision making are included per State Priority 3. Increased engagement and communication regarding opportunities and support will lead to increased graduation and CCI preparedness rates. This action also supports our additional lowest performing student group, our Hispanic students, as it is being implemented school-wide.	$5,448.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance our school culture and climate by providing our students with a safe, secure, and responsive environment for all students. Employing a “whole child” approach to meet each student’s social-emotional, behavioral and mental health needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is the result of parent input in School Site Council Meetings and informal surveys and discussions with parents and students. Creating and maintaining a learning environment that allows students to thrive academically, reduce the dropout rate, and improve the graduation rate are the priorities of all educational partners. Chronic Absenteeism and California Healthy Kids Survey data corroborates the need to continue to support our students behaviorally and social-emotionally. Parents have expressed a need to assist them in connecting outside mental health resources as appropriate. This goal intends to foster overall wellness for students, family and the school as a whole, and will specifically address the needs of our homeless students to decrease their suspension rate. Based on these above-mentioned needs, ICOE plans to provide the following services: enhanced positive behavioral supports, student connectedness activities, social and emotional learning opportunities and robust enrichment experiences. These actions grouped together will provide greater attendance rates, lower behavioral incidents and more student connectedness and feelings of belonging (as evidenced by the California Healthy Kids Survey).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate per semester (Source: Local Data) Priority 5A	2023-2024 All: 1st Semester: 88% 2nd Semester: 87% EL: 57.9 % LTEL: 60.%	2024-2025 All: 1st Semester: 91% 2nd Semester: 89% EL: 60.7 %	2025-2026 All: 1st Semester: 92.8% 2nd Semester: 91.8%	All: 90% EL: 90% LTEL: 90% SED: 90% FY: 90% HI: 90%	All: 1st Semester: Increased 4.8% 2nd Semester: Increased 4.8% EL: Increased 32.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 95% FY: 2% HI: 95%	LTEL: 60.5% SED: 96% FY: 3.5% HI: 96%	EL: 90.5% LTEL: 91% SED: 92.1% FY: 92.1% HI: 92.6%		LTEL: Increased 31% SED: Decreased 2.9% FY: Increased 90.1% HI: Decreased 2.4%
3.2	Chronic Absenteeism Rate (Source: CA School Dashboard) Priority 5B	2022-2023 Chronic Absenteeism Rate: All: 32.1% EL: Not Available LTEL: Not Available SED: 37.5% FY: Not Available HI: 29.6%	2023-2024 Chronic Absenteeism Rate: All: 37.8% EL: 57.1% LTEL: 53.8% SED: 39.4% FY: Not Available HI: 37.1%	2024-2025 Chronic Absenteeism Rate: All: 40.5% EL: Not Available LTEL: Not Available SED: 42.5% FY: Not Available HI: 41.5%	All: 25% EL: 25% LTEL: 25% SED: 25% FY: 25% HI: 25%	All: Increased 8.4% EL: Not Available LTEL: Not Available SED: Increased 5% FY: Not Available HI: Increased 11.9% "Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
3.3	Middle School Dropout Rate (Source: Local Data) Priority 5C	2023-2024 Middle School Dropout Rate: 0%	2024-2025 Middle School Dropout Rate: 0%	2025-2026 Middle School Dropout Rate:0 %	Maintain a Middle School Dropout rate of 0%	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	High School Dropout Rate 4-Year Adjusted Cohort Outcome Dropout Percentage (Source: Dataquest) Priority 5D	2022-2023 High School Dropout Rate: All: 40.4% EL: 36.4% LTEL: Not Available SED: 41.2% FY: Not Available HI: 42.9%	2023-2024 High School Dropout Rate: All: 34.6% EL: 34.6% LTEL: Not Available SED: 33.3% FY: Not Available HI: 35.4%	2024-2025 High School Dropout Rate: All: 30.9% EL: 36% LTEL: Not Available SED: 31.5% FY: Not Available HI: 33.3%	All: 15% EL: 15% LTEL: 15% SED: 15% FY: 15% HI: 15%	All: Decreased 9.5% EL: Decreased 0.4% LTEL: Not Available SED: Decreased 9.7% FY: Not Available HI: Decreased 9.6% "Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
3.5	Pupil Suspension Rate (Source: CA School Dashboard) Priority 6A	2022-2023 Suspension Rate: All: 3.3% EL: 2.9% LTEL: Not Available SED: 3.1% FY: Not Available HI: 3.1% HOM: 9.1%	2023-2024 Suspension Rate: All: 3.6% EL: 3.4% LTEL: 3.0% SED: 3.5% FY: 9.1% HI: 3.8% HOM:0%	2024-2025 Suspension Rate: All: 2.6% EL: 2% LTEL: 2.2% SED: 2.7% FY: Not Available HI: 2.7% HOM: Not Available	All: 2% EL: 2% LTEL: 2% SED: 2% FY: 2% HI: 2% HOM: 2%	All: Decreased 0.7% EL: Decreased 0.9% LTEL: Not Available SED: Decreased 0.4% FY: Not Available HI: Decreased 0.4% HOM: Not Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						"Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
3.6	Pupil Expulsion Rate (Source: Local Data) Priority 6B	2022-2023 Expulsion Rate: 0%	2023-2024 Expulsion Rate: 0%	2024-2025 Expulsion Rate: 0 %	Expulsion Rate maintained at 0%	Maintained at 0%
3.7	California Healthy Kids Survey The entire survey will be monitored, however, three areas of focus will be reported: 1. Percentage indicated by students and parents on feeling safe at school 2. Percentage of students indicating adults at the school have high expectations for them 3. Percentage of students reporting a	2023-2024 California Healthy Kids Survey: 1. 97% of students and parents indicate they feel safe at school 2. 82% of students indicate the adults in the school have high expectations for them 3. 77% of students report a caring adult relationship at school	2024-2025 California Healthy Kids Survey: 1. 99 % of students and parents indicate they feel safe at school 2. 82% of students indicate the adults in the school have high expectations for them	2025-2026 California Healthy Kids Survey: 1. 99% of students and parents indicate they feel safe at school 2. 82% of students indicate the adults in The school has high expectations for them	1. 100% of students and parents indicate they feel safe at school 2. 100% of students indicate the adults in The school has high expectations for them 3. 100% of students report a caring adult	California Healthy Kids Survey: California Healthy Kids Survey: 1. Increased 2% 2. Maintained 82% 3. Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	caring adult relationship at school (Source: Local Data) Priority 6C		3. 78 % of students report a caring adult relationship at school	3. 78% of students report a caring adult relationship at school	relationship at school	
3.8	Facilities Inspection Tool (FIT) Overall Rating (Poor, Fair, Good, or Exemplary) (Source: Local Data) Priority 1C	2023-2024 FIT Overall rating of Exemplary.	2024-2025 FIT Overall rating of Good.	2025-2026 FIT Overall rating of Good	Maintain Exemplary rating on the FIT	FIT Overall rating of Good

Goal Analysis [2025-26]

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

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

Actions 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 were fully implemented. This goal addresses the foundational conditions necessary to support academic achievement such as student safety, engagement, and overall well-being which are critical for our school as we serve the most vulnerable students in Imperial County. Successes associated with this goal include an increase in student attendance, a reduction in dropout rates, and improvements in both student and parent perceptions of safety on campus through implementing our Positive Behavioral Intervention System with increasing fidelity and through re-engagment strategies that are markedly different from the districts they came from, including building up relationships between students, families and school staff at every level. However, a key challenge remains: the rate of chronic absenteeism is still increasing, even though our attendance rates are also increasing. This seems to indicate there is a subset of students we have yet to identify that our re-engagement strategies are not successful with, and we will dive deeper into our data to unearth the needs we have yet to address.

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

Material differences exist in actions 3.4 and 3.5 which indicate no LCFF funding was expended. These actions were fully implemented, however, they were supported with other funding sources. Bipartisan Safer Communities Act – Stronger Connections Grant funds were used to purchase materials and supplies for Gardening vlasses, Art workshops for the Mosaic fountain, and Fitness Oasis presentations for 3.4. CSI Funds were used for most of the professional development expenditures in 3.5.

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

Action 3.1 This action demonstrates partial effectiveness. PBIS efforts are demonstrating effectiveness in reducing suspension rates for All Students (decreased 0.7%), EL (decreased 0.9%), SED (decreased 0.4%), and Hispanic students (decreased 0.4%). The dropout rate has also improved significantly for All Students (decreased 9.5%), SED (decreased 9.7%), and Hispanic students (decreased 9.6%). Attendance gains are notable for EL (increased 32.6%), LTEL (increased 31%), and Foster Youth (increased 90.1%). However, chronic absenteeism has worsened for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%), which is concerning given that PBIS is intended to create conditions that support regular attendance. The decrease in SED attendance (decreased 2.9%) and Hispanic attendance (decreased 2.4%) also warrants attention. The action specifically targets Homeless students to reduce their suspension rate, and while Homeless data is not available due to small group size, the overall suspension rate reductions are encouraging.

Action 3.2 This action demonstrates partial effectiveness. Student engagement and attendance interventions are showing mixed results. The dramatic attendance gains for EL students (increased 32.6%), LTEL students (increased 31%), and Foster Youth (increased 90.1%) suggest that targeted re-engagement strategies are highly effective for these unduplicated groups. The dropout rate improvements for All Students (decreased 9.5%), SED (decreased 9.7%), and Hispanic students (decreased 9.6%) indicate that connectedness efforts are helping students persist in school. However, the worsening chronic absenteeism rates for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%) present a contradiction—while more students may be attending, those who are chronically absent are becoming more so. This suggests that while engagement strategies are reaching some students effectively, there remains a subset of students, particularly SED and Hispanic students, for whom current interventions are not yet sufficient. The action specifically mentions supporting Homeless students, and while their data is not available due to small group size, local monitoring remains critical.

Action 3.3 This action demonstrates partial effectiveness. SEL, restorative practices, and culturally relevant practices appear to be contributing to the reduction in suspension rates for All Students (decreased 0.7%), EL (decreased 0.9%), SED (decreased 0.4%), and Hispanic students (decreased 0.4%), as these practices provide alternatives to exclusionary discipline. The dropout rate improvements across groups also suggest that students who feel emotionally supported are more likely to remain in school. The action specifically mentions building relationships with Homeless students to decrease suspensions, and while Homeless data is not available, the overall suspension reductions are positive. However, the worsening chronic absenteeism for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%) suggests that SEL and restorative practices alone may not be sufficient to address the root causes of chronic absence for these groups. The slight decreases in SED attendance (decreased 2.9%) and Hispanic attendance (decreased 2.4%) further indicate that additional strategies may be needed to connect these students emotionally to school in ways that translate to daily attendance.

Action 3.4 This action demonstrates partial effectiveness. Enrichment programs and opportunities, including after-school intramurals, Grad Night activities, and field trips, are intended to foster school connectedness and broaden student perspectives. The dropout rate improvements for All Students (decreased 9.5%), SED (decreased 9.7%), and Hispanic students (decreased 9.6%) suggest that enrichment activities may be contributing to students' desire to remain in school. Suspension rate reductions for All Students (decreased 0.7%), EL (decreased 0.9%), SED (decreased 0.4%), and Hispanic (decreased 0.4%) also indicate that students engaged in positive activities may exhibit fewer behavioral concerns. However, the worsening chronic absenteeism for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%) suggests that enrichment programs have not yet been sufficient to motivate consistent daily attendance for all students. The strong attendance gains for EL (increased 32.6%), LTEL (increased 31%), and Foster Youth (increased 90.1%) are encouraging and may indicate that these groups are particularly responsive to enrichment-based engagement strategies.

Action 3.5 This action demonstrates partial effectiveness. Mental health services, including counselors, wellness coaches, and partnerships with Imperial County Behavioral Health Services, appear to be contributing to reduced suspension rates for All Students (decreased 0.7%), EL (decreased 0.9%), SED (decreased 0.4%), and Hispanic students (decreased 0.4%). Students who receive mental health support are better equipped to manage emotions and behaviors, which likely contributes to fewer disciplinary incidents. The dropout rate improvements for All Students (decreased 9.5%), SED (decreased 9.7%), and Hispanic students (decreased 9.6%) also suggest that mental health services are helping students persist in school. The action specifically provides Homeless students with priority access to services to improve their suspension rate outcomes, and while Homeless data is not available due to small group size, the overall suspension reductions are positive. However, the worsening chronic absenteeism for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%) indicates that mental health barriers to attendance may require more intensive or differently structured interventions for these groups. The parent survey showing 84.5% (increased 0.5% from baseline) effectiveness rating for programs supporting mental, emotional, and behavioral health (Metric 2.2) suggests families see value in these services.

Action 3.6 This action demonstrates partial effectiveness. Wellness and well-being opportunities, including stress management education, nutrition education, physical fitness activities, and communication techniques, are intended to promote an active, healthy, and balanced lifestyle. The dropout rate improvements for All Students (decreased 9.5%), SED (decreased 9.7%), and Hispanic students (decreased 9.6%) suggest that holistic wellness approaches are contributing to student retention. Suspension rate reductions for All Students (decreased 0.7%), EL (decreased 0.9%), SED (decreased 0.4%), and Hispanic (decreased 0.4%) indicate that students who are supported in their overall wellness may exhibit fewer behavioral concerns. The strong attendance gains for EL (increased 32.6%), LTEL (increased 31%), and Foster Youth (increased 90.1%) are encouraging. However, the worsening chronic absenteeism for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%) and the slight attendance decreases for SED (decreased 2.9%) and Hispanic students (decreased 2.4%) suggest that wellness opportunities have not yet been sufficient to address the attendance challenges facing these groups. Additional strategies connecting wellness activities to consistent school attendance may be needed.

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

No changes are planned for the goal, metrics, target outcomes, or actions to allow for one more year of implementation leading a more comprehensive understanding of the effectiveness of each.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavioral Interventions and Supports (PBIS)	Students will receive positive behavioral interventions and supports to assist them in feeling safe and secure at school, accessing instruction, and optimizing learning. Support staff will monitor and support targeted students in a tiered intervention fashion. Teaching and support staff will receive training on effective elements of positive behavioral supports, and specific elements to support homeless students will be targeted to help reduce the suspension rate of the Homeless student group at ICOE.	$629,983.00	Yes
3.2	Student Engagement/Connectedness and Attendance Interventions	Students will be monitored regularly to check on increased regular attendance and school connectedness and feelings of safety. Support staff will meet regularly to identify students, including homeless students, who would benefit from additional positive, proactive re-engagement strategies. Counselors and Support Staff will provide mentoring and case management to determine needs and provide appropriate resources, supports, and a responsive environment.	$178,327.00	Yes
3.3	Social and Emotional Learning (SEL), Restorative Practices and Culturally Relevant Practices	Students will receive a variety of increased services and practices that will support their emotional well-being. School staff will implement and integrate Social and Emotional Learning (SEL) curriculum, exercise Restorative and Culturally Relevant Practices to support students and promote engagement in classrooms. Staff will be intentional about building relationships with Homeless students to increase their success and decrease suspensions.	$5,448.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Robust Enrichment Programs and Opportunities	Students will participate in robust supplemental after school programs and enrichment opportunities, including participation in Grad Night activities. Students will be provided opportunities to participate in after school intramurals to foster safe and healthy lifestyles and positive after school activities. Students will experience community, cultural and higher education field trips to enhance the school experience and broaden the perspectives our our students. Each activity will incorporate mentoring activities in order to foster positive relationships to increase school involvement.	$58,006.00	Yes
3.5	Student Mental Health Services	Counselors, Wellness Coach(es), and support staff will work with students to determine their mental health needs and increase services when needed. Schools will participate in the Imperial County School-Based Mental Health Consortium and partner with Imperial County Behavioral Health Services to ensure students receive the support they need. Staff will continue to educate parents and students and aim to reduce mental health stigma on campus. Homeless students will be provided priority access to services on an individualized basis to assist with improving the suspension rate outcomes for our homeless students which is currently red on the CA School Dashboard.	$5,448.00	Yes
3.6	Student Overall Wellness and Well-being Opportunities	Students will be provided additional and varied opportunities to improve their overall wellness and wellbeing. Education related to stress management, nutrition education, positive fitness activities to promote physical wellness and communication techniques to improve emotional wellness are all integrated to promote an active, healthy and balanced lifestyle. Mentoring and education will be incorporated into these high interest activities to increase the feelings of safety and being cared for at school.	$5,448.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide academic support, instruction, and targeted intervention for all students, with a focus on English Learners, Foster Youth, and Low Income students including unduplicated students that are also students with special needs, in order to increase English language proficiency and content mastery, leading to improved language reclassification and graduation rates.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

ICOE serves students who often enroll with lower achievement and proficiency levels as evidenced on the SBAC, ELPAC, and our local MAP assessments. Our students often require intensive academic intervention to close existing gaps and attain skills needed for their transition into post-secondary paths. Data indicates that only 41.3% of our English Learners made progress toward English proficiency. The actions and metrics group together in this goal (extra staff in classroom, supplementary professional development, and ancillary instructional materials) will support unduplicated pupil achievement (Foster Youth and Low Income) in both language proficiency and content mastery, and provide the required actions for English Learners and Long-Term English Learners, specifically, to close the achievement gap, increase graduation rates, and include additional professional development for teachers and supplemental support of the language acquisition programs we provide.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Learner Progress Indicator (ELPI) Percentage of Students Making Progress toward English Proficiency	Dashboard 2023 EL: 36.6% LTEL: Not Available	Dashboard 2024 EL: 27.6% New baseline: LTEL: 28.6%	Dashboard 2025 EL: 54.5% LTEL: 59.8%	45% or more of students made progress	ELs: Increased 17.9% LTELs: Increased 31.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CA School Dashboard) Priority 4E					
4.2	Reclassification Rate Percent of English Learners reclassified as Full English Proficient (Source: Local Data) Priority 4F	DataQuest 2022-2023 5% Reclassification Rate EL: 5% LTEL:5%	DataQuest 2023-2024 4% Reclassification Rate EL:4% LTEL: 4%	DataQuest 2024-2025 % Reclassification Rate EL: 20.7% LTEL: 20.7%	EL: 12% or higher LTEL: 12% or higher	EL: Increased 15.7% LTEL: Increased 15.7%
4.3	High School Graduation Rate 4 & 5 Year Combined Rate 1 Year Rate (first used in Year 1 Outcome) (Source: CA School Dashboard) Priority 5E	Dashboard 2023 Valley Academy: ALL: 63.8% Esther Huff: Data monitored locally but not reported per privacy concerns due to fewer than 11 students	Dashboard 2024 Valley Academy: Grad Rate - 4&5 Year: ALL: 66.7% New Baselines below: EL: 68.8% LTEL: 67.9 SED: 67.7% HI: 66.1% FY: Not Available Grad Rate - 1 year: ALL: 85.7% EL: 90% LTEL: 88.2% SED: 89.1% HI: 84.8% FY: Not Available	2025 Dashboard Valley Academy Graduation Rate - 4 & 5 year: ALL: 73.1% EL: 66.7% LTEL: 66.7% SED: 72.3% HI: 71% FY: Not Available Graduation Rate - 1 year: ALL: 92.7% EL: 81% LTEL: 83.3% SED: 92.2% HI: 92% FY: Not Available Esther Huff: Data monitored locally	68% Grad Rate - 4 & 5 Year 90% Grad Rate - 1 Year Valley Academy Graduation Rate - 4 & 5 year: ALL: 68% EL: 68% LTEL: 68% SED: 68% HI: 68% FY: 68% Graduation Rate - 1 year: ALL: 90% SED: 90% EL: 90% LTEL: 90% HI: 90%	Valley Academy: Grad Rate - 4&5 Year: ALL: Increased 9.3% EL: Decreased 2.1% LTEL: Decreased 1.2% SED: Increased 4.6% HI: Increased 4.9% FY: Not Available Grad Rate - 1 year: ALL: Increased 7% EL: Decreased 9% LTEL: Decreased 4.9% SED: Increased 3.1% HI: Increased 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Esther Huff: Data monitored locally but not reported per privacy concerns due to fewer than 11 students	but not reported per privacy concerns due to fewer than 11 students	FY: 90%	FY: Not Available Esther Huff: Data monitored locally but not reported per privacy concerns due to fewer than 11 students "Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
4.4	Sufficiency of Instructional Materials Report Percentage of students with access to standards-aligned instructional materials (Source: CDE Self-Reflection Tool Use and Local Data) Priority 1B	2023-2024 ALL: 100% SED: 100% EL: 100% HI: 100% LTEL: 100% FY: 100%	2024-2025 ALL: 100% SED: 100% EL: 100% HI: 100% LTEL: 100% FY: 100%	2025-2026 ALL: 100% SED: 100% EL: 100% HI: 100% LTEL: 100% FY: 100%	Maintain: ALL: 100% SED: 100% EL: 100% HI: 100% LTEL: 100% FY: 100%	ALL: Maintained 100% SED: Maintained 100% EL: Maintained 100% HI: Maintained 100% LTEL: Maintained 100% FY: Maintained 100%

Goal Analysis [2025-26]

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

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

All actions under Goal 4 (4.1, 4.2, 4.3, 4.4, and 4.5) were fully implemented. In alignment with our commitment to providing academic support, instruction, and targeted interventions for all students, with an emphasis on English Learners, Foster Youth, Low-Income students, and unduplicated students receiving special education services, we observed measurable progress in key outcome areas.

A notable implementation success was our increase in tutoring hours by certificated and classified staff outside of the regular school day for students identified as in greatest need of learning recovery.

A continuing challenge impacting this goal is the high transiency rate within our student population. Frequent student mobility disrupts instructional continuity and the consistent implementation of interventions, making it more difficult to sustain steady growth in English language proficiency and to further improve reclassification, academic and graduation outcomes.

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

Action 4.1 was updated mid-year to include LREBG funding to tutor students identified as most in need of learning recovery outside of the school day. The funds were supplemental pay for the teachers and instructional aides providing this service and the use of LREBG funding led to actual expenditures of LCFF funding to be lower than anticipated. Actions 4.3 and 4.4, though fully implemented, had material differences due to the use of other funding sources, as well. CSI Funds were used for most of the professional development expenditures in 4.3. Arts, Music, and Instructional Materials grant funds were used to purchase additional English learner curriculum for 4.4.

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

Action 4.1 This action demonstrates partial effectiveness. Extra instructional support in classrooms is demonstrating effectiveness in supporting credit completion and graduation for most student groups. The credit completion gains for Foster Youth (increased 40%) are particularly notable, suggesting that additional instructional support staff are making a meaningful difference for this vulnerable group. The ELA gains for EL students (increased 2.56%) and LTEL students (increased 3.57%) indicate that small group and one-to-one instructional support is positively impacting language development. However, the action has not yet been effective in improving CAASPP ELA and Math proficiency for All Students, SED, and Hispanic students. The decline in EL graduation rates (decreased 2.1% on the 4&5 year rate; decreased 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) is concerning and suggests that while instructional support is helping with credit completion, it may not be sufficient to ensure these students persist to graduation. All students maintain 100% access to sufficient instructional materials.

Action 4.2 This action demonstrates strong effectiveness. Targeted English Learner support is demonstrating strong effectiveness in its primary purpose of increasing English language proficiency and reclassification. The ELPI gains for EL students (increased 17.9%) and LTEL students (increased 31.2%) are substantial and indicate that supplemental support during integrated and designated ELD is making a

significant difference. The reclassification rate increase of 15.7% for both EL and LTEL students is a notable success, particularly given that 100% of English Learners at ICOE are Long Term English Learners. However, the decline in EL graduation rates (decreased 2.1% on the 4&5 year rate; decreased 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) indicates that while language proficiency is improving, this has not yet translated into improved graduation outcomes for these students. This disconnect warrants further exploration to understand what additional barriers EL and LTEL students face in completing their high school diploma.

Action 4.3 This action demonstrates strong effectiveness. Professional development focused on evidence-based practices for Long Term English Learners, including incorporating ELD task types and ELD standards across subject areas, is contributing to the significant gains in English language proficiency. The ELPI increase of 17.9% for EL students and 31.2% for LTEL students, along with the reclassification rate increase of 15.7% for both groups, suggests that teachers are effectively applying the strategies learned through professional development to support language acquisition. The focus on LTEL-specific strategies appears particularly impactful given the 31.2% ELPI gain for this group. However, as with Action 4.2, the decline in EL graduation rates (decreased 2.1% on the 4&5 year rate; decreased 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) suggests that professional development may need to expand beyond language development to also address the broader academic and engagement needs that support EL and LTEL students in persisting to graduation.

Action 4.4 This action demonstrates strong effectiveness. Supplementary instructional materials, including the My Perspectives ELD Companion, are contributing to the significant language proficiency gains for English Learners. The ELPI increase of 17.9% for EL students and 31.2% for LTEL students, along with the reclassification rate increase of 15.7% for both groups, indicates that having appropriate supplementary materials to support Language Acquisition Programs is making a meaningful difference in helping English Learners acquire both language proficiency and content area proficiency. However, as with Actions 4.2 and 4.3, the decline in EL graduation rates (decreased 2.1% on the 4&5 year rate; decreased 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) indicates that improved language proficiency has not yet translated into improved graduation outcomes for these students.

Action 4.5 This action demonstrates partial effectiveness. Supplementary materials support, including materials for unduplicated students who are also Students with Disabilities, is demonstrating effectiveness in supporting credit completion and graduation for most student groups. The credit completion gains for Foster Youth (increased 40%) are particularly notable, and the extended day opportunities tailored for unduplicated students appear to be accelerating learning and goal attainment. The ELA gains for EL students (increased 2.56%) and LTEL students (increased 3.57%) suggest that supplementary materials with adjusted reading levels, additional visuals, and other accessibility features are supporting language development. However, the action has not yet been effective in improving CAASPP ELA and Math proficiency for All Students, SED, and Hispanic students. The decline in EL graduation rates (decreased 2.1% on the 4&5 year rate; decreased 9% on the 1-year rate) and LTEL graduation rates (decreased 1.2% and 4.9%, respectively) remains a concern. All students maintain 100% access to sufficient instructional materials.

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

No changes will be made until the new cycle to the planned goal, metrics, or target outcomes. Action 4.1 was strengthened during the 2025-26 school year with the addition of high impact tutoring funded with Learning Recovery Emergency Block Grant (LREBG) funding allocated

after the 2025-26 LCAP was written and board adopted. This change was supported by Valley Academy's educational partners as an additional outside of the school day support needed for those students identifed as most in need of learning recovery in ELA and Math. This same action is now updated in this, the 2026-27 LCAP, in the instance a further allocation of LREBG funding is received.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Extra Instructional Support in Classrooms	Students will receive additional instructional support in classrooms. Support staff will provide small group and one-to-one instructional support to accelerate learning and support progress toward high school graduation. An increased focus on the intervention needs of ELs, LTELs, Foster Youth, and SED students, including earlier monitoring and evaluation of on going needs, will help close achievement gaps and increase student graduation rates. This action also supports our additional lowest performing student group, our Hispanic students, as it is being implemented school-wide. LREBG Funding Addition to this Action: After conducting a needs assessment in the areas of ELA, Mathematics, and Chronic Absenteeism and identifying students most in need of support in these areas, it is evident that our students need additional one on one support (tutoring) in the areas of ELA and Mathematics in order to accelerate learning and progress towards high school graduation. We are estimating the new allocation to be similar to this year's allocation and are therefore budgeting $14,000 of LREBG funding to be used to pay certificated teachers and classified instructional aides for time outside of the regular school day to tutor students identified as most in need of learning recovery. Metrics 1.1 CAASPP ELA, 1.2 CAASPP Math, and 4.3 Graduation Rate will be used to determine the effectiveness of this action.	$60,390.00	Yes
4.2	Targeted English Learner Support including LTELs	Students will receive targeted, supplemental support during integrated and designated English Language Development (ELD) in order to achieve both language and standards-based content proficiency in all content areas. EL students will receive high quality instruction designed specifically to	$6,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support all types of English Learners, and with an increased focus on the needs of LTELs. We will monitor and evaluate implementation of this supplemental support for improvement purposes to insure students are progressing. This support of Long Term English Learners will be based on individually identified needs.		
4.3	Professional Development related to English Learners, including LTELs	Teachers will receive supplementary professional development in evidenced-based practices to support both English Learners and Long Term English Learners. Training will include incorporating ELD task types and ELD standards across subject areas.	$4,358.00	Yes
4.4	Supplementary Instructional Materials for English Learners, including LTELs	Classrooms will be provided additional instructional materials, including the My Perspectives ELD Companion, to support Language Acquisition Programs in assisting English Learners, including LTELs, in acquiring both language proficiency and content area proficiency.	$3,814.00	Yes
4.5	Supplementary Materials Support	Classrooms will be provided additional instructional materials to support English Learners (including Long Term English Learners), Foster Youth, and Socio-economically Disadvantaged students, including materials for those unduplicated students that are also identified as Students with Disabilities. Extended day opportunities will be tailored to accelerate learning and goal attainment for these unduplicated students in order to increase graduation rates. This action also supports our additional lowest performing student group, our Hispanic students, as it is being implemented school-wide.	$8,172.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Through Coordination of Services and individualized support, all Foster Youth enrolled in ICOE's programs will attain a high school diploma and increase their preparedness for both college and career opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was created to provide additional individualized supports to each foster youth in ICOE's programs to assist in raising the progress rates of ICOE's Foster Youth. Services, supports and coaching, including tutoring and transition services, will be provided to ICOE Foster Youth on an individualized basis. We will use the CDE Self-Reflection Tool twice, once with the lens and educational partner engagement of ICOE coordinating the services for all foster youth in our county, as required by Priority 10, but again with ICOE's educational partners to assess through the lens of ICOE programs to coordinate services for our own, ICOE enrolled, Foster Youth students. These actions and metrics grouped together will help the ICOE program refinement of services and the effectiveness of our support will be measured through course completion data, the coordination of services reflection tool, and the graduation rate of our ICOE Foster Youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Coordination of Services for Foster Youth Reflection Tool Scores assessing the degree of implementation of coordinated service program components for FOSTER YOUTH IN IMPERIAL COUNTY	2023-2024 Reflection Tool was re-examined with our educational partners including our County Coordination Foster Youth Manager regarding county-wide	2024-25 The Reflection Tool was re-examined with our educational partners including our County Coordination	2025-26 The Reflection Tool was re-examined with our educational partners including our County Coordination	All Scores will be 5 - Full Implementation and Sustainability	Foster Youth Reflection Tool ratings changed as follows: 1. Maintained a 5 2. Maintained a 5 3. Maintained a 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Score (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability (Source: CDE Self-Reflection Tool and Local Data) Priority 10A, 10B, 10C, 10D	plans and implementation. Results were shared with the governing Board in June 2024 and will be on our 2024 Dashboard in the fall. Reflection Tool Scores assessing the degree of implementation of coordinated service program components for foster youth in Imperial County are below: 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and	Foster Youth Manager regarding county-wide plans and implementation. Results were shared with the governing Board in June 2025 and will be on our 2025 Dashboard in the fall. Reflection Tool Scores assessing the degree of implementation of coordinated service program components for foster youth in Imperial County are below: 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local	Foster Youth Manager regarding county-wide plans and implementation. Results were shared with the governing Board in June 2026 and will be on our 2026 Dashboard in the fall. Reflection Tool Scores assessing the degree of implementation of coordinated service program components for foster youth in Imperial County are below: 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local		4. Increased from 4 to 5 5. Maintained a 5 6. Maintained a 5 7. Maintanied a 4 8. Maintained a 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		regular versus special education). Score = 5 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes. Score = 5 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. Score = 5 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula,	Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). Score = 5 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes. Score = 5	Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). Score = 5 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes. Score = 5		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		federal, state or local funding. Score = 4 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. Score = 5 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. Score = 5 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that	3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. Score = 5 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. Score = 5 5. Establishing ongoing collaboration and supporting development of policies and	3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. Score = 5 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. Score = 5 5. Establishing ongoing collaboration and supporting development of policies and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. Score = 4 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. Score= 4	procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. Score = 5 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. Score = 5 7. Developing strategies to prioritize the needs of foster youth in	procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. Score = 5 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. Score = 5 7. Developing strategies to prioritize the needs of foster youth in		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. Score = 4 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating the effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. Score =4	the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. Score = 4 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating the effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. Score =4		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Coordination of Services for Foster Youth Reflection Tool Scores assessing the degree of implementation of coordinated service program components for FOSTER YOUTH AT ICOE Rating Score (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability (Source: CDE Self-Reflection Tool and Local Data) Priority 10A, 10B, 10C, 10D	2023-2024 Reflection Tool was re-examined with our educational partners including our County Coordination Foster Youth Manager regarding county-wide plans and implementation. Results were shared with the governing Board in June 2024 and will be on our 2024 Dashboard in the fall. Reflection Tool Scores assessing the degree of implementation of coordinated service program components for foster youth in Imperial County are below: 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and	2024-2025 The Reflection Tool was re-examined with our educational partners including our County Coordination Foster Youth Manager regarding county-wide plans and implementation. Results were shared with the governing Board in June 2025 and will be on our 2025 Dashboard in the fall. Reflection Tool Scores assessing the degree of implementation of coordinated service program components for foster youth in Imperial County are below: 1. Establishing ongoing collaboration and	2025-2026 The Reflection Tool was re-examined with our educational partners including our County Coordination Foster Youth Manager regarding county-wide plans and implementation. Results were shared with the governing Board in June 2026 and will be on our 2026 Dashboard in the fall. Reflection Tool Scores assessing the degree of implementation of coordinated service program components for foster youth in Imperial County are below: 1. Establishing ongoing collaboration and	All Scores will be 5 - Full Implementation and Sustainability	Foster Youth Reflection Tool ratings changed as follows: 1. Maintained a 5 2. Maintained a 5 3. Maintained a 5 4. Increased from 4 to 5 5. Maintained a 5 6. Maintained a 5 7. Increased from 4 to 5 8. Increased from 4 to 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). Score = 5 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes. Score = 5 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. Score = 5 4. Providing direct educational services for foster youth in LEA or county-operated	supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). Score = 5 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support	supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). Score = 5 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. Score = 4 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. Score = 5 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and	infrastructure for foster youth intended to improve educational outcomes. Score = 5 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. Score = 5 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal,	infrastructure for foster youth intended to improve educational outcomes. Score = 5 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. Score = 5 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal,		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		workforce development providers. Score = 5 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. Score = 4 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. Score = 4	state or local funding. Score = 5 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. Score = 5 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and	state or local funding. Score = 5 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. Score = 5 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			workforce development providers. Score = 5 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. Score = 5 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth	workforce development providers. Score = 5 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. Score = 5 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and whether the investment in services contributes to improved educational outcomes for foster youth. Score =5	and whether the investment in services contributes to improved educational outcomes for foster youth. Score =5		
5.3	Foster Youth High School Graduation Rate (Source: CA School Dashboard and Local Data) Priority 5E	2023-24 Foster Youth Graduation Rate 100%	2024-2025 Foster Youth Graduation Rate:100%	2025-2026 Foster Youth Graduation Rate: 100%	Maintain 100% Grad Rate for Foster Youth	Maintained 100%
5.4	Percentage of all students enrolled 90 days or more who completed a minimum of 20 credits each semester with a grade of "C" or better toward graduation Percentage of Foster Youth (FY) students enrolled 90 days or more who completed a minimum of 20 credits each semester with a grade of "C" or better toward graduation	2023-24 All: 1st semester 87% 2nd semester 86% FY: 60%	2024-2025 All: 1st semester=95% 2nd semester 88% FY: 100%	2025-2026 All: 1st semester 95% 2nd semester 90% FY:100 %	All: 92% FY: 92%	All: 1st semester Increased 8% 2nd semester Increased 4% FY: Increased 40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Local Data, including transcript analysis and progress reports) Priority 8, 4B, 4C, 4D, 4H					

Goal Analysis [2025-26]

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

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

Actions 5.1, 5.2, and 5.3 were fully implemented in support of our ICOE Foster Youth population. One of the ongoing key successes of this goal is the continued enrollment of foster youth in Career Technical Education (CTE) courses, with many successfully passing their state pathway exams. Additionally, strong partnerships with various external agencies, including our local college, continue to grow and enhance the support provided to foster youth. Through coordinated services and personalized support, all foster youth enrolled in ICOE programs will graduate with a high school diploma and be better prepared for both college and career opportunities. An ongoing significant challenge is the frequent placement changes experienced by our foster youth. These home transitions often result in students exiting and reentering our school multiple times throughout the school year, which disrupts educational continuity and makes it difficult to provide consistent academic support services.

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

Actions 5.2 and 5.3 had material differences, showing no LCFF funding was expended. These actions were fully implemented, however, other funding sources were used to hire 2 additional tutors and the transition opportunities participated in had no cost.

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

Action 5.1 This action demonstrates strong effectiveness. Supplemental academic, behavioral, social-emotional, and transition supports provided to ICOE Foster Youth on a case-by-case basis are demonstrating strong effectiveness. The Foster Youth graduation rate has been maintained at 100%, and credit completion has increased dramatically by 40% from baseline. The Coordination of Services Reflection Tool for ICOE enrolled Foster Youth shows meaningful improvement, with three components (4, 7, and 8) increasing from a score of 4 to 5 (Full Implementation and Sustainability). This indicates that direct educational services, strategies to prioritize foster youth needs, and the process of reviewing plan deliverables and analyzing outcome data have all reached full implementation. While CAASPP ELA and Math data for

Foster Youth is not available due to small group size, the graduation and credit completion data strongly suggest that individualized support is making a meaningful difference for this vulnerable population.

Action 5.2 This action demonstrates strong effectiveness. Supplemental tutoring services that are diagnostically focused and individualized to meet each Foster Youth's unique academic needs are demonstrating strong effectiveness. The 40% increase in credit completion for Foster Youth (from 60% to 100%) directly aligns with the purpose of this action to accelerate learning and credit attainment. The maintained 100% graduation rate further confirms that tutoring services are supporting Foster Youth in completing their high school diploma. The improvement in Component 4 of the Reflection Tool (Providing direct educational services) from a score of 4 to 5 is particularly relevant to this action, as tutoring represents a direct educational service. While CAASPP ELA and Math data is not available for Foster Youth due to small group size, the credit completion and graduation data provide strong evidence that diagnostically focused tutoring is effectively meeting the academic needs of ICOE's Foster Youth in both court (Esther Huff) and community (Valley Academy) schools.

Action 5.3 This action demonstrates strong effectiveness. Supplemental transition opportunities, led by ICOE's Foster Youth Manager who coordinates efforts both county-wide and within ICOE's programs, are demonstrating strong effectiveness. The maintained 100% graduation rate and 40% increase in credit completion indicate that coordination with local agencies, including social services, is effectively supporting Foster Youth as they navigate educational transitions. Component 5 of the Reflection Tool (Establishing ongoing collaboration for expeditious transfer of records, transcripts, and other relevant educational information) has been maintained at a 5, confirming that the mechanisms for efficient and timely transfer of health and educational records are fully implemented and sustained. The improvement of Component 7 (Developing strategies to prioritize needs) from 4 to 5 suggests that the Foster Youth Manager's coordination efforts are increasingly effective at identifying and addressing the highest-need students. Component 8's improvement from 4 to 5 (Reviewing plan deliverables and analyzing outcome data) indicates that the evaluation of support services for foster youth has reached full implementation, allowing for data-driven decision-making about the effectiveness of transition supports.

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

There are no changes to the planned goal, metrics, target outcomes, or actions this year as increases continue to be made showing strong effectiveness at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Supplemental Support for ICOE Foster Youth	Supplemental academic, behavioral, social-emotional and transition supports will be provided to ICOE foster youth on a case by case basis. Staff will work individually with students and with applicable county	$19,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
		agencies, to determine a plan to support the student as they graduate and plan for their future.		
5.2	Supplemental Tutoring Services for ICOE Foster Youth	ICOE's Foster Youth will be provided additional tutoring services to accelerate learning and credit attainment. Services will be diagnostically focused and individualized to meet the child's unique academic needs. This includes ICOE enrolled foster youth in both court (Esther Huff) and Community (Valley Academy) schools.	$3,443.00	Yes
5.3	Supplemental Transition Opportunities for ICOE Foster Youth	Designated staff, including ICOE's Foster Youth Manager who leads all coordination efforts both county-wide and within ICOE's programs, will work with local agencies including social services (our child welfare agency) to establish a mechanism for efficient and timely transfer of health and educational records, progress and status information, and responses to juvenile court requests as needed for court reports through increased coordination and delivery of educational services.	$3,269.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, provide wraparound services to Valley Academy students by increasing relationships with community organizations and building civic learning, sports, and co curricular activities during regular and after school hours for all students, and specifically for those in the lowest performing groups on the 2025 CA School Dashboard. This will lead to increased student engagement and connectedness to school, which will result in increased attendance and academic achievement. Specifically, ELs will increase their Graduation Rate, SED students will increase in Science performance, College and Career Indicator (CCI), and will improve their Chronic Absenteeism rates, and Hispanic students will improve their Chronic Absenteeism rates, ELA and Science performance, and CCI.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 6 was designed to address student needs identified in the 2025 dashboard for All students (high chronic absenteeism, low science performance, a low CCI) and more specifically for our English learners (including LTELs) who are performing low in graduation rate, Socioeconomically Disadvantaged Students who have a high chronic absenteeism rate, low science performance, and a low college/career indicator, and Hispanic students who have a high chronic absenteeism rate, low ELA and science performances, and a low college/career indicator.

Students in Alternative Education are not “cookie-cutter” learners—they often bring diverse life experiences, learning styles, and personal challenges that require a more personalized, motivational approach to education. Many of our students must overcome significant barriers to complete their high school diploma, pursue college, or enter and retain employment. Data from our CA School Dashboard and ongoing conversations with educational partners highlight a pressing need to provide targeted support that fosters student engagement and connection to school.

At Valley Academy, we serve a high concentration of students who are considered at-risk or, more appropriately, promising. Our designation for Equity Multiplier funds reflects this, with approximately 40% of our students receiving Special Education services and 95.6% classified as socioeconomically disadvantaged. To meet their needs, we are expanding co-curricular, sports, and civic learning opportunities that help students discover their interests, build essential life skills, and form meaningful relationships within their school and local community in Action 6.2. Opportunities in areas such as the arts, music, dual enrollment, and community service not only enhance student engagement but also allow students to develop a sense of purpose and belonging.

As students become more motivated, engaged, and connected to school, we anticipate corresponding improvements in both chronic absenteeism and academic achievement—particularly in English Language Arts and English learner progress. Research, educational partners, and our experiences consistently show that students who feel a sense of purpose and belonging are more likely to persist in their studies, engage in academic discourse, and take ownership of their learning, which are essential for ELA proficiency and language development.

Comprehensive intervention services, including wraparound support and collaboration with our School Resource Officer (SRO), Action 6.1, will further reinforce these efforts. Initiatives such as career fairs and mentorship programs will provide real-world exposure to a range of career paths, increase College and Career Indicator (CCI) preparedness, and inspire our students to see a future beyond graduation. These supports complement the existing CCI-focused strategies outlined in Action 1.6. It is also important to note that there are no concerns with teacher credentialing, subject matter expertise, or educator retention, ensuring that staff are well-equipped to meet the unique needs of our students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	School Attendance Rate Percentages per Semester for Valley Academy (Source: Local Data) Priority 5A	2023-2024 All: 1st Semester: 88% 2nd Semester: 87% EL: 57.9 % LTEL: 60.% SED: 95% FY: 2% HI: 95%	2024-2025 All: 1st Semester: 91% 2nd Semester: 89% EL: 60.7 % LTEL: 60.5% SED: 96% FY: 3.5% HI: 96%	2025-2026 All: 1st Semester: 92.8% 2nd Semester: 91.8% EL: 90.5% LTEL: 91% SED: 92.1% FY: 92.1% HI: 92.6%	ALL: 90% EL: 90% LTEL: 90% SED: 90% FY: 90% HI: 90%	All: 1st Semester: Increased 4.8% 2nd Semester: Increased 4.8% EL: Increased 32.6% LTEL: Increased 31% SED: Decreased 2.9% FY: Increased 90.1% HI: Decreased 2.4%
6.2	Chronic Absenteeism Rate Percentage for Valley Academy	2022-2023 Valley Academy: All: 32.1%	2023-2024 Valley Academy: All: 37.8%	2024-2025 Valley Academy: All: 40.5%	Valley Academy: ALL: 25% EL: 25% LTEL: 25%	All: Increased 8.4% EL: Decreased 9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CA School Dashboard) Priority 5B	EL: Not Available LTEL: Not Available SED: 37.5% HI: 29.6%	EL: 57.1% LTEL: 53.8% SED: 39.4% HI: 37.1%	EL: 47.6% LTEL: 41.2% SED: 42.5% HI: 41.5%	SED: 25% HI: 25%	LTEL: Decreased 12.6% SED: Increased 5% HI: Increased 11.9% "Not Available" status means too few students are in the group to publish the data, however, the data is monitored locally, or two years of data is not yet available to find a difference.
6.4	High School Graduation Rates Combined 4 and 5 Year: Percentage reported for All students and the SED and Hispanic targeted student groups DASS One Year: Percentage reported for All students and the SED and Hispanic targeted student groups (Source: CA School Dashboard)	Dashboard 2023 Valley Academy Combined: All students: 63.8% SED: 63.2% Hispanic: 61.8% EL: 69.2% LTEL: Not Available	Dashboard 2024 Valley Academy Combined: All students: 66.7% SED: 67.7% Hispanic: 66.1% EL: 68.8% LTEL: 67.9% New Metric Addition: Valley Academy One Year: All students: 85.7%	Dashboard 2025 Valley Academy Combined: All students: 73.1% SED: 72.3% Hispanic: 71% EL: 66.7% LTEL: 66.7% Valley Academy One Year: All students: 92.7% SED: 92.2% Hispanic: 92%	Combined: 68% Grad Rate for All, SED, and Hispanic student groups One Year: 90% Grad Rate for ALL, SED, and Hispanic student groups	Combined: ALL: Increased 9.3% SED: Increased 9.1% HI: Increased 9.2% EL: Decreased 2.5% LTEL: Not available Valley Academy One Year: All students: Increased 7% SED: Increased 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5E		SED: 89.1% Hispanic: 84.8% EL: 90% LTEL: 88.2%	EL: 81% LTEL: 83.3%		Hispanic: Increased 7.2% EL: Decreased 9% LTEL: Not Available
6.5	College and Career Indicator Percentage of students scoring prepared on the College and Career Indicator. (Source: CA Dashboard and Local Data) Priority 4	2023 CA Dashboard Additional Report Valley Academy Prepared: ALL: 0% SED: 0% HI: 0% EL: 0% LTEL: Not Available	2024 CA Dashboard Additional Report Valley Academy Prepared: ALL: 19.6% SED: 20% HI: 19.2% EL: 17.9% LTEL: 20.8%	2025 CA Dashboard Additional Report Valley Academy Prepared: ALL: 3.6% SED: 3.7% HI: 2% EL: 4% LTEL: 4.3%	5% of students scoring Prepared on the College and Career Indicator	Valley Academy Prepared: ALL: Increased 3.6% SED: Increased 3.7% HI: Incrased 2% EL: Increased 4% LTEL: Not Available
6.6	English Learner Progress Indicator (ELPI) Percentage of Students Making Progress toward English Proficiency (Source: CA School Dashboard) Priority 4E	Dashboard 2023 Valley Academy: EL: 36.6% LTEL: Not Available	Dashboard 2024 Valley Academy: EL: 27.6% LTEL: 28.6% (Baseline)	Dashboard 2025 Valley Academy: EL: 54.5% LTEL: 59.8%	45% or more of students made progress	ELs: Increased 17.9% LTELs: Increased 31.2%
6.7	English Language Arts (ELA) Assessment California Assessment of Student Performance and Progress (CAASPP)	2023 Valley Academy: ALL: 9.52% SED: 10.53% EL: 0% LTEL: 0%	2024 Valley Academy: ALL: 13.34% SED: 14.29% EL: 0% LTEL: 0%	2025 Valley Academy: ALL: 4.6% SED: 5.06% EL: 2.56% LTEL: 3.57%	ALL: 15% SED: 15% EL: 15% LTEL: 15% HI: 15%	ALL: Decreased 4.92% SED: Decreased 5.47% EL: Increased 2.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students who met/exceeded the ELA standard (Source: Dataquest) Priority 4A	HI: 10.53%	HI: 11.6%	HI: 3.61%		LTEL: Increased 3.57% HI: Decreased 6.92%
6.8	Science Assessment California Science Test (CAST) Average number of science points (Source: CA School Dashboard) Priority 4A	New in Year 3	New in Year 3	2025 (New Metric) Baseline Valley Academy: ALL: 29.5 SED: 29.7 EL: Not available LTEL: Not available HI: 29.4	40 science points for all groups	New Metric ALL: Not available SED: Not available EL: Not available LTEL: Not available HI: Not available

Goal Analysis [2025-26]

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

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

Action 6.1 was fully implemented and action 6.2 was again only partially implemented. Goal 6 was designed to provide wraparound services to to Valley Academy students by increasing relationships with community organizations and building civic learning, sports, and co curricular activities during regular and after school hours to all students, and specifically Hispanic, Low Income (SED) and Homeless students, to increase their engagement and connectedness to school, leading to increased academic achievement and leading to CCI preparedness and graduation rates. Through the continued dedication of the School Resource Officer to building relationships with local community organizations and city officials,as well as students and their families, multiple initiatives aligned with student needs and interests based on student surveys were launched. A notable success was the collaboration with city officials to develop a new athletic league. This initiative has created a safe and connected environment where students can build positive peer relationships and develop leadership and teamwork skills. One significant challenge this year, however, in fully implementing action 6.2, was the continued delay of the city of Brawley in relocating their library to provide athletic opportunities for our students in that space.

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

Both Actions 6.1 and 6.2 had material differences between the budgeted and actual expenditures. For 6.1, the MOU with the City of Brawley for additional SRO Services and payments to the Imperial County Probation Department for additional Probation Officer services were substantially higher than estimated. For 6.2, the opportunities for alternate learning experiences that were provided were at no cost.

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

Action 6.1 This action demonstrates partial effectiveness. The School Resource Officer's (SRO) role as a mentor and role model, building positive relationships with students, parents, and staff, is contributing to several positive outcomes. The graduation rate gains for All Students (increased 9.3%), SED (increased 9.1%), and Hispanic students (increased 9.2%) suggest that the SRO's guidance and support for students facing personal or academic challenges is helping students persist to graduation. The CCI preparedness increase of 3.6% from a baseline of 0% indicates initial progress in helping students develop healthy lifestyles that lead to college or careers. The ELPI gains for EL students (increased 17.9%) and LTEL students (increased 31.2%) suggest that the safe and secure environment created by the SRO is supporting conditions for language development. The dramatic attendance gains for EL (increased 32.6%), LTEL (increased 31%), and Foster Youth (increased 90.1%) indicate that the SRO's presence and relationship-building may be particularly effective for these groups in feeling connected and encouraged to attend school.

However, chronic absenteeism worsened for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%), and attendance decreased for SED (decreased 2.9%) and Hispanic students (decreased 2.4%). This suggests that while the SRO is effectively engaging some student groups, the approach may not yet be reaching the SED and Hispanic students who are most chronically absent. The CAASPP ELA declines for All Students (decreased 4.92%), SED (decreased 5.47%), and Hispanic students (decreased 6.92%) indicate that while the SRO contributes to a positive school environment, additional academic interventions are needed to translate improved engagement into academic proficiency gains for these groups. The athletic program development, which was partially delayed due to the city of Brawley's library relocation, may show greater impact once fully operational.

Action 6.2 This action demonstrates partial effectiveness. Alternative learning experiences, including community/civic-based learning such as career fairs and mentorships, and co-curricular activities such as sports, art, and music projects, were only partially implemented this year due to the delay of the city of Brawley in relocating their library to provide athletic opportunities for students. Despite partial implementation, the graduation rate gains for All Students (increased 9.3%), SED (increased 9.1%), and Hispanic students (increased 9.2%) suggest that the alternative learning experiences that were implemented contributed to student persistence. The CCI preparedness increase of 3.6% from a baseline of 0% indicates that career fairs and mentorship opportunities are beginning to expose students to post-secondary pathways. The ELPI gains for EL students (increased 17.9%) and LTEL students (increased 31.2%) suggest that co-curricular activities may be providing additional language development opportunities in authentic contexts.

The chronic absenteeism improvements for EL students (decreased 9.5%) and LTEL students (decreased 12.6%) are particularly encouraging and suggest that alternative learning experiences are motivating these student groups to attend school more consistently. However, chronic absenteeism worsened for All Students (increased 8.4%), SED (increased 5%), and Hispanic students (increased 11.9%), and attendance decreased for SED (decreased 2.9%) and Hispanic students (decreased 2.4%). This indicates that the alternative learning

experiences implemented thus far have not yet been sufficient to engage the SED and Hispanic students who are most disconnected from school. The CAASPP ELA declines for All Students (decreased 4.92%), SED (decreased 5.47%), and Hispanic students (decreased 6.92%) suggest that while alternative learning experiences build engagement, they have not yet translated into measurable academic proficiency gains for these groups. Full implementation of this action in the coming year, including the athletic league and expanded co-curricular offerings, may yield stronger results.

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

We are determining needed changes at this time related to action 6.2, including working with our facilities director to locate additional space to host further opportunities for our students. Metric 6.4 Graduation Rate was revised to include EL and LTEL percentages for the combined rate for all three years (2023, 2024, and 2025) and to include the One Year rate for EL and LTEL in years 2024 and 2025. Metric 6.5 was revised all three years to include applicable student groups. Metric 6.8 is a new metric added to track science points from the CA Science Test (CAST).

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Hire a School Resource Officer to build positive relationships with students and families and provide after school sport activities.	The School Resource Officer will build positive relationships with students, parents, and staff. The SRO will act as a mentor and role model to students offering guidance and support to students facing personal or academic challenges that hinder them from coming to school. The SRO will also create a safe a secure environment, helping students feel connected and encouraging them to develop healthy lifestyles that will lead to college or careers. An athletic program will be developed to reduce and increase students' mental health, and happiness which will improve academic performance. These actions by the SRO will improve student engagement and school connectedness which research shows leads to improved attendance and therefore decreased chronic absenteeism. Improved attendance leads to improved academic performance (specifically targeting ELA and Science), improved graduation rates, and improved college/career post secondary success.	$315,359.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Alternative Learning Experiences	Students will have the opportunity to participate in community/civic based learning experiences such as career fairs and mentorships. Students will also participate in co-curricular activities such as sports, art and music projects during and after school. Student participation in these opportunities will improve student engagement and school connectedness which research shows leads to improved attendance and therefore decreased chronic absenteeism. Improved attendance leads to improved academic performance (specifically targeting ELA and Science), improved graduation rates, and improved college/career post secondary success.	$64,988.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Over the course of the next three year cycle, we will improve college and career pathway completions in Juvenile Court Schools for the following student groups: English Learners (all of which are LTELs), Low Income, Hispanic youth, and Students with Disabilities, as measured by our CTE pathway completion rate and the percentage of students particiating in offered College and Career Exploration and Work-Based Learning Opportunities. In order to accomplish this improvement, we will expend significant effort in locating, recruiting, and retaining a credentialed teacher as measured by the percentage of appropriately credentialed and assigned staff/teachers metric.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on a needs assessment, Goal 7 was designed to expand access to meaningful college and career-readiness opportunities for students in our court school. Providing our students with college and career skills, career exploration, and workforce preparation is essential to ensuring they have equitable access to postsecondary education and future employment opportunities.

Juvenile Hall qualifies for Equity Multiplier funds due to our high concentration of at-risk/promising students. Approximately 50% of our students receive Special Education services, and 100% are socioeconomically disadvantaged. Court school students often face unique challenges that require specialized support. There are no student groups or state indicators in red at our Esther Huff school; therefore, after analyzing local data and continued conversations with our educational and community partners, we determined the need to support our at-risk/promise students in completing CTE courses and pathways. Increasing our CTE activities will provide all of our Esther Huff students with opportunities to develop skills and interests beyond academics. By equipping juveniles with marketable skills, CTE programs will enhance their motivation and employability opportunities. Having tangible skills and certifications increases their chances of finding gainful employment after release from juvenile hall, which is essential for successful reintegration into society.

Esther Huff Court School currently experiences challenges in retaining credentialed Career Technical Education (CTE) teachers because instruction is provided through a contracted partnership with IVROP. While the educators assigned to the program are appropriately credentialed and qualified in their subject areas, the nature of contracted services can make long-term staffing stability and retention difficult. This presents an ongoing challenge to maintaining continuity and expanding CTE pathway opportunities for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percentage of all students at Esther Huff completing the Career Technical Education Pathway disagregated by the following student groups: English Learners, Low Income, Hispanic youth, and Students with Disabilities (when group size is appropriate). (Source: Local Data, as the Esther Huff Court School does not have enough students to generate data on the CA School Dashboard) Priority 4C	2023-24 0% of All Esther Huff students completed a CTE pathway EL: 0% SED: 0% HI: 0% SWD: 0%	2024-2025 14% of All Esther Huff students completed a CTE pathway EL: 0% SED: 100% HI: 100 % SWD: 100 %	2025-2026 0% of All Esther Huff students completed a CTE pathway EL: 0% SED:0 % HI: 0% SWD: 0%	50% of All Esther Huff students will complete a CTE pathway EL: 50% SED: 50% HI: 50 % SWD: 50 %	Maintained 0% completing a CTE pathway EL: 0% No change SED: 0% No change HI: 0% No change SWD: 0% No change
7.2	Percentage of Students particiating in offered College and Career Exploration and Work-Based Learning Opportunities	See baseline in next column	2024-2025 (Baseline Year) 0% participated because 0 opportunities were offered EL(LTEL): 0% SED: 0% HI: 0% SWD: 0%	2025-2026 100% of students participated in all College and Career Exploration and Work-Based Learning Opportunities EL(LTEL): 100% SED: 100% HI: 100% SWD: 100%	100% of students will participate in all offerings	Increased 100% EL(LTEL): 100% SED: 100% HI: 100 % SWD: 100 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.3	Percentage of Appropriately Credentialed and Assigned Staff/Teachers Priority 1A	See baseline in next column	2024-2025 (Baseline Year) 50% Appropriately Credentialed and Assigned Staff/Teachers EL(LTEL): 50% SED: 50% HI: 50% SWD: 50%	2025-2026 50% Appropriately Credentialed and Assigned Staff/Teachers EL(LTEL): 50% SED: 50 % HI: 50% SWD: 50%		No change

Goal Analysis [2025-26]

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

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

Both of the goal 7 actions were partially implemented. Action 7.1, the hiring of a CTE Teacher to build and implement CTE pathways for Esther Huff students once again did not occur. We went into the school year thinking we had secured a teacher for that position, however the teacher took a different position, and we were unable to find a replacement. The instructional aide, Action 7.2, did continue the foundational work for this goal. The challenge of finding a CTE teacher for this position is ongoing. An additional ongoing challenge is providing appropriate facilities for our students enrolled at Esther Huff.

A success, however, is that the instuctional aide was able to work with our counselor and IVROP Career Specialists, all of whom are appropriately assigned and credentialed, to ensure 100% of our incarcerated yourth participated in College and Career Exploration and Work-Based Learning opportunities, including:

- Resume building
- Career interest assessments
- Career readiness workshops
- Guest speakers from trades
- Mock Interviews

It is important to understand that Ester Huff enrollment is mostly short term. Less than a handful of students remain incarcerated longer than 90 days. The Career Specialists work with our enrolled students twice a week, every week, however because the mobility rate is high, they repeat the same opportunities multiple times each year.

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

The material differences between budgeted and estimated actual expenditures in action 7.1 is attributable to an extended delay in hiring. While funds were allocated and plans were developed to enhance supports and services for students at Esther Huff, several factors limited full implementation during the current school year.

Action 7.2 did not have a material difference as it was implemented as intended.

Unexpended funds will be utilized, as appropriate, to advance these efforts and support improved student achievement and successful transitions beyond high school.

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

Action 7.1 This action demonstrates limited effectiveness to date due to hiring and implementation challenges with no progress from baseline in the 2025-26 school year.

Action 7.2 This action demonstrates partial effectiveness. The Instructional Assistant continued the foundational work for this goal, including supporting progress monitoring of students in the classroom and providing targeted intervention supports to low-achieving students or students displaying a need. The instructional assistant was able to include all Esther Huff students in College and Career Exploration and Work-Based Learning opportunities though it is difficult at this time to determine if this improved any metrics other than 7.1 which was not successful this year without a teacher. The instructional assistant's support is particularly relevant for Students with Disabilities, who comprise approximately 50% of Esther Huff's student population, and whom require additional scaffolding and individualized support to successfully complete CTE coursework.

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

Changes are being determined at this time, especially in the area of teacher recruitment. The needs these actions, if fully implemented, will support continue to exist, so we will continue to carryover the funds to use as we search for effective supports for our Esther Huff students. Metric 7.2 was added to include the College and Career Exploration and Work-based Learning opportunities that are being provide to our Esther Huff students by our instructional aide even in the absence of CTE pathway implementation on a consistent basis. Metric 7.3, newly added, will focus on the retention of appropriately assigned and credentialed instructors for our Esther Huff students and will help us monitor disparities in teaching to ensure our high-need students are not continually taught by inexperienced, out-of-field, or provisionally permitted teachers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Hire a Career Technology Ed Teacher to build and implement CTE Pathways for all Esther Huff students	Upon hiring, we will build and implement our CTE pathways in alignment to the 11 elements of high quality CTE programs including standards aligned curriculum, and based on Esther Huff educational partner input. Significant effort will be expended in locating, recruiting, and retaining a credentialed teacher to implement this action.	$37,046.00	No
7.2	Hire an Instructional Assistant	An Instructional Assistant will continue to be hired to support the teacher with progress monitoring of students in the classroom and providing targeted intervention supports to low achieving students or students displaying a need. In the absence of a teacher, this instructional assistant will work with our counselor and Career Specialists to implement these supports.	$49,664.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,728,408.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.844%	0.000%	$0.00	11.844%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** High Quality Instruction and Quality Implementation of State Standards **Need:** A review of the 2025 CA School Dashboard in English Language Arts indicates all students scored 166 points below standard. English Learners scored 197.4 points below standard, and our Low Income students	We will continue to address the needs, conditions, and circumstances identified for our low-income, foster youth, and English learner student groups. We will also continue to refine our instructional support to include the incorporation of additional high-quality standards-aligned tasks (Action 1.1), refined progress monitoring using more frequent formative assessment (Action 1.2), and additional instructional coaching and support for teachers (Action 1.3).	1.1 CAASPP ELA, 1.2 CAASPP Math, 1.11 Graduation Rate, 1.13 90 Days and 20 Credits

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	scored 203.7 points below standard. Data was not displayed for our Foster Youth due to privacy concerns, but our local data indicates these student groups are also performing well below standard. In mathematics, all students scored 200.6 points below standard. English Learners scored 170.6 points below standard, and Low Income students scored 203.7 points below standard. Though data was not displayed for our Foster Youth due to privacy concerns, our local data indicates these students are also performing well below standard. Our graduation rate has improved to 73.1 %, an increase of 6.5%. The percentage of students enrolled 90 days or more who completed a minimum of 20 credits towards graduation each semester maintained to an average of around 95%. **Scope:** Schoolwide	Additionally, (Action 4.1) provides students with extra instructional support staff within the classroom and (Action 4.5) provides additional instructional materials to support English Learners, Foster Youth, and Low Income students, as well as those unduplicated pupils also identified as Students with Disabilities. The additional support and materials include more time with instructors and collaboration with others, screen readers, captioning, and other tech tools, texts with adjusted reading levels or additional visuals and/or videos to increase access to content. Extended day opportunities will be tailored to accelerate learning and goal attainment for these unduplicated students. A continued emphasis has been placed on collaborative, short professional development cycles with teachers, while they are also being provided support by an on-site coach. This support will allow for more differentiated instruction and individualized support of each unduplicated group, as well as each student within the unduplicated groups, leading to increased credit completion and graduation rates. We believe the sum of these changes will show increased performance on both local math and ELA assessments and CAASPP Summative assessments for our unduplicated student groups due to the content and design of these instructional refinements and supports made with our unduplicated pupil needs first. Though we expect our low-income students, Foster Youth, and English Learners will benefit the most, these actions will be provided on a school-wide basis, as	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		we expect all struggling students, including Hispanic Students, will benefit from these evidence-based practices.	
1.2	**Action:** Continuous Progress Monitoring to Support Learning **Need:** A review of the 2025 CA School Dashboard in English Language Arts indicates all students scored 166 points below standard. English Learners scored 197.4 points below standard, and our Low Income students scored 203.7 points below standard. Data was not displayed for our Foster Youth due to privacy concerns, but our local data indicates these student groups are also performing well below standard. In mathematics, all students scored 200.6 points below standard. English Learners scored 170.6 points below standard, and Low Income students scored 203.7 points below standard. Though data was not displayed for our Foster Youth due to privacy concerns, our local data indicates these students are also performing well below standard. Our graduation rate has improved to 73.1 %, an increase of 6.5%. The percentage of students enrolled 90 days or more who completed a minimum of 20 credits towards graduation each semester maintained to an average of around 95%.	In order to address the needs, conditions, and circumstances identified for our low income, foster youth, and English learner student groups, we will continue to refine our instructional support to include the incorporation of additional high-quality standards-aligned tasks (Action 1.1), refined progress monitoring using more frequent formative assessment (Action 1.2), and additional instructional coaching and support for teachers (Action1.3). Additionally, (Action 4.1) provides students with extra instructional support staff within the classroom and (Action 4.5) provides additional instructional materials to support English Learners, Foster Youth, and Low Income students as well as those unduplicated pupils also identified as Students with Disabilities. The additional support and materials include more time with instructors and collaboration with others, screen readers, captioning and other tech tools, texts with adjusted reading levels or additional visuals and/or videos to increase access to content. Extended day opportunities will be tailored to accelerate learning and goal attainment for these unduplicated students. A continued emphasis has been placed on collaborative, short professional development cycles with teachers while they are also being provided support by an on-site coach. This support will allow for more differentiated instruction and individualized support of each unduplicated group, as well as each individual student within the	1.1 CAASPP ELA, 1.2 CAASPP Math, 1.11 Graduation Rate, 1.13 90 Days and 20 Credits

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	unduplicated groups, leading to increased credit completion and graduation rates. We believe the sum of these changes will show increased performance on both local math and ELA assessments and CAASPP Summative assessments for our unduplicated student groups due to the content and design of these instructional refinements and supports made with our unduplicated pupil needs first. Though we expect our low income students, Foster Youth, and English Learners will benefit the most, these actions will be provided on a school-wide basis, as we expect all struggling students, including Hispanic Students, will benefit from these evidence based practices.	
1.3	**Action:** Curricular Support and Instructional Coaching **Need:** A review of the 2025 CA School Dashboard in English Language Arts indicates all students scored 166 points below standard. English Learners scored 197.4 points below standard, and our Low Income students scored 203.7 points below standard. Data was not displayed for our Foster Youth due to privacy concerns, but our local data indicates these student groups are also performing well below standard. In mathematics, all students scored 200.6 points below standard. English Learners scored 170.6 points below standard, and Low Income students scored	In order to address the needs, conditions, and circumstances identified for our low income, foster youth, and English learner student groups, we will continue to refine our instructional support to include the incorporation of additional high-quality standards-aligned tasks (Action 1.1), refined progress monitoring using more frequent formative assessment (Action 1.2), and additional instructional coaching and support for teachers (Action1.3). Additionally, (Action 4.1) provides students with extra instructional support staff within the classroom and (Action 4.5) provides additional instructional materials to support English Learners, Foster Youth, and Low Income students as well as those unduplicated pupils also identified as Students with Disabilities. The additional support and materials include more time with instructors	1.1 CAASPP ELA, 1.2 CAASPP Math, 1.11 Graduation Rate, 1.13 90 Days and 20 Credits

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	203.7 points below standard. Though data was not displayed for our Foster Youth due to privacy concerns, our local data indicates these students are also performing well below standard. Our graduation rate has improved to 73.1 %, an increase of 6.5%. The percentage of students enrolled 90 days or more who completed a minimum of 20 credits towards graduation each semester maintained to an average of around 95%. **Scope:** Schoolwide	and collaboration with others, screen readers, captioning and other tech tools, texts with adjusted reading levels or additional visuals and/or videos to increase access to content. Extended day opportunities will be tailored to accelerate learning and goal attainment for these unduplicated students. A continued emphasis has been placed on collaborative, short professional development cycles with teachers while they are also being provided support by an on-site coach. This support will allow for more differentiated instruction and individualized support of each unduplicated group, as well as each individual student within the unduplicated groups, leading to increased credit completion and graduation rates. We believe the sum of these changes will show increased performance on both local math and ELA assessments and CAASPP Summative assessments for our unduplicated student groups due to the content and design of these instructional refinements and supports made with our unduplicated pupil needs first. Though we expect our low income students, Foster Youth, and English Learners will benefit the most, these actions will be provided on a school-wide basis, as we expect all struggling students, including Hispanic Students, will benefit from these evidence based practices.	
1.4	**Action:** Technology Infused Teaching and Learning **Need:** Student and parent surveys, focus groups, and feedback from all educational partners have	In order to address these conditions, needs, and circumstances for our English Learners (including LTELs), Foster Youth, and Low Income students, Actions 1.4, 1.5, and 1.6, aim to increase the relevance and school-to-work connections for students. These actions provide the incorporation	1.7 CTE, 1.10 CCI Prepared, 1.11 Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	provided insight into our CTE, CCI, and Graduation rates; our unduplicated students do not all see a strong connection between their day-to-day academics and how this learning connects to them becoming ready and possessing the necessary skills for their future. Students struggle with articulating what skills might be necessary for their post-secondary goals. This anecdotal and survey evidence suggests a need to engage students by offering curricula and programs that connect schoolwork with college and career success. We aim to implement actions based on this evidence but with measures of effectiveness identified for the three metrics we believe will improve as noted in the last column. That said, our low-income students have a 2025 graduation rate of 73.1%, and though our Foster Youth and English Learners rate of 66.7%, our local data confirms a lower-than-standard graduation rate, as well for English Learners. 20.8% of our students completed a CTE Pathway, and CCI prepared maintained by 1.7%. Data analysis has shown that our low-income, foster youth, and English learner students who have not been graduating express lower satisfaction with their classes and see fewer connections to their life beyond high school. **Scope:** Schoolwide	of technology in order for students to practice and improve their technological skills, as well as provide additional enrichment learning opportunities, college exploration, and expanded career development opportunities to connect the world of work to the classroom as requested by students and their families. An increase in CTE completion rates, graduation rate, and the College and Career Indicator should improve through the connections between the classroom with real life and the world of work. These actions are primarily directed toward our unduplicated pupils and are intended to increase purpose, drive, and motivation in our English Learner, Foster Youth, and low-income students, specifically. These actions will be provided on a school-wide basis, however, as we expect all struggling students, including Hispanic students, will benefit from the skills and connections to real life and the world of work.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Extended Learning Opportunities (Outside of School Day) **Need:** Student and parent surveys, focus groups, and feedback from all educational partners have provided insight into our CTE, CCI, and Graduation rates; our unduplicated students do not all see a strong connection between their day-to-day academics and how this learning connects to them becoming ready and possessing the necessary skills for their future. Students struggle with articulating what skills might be necessary for their post-secondary goals. This anecdotal and survey evidence suggests a need to engage students by offering curricula and programs that connect schoolwork with college and career success. We aim to implement actions based on this evidence but with measures of effectiveness identified for the three metrics we believe will improve as noted in the last column. That said, our low-income students have a 2025 graduation rate of 73.1%, and though our Foster Youth and English Learners rate of 66.7%, our local data confirms a lower-than-standard graduation rate, as well for English Learners. 20.8% of our students completed a CTE Pathway, 0% met A-G requirements, and CCI prepared maintained by 1.7%. Data analysis has shown that our low-income, foster youth, and English learner students who have	In order to address these conditions, needs, and circumstances for our English Learners (including LTELs), Foster Youth, and Low Income students, Actions 1.4, 1.5, and 1.6, aim to increase the relevance and school-to-work connections for students. These actions provide the incorporation of technology in order for students to practice and improve their technological skills, as well as provide additional enrichment learning opportunities, college exploration, and expanded career development opportunities to connect the world of work to the classroom as requested by students and their families. An increase in CTE completion rates, graduation rate, and the College and Career Indicator should improve through the connections between the classroom with real life and the world of work. These actions are primarily directed toward our unduplicated pupils and are intended to increase purpose, drive, and motivation in our English Learner, Foster Youth, and low-income students, specifically. These actions will be provided on a school-wide basis, however, as we expect all struggling students, including Hispanic students, will benefit from the skills and connections to real life and the world of work.	1.7 CTE, 1.10 CCI Prepared, 1.11 Graduation Rate

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	not been graduating express lower satisfaction with their classes and see fewer connections to their life beyond high school. **Scope:** Schoolwide		
1.6	**Action:** Robust and Broad Access to Career Development and World of Work Experiences **Need:** Student and parent surveys, focus groups, and feedback from all educational partners have provided insight into our CTE, CCI, and Graduation rates; our unduplicated students do not all see a strong connection between their day-to-day academics and how this learning connects to them becoming ready and possessing the necessary skills for their future. Students struggle with articulating what skills might be necessary for their post-secondary goals. This anecdotal and survey evidence suggests a need to engage students by offering curricula and programs that connect schoolwork with college and career success. We aim to implement actions based on this evidence but with measures of effectiveness identified for the three metrics we believe will improve as noted in the last column. That said, our low-income students have a 2025 graduation rate of 73.1%, and though our Foster Youth and English Learners rate of	In order to address these conditions, needs, and circumstances for our English Learners (including LTELs), Foster Youth, and Low Income students, Actions 1.4, 1.5, and 1.6, aim to increase the relevance and school-to-work connections for students. These actions provide the incorporation of technology in order for students to practice and improve their technological skills, as well as provide additional enrichment learning opportunities, college exploration, and expanded career development opportunities to connect the world of work to the classroom as requested by students and their families. An increase in CTE completion rates, graduation rate, and the College and Career Indicator should improve through the connections between the classroom with real life and the world of work. These actions are primarily directed toward our unduplicated pupils and are intended to increase purpose, drive, and motivation in our English Learner, Foster Youth, and low-income students, specifically. These actions will be provided on a school-wide basis, however, as we expect all struggling students, including Hispanic students, will benefit from the skills and connections to real life and the world of work.	1.7 CTE, 1.10 CCI Prepared, 1.11 Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	66.7%, our local data confirms a lower-than-standard graduation rate, as well for English Learners. 20.8% of our students completed a CTE Pathway, 0% met A-G requirements, and CCI prepared maintained by 1.7%. Data analysis has shown that our low-income, foster youth, and English learner students who have not been graduating express lower satisfaction with their classes and see fewer connections to their life beyond high school. **Scope:** Schoolwide		
2.1	**Action:** Two Way Communication between Families and School (Tools and Strategies) **Need:** Consistently, for the last five years, parents of our English Learner pupils have expressed appreciation for the tailored approach we have utilized to engage families. Foster youth and low-income families have expressed that their relationship with our school is markedly different from the experiences they have had with other schools. They have also expressed appreciation for being able to be part of the decision-making as training session topics are created in order to provide workshops that are timely and of high importance. That said, parent survey data and feedback from our School Site Council and Advisory	In order to address these conditions, needs, and circumstances of our English Learners, Foster Youth, and Low Income students, Goal 2 actions, (2.1), (2.2), and (2.3,) focus on enhancing our two way communication opportunities with parents and families, providing varied Parent Education and relationship-building events, and incorporating opportunities for parents to participate in school-level decision making by incorporating a variety of in person and online opportunities at varied times of day. One marked difference in this LCAP is the utilization of the Parent Engagement Reflection Tool as the backbone of our efforts. This has allowed us to focus and ensure comprehensiveness in our actions. We anticipate that continuing to enhance our home-school connection will increase metrics such as graduation rates, College and Career Indicator,	1.10 CCI Prepared, 1.11 Graduation Rate, 2.1 Parent Engagement Tool 2.2 Parent Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Committees have expressed a need to continue a broad base of family engagement opportunities. Parents have also requested that parent engagement take a variety of forms and communication styles. Our low-income students have a 2025 graduation rate of 73.1%, and though our Foster Youth and English Learners have a 66.7% graduation rate, our local data confirms a lower-than-standard graduation rate. **Scope:** Schoolwide	and overall wellness of our students. We expect satisfaction with our family engagement and outreach activities as evidenced by our parent surveys and parent advisory committee feedback and to continue to increase. These actions, including providing varied meeting times and communication opportunities, translation materials, interpreters, and transportation, will specifically support our families of low-income students, foster youth, and English Learners, as they were developed with their needs in mind. These actions will be provided on a school-wide basis, however, as we expect all families, including Hispanic families, will benefit from the increased communication and engagement opportunities.	
2.2	**Action:** Parent Education and Relationship Building Program **Need:** Consistently, for the last five years, parents of our English Learner pupils have expressed appreciation for the tailored approach we have utilized to engage families. Foster youth and low-income families have expressed that their relationship with our school is markedly different from the experiences they have had with other schools. They have also expressed appreciation for being able to be part of the decision-making as training session topics are created in order to provide workshops that are timely and of high importance.	In order to address these conditions, needs, and circumstances of our English Learners, Foster Youth, and Low Income students, Goal 2 actions, (2.1), (2.2), and (2.3,) focus on enhancing our two way communication opportunities with parents and families, providing varied Parent Education and relationship-building events, and incorporating opportunities for parents to participate in school-level decision making by incorporating a variety of in person and online opportunities at varied times of day. One marked difference in this LCAP is the utilization of the Parent Engagement Reflection Tool as the backbone of our efforts. This has allowed us to focus and ensure comprehensiveness in our actions. We anticipate that continuing to enhance our home-school connection will increase metrics such as	1.10 CCI Prepared, 1.11 Graduation Rate, 2.1 Parent Engagement Tool 2.2 Parent Surveys

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	That said, parent survey data and feedback from our School Site Council and Advisory Committees have expressed a need to continue a broad base of family engagement opportunities. Parents have also requested that parent engagement take a variety of forms and communication styles. Our low-income students have a 2025 graduation rate of 73.1%, and though our Foster Youth and English Learners have a 66.7% graduation rate, our local data confirms a lower-than-standard graduation rate. **Scope:** Schoolwide	graduation rates, College and Career Indicator, and overall wellness of our students. We expect satisfaction with our family engagement and outreach activities as evidenced by our parent surveys and parent advisory committee feedback and to continue to increase. These actions, including providing varied meeting times and communication opportunities, translation materials, interpreters, and transportation, will specifically support our families of low-income students, foster youth, and English Learners, as they were developed with their needs in mind. These actions will be provided on a school-wide basis, however, as we expect all families, including Hispanic families, will benefit from the increased communication and engagement opportunities.	
2.3	**Action:** Family Engagement and Family Input Opportunities **Need:** Consistently, our parents of our English Learner pupils have expressed appreciation for the tailored approach we have utilized to engage families. Foster youth and low-income families have expressed that their relationship with our school is markedly different from the experiences they have had with other schools. They have also expressed appreciation for being able to be part of the decision-making as training session topics are created in order to provide workshops that are timely and of high importance.	In order to address these conditions, needs, and circumstances of our English Learners, Foster Youth, and Low Income students, Goal 2 actions, (2.1), (2.2), and (2.3,) focus on enhancing our two way communication opportunities with parents and families, providing varied Parent Education and relationship-building events, and incorporating opportunities for parents to participate in school-level decision making by incorporating a variety of in person and online opportunities at varied times of day. One marked difference in this LCAP is the utilization of the Parent Engagement Reflection Tool as the backbone of our efforts. This has allowed us to focus and ensure comprehensiveness in our actions. We anticipate that continuing to enhance our home-school	1.10 CCI Prepared, 1.11 Graduation Rate, 2.1 Parent Engagement Tool 2.2 Parent Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	That said, parent survey data and feedback from our School Site Council and Advisory Committees have expressed a need to continue a broad base of family engagement opportunities. Parents have also requested that parent engagement take a variety of forms and communication styles. Our low-income students have a 2025 graduation rate of 73.1%, and though our Foster Youth and English Learners have a 66.7% graduation rate, our local data confirms a lower-than-standard graduation rate. **Scope:** Schoolwide	connection will increase metrics such as graduation rates, College and Career Indicator, and overall wellness of our students. We expect satisfaction with our family engagement and outreach activities as evidenced by our parent surveys and parent advisory committee feedback and to continue to increase. These actions, including providing varied meeting times and communication opportunities, translation materials, interpreters, and transportation, will specifically support our families of low-income students, foster youth, and English Learners, as they were developed with their needs in mind. These actions will be provided on a school-wide basis, however, as we expect all families, including Hispanic families, will benefit from the increased communication and engagement opportunities.	
3.1	**Action:** Positive Behavioral Interventions and Supports (PBIS) **Need:** The California Healthy Kids Survey indicates that students believe Alternative Education staff have high expectations of all students and provide a safe and welcoming environment. Many of the other results, however, showed an increased rate of depression, isolation, and anxiety, especially for our unduplicated students. Parents, students, and staff reiterated the need for mental health services and support of overall wellness and well-being opportunities in their feedback through surveys and meetings, as	To address these needs, conditions, and circumstances of our English Learners, Foster Youth, and low income/homeless students, Goal 3 will focus on our school culture and climate and employ a whole child approach to meet student needs. Actions (3.1) and (3.2) aim to provide positive behavioral support for our students who need behavioral support, and extra positive-based student engagement strategies for students with high absenteeism to increase engagement and school connectedness. Action (3.3) will provide the necessary training and support for our staff so they can incorporate Social Emotional Learning (SEL) into their lessons in an integrated fashion, utilize restorative practices and trauma-informed strategies when working with students and continue to learn how to be more culturally	3.1 Attendance, 3.2 Chronic Absenteeism, 3.4 High School Dropout, 3.5 Suspension, 3.7 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	described in the Engaging Educational Partners section of this LCAP. Additionally, our attendance rates average around 92%, and chronic absenteeism rates are nearly 40%. Our high school dropout rate is in the upper 30%. Suspension rates were nearing 10% for homeless students, and though that has reduced, they are now nearly that high for foster youth. **Scope:** Schoolwide	responsive in all that they do. Action (3.5) focuses on monitoring and providing support and resources for students and families with mental health concerns. These actions will also support reducing the mental health stigma on our campuses. Action (3.5) aims to work with the Imperial County School-Based Mental Health Consortium to provide additional support to our students and families. Action (3.4) and (3.6) emphasize the need for rich opportunities for students to experience new things and enhance their overall wellness and connect to their purpose. Students who have academic, behavioral, and social emotional support are more likely to come to school, and better attendance increases college and career success. We anticipate our low-income (including homeless students), English learner, and Foster Youth students will reduce their Chronic Absenteeism rates and improve daily attendance at a rate higher than our all-student population, and we also anticipate seeing higher levels of student connectedness for them through the California Healthy Kids Survey as all of these actions were developed and intended to improve our unduplicated pupils' quality of educational experience specifically, by minding the additional stresses impacting them. We expect all students and families will benefit from the increased mental health and well being supports, however, and are therefore providing the actions LEA wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Student Engagement/Connectedness and Attendance Interventions **Need:** The California Healthy Kids Survey indicates that students believe Alternative Education staff have high expectations of all students and provide a safe and welcoming environment. Many of the other results, however, showed an increased rate of depression, isolation, and anxiety, especially for our unduplicated students. Parents, students, and staff reiterated the need for mental health services and support of overall wellness and well-being opportunities in their feedback through surveys and meetings, as described in the Engaging Educational Partners section of this LCAP. Additionally, our attendance rates average around 90% and chronic absenteeism rates are nearly 38%. Our high school dropout rate is in the upper 30%. Suspension rates were nearing 10% for homeless students and though that has reduced, they are now nearly that high for foster youth. **Scope:** Schoolwide	To address these needs, conditions, and circumstances of our English Learners, Foster Youth, and low income/homeless students, Goal 3 will focus on our school culture and climate and employ a whole child approach to meet student needs. Actions (3.1) and (3.2) aim to provide positive behavioral support for our students who need behavioral support, and extra positive-based student engagement strategies for students with high absenteeism to increase engagement and school connectedness. Action (3.3) will provide the necessary training and support for our staff so they can incorporate Social Emotional Learning (SEL) into their lessons in an integrated fashion, utilize restorative practices and trauma-informed strategies when working with students and continue to learn how to be more culturally responsive in all that they do. Action (3.5) focuses on monitoring and providing support and resources for students and families with mental health concerns. These actions will also support reducing the mental health stigma on our campuses. Action (3.5) aims to work with the Imperial County School-Based Mental Health Consortium to provide additional support to our students and families. Action (3.4) and (3.6) emphasize the need for rich opportunities for students to experience new things and enhance their overall wellness and connect to their purpose. Students who have academic, behavioral, and social emotional support are more likely to come to school, and better attendance increases college and career success.	3.1 Attendance, 3.2 Chronic Absenteeism, 3.4 High School Dropout, 3.5 Suspension, 3.7 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		We anticipate our low-income (including homeless students), English learner, and Foster Youth students will reduce their Chronic Absenteeism rates and improve daily attendance at a rate higher than our all-student population, and we also anticipate seeing higher levels of student connectedness for them through the California Healthy Kids Survey as all of these actions were developed and intended to improve our unduplicated pupils' quality of educational experience specifically, by minding the additional stresses impacting them. We expect all students and families will benefit from the increased mental health and well being supports, however, and are therefore providing the actions LEA wide.	
3.3	**Action:** Social and Emotional Learning (SEL), Restorative Practices and Culturally Relevant Practices **Need:** The California Healthy Kids Survey indicates that students believe Alternative Education staff have high expectations of all students and provide a safe and welcoming environment. Many of the other results, however, showed an increased rate of depression, isolation, and anxiety, especially for our unduplicated students. Parents, students, and staff reiterated the need for mental health services and support of overall wellness and well-being opportunities in their feedback through surveys and meetings, as	To address these needs, conditions, and circumstances of our English Learners, Foster Youth, and low income/homeless students, Goal 3 will focus on our school culture and climate and employ a whole child approach to meet student needs. Actions (3.1) and (3.2) aim to provide positive behavioral support for our students who need behavioral support, and extra positive-based student engagement strategies for students with high absenteeism to increase engagement and school connectedness. Action (3.3) will provide the necessary training and support for our staff so they can incorporate Social Emotional Learning (SEL) into their lessons in an integrated fashion, utilize restorative practices and trauma-informed strategies when working with students and continue to learn how to be more culturally responsive in all that they do. Action (3.5) focuses on monitoring and providing support and	3.1 Attendance, 3.2 Chronic Absenteeism, 3.4 High School Dropout, 3.5 Suspension, 3.7 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	described in the Engaging Educational Partners section of this LCAP. Additionally, our attendance rates average around 90% and chronic absenteeism rates are nearly 38%. Our high school dropout rate is in the upper 30%. Suspension rates were nearing 10% for homeless students and though that has reduced, they are now nearly that high for foster youth. **Scope:** Schoolwide	resources for students and families with mental health concerns. These actions will also support reducing the mental health stigma on our campuses. Action (3.5) aims to work with the Imperial County School-Based Mental Health Consortium to provide additional support to our students and families. Action (3.4) and (3.6) emphasize the need for rich opportunities for students to experience new things and enhance their overall wellness and connect to their purpose. Students who have academic, behavioral, and social emotional support are more likely to come to school, and better attendance increases college and career success. We anticipate our low-income (including homeless students), English learner, and Foster Youth students will reduce their Chronic Absenteeism rates and improve daily attendance at a rate higher than our all-student population, and we also anticipate seeing higher levels of student connectedness for them through the California Healthy Kids Survey as all of these actions were developed and intended to improve our unduplicated pupils' quality of educational experience specifically, by minding the additional stresses impacting them. We expect all students and families will benefit from the increased mental health and well being supports, however, and are therefore providing the actions LEA wide.	
3.4	**Action:** Robust Enrichment Programs and Opportunities	To address these needs, conditions, and circumstances of our English Learners, Foster Youth, and low income/homeless students, Goal 3	3.1 Attendance, 3.2 Chronic Absenteeism, 3.4 High School Dropout,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The California Healthy Kids Survey indicates that students believe Alternative Education staff have high expectations of all students and provide a safe and welcoming environment. Many of the other results, however, showed an increased rate of depression, isolation, and anxiety, especially for our unduplicated students. Parents, students, and staff reiterated the need for mental health services and support of overall wellness and well-being opportunities in their feedback through surveys and meetings, as described in the Engaging Educational Partners section of this LCAP. Additionally, our attendance rates average around 90% and chronic absenteeism rates are nearly 38%. Our high school dropout rate is in the upper 30%. Suspension rates were nearing 10% for homeless students and though that has reduced, they are now nearly that high for foster youth. **Scope:** Schoolwide	will focus on our school culture and climate and employ a whole child approach to meet student needs. Actions (3.1) and (3.2) aim to provide positive behavioral support for our students who need behavioral support, and extra positive-based student engagement strategies for students with high absenteeism to increase engagement and school connectedness. Action (3.3) will provide the necessary training and support for our staff so they can incorporate Social Emotional Learning (SEL) into their lessons in an integrated fashion, utilize restorative practices and trauma-informed strategies when working with students and continue to learn how to be more culturally responsive in all that they do. Action (3.5) focuses on monitoring and providing support and resources for students and families with mental health concerns. These actions will also support reducing the mental health stigma on our campuses. Action (3.5) aims to work with the Imperial County School-Based Mental Health Consortium to provide additional support to our students and families. Action (3.4) and (3.6) emphasize the need for rich opportunities for students to experience new things and enhance their overall wellness and connect to their purpose. Students who have academic, behavioral, and social emotional support are more likely to come to school, and better attendance increases college and career success. We anticipate our low-income (including homeless students), English learner, and Foster Youth	3.5 Suspension, 3.7 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students will reduce their Chronic Absenteeism rates and improve daily attendance at a rate higher than our all-student population, and we also anticipate seeing higher levels of student connectedness for them through the California Healthy Kids Survey as all of these actions were developed and intended to improve our unduplicated pupils' quality of educational experience specifically, by minding the additional stresses impacting them. We expect all students and families will benefit from the increased mental health and well being supports, however, and are therefore providing the actions LEA wide.	
3.5	**Action:** Student Mental Health Services **Need:** The California Healthy Kids Survey indicates that students believe Alternative Education staff have high expectations of all students and provide a safe and welcoming environment. Many of the other results, however, showed an increased rate of depression, isolation, and anxiety, especially for our unduplicated students. Parents, students, and staff reiterated the need for mental health services and support of overall wellness and well-being opportunities in their feedback through surveys and meetings, as described in the Engaging Educational Partners section of this LCAP. Additionally, our attendance rates average around 90% and chronic absenteeism rates are nearly 38%. Our high school dropout rate	To address these needs, conditions, and circumstances of our English Learners, Foster Youth, and low income/homeless students, Goal 3 will focus on our school culture and climate and employ a whole child approach to meet student needs. Actions (3.1) and (3.2) aim to provide positive behavioral support for our students who need behavioral support, and extra positive-based student engagement strategies for students with high absenteeism to increase engagement and school connectedness. Action (3.3) will provide the necessary training and support for our staff so they can incorporate Social Emotional Learning (SEL) into their lessons in an integrated fashion, utilize restorative practices and trauma-informed strategies when working with students and continue to learn how to be more culturally responsive in all that they do. Action (3.5) focuses on monitoring and providing support and resources for students and families with mental health concerns.	3.1 Attendance, 3.2 Chronic Absenteeism, 3.4 High School Dropout, 3.5 Suspension, 3.7 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	is in the upper 30%. Suspension rates were nearing 10% for homeless students and though that has reduced, they are now nearly that high for foster youth. **Scope:** Schoolwide	These actions will also support reducing the mental health stigma on our campuses. Action (3.5) aims to work with the Imperial County School-Based Mental Health Consortium to provide additional support to our students and families. Action (3.4) and (3.6) emphasize the need for rich opportunities for students to experience new things and enhance their overall wellness and connect to their purpose. Students who have academic, behavioral, and social emotional support are more likely to come to school, and better attendance increases college and career success. We anticipate our low-income (including homeless students), English learner, and Foster Youth students will reduce their Chronic Absenteeism rates and improve daily attendance at a rate higher than our all-student population, and we also anticipate seeing higher levels of student connectedness for them through the California Healthy Kids Survey as all of these actions were developed and intended to improve our unduplicated pupils' quality of educational experience specifically, by minding the additional stresses impacting them. We expect all students and families will benefit from the increased mental health and well being supports, however, and are therefore providing the actions LEA wide.	
3.6	**Action:** Student Overall Wellness and Well-being Opportunities **Need:**	To address these needs, conditions, and circumstances of our English Learners, Foster Youth, and low income/homeless students, Goal 3 will focus on our school culture and climate and employ a whole child approach to meet student needs. Actions (3.1) and (3.2) aim to provide	3.1 Attendance, 3.2 Chronic Absenteeism, 3.4 High School Dropout, 3.5 Suspension, 3.7 CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The California Healthy Kids Survey indicates that students believe Alternative Education staff have high expectations of all students and provide a safe and welcoming environment. Many of the other results, however, showed an increased rate of depression, isolation, and anxiety, especially for our unduplicated students. Parents, students, and staff reiterated the need for mental health services and support of overall wellness and well-being opportunities in their feedback through surveys and meetings, as described in the Engaging Educational Partners section of this LCAP. Additionally, our attendance rates average around 90% and chronic absenteeism rates are nearly 38%. Our high school dropout rate is in the upper 30%. Suspension rates were nearing 10% for homeless students and though that has reduced, they are now nearly that high for foster youth. **Scope:** Schoolwide	positive behavioral support for our students who need behavioral support, and extra positive-based student engagement strategies for students with high absenteeism to increase engagement and school connectedness. Action (3.3) will provide the necessary training and support for our staff so they can incorporate Social Emotional Learning (SEL) into their lessons in an integrated fashion, utilize restorative practices and trauma-informed strategies when working with students and continue to learn how to be more culturally responsive in all that they do. Action (3.5) focuses on monitoring and providing support and resources for students and families with mental health concerns. These actions will also support reducing the mental health stigma on our campuses. Action (3.5) aims to work with the Imperial County School-Based Mental Health Consortium to provide additional support to our students and families. Action (3.4) and (3.6) emphasize the need for rich opportunities for students to experience new things and enhance their overall wellness and connect to their purpose. Students who have academic, behavioral, and social emotional support are more likely to come to school, and better attendance increases college and career success. We anticipate our low-income (including homeless students), English learner, and Foster Youth students will reduce their Chronic Absenteeism rates and improve daily attendance at a rate higher than our all-student population, and we also	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		anticipate seeing higher levels of student connectedness for them through the California Healthy Kids Survey as all of these actions were developed and intended to improve our unduplicated pupils' quality of educational experience specifically, by minding the additional stresses impacting them. We expect all students and families will benefit from the increased mental health and well being supports, however, and are therefore providing the actions LEA wide.	
4.1	**Action:** Extra Instructional Support in Classrooms **Need:** A review of the 2025 CA School Dashboard in English Language Arts indicates all students scored 166 points below standard. English Learners scored 197.4 points below standard, and our Low Income students scored 203.7 points below standard. Data was not displayed for our Foster Youth due to privacy concerns, but our local data indicates these student groups are also performing well below standard. In mathematics, all students scored 200.6 points below standard. English Learners scored 170.6 points below standard, and Low Income students scored 203.7 points below standard. Though data was not displayed for our Foster Youth due to privacy concerns, our local data indicates these students are also performing well below standard.	In order to address the needs, conditions, and circumstances identified for our low income, foster youth, and English learner student groups, we will continue to refine our instructional support to include the incorporation of additional high-quality standards-aligned tasks (Action 1.1), refined progress monitoring using more frequent formative assessment (Action 1.2), and additional instructional coaching and support for teachers (Action1.3). Additionally, (Action 4.1) provides students with extra instructional support staff within the classroom and (Action 4.5) provides additional instructional materials to support English Learners, Foster Youth, and Low Income students as well as those unduplicated pupils also identified as Students with Disabilities. The additional support and materials include more time with instructors and collaboration with others, screen readers, captioning and other tech tools, texts with adjusted reading levels or additional visuals and/or videos to increase access to content. Extended day opportunities will be tailored to accelerate learning and goal attainment for these unduplicated	1.1 CAASPP ELA, 1.2 CAASPP Math, 4.3 Graduation Rate, 1.13 Days and Credits 4.4 Sufficiency of Instructional Materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, local data shows we have approximately one-third of our unduplicated students who have also been identified as students with disabilities. These dually identified students (unduplicated and SWD) have additional needs, including more time with instructors and collaboration with others, screen readers, captioning, and other tech tools, texts with adjusted reading levels or additional visuals and/or videos to increase access to the information, just to name a few. All of these additional needs and supplemental materials must be standards-aligned and implemented effectively. Our graduation rate has improved to 73.1 %, an increase of 6.5%. The percentage of students enrolled 90 days or more who completed a minimum of 20 credits towards graduation each semester maintained to an average of around 95%. **Scope:** Schoolwide	students. A continued emphasis has been placed on collaborative, short professional development cycles with teachers while they are also being provided support by an on-site coach. This support will allow for more differentiated instruction and individualized support of each unduplicated group, as well as each individual student within the unduplicated groups, leading to increased credit completion and graduation rates. We believe the sum of these changes will show increased performance on both local math and ELA assessments and CAASPP Summative assessments for our unduplicated student groups due to the content and design of these instructional refinements and supports made with our unduplicated pupil needs first. Though we expect our low income students, Foster Youth, and English Learners will benefit the most, these actions will be provided on a school-wide basis, as we expect all struggling students, including Hispanic Students, will benefit from these evidence based practices.	
4.5	**Action:** Supplementary Materials Support **Need:** A review of the 2025 CA School Dashboard in English Language Arts indicates all students scored 166 points below standard. English Learners scored 197.4 points below standard, and our Low Income students scored 203.7 points below standard. Data	In order to address the needs, conditions, and circumstances identified for our low income, foster youth, and English learner student groups, we will continue to refine our instructional support to include the incorporation of additional high-quality standards-aligned tasks (Action 1.1), refined progress monitoring using more frequent formative assessment (Action 1.2), and additional instructional coaching and support for teachers (Action1.3).	1.1 CAASPP ELA, 1.2 CAASPP Math, 4.3 Graduation Rate, 1.13 Days and Credits 4.4 Sufficiency of Instructional Materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	was not displayed for our Foster Youth due to privacy concerns, but our local data indicates these student groups are also performing well below standard. In mathematics, all students scored 200.6 points below standard. English Learners scored 170.6 points below standard, and Low Income students scored 203.7 points below standard. Though data was not displayed for our Foster Youth due to privacy concerns, our local data indicates these students are also performing well below standard. Additionally, local data shows we have approximately one-third of our unduplicated students who have also been identified as students with disabilities. These dually identified students (unduplicated and SWD) have additional needs, including more time with instructors and collaboration with others, screen readers, captioning, and other tech tools, texts with adjusted reading levels or additional visuals and/or videos to increase access to the information, just to name a few. All of these additional needs and supplemental materials must be standards-aligned and implemented effectively. Our graduation rate has improved to 73.1 %, an increase of 6.5%. The percentage of students enrolled 90 days or more who completed a minimum of 20 credits towards graduation each semester maintained to an average of around 95%.	Additionally, (Action 4.1) provides students with extra instructional support staff within the classroom and (Action 4.5) provides additional instructional materials to support English Learners, Foster Youth, and Low Income students as well as those unduplicated pupils also identified as Students with Disabilities. The additional support and materials include more time with instructors and collaboration with others, screen readers, captioning and other tech tools, texts with adjusted reading levels or additional visuals and/or videos to increase access to content. Extended day opportunities will be tailored to accelerate learning and goal attainment for these unduplicated students. A continued emphasis has been placed on collaborative, short professional development cycles with teachers while they are also being provided support by an on-site coach. This support will allow for more differentiated instruction and individualized support of each unduplicated group, as well as each individual student within the unduplicated groups, leading to increased credit completion and graduation rates. We believe the sum of these changes will show increased performance on both local math and ELA assessments and CAASPP Summative assessments for our unduplicated student groups due to the content and design of these instructional refinements and supports made with our unduplicated pupil needs first. Though we expect our low income students, Foster Youth, and English Learners will benefit the most, these actions will be provided on a school-wide basis, as	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	we expect all struggling students, including Hispanic Students, will benefit from these evidence based practices.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.2	**Action:** Targeted English Learner Support including LTELs **Need:** As mentioned in the Measuring and Reporting Results section for Goal 4, our English Learners are progressing toward English proficiency at a low rate yet making progress (2.94% proficient and 24.51% moderately developed in 2024) The 2024 ELPI shows 27.6% of EL students making progress. Few students are reclassified, just 4% in 2024-25, perhaps due to 100% of our English Learner students identified as long term English Learners. 68.8% of English learners graduated per the 2024 CA School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Actions (4.2), (4.3) and (4.4) focus on providing supplemental support for our English Learners and LTELs. Action 4.2 provides English Learners, including LTELs, with supplemental support in both integrated and designated ELD in order to progress faster, if possible, in language proficiency and academic content growth. The monitoring and evaluation of our supplementary language acquisition program is ongoing as we seek to continually improve our understanding of different types of ELs and their different needs to improve services. Action 4.3 focuses on providing teachers with supplementary professional development in evidence-based practices to support English Learners. Specifically, strategies to work with long-term English Learners will be addressed. Action 4.4 provides supplementary instructional materials to enhance learning for our English Learners and LTELs and support the implementation of our English Learner programs. These actions together support our English Learners and LTELs as they	4.1 ELPI, 4.2 Reclassification, 4.3 Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		acquire language proficiency and content mastery, therefore we expect increases to the ELPI, our reclassification rates, and our graduation rates specifically for both English learners and LTELs.	
4.3	**Action:** Professional Development related to English Learners, including LTELs **Need:** As mentioned in the Measuring and Reporting Results section for Goal 4, our English Learners are progressing toward English proficiency at a low rate yet making progress (2.94% proficient and 24.51% moderately developed in 2024) The 2024 ELPI shows 27.6% of EL students making progress. Few students are reclassified, just 4% in 2024-25, perhaps due to 100% of our English Learner students identified as long term English Learners. 68.8% of English learners graduated per the 2024 CA School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Actions (4.2), (4.3) and (4.4) focus on providing supplemental support for our English Learners and LTELs. Action 4.2 provides English Learners, including LTELs, with supplemental support in both integrated and designated ELD in order to progress faster, if possible, in language proficiency and academic content growth. The monitoring and evaluation of our supplementary language acquisition program is ongoing as we seek to continually improve our understanding of different types of ELs and their different needs to improve services. Action 4.3 focuses on providing teachers with supplementary professional development in evidence-based practices to support English Learners. Specifically, strategies to work with long-term English Learners will be addressed. Action 4.4 provides supplementary instructional materials to enhance learning for our English Learners and LTELs and support the implementation of our English Learner programs. These actions together support our English Learners and LTELs as they acquire language proficiency and content mastery, therefore we expect increases to the ELPI, our reclassification rates, and our graduation rates specifically for both English learners and LTELs.	4.1 ELPI, 4.2 Reclassification, 4.3 Graduation Rate
4.4	**Action:** Supplementary Instructional Materials for English Learners, including LTELs **Need:**	Actions (4.2), (4.3) and (4.4) focus on providing supplemental support for our English Learners and LTELs. Action 4.2 provides English Learners, including LTELs, with supplemental support in both integrated and designated ELD in order to progress faster, if possible, in language proficiency	4.1 ELPI, 4.2 Reclassification, 4.3 Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	As mentioned in the Measuring and Reporting Results section for Goal 4, our English Learners are progressing toward English proficiency at a low rate yet making progress (2.94% proficient and 24.51% moderately developed in 2024) The 2024 ELPI shows 27.6% of EL students making progress. Few students are reclassified, just 4% in 2024-25, perhaps due to 100% of our English Learner students identified as long term English Learners. 68.8% of English learners graduated per the 2024 CA School Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	and academic content growth. The monitoring and evaluation of our supplementary language acquisition program is ongoing as we seek to continually improve our understanding of different types of ELs and their different needs to improve services. Action 4.3 focuses on providing teachers with supplementary professional development in evidence-based practices to support English Learners. Specifically, strategies to work with long-term English Learners will be addressed. Action 4.4 provides supplementary instructional materials to enhance learning for our English Learners and LTELs and support the implementation of our English Learner programs. These actions together support our English Learners and LTELs as they acquire language proficiency and content mastery, therefore we expect increases to the ELPI, our reclassification rates, and our graduation rates specifically for both English learners and LTELs.	
5.1	**Action:** Supplemental Support for ICOE Foster Youth **Need:** As mentioned in the Measuring and Reporting section for Goal 5, metric 5.2, our Foster Youth Supports are not yet all at Full Implementation and Sustainability for our ICOE enrolled Foster Youth. Though our FY graduation rate was at 100% last year, it was due to very low FY student enrollment. We want to ensure our processes and supports are in place, fully implemented, and effective for any number of FY enrolled with ICOE. **Scope:**	Actions (5.1), (5.2), and (5.3) are aimed at supporting our ICOE enrolled foster youth. These actions will focus on individualized support to ensure learning is accelerated, high school credits are attained and students are well-prepared for successful graduation and beyond. Extra emphasis is provided to support foster youth as they transition beyond high school, as these transitions can be very challenging. These actions will be focused on supporting our ICOE Foster Youths' academic needs and will result in improved test scores, credit attainment, and graduation rates. Action 5.3 also ensures our Foster Youth Manager will coordinate with LEAs and local agencies to ensure the efficient and timely transfer of information in order to minimize	1.1 FY CAASPP ELA 1.2 FY CAASPP Math 5.2 FY Reflection Tool for ICOE enrolled FY 5.3 FY Grad Rate, 5.4 FY Days and Credits

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	the hardship already on the shoulders of our Foster Youth whether they are enrolling with ICOE or transitioning back to their home LEA. We want to ensure our processes fully support our ICOE foster youth.	
5.2	**Action:** Supplemental Tutoring Services for ICOE Foster Youth **Need:** As mentioned in the Measuring and Reporting section for Goal 5, metric 5.2, our Foster Youth Supports are not yet all at Full Implementation and Sustainability for our ICOE enrolled Foster Youth. Though our FY graduation rate was at 100% last year, it was due to very low FY student enrollment. We want to ensure our processes and supports are in place, fully implemented, and effective for any number of FY enrolled with ICOE. **Scope:** Limited to Unduplicated Student Group(s)	Actions (5.1), (5.2), and (5.3) are aimed at supporting our ICOE enrolled foster youth. These actions will focus on individualized support to ensure learning is accelerated, high school credits are attained and students are well-prepared for successful graduation and beyond. Extra emphasis is provided to support foster youth as they transition beyond high school, as these transitions can be very challenging. These actions will be focused on supporting our ICOE Foster Youths' academic needs and will result in improved test scores, credit attainment, and graduation rates. Action 5.3 also ensures our Foster Youth Manager will coordinate with LEAs and local agencies to ensure the efficient and timely transfer of information in order to minimize the hardship already on the shoulders of our Foster Youth whether they are enrolling with ICOE or transitioning back to their home LEA. We want to ensure our processes fully support our ICOE foster youth.	1.1 FY CAASPP ELA 1.2 FY CAASPP Math 5.2 FY Reflection Tool for ICOE enrolled FY 5.3 FY Grad Rate, 5.4 FY Days and Credits
5.3	**Action:** Supplemental Transition Opportunities for ICOE Foster Youth **Need:** As mentioned in the Measuring and Reporting section for Goal 5, metric 5.2, our Foster Youth Supports are not yet all at Full Implementation and Sustainability for our ICOE enrolled Foster	Actions (5.1), (5.2), and (5.3) are aimed at supporting our ICOE enrolled foster youth. These actions will focus on individualized support to ensure learning is accelerated, high school credits are attained and students are well-prepared for successful graduation and beyond. Extra emphasis is provided to support foster youth as they transition beyond high school, as these transitions can be very challenging. These actions	1.1 FY CAASPP ELA 1.2 FY CAASPP Math 5.2 FY Reflection Tool for ICOE enrolled FY 5.3 FY Grad Rate, 5.4 FY Days and Credits

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Youth. Though our FY graduation rate was at 100% last year, it was due to very low FY student enrollment. We want to ensure our processes and supports are in place, fully implemented, and effective for any number of FY enrolled with ICOE. **Scope:** Limited to Unduplicated Student Group(s)	will be focused on supporting our ICOE Foster Youths' academic needs and will result in improved test scores, credit attainment, and graduation rates. Action 5.3 also ensures our Foster Youth Manager will coordinate with LEAs and local agencies to ensure the efficient and timely transfer of information in order to minimize the hardship already on the shoulders of our Foster Youth whether they are enrolling with ICOE or transitioning back to their home LEA. We want to ensure our processes fully support our ICOE foster youth.	

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

N/A

Additional Concentration Grant Funding

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

ICOE does not receive additional concentration grant funding.

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$14,592,503.00	1,728,408.00	11.844%	0.000%	11.844%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,729,658.00	$467,057.00	$0.00	$0.00	$2,196,715.00	$1,476,861.00	$719,854.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High Quality Instruction and Quality Implementation of State Standards	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$140,113.00	$72,480.00	$212,593.00				$212,593.00	
1	1.2	Continuous Progress Monitoring to Support Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$157,291.00	$0.00	$157,291.00				$157,291.00	
1	1.3	Curricular Support and Instructional Coaching	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$3,269.00	$3,269.00				$3,269.00	
1	1.4	Technology Infused Teaching and Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$10,896.00	$10,896.00				$10,896.00	
1	1.5	Extended Learning Opportunities (Outside of School Day)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$10,896.00	$10,896.00				$10,896.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Robust and Broad Access to Career Development and World of Work Experiences	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$49,031.00	$49,031.00				$49,031.00	
2	2.1	Two Way Communication between Families and School (Tools and Strategies)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$118,239.00	$13,861.00	$132,100.00				$132,100.00	
2	2.2	Parent Education and Relationship Building Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$97,959.00	$57,808.00	$155,767.00				$155,767.00	
2	2.3	Family Engagement and Family Input Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$5,448.00	$5,448.00				$5,448.00	
3	3.1	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$573,184.00	$56,799.00	$629,983.00				$629,983.00	
3	3.2	Student Engagement/Connectedness and Attendance Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$113,665.00	$64,662.00	$178,327.00				$178,327.00	
3	3.3	Social and Emotional Learning (SEL), Restorative Practices and Culturally Relevant Practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile	Ongoing	$0.00	$5,448.00	$5,448.00				$5,448.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Hall									
3	3.4	Robust Enrichment Programs and Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$58,006.00	$0.00	$58,006.00				$58,006.00	
3	3.5	Student Mental Health Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$5,448.00	$5,448.00				$5,448.00	
3	3.6	Student Overall Wellness and Well-being Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$5,448.00	$5,448.00				$5,448.00	
4	4.1	Extra Instructional Support in Classrooms	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$35,425.00	$24,965.00	$60,390.00				$60,390.00	
4	4.2	Targeted English Learner Support including LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$6,537.00	$6,537.00				$6,537.00	
4	4.3	Professional Development related to English Learners, including LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$4,358.00	$4,358.00				$4,358.00	
4	4.4	Supplementary Instructional Materials for English Learners, including LTELs	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: Valley Academy and	Ongoing	$0.00	$3,814.00	$3,814.00				$3,814.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)		Juvenile Hall									
4	4.5	Supplementary Materials Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$8,172.00	$8,172.00				$8,172.00	
5	5.1	Supplemental Support for ICOE Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$8,102.00	$11,622.00	$19,724.00				$19,724.00	
5	5.2	Supplemental Tutoring Services for ICOE Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$3,443.00	$3,443.00				$3,443.00	
5	5.3	Supplemental Transition Opportunities for ICOE Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Valley Academy and Juvenile Hall	Ongoing	$0.00	$3,269.00	$3,269.00				$3,269.00	
6	6.1	Hire a School Resource Officer to build positive relationships with students and families and provide after school sport activities.	All	No			Specific Schools: Valley Academy - Del Rio Brawley Campus	2024-2027	$129,296.00	$186,063.00		$315,359.00			$315,359.00	
6	6.2	Alternative Learning Experiences	All	No			Specific Schools: Valley Academy - Del Rio Brawley Campus	2024-2027	$0.00	$64,988.00		$64,988.00			$64,988.00	
7	7.1	Hire a Career Technology Ed Teacher to build and implement	All	No			Specific Schools: Esther Huff	2024-2027	$0.00	$37,046.00		$37,046.00			$37,046.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		CTE Pathways for all Esther Huff students					Juvenile Hall School									
7	**7.2**	Hire an Instructional Assistant	All	No			Specific Schools: Esther Huff Juvenile Hall School	2024-2027	$45,581.00	$4,083.00		$49,664.00			$49,664.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$14,592,503.00	1,728,408.00	11.844%	0.000%	11.844%	$1,729,658.00	0.000%	11.853 %	**Total:**	$1,729,658.00
								LEA-wide Total:	$0.00
								Limited Total:	$41,145.00
								Schoolwide Total:	$1,688,513.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	High Quality Instruction and Quality Implementation of State Standards	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$212,593.00	
1	**1.2**	Continuous Progress Monitoring to Support Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$157,291.00	
1	**1.3**	Curricular Support and Instructional Coaching	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$3,269.00	
1	**1.4**	Technology Infused Teaching and Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$10,896.00	
1	**1.5**	Extended Learning Opportunities (Outside of School Day)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$10,896.00	
1	**1.6**	Robust and Broad Access to Career Development and World of Work Experiences	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$49,031.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Two Way Communication between Families and School (Tools and Strategies)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$132,100.00	
2	2.2	Parent Education and Relationship Building Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$155,767.00	
2	2.3	Family Engagement and Family Input Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$5,448.00	
3	3.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$629,983.00	
3	3.2	Student Engagement/Connectedness and Attendance Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$178,327.00	
3	3.3	Social and Emotional Learning (SEL), Restorative Practices and Culturally Relevant Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$5,448.00	
3	3.4	Robust Enrichment Programs and Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$58,006.00	
3	3.5	Student Mental Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$5,448.00	
3	3.6	Student Overall Wellness and Well-being Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$5,448.00	
4	4.1	Extra Instructional Support in Classrooms	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$60,390.00	
4	4.2	Targeted English Learner Support including LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Academy and Juvenile Hall	$6,537.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Professional Development related to English Learners, including LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Academy and Juvenile Hall	$4,358.00	
4	4.4	Supplementary Instructional Materials for English Learners, including LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Valley Academy and Juvenile Hall	$3,814.00	
4	4.5	Supplementary Materials Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Academy and Juvenile Hall	$8,172.00	
5	5.1	Supplemental Support for ICOE Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Valley Academy and Juvenile Hall	$19,724.00	
5	5.2	Supplemental Tutoring Services for ICOE Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Valley Academy and Juvenile Hall	$3,443.00	
5	5.3	Supplemental Transition Opportunities for ICOE Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Valley Academy and Juvenile Hall	$3,269.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,930,992.00	$2,199,432.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	High Quality Instruction and Quality Implementation of State Standards	Yes	$212,713.00	$275,736.00
1	**1.2**	Continuous Progress Monitoring to Support Learning	Yes	$144,610.00	$164,697.00
1	**1.3**	Curricular Support and Instructional Coaching	Yes	$3,262.00	$3,591.00
1	**1.4**	Technology Infused Teaching and Learning	Yes	$15,223.00	$300.00
1	**1.5**	Extended Learning Opportunities (Outside of School Day)	Yes	$1,087.00	$12,738.00
1	**1.6**	Robust and Broad Access to Career Development and World of Work Experiences	Yes	$38,058.00	$44,090.00
2	**2.1**	Two Way Communication between Families and School (Tools and Strategies)	Yes	$109,876.00	$172,314.00
2	**2.2**	Parent Education and Relationship Building Program	Yes	$148,897.00	$174,769.00
2	**2.3**	Family Engagement and Family Input Opportunities	Yes	$5,437.00	$1,335.00
3	**3.1**	Positive Behavioral Interventions and Supports (PBIS)	Yes	$549,590.00	$609,530.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Student Engagement/Connectedness and Attendance Interventions	Yes	$152,734.00	$183,145.00
3	3.3	Social and Emotional Learning (SEL), Restorative Practices and Culturally Relevant Practices	Yes	$8,699.00	$3,911.00
3	3.4	Robust Enrichment Programs and Opportunities	Yes	$10,874.00	$0.00
3	3.5	Student Mental Health Services	Yes	$7,611.00	$0.00
3	3.6	Student Overall Wellness and Well-being Opportunities	Yes	$6,524.00	$3,693.00
4	4.1	Extra Instructional Support in Classrooms	Yes	$78,552.00	$45,670.00
4	4.2	Targeted English Learner Support	Yes	$5,437.00	$5,692.00
4	4.3	Professional Development related to English Learners	Yes	$5,437.00	$0.00
4	4.4	Supplementary Instructional Materials for English Learners	Yes	$3,806.00	$0.00
4	4.5	Supplementary Materials Support	Yes	$16,310.00	$7,598.00
5	5.1	Supplemental Support for ICOE Foster Youth	Yes	$31,448.00	$23,566.00
5	5.2	Supplemental Tutoring Services for ICOE Foster Youth	Yes	$3,437.00	$0.00
5	5.3	Supplemental Transition Opportunities for ICOE Foster Youth	Yes	$3,262.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	Hire a School Resource Officer to build positive relationships with students and families and provide after school sport activities.	No	$279,193.00	$419,395.00
6	**6.2**	Alternative Learning Experiences	No	$6,001.00	$0.00
7	**7.1**	Hire a Career Technology Ed Teacher to build and implement CTE Pathways for all Esther Huff students	No	$36,971.00	$0.00
7	**7.2**	Hire an Instructional Assistant	No	$45,943.00	$47,662.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,731,801.00	$1,562,884.00	$1,732,375.00	($169,491.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High Quality Instruction and Quality Implementation of State Standards	Yes	$212,713.00	$275,736.00		
1	1.2	Continuous Progress Monitoring to Support Learning	Yes	$144,610.00	$164,697.00		
1	1.3	Curricular Support and Instructional Coaching	Yes	$3,262.00	$3,591.00		
1	1.4	Technology Infused Teaching and Learning	Yes	$15,223.00	$300.00		
1	1.5	Extended Learning Opportunities (Outside of School Day)	Yes	$1,087.00	$12,738.00		
1	1.6	Robust and Broad Access to Career Development and World of Work Experiences	Yes	$38,058.00	$44,090.00		
2	2.1	Two Way Communication between Families and School (Tools and Strategies)	Yes	$109,876.00	$172,314.00		
2	2.2	Parent Education and Relationship Building Program	Yes	$148,897.00	$174,769.00		
2	2.3	Family Engagement and Family Input Opportunities	Yes	$5,437.00	$1,335.00		
3	3.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$549,590.00	$609,530.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Student Engagement/Connectedness and Attendance Interventions	Yes	$152,734.00	$183,145.00		
3	3.3	Social and Emotional Learning (SEL), Restorative Practices and Culturally Relevant Practices	Yes	$8,699.00	$3,911.00		
3	3.4	Robust Enrichment Programs and Opportunities	Yes	$10,874.00	$0.00		
3	3.5	Student Mental Health Services	Yes	$7,611.00	$0.00		
3	3.6	Student Overall Wellness and Well-being Opportunities	Yes	$6,524.00	$3,693.00		
4	4.1	Extra Instructional Support in Classrooms	Yes	$78,552.00	$45,670.00		
4	4.2	Targeted English Learner Support	Yes	$5,437.00	$5,692.00		
4	4.3	Professional Development related to English Learners	Yes	$5,437.00	$0.00		
4	4.4	Supplementary Instructional Materials for English Learners	Yes	$3,806.00	$0.00		
4	4.5	Supplementary Materials Support	Yes	$16,310.00	$7,598.00		
5	5.1	Supplemental Support for ICOE Foster Youth	Yes	$31,448.00	$23,566.00		
5	5.2	Supplemental Tutoring Services for ICOE Foster Youth	Yes	$3,437.00	$0.00		
5	5.3	Supplemental Transition Opportunities for ICOE Foster Youth	Yes	$3,262.00	$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$14,592,503.00	$1,731,801.00	0.00	11.868%	$1,732,375.00	0.000%	11.872%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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