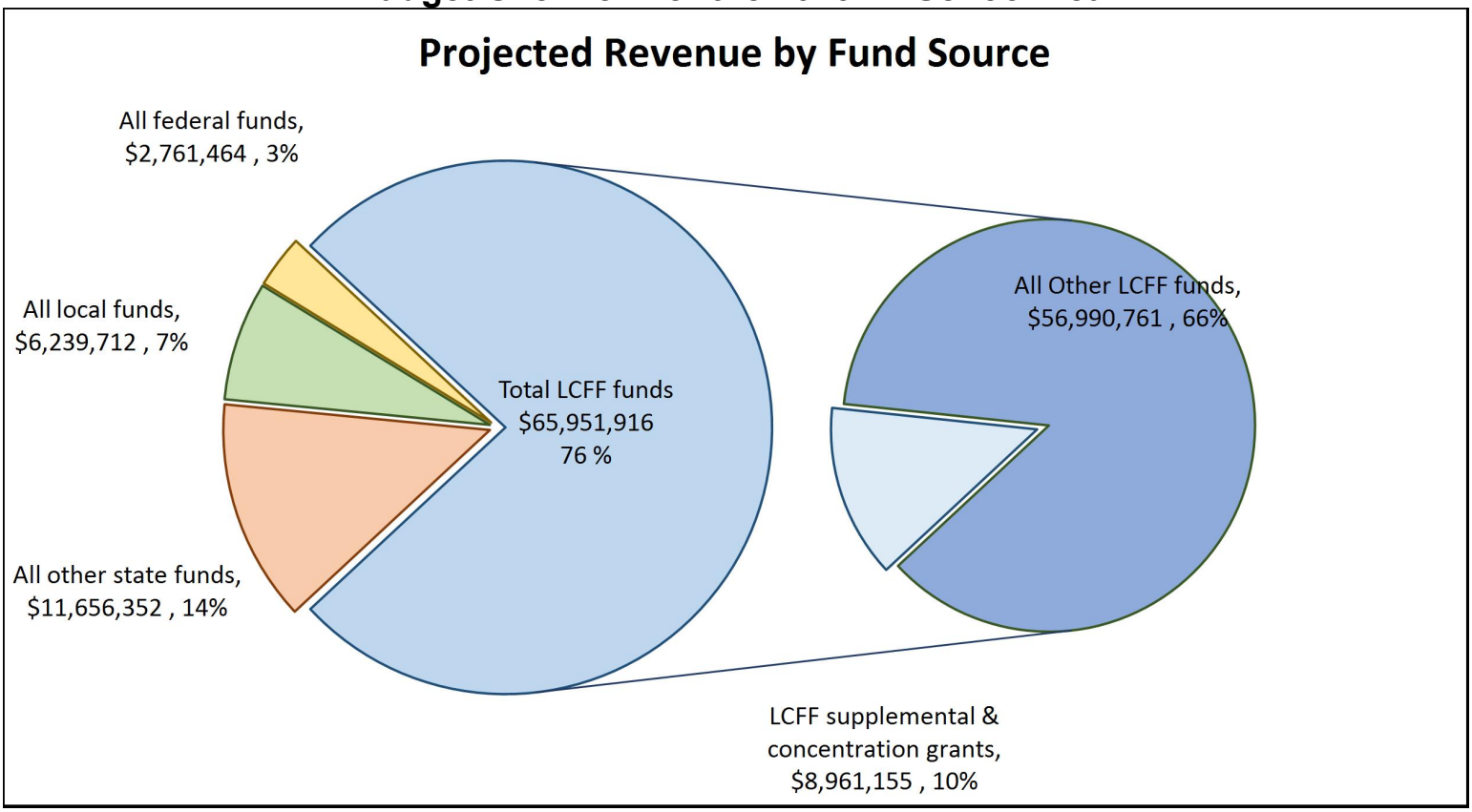
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Imperial Unified School District
CDS Code: 13631640000000
School Year: 2026-27
LEA contact information:
Summer Heraz
Associate Superintendent of Educational Services
sheraz@imperialusd.org
(760) 355-3058

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs 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

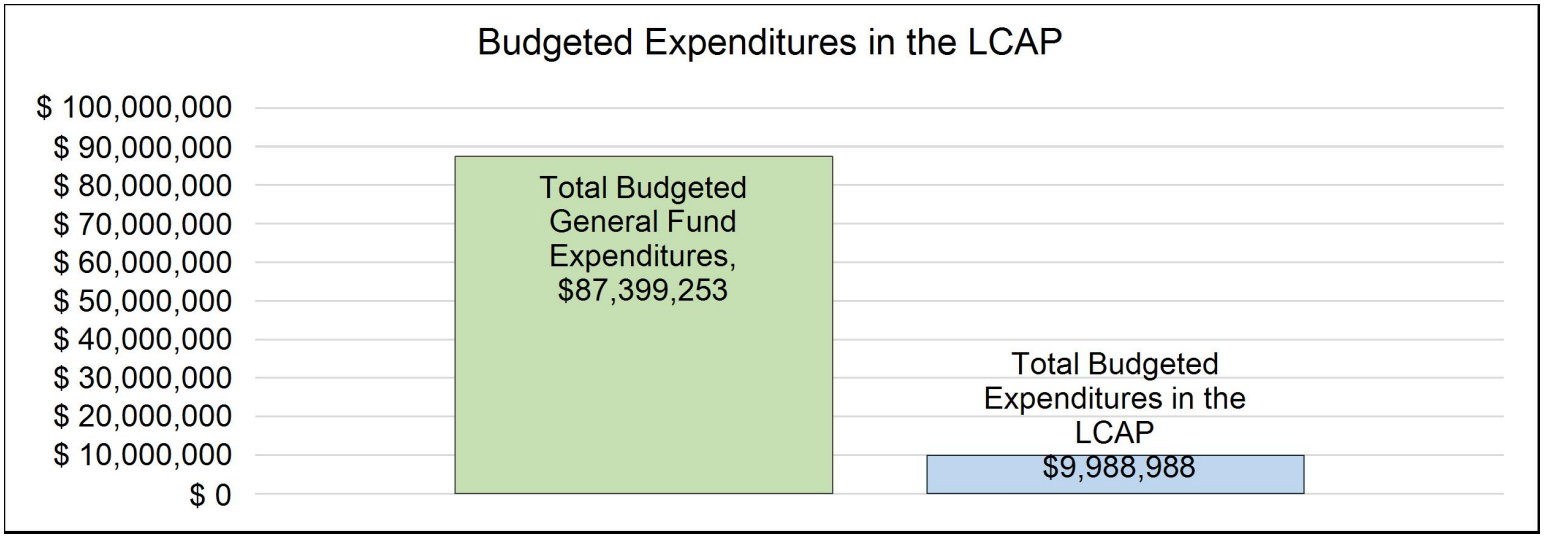


This chart shows the total general purpose revenue Imperial Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Imperial Unified School District is $86,609,444, of which $65,951,916 is Local Control Funding Formula (LCFF), $11,656,352 is other state funds, $6,239,712 is local funds, and $2,761,464 is federal funds. Of the $65,951,916 in LCFF Funds, $8,961,155 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Imperial Unified School District 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 Unified School District plans to spend $87,399,253 for the 2026-27 school year. Of that amount, $9,988,988 is tied to actions/services in the LCAP and $77,410,265 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

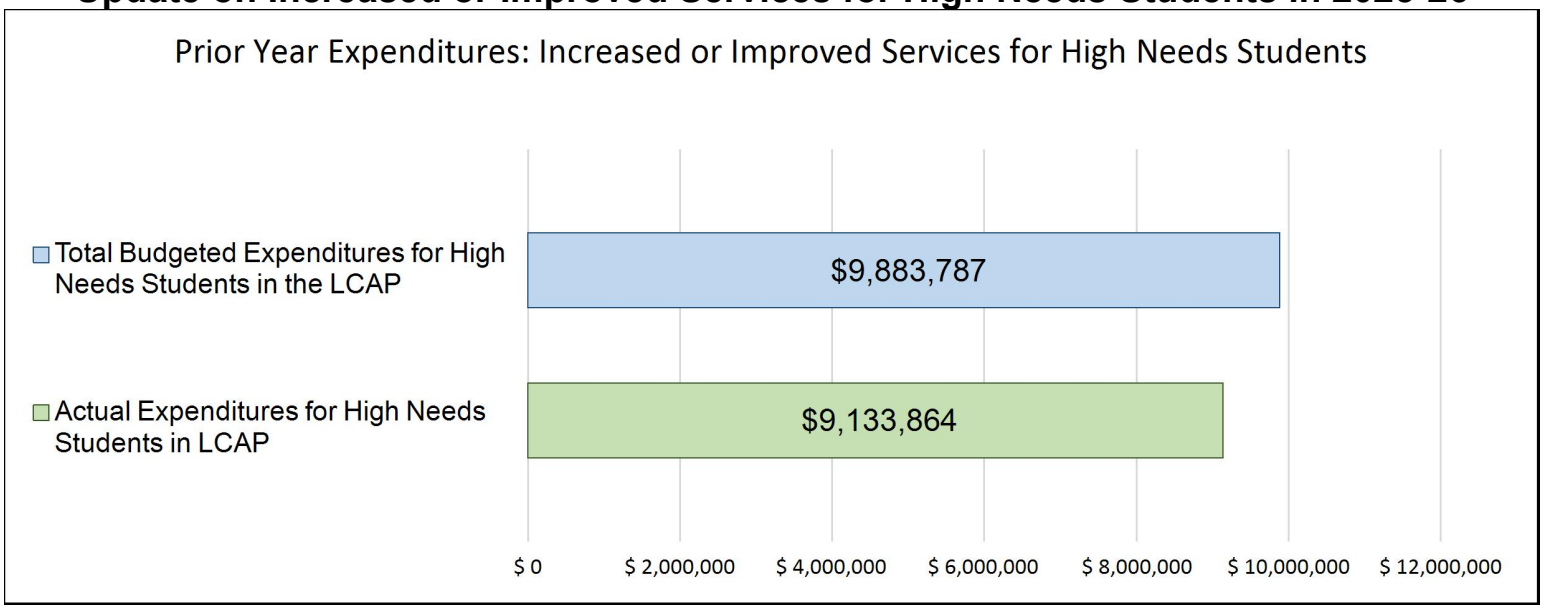
Expenditures not included in the LCAP primarily are the District's basic operational needs. These include teacher and staff salaries and benefits, utilities, insurance, maintenance and operations, transportation, and other routine costs to keep schools functioning safely and effectively.

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

In 2026-27, Imperial Unified School District is projecting it will receive $8,961,155 based on the enrollment of foster youth, English learner, and low-income students. Imperial Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Imperial Unified School District plans to spend $9,988,988 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 Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Imperial Unified School District 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 Unified School District's LCAP budgeted $9,883,787 for planned actions to increase or improve services for high needs students. Imperial Unified School District actually spent $9,133,864 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $749,923 had the following impact on Imperial Unified School District’s ability to increase or improve services for high needs students:

The total amount of Supplemental and Concentration funds received was lower than anticipated. However, the District's actual expenditures still exceeded the final amount of S&C received. As a result, the difference did not impact the planned actions and services provided to our high needs students in 25-26.

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 Unified School District	Summer Heraz Associate Superintendent of Educational Services	sheraz@imperialusd.org (760) 355-3058

Plan Summary [2026-27]

General Information

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

General Information & Demographics
The Imperial Unified School District (IUSD) currently serves 4,862 students in grades TK–12 across one comprehensive high school, one alternative high school, one middle school, and three elementary schools. According to the most recent California School Dashboard and state data for the 2025-2026 school year, 18.0% of our students are identified as English Learners (ELs)—primarily Spanish-speaking—while roughly 58% qualify as socioeconomically disadvantaged. The district proudly reflects the rich diversity of our community, with a student body that is predominantly Hispanic (approximately 91%) and White (approximately 7%), alongside African American, Asian, and multi-racial students. To support student learning and well-being, IUSD employs hundreds of dedicated certificated and classified staff, including teachers, counselors, nurses, and administrative personnel.

District Goals: Enhancing Academic Discourse
A primary focus for IUSD is to foster engaging, high-quality learning environments. To that end, the district has established the following measurable goal:
IUSD will increase the frequency of purposeful student academic discourse in classrooms by 3% as measured by observation forms and student assessment data.

Academic Discourse is defined within the district as formal, structured communication used in academic settings. It includes the integration of academic language, structured routines, and evidence-based discussion. To achieve this goal, teachers and staff are actively implementing strategies and practices that promote academic discourse, including:

Utilizing Think-Pair-Share exercises
Facilitating active discussions about content
Integrating and applying academic vocabulary
Engaging students in collaborative activities
Providing and using sentence frames as models
Organizing small group and partner discussions

Academic Excellence and Statewide Recognition
IUSD maintains a long-standing tradition of academic excellence and continuous statewide and national recognition. The district was recently named an Educational Results Partnership (ERP) Honor Roll District, with Ben Hulse Elementary School and T.L. Waggoner Elementary School also earning distinctions as ERP Honor Roll Schools. Our schools are consistently celebrated by U.S. News & World Report for their academic rigor and student success:
Imperial High School was recognized as a U.S. News Best High School (as proudly noted by Mrs. Hernandez).
Ben Hulse Elementary, T.L. Waggoner Elementary, and Imperial Cross Elementary each received the U.S. News & World Report - 2026 Best Elementary School Award.
Frank Wright Middle School received the U.S. News & World Report - 2026 Best Middle School Award.
Furthermore, Imperial Cross Elementary School was celebrated as a 2025-2026 Capturing Kids' Hearts National Showcase Schools Award Recipient, reflecting our deep commitment to fostering safe, positive, and relationship-driven campus cultures. The district also continues to expand innovative offerings like the Dual Immersion program at Imperial Cross, providing bilingual instruction (English/Spanish) for our early learners.

Extracurriculars and Student Achievement
Our students continually achieve greatness beyond the classroom, demonstrating exceptional talent, teamwork, and dedication.
STEM & Robotics: The TigerBotics Team recently competed against 39 teams, finishing 5th overall in their rank. Driven by their robot "Sisyphus," the team received the FIRST Impact Award, which is the most prestigious honor a team can earn at a FIRST Robotics Competition Event.

Career Technical Education (CTE) and College Readiness
IUSD’s Career Technical Education (CTE) programs continue to thrive, providing hands-on, career-aligned learning opportunities starting in the eighth grade. High school pathways include Agriculture Mechanics, Agriscience, Animal Science, Media and Art Design, Healthcare Operational Support (including Pharmacy Technician), and Public Safety. With Strong Workforce funding and dual enrollment partnerships through Imperial Valley College (IVC), our students are highly prepared for both college and career pursuits.

Professional Development and Leadership Initiatives
To ensure our educators and leaders are equipped with the most effective, research-based strategies, IUSD is deeply committed to continuous professional growth. A major focus for the district is "first, best instruction," ensuring that initial classroom teaching is highly effective, engaging, and accessible to all students.

Imperial Avenue Holbrook High School will receive Equity Multiplier funds to improve student outcomes and support specific educational needs.

Furthermore, IUSD is prioritizing Professional Learning Community (PLC) work in partnership with Solution Tree. This collaboration empowers our administrators and district leaders to build robust, collaborative teams that systematically analyze data, share best practices, and drive student achievement. In addition to foundational instructional practices, the district is embracing innovation through targeted Artificial Intelligence (AI) professional development. Through comprehensive training cohorts, educators and administrators are learning how to responsibly and effectively integrate AI tools—such as Gemini and Google Classroom features—to save time on planning, enhance differentiation, and model safe digital literacy for our students.

Reflections: Annual Performance

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

Areas in need of improvement:
The following information is based on the 2023 Dashboard:

Two or more performance levels below all students:
Suspension Rates: African American students
English Language Arts: students with disabilities
CCI Indicator: Students with Disabilities

Suspension Rates: African American Students

In the fall of 2022, the District launched the Capturing Kids Hearts (CKH) initiative to address students' social-emotional well-being and foster a relationship-driven campus culture. The program specifically targets African American youth and Foster students. CKH aims to create a transformative environment that enhances student connectedness and reduces suspension rates. The implementation of CKH is supported by an additional Student Support Representative (SSR) to ensure targeted intervention and support. This was the program's second year, and the District plans to continue with new practices and follow-up training in the 2024-2025 school year to further reduce suspension rates among African American students. The training will be designed to refresh and recharge those already trained in CKH and provide comprehensive training to all new staff members who were not part of the initial 2022 training. Additionally, the Local Control and Accountability Plan (LCAP) will now include several strategies to enhance student support and well-being. Specifically, 2.1 places Student Support Representatives in TK-12 school sites to provide one-on-one and group support to students in crisis. 2.2 involves monthly activities and assemblies focusing on the Capturing Kids Hearts (CKH) character traits to foster a positive school climate and create a sense of belonging for all students. Furthermore, 2.3 prioritizes student well-being by adding counselors at all elementary school sites to implement district-wide social-emotional learning practices. Notably, TK-5 school sites have been funded by a grant from the Imperial County Office of

Education (ICOE) to provide counselors. Additionally, 2.3 will support the need for mental health specialists at Imperial High School and Holbrook.

English Language Arts: Students with Disabilities

To improve English Language Arts (ELA) outcomes for students with disabilities, the District is participating in Differentiated Assistance. This initiative has included the addition of a Special Education coach who performs observations, engages in data chats, provides training on accommodations and classroom supports, and models lessons. As part of the Compliance and Monitoring Improvement process, the District conducted a needs assessment to enhance the identification and support processes for students with Individualized Education Programs (IEPs). Additionally, the Local Control and Accountability Plan (LCAP) will now include strategies such as co-teaching and a push-in model. The District Behavior Specialist and Special Education Academic Coach will support these strategies and interventions outlined in the LCAP 1.5 English Language Arts and Math support for dually identified students. This targeted support addresses performance gaps, particularly in schools identified as Additional Targeted Support and Improvement (ATSI) sites for their students with disabilities.

CCI Indicator: Students with disabilities

To improve outcomes for students with disabilities, action 4.3 focuses on ensuring college and career readiness by partnering with Imperial Valley College to offer courses each semester, increasing Career and Technical Education (CTE) course offerings and work-based learning opportunities, supporting A-G completion, and providing after-school and Saturday tutoring.

Imperial Unified School District-Long Term English Learners Students
Supporting Long Term English Learner (LTEL) students aligns with our Local Control and Accountability Plan (LCAP) priority 1.2, which emphasizes support for English Learners. To achieve this, integrating both integrated and designated English Language Development (ELD) instruction is crucial. Integrated ELD is woven into content instruction, providing language learning in context, while designated ELD offers targeted language instruction focusing on specific language skills. This dual approach helps LTEL students develop language proficiency across various academic domains. Furthermore, ongoing professional development is vital for teachers to effectively support LTEL students, encompassing training on differentiated instruction, scaffolding techniques, language modeling, and culturally responsive teaching practices tailored to LTEL students' needs. Continuous learning and improvement empower teachers to create inclusive and supportive learning environments that promote language growth and academic success among LTEL students. Additionally, the District is hiring an EL Migrant Resource Teacher to provide training to support the continuous learning and improvement for administrators, teachers, and support staff in effect ELD instructional practices and assessment techniques.

BH English Language Arts: Students with Disabilities
Cross English Language Arts: Students with Disabilities
FW English Language Arts: students with disabilities

The District has been identified as Target Level 3 for the Compliance and Improvement Monitoring Process (CIM), highlighting areas for improvement including Least Restrictive Environment (LRE), and low CAASPP Scores. Staff members have actively participated in meetings and training sessions, working on creating an action plan to address these challenges. Specifically, in Language Arts, the District is involved in Differentiated Assistance, focusing on students with disabilities. In 2022, a Special Education coach was brought in to conduct

observations, data chats, training on accommodations, and model lessons. The District has conducted a needs assessment to enhance support for students with Individualized Education Programs (IEPs). These efforts are reinforced by initiatives outlined in our LCAP, including priorities 1.1- Standard-based instruction to focus on students in special education for access to grade-level state standards. 1.3- Ongoing professional development provided by a special education academic coach for all teachers and administrators to ensure students in special education receive rigorous instruction aligned to state standards. 1.4- I-Ready will allow for personalized instruction and progress monitoring for students in the areas of English Language Arts and Math. 1.5- Push-in supports ensure that students are taught among their general education peers by content specialists with support from their education specialist. These measures are aimed at improving educational outcomes across the board.

BH-Chronic Absenteeism-White Students
TL-Chronic Absenteeism-Students with Disabilities
Cross-Chronic Absenteeism: English Language Learners, Hispanic, Students with Disabilities
FW-Chronic Absenteeism: homeless, students with disabilities, & socio-economically disadvantaged

To address chronic absenteeism among students with chronic absenteeism, the District will continue utilizing tiered re-engagement strategies, ensuring students attend school daily and learn in a safe, well-supervised environment. Our tiered re-engagement strategies and attendance program are specifically designed to tackle major causes of absenteeism. Additionally, our District's LCAP action 2.4 provides ongoing support for students to engage in leadership roles at our elementary sites, such as supporting student safety patrol and monitoring during drop-off and pick-up times. Furthermore, LCAP Action 2.5 is designed to assist students with unreliable transportation living beyond the 1-mile radius expectation or across Highway 86, offering transportation services to and from school. These comprehensive measures aim to enhance attendance rates and create a conducive learning environment for all students, including white students facing chronic absenteeism challenges.

FW Suspension Rates: English Language Learners, socio-economically disadvantaged
Holbrook Suspension Rates: All students, Hispanic, Socio-economically disadvantaged

The District launched the Capturing Kids Hearts (CKH) initiative in 2022 to enhance the social-emotional well-being of students and promote a relationship-driven campus culture. The program specifically targets youth from economically disadvantaged backgrounds, aiming to create a transformative environment that improves student connectedness and reduces suspension rates. The implementation of CKH includes an additional Student Support Representative (SSR) to provide targeted intervention and support. In its second year, the District plans to continue with new practices and follow-up training in the 2024-2025 school year to further reduce suspension rates. The training will refresh and recharge those already trained in CKH and provide comprehensive training for new staff members not part of the initial 2022 training. Furthermore, the Local Control and Accountability Plan (LCAP) will now include several strategies to enhance student support and well-being. Specifically, strategy 2.1 places Student Support Representatives in TK-12 school sites to provide one-on-one and group support to students in crisis. To foster a positive school climate and create a sense of belonging for all students, strategy 2.2 involves monthly activities focusing on CKH character traits. Additionally, strategy 2.3 will address the need for mental health specialists at 9th-12th grade levels.

IHS Mathematics: Students with Disabilities, English Language Learners
IHS College and Career: Students with Disabilities

To improve Mathematics outcomes for students with disabilities and English Language Learners, the District is participating in Differentiated Assistance. This initiative includes the addition of Academic and Special Education coaches who perform observations, engage in data chats, provide training on accommodations and classroom supports, and model lessons. As part of the Compliance and Monitoring Improvement process, the District conducted a needs assessment to enhance the identification and support processes for students with Individualized Education Programs (IEPs). To support college and career readiness for special education students, the Local Control and Accountability Plan (LCAP) will now include several strategies to support student access to rigorous mathematics and implement college and career pathways. Specifically, 1.1 focuses on standards-based instruction to support the academic growth of English Learners by building Professional Learning Community (PLC) teams with the academic coach to create a common district-wide assessment system and determine the necessary designated supports for all students. Additionally, 1.3 involves providing ongoing professional development through an academic coach to ensure teachers deliver rigorous instruction aligned with state standards, fostering professional learning communities and collaboration to increase support for students with disabilities. Furthermore, 1.5 includes ELA and Math support for dually identified students by implementing push-in and co-teaching models to ensure students are taught alongside their peers by content specialists and supported by education specialists. Finally, 4.3 focuses on ensuring college and career readiness by partnering with Imperial Valley College to offer courses each semester, increasing Career and Technical Education (CTE) course offerings and work-based learning opportunities, supporting A-G completion, and providing after-school and Saturday tutoring.

Areas in need of improvement:
The following information is based on the 2025 Dashboard:

Two or more performance levels below all students:
Suspension Rates: Foster Youth
Suspension Rates: Long-Term English Learner
English Language Arts: Students with Disabilities
Mathematics: Students with Disabilities
College/Career Indicator: Students with Disabilities

Suspension Rates: Foster Youth
To improve suspension rates for foster youth, the district will implement a more proactive and preventive system of support. Ongoing collaboration meetings will be established between Foster Youth staff and Student Support Representatives (SSRs) through Action 2.1 to monitor student needs, identify concerns early, and coordinate timely interventions. In addition, the district will continue implementation of the CKH program through Action 2.2 to promote a positive school climate, strengthen student connectedness, and prevent behavioral issues before they escalate.
Action 2.3, Student Well-Being, further supports this work by providing access to a Mental Health Specialist who can assist in the most severe or intensive cases. Counselors will also meet with foster youth students following each discipline incident to support reentry, reflect on the situation, and develop strategies for future success. Through these coordinated supports, the district aims to reduce suspensions by addressing students' social-emotional and behavioral needs with early intervention and consistent support.

Suspension Rates: Long-Term English Learner

To improve outcomes for Long-Term English Learners (LTELs), the district will implement a more proactive and targeted system of academic and social-emotional support. Through Action 2.1, ongoing collaboration meetings will be established between site staff, counselors, teachers, and Student Support Representatives (SSRs) to monitor student progress, identify barriers to success, and coordinate timely interventions for LTEL students. These meetings will focus on attendance, academic achievement, engagement, language development, and overall student well-being. In addition, the district will continue implementation of the CKH program through Action 2.2 to promote a positive school climate, strengthen student connectedness, and increase student engagement in the classroom. Building positive relationships and a sense of belonging is especially important for LTEL students, who may experience disengagement or frustration after years of limited academic success.
Action 2.3, Student Well-Being, further supports LTEL students by providing access to a Mental Health Specialist who can assist students experiencing significant social-emotional or behavioral challenges that may impact learning. Counselors will also meet with LTEL students following academic or behavioral concerns to reflect on challenges, support goal setting, and develop strategies for continued growth and success. Through these coordinated supports and interventions, the district aims to increase academic achievement, improve engagement and attendance, strengthen language acquisition, and ensure LTEL students feel supported, connected, and successful in school.

English Language Arts and Mathematics: Students with Disabilities

To improve English Language Arts and mathematics outcomes for students with disabilities, we are committed to ensuring equitable access to grade-level curriculum. We will sustain our co-teaching model across middle and high schools, providing students with rigorous instruction paired with robust support. To further bolster this effort, we have invested in a new mathematics curriculum specifically designed to provide targeted intervention and scaffolding. Through Action 1.3, we are utilizing classroom coaches and county-provided professional development to strengthen our instructional practices. As part of this action, we are contracting with ICOE to support "first, best instruction," with a specialized focus on language development, mathematics, oracy, and academic discourse. To seamlessly integrate these approaches, Action 1.5 dedicates specific resources for collaborative teacher planning and ongoing professional development. To ensure this work is effectively led at the site level, our principals will attend a Professional Learning Communities (PLC) conference to learn proven strategies for supporting and facilitating this essential teacher collaboration and planning.

College/Career Indicator: Students with Disabilities

To build the academic foundation necessary for CCI success, we are actively strengthening core instruction and providing equitable access to grade-level curriculum. Key continuing actions include:
Inclusive Instructional Models: We are sustaining our middle and high school co-teaching models to provide rigorous, "a-g" aligned instruction paired with robust support. This is critical for increasing the number of students with disabilities who achieve "Prepared" status through "a-g" completion or Level 3 scores on the 11th-grade SBAC.
Targeted Curriculum and Coaching (Action 1.3): We have invested in a new mathematics adoption that provides targeted intervention. Furthermore, classroom coaches and county-provided professional development—including our contract with ICOE—are focused on delivering "first, best instruction" emphasizing language development, mathematics, oracy, and academic discourse. Professional Development and Leadership (Action 1.5): To ensure these instructional shifts are successful, we are dedicating time for collaborative teacher planning. Additionally, site principals are attending Professional Learning Communities (PLC) conferences to build capacity for supporting and monitoring this critical teacher collaboration. Moving forward, we will leverage our improved instructional foundation to directly target the CCI metrics for students with disabilities through the following specific refinements: Maximizing the Transition & Work-Based

Learning Pathway: For students earning an alternative diploma, we will actively track and support the completion of 100 hours of work experience combined with the equivalent of four semester courses in college/career preparation. We will leverage partnerships with WorkAbility I and the Department of Rehabilitation to expand these opportunities. Supported Access to CTE and Dual Enrollment: We will audit our Career Technical Education (CTE) pathways and dual enrollment offerings to ensure accessible facilities and instruction. By extending our co-teaching and coaching models into capstone CTE and college credit courses, we aim to increase the completion rates for these critical CCI pathways. CCI-Aligned IEP Transition Planning: We will refine our special education processes to ensure that case managers and counselors utilize the California School Dashboard's CCI criteria during 8th- and 9th-grade IEP transition meetings. Every student with a disability will have a documented plan mapping their trajectory toward a specific, achievable CCI pathway prior to graduation.

Two or more performance levels below all students:
Chronic Absenteeism: Ben Hulse, Cross, TL Waggoner, Frank Wright Middle and Imperial High School Student Groups: BH-all students, hispanic, homeless youth, and students with disabilities. Cross-homeless youth. TL Waggoner-socio-economically disadvantaged Frank Wright-long-term english learner

To dramatically reduce chronic absenteeism, the district is deploying a multi-pronged approach that balances family communication, targeted intervention, and positive reinforcement:
Proactive Family Partnerships: We will implement an automated, positive "nudge" communication system to keep families informed before absences accumulate. This system provides real-time, accessible attendance updates in families' home languages, shifting our approach from relying on formal warning letters to building collaborative school-home partnerships. Clear Escalation Protocols & Tiered Support: The district will outline standardized protocols identifying the specific staff and intervention steps triggered as a student's absences increase. For students approaching the 10% chronic absenteeism threshold, we will deploy targeted interventions to remove material and logistical barriers, utilizing our SSRS team as detailed in LCAP Action 3.1. Positive Reinforcement (Actions 2.2 & 2.4): To create a joyful school climate that actively rewards attendance, we will implement robust student incentives and prizes, culminating in school-wide assemblies and celebrations that recognize consistent and improved attendance.

Frank Wright Middle School
English Language Arts and Math
Student Group-Students with Disabilities

To improve academic outcomes for students with disabilities in middle school ELA and math, our district is prioritizing inclusive, data-driven instructional models. Central to this effort is the continued expansion of our co-teaching classes, which ensures that students with disabilities have direct, supported access to rigorous grade-level standards in their least restrictive environment. To ensure the fidelity and success of this model, we will provide targeted professional development and dedicated collaboration time for our general education and special education teachers. This protected time will allow co-teaching pairs to co-plan lessons, design accommodations, and align their instructional strategies. Furthermore, we will implement more frequent CAASPP interim assessments throughout the school year. These interims will serve a dual purpose: familiarizing students with the state testing platform's tools and accommodations, while providing our collaborative teaching teams with real-time, actionable data to adjust their ELA and math instruction before the summative spring assessments. These targeted efforts to expand inclusive classrooms, build educator capacity, and leverage formative data are supported by LCAP Actions 1.1, 1.3, and 1.5.

College and Career Indicator
Imperial High School
Student Group: Students with disabilities

Analysis of Data and Root Cause

Data from the California School Dashboard indicates that the College/Career Indicator (CCI) for our Students with Disabilities (SWD) student group is a significant area of identified need. A comprehensive review of local data, master schedules, and programmatic tracking reveals several root causes contributing to this performance gap:
Systemic Data Disconnects: There is a gap between the transition and work-based learning (WBL) activities students are actually completing and the corresponding state codes being entered into CALPADS.
Underutilization of SWD-Specific Pathways: We are not fully maximizing or accurately documenting the Dashboard's alternative measures for SWD, specifically the 100 hours of Work-Based Learning and the Transition Classroom-Based Work Exploration pathways.
Barriers to General Education Pathways: SWD are disproportionately underrepresented in the completion of general education CTE sequences and Dual Enrollment courses due to a need for earlier intervention and targeted in-class scaffolding.
Planned Actions and Strategies for Improvement
To address these root causes and increase the percentage of SWD achieving "Prepared" status on the CCI, the LEA will implement the following targeted strategies:

1. Capitalize on SWD-Specific Transition Pathways The district will leverage state-approved alternative CCI measures for students on IEPs. This includes expanding our partnership with the Imperial County SELPA's Transition Partnership Program (TPP) to ensure eligible students complete and receive credit for up to 120 paid hours of work experience. Additionally, the master schedule will be audited to ensure life skills and post-secondary planning courses are explicitly mapped to state transition standards and coded correctly for the Classroom-Based Work Exploration pathway.
2. Increase SWD Access and Retention in General Pathways The district will scaffold SWD access to standard CCI pathways rather than limiting them to transition programs. This will be achieved by:
Deploying targeted push-in support (co-teachers or paraeducators) into Imperial Valley Regional Occupational Program (IVROP) capstone classes to increase CTE completion rates.
Implementing a proactive counseling protocol to have SWD apply to Imperial Valley College's DSPS office to secure accommodations prior to beginning Dual Enrollment courses.
Partnering with the El Centro Department of Rehabilitation (DOR) for pre-employment transition services.
3. Implement the Alternative Diploma Pathway (AB 181) IEP teams will formally evaluate students with significant cognitive disabilities who take the California Alternate Assessments (CAA) for the Alternative Diploma pathway prior to 10th grade. Ensuring eligible students meet state minimum coursework requirements via alternate achievement standards will allow them to earn a standard diploma, keeping them eligible for CCI inclusion and positively impacting our graduation rate.
4. Institute Quarterly CALPADS & WBL Data Reconciliation To close the loop between programmatic success and Dashboard accountability, the district will establish a quarterly data review cycle. Special Education leadership, transition specialists, and the CALPADS coordinator will manually cross-reference the SWD roster against CTE completion, TPP work hours, and dual enrollment credits to ensure 100% accuracy in state reporting.

During the 2025–26 school year, the district utilized $280,607 in Learning Recovery Emergency Block Grant (LREBG) funds to support RTI instructional aide and intervention staffing through salary and benefit expenditures. These staff members provided targeted small-group instruction, intervention services, and support during Designated ELD and RTI instructional periods for students identified through local assessment data, classroom performance, and state assessment results. The additional instructional support increased opportunities for differentiated instruction, individualized academic assistance, and timely intervention, particularly for English Learners, Foster Youth, and Low-Income students.

The district's use of RTI instructional aides and intervention staff is supported by educational research demonstrating that small-group instruction, targeted intervention, and increased instructional support have positive effects on student achievement, particularly for students performing below grade level. This is an allowable use of these LREBG funds [CA Ed Code 32526(c)(2)(B)(i)] and is evidence based. Research from the National Center for Education Evaluation and the Learning Policy Institute indicates that providing additional instructional time, targeted academic interventions, and personalized support can accelerate learning and address unfinished learning. The district's implementation of intervention staffing and data-driven student grouping aligns with these evidence-based practices by increasing opportunities for individualized instruction, frequent progress monitoring, and responsive academic support.

Additionally, supplemental instructional programs such as i-Ready provided diagnostic assessment, personalized learning pathways, and ongoing progress monitoring that enabled educators to identify learning gaps and tailor instruction to student needs. These evidence-based strategies supported the district's efforts to accelerate academic growth and improve outcomes in English Language Arts and Mathematics for students with the greatest learning recovery needs.

Based on local assessment data, i-Ready diagnostic growth, classroom performance measures, and state assessment results, students receiving targeted intervention demonstrated progress toward grade-level standards. Continued analysis of student achievement data indicates that intervention staffing and personalized learning supports remain effective strategies for addressing unfinished learning and accelerating academic growth. These funds will continue to be used for this purpose should similar funding opportunities become available in future years through Action 1.4. Currently, all LREBG funding has been fully expended.

Reflections: Technical Assistance

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

Starting in February 2023, IUSD engaged in Differentiated Assistance (DA) and the Compliance and Improvement Monitoring (CIM) process with the Imperial County Office of Education (ICOE) to address performance gaps for students with disabilities in academic achievement, English learner progress, graduation rates, and chronic absenteeism. Throughout the 2024-25 school year, the district successfully addressed chronic absenteeism and graduation rate issues, while continuing to focus on ELA, mathematics, and college and career readiness, eventually qualifying out of DA for the 2024–2025 school year based on 2023–2024 data.

Beginning in March of 2026, IUSD qualified for DA and was provided by the Imperial County Office of Education (ICOE). IUSD qualified for DA due to California School Dashboard performance indicators for the Students with Disabilities (SWD) student group. Specifically, the 2025 Dashboard results identified critical performance gaps for the SWD subgroup across multiple state priorities:

Priority 4 (Pupil Achievement): SWD performed at the "Very Low" status level in both English Language Arts (ELA) (76.8 points below standard) and Mathematics (109.7 points below standard).

Priority 8 (Broad Course Care/College & Career Indicator): SWD performed at the "Very Low" level on the College & Career Indicator (CCI), showing a performance drop of 3.2%.

Additionally, data analysis highlighted systemic challenges with Priority 5 (Pupil Engagement), as Chronic Absenteeism remained "High" (18.3%) for Students with Disabilities , reflecting a broader districtwide chronic absence trend.

The team met on three occasions between March and May of 2026.The sessions were attended by a team that included district-wide leadership and ICOE DA leaders. The team participated in a process that included reasoning for and an overview of the DA process, root cause analysis, needs assessment, analysis of different levels of data, and development of an action plan that focuses on students with disabilities and actionable items.

The DA sessions engaged in a structured continuous improvement process. The work progressed through the following key phases:

Data Drill-Down & Needs Assessment: District and school site leadership teams reviewed 2025 Dashboard and school-level data for both SWD and chronically absent students to identify early tracking metrics.

Root Cause Analysis & Site-Level Synthesis: Teams utilized the "DATA Protocol" to evaluate omissions, perspectives, and qualitative context. Individual school sites reported and compared their independent change strategies—such as evaluating the role of co-teaching, standardizing ELA/Math block schedules, and auditing Student Study Team (SST) structures.

Establishing a Throughline of Shared Responsibility: The LEA developed a detailed matrix identifying explicit, collaborative action steps for all stakeholders—including district leaders, site administrators, instructional coaches, teachers, and students—to avoid isolated practices and ensure unified structural accountability.

The technical assistance process directly shaped the goals, measurable outcomes, action steps, and resource allocations for the upcoming IUSD LCAP cycles in two major areas:

A. Pupil Engagement: Chronic Absenteeism Plan
Targeted Aim: The technical assistance process resulted in a districtwide aim statement to reduce the overall chronic absenteeism rate of 15.47% by 10%.

LCAP Actions & Allocations: Resources have been directed toward standardizing data entry, reporting, and communication protocols to enable real-time risk monitoring. By integrating attendance clerks into regular planning, we will analyze absenteeism patterns to develop targeted 2026-2027 prevention strategies. These data-driven efforts will be reinforced by incentive programs and public awareness campaigns to foster a culture of regular attendance.

B. Pupil Achievement: Best First Instruction (Tier 1) for All Learners
Targeted Aim: The technical assistance helped leadership recognize that high volumes of academic interventions or special education referral systems stemmed from structural Tier 1 classroom gaps. The district established a target requiring 85% of observed classrooms to consistently demonstrate high-quality "Best First Instruction" metrics and increase student discourse by 3%.

LCAP Actions & Allocations: The LCAP embeds mandatory professional development and collaboration time, standardizing Think-Pair-Share (TPS) to drive academic discourse and oral language production , scaling up coaching cycles, use of observation tools during administrator walk-throughs, providing teachers immediate feedback, and use common assessments to monitor student progress.

The DA sessions provided the team with valuable opportunities to reflect on systems and practices affecting student outcomes, compare procedures between schools, and evaluate the effectiveness of district-wide initiatives using various types of data. As we move forward, the insights gained through this process will continue to inform our improvement efforts.

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.

No eligible school sites.

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
Teachers, principals and administrators	Meetings were held 3/5, 3/9, 3/13, 3/14, 3/16, and 3/22
Certificated and Classified Bargaining Units (This includes other school personnel)	Meeting was held 3/3
Parent Engagement Group (PEG)	Meeting was held 5/26
Foster Youth Consultation	Meeting was held 4/28
DELAC meeting	Meeting was held 5/6
SELPA Consultation	Meeting was held 4/21
Students	Surveys were administered to all 4th-11th grade students
Parents	Surveys were administered to parents
Other School Personnel	Meetings were held 3/5, 3/9, 3/13, 3/14, 3/16, and 3/22
Holbrook Shool Site Council	Meeting was held on 5/12.
Holbrook Staff	Meeting was held on 4/22.

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

Throughout the school year, IUSD has gathered input from all educational partners during Parent Advisory Committee Meetings (SSC, ELAC, DELAC), LCAP Advisory Committee Meetings, and surveys. The input received by our educational partners is as follows:

The annual process of educational partner engagement is an essential part of IUSD's LCAP development process because it increases transparency, allows for a deeper understanding of needs, and provides opportunities for informed decision-making. Educational partner engagement activities support LCAP strategic planning, including goals, actions, expenditures, and metrics, which are developed with the input of students, families, staff, and community members. The engagement process for the LCAP was developed by holding meetings with each educational partner group. Meetings included presenting the budget, state and local data, and reviewing the metrics, goals, and actions.

All educational partners were allowed to provide input during meetings held with each group. They were also provided with a survey to provide additional input and had the opportunity to provide public comments during public hearings and school board presentations. Input and data collected were compiled and reviewed to identify strengths and areas of improvement and determine the effectiveness of actions/services.

The district consulted with the following educational partners as part of the LCAP development process:

An LCAP presentation was delivered at each school site, with opportunities for input provided both during the presentations and through follow-up emails.

CSEA AND ITA BARGAINING UNITS- The District held a dedicated meeting to present the LCAP to both the California School Employees Association (CSEA) and the Imperial Teachers Association (ITA). During the meeting, members were provided with an overview of the plan's goals, actions, and outcomes. Overall feedback was supportive.

Parent surveys were administered in the Spring. Parent survey data provided feedback in the following areas:

Climate and Outdoor Comfort: There is a significant demand for increased shade structures, trees, and green or grass-covered spaces to protect students from extreme heat and provide cooler outdoor environments.
Athletic and Recreational Upgrades: Respondents expressed a need for improved sports facilities, including updated or expanded gyms, better fields, and the repair or replacement of the district pool, alongside requests for modernized playground equipment.
General Infrastructure and Maintenance: Participants highlighted the need for consistent facility maintenance, specifically regarding bathroom remodels, building structural integrity, and the replacement of older portable classrooms with newer facilities.
Accessibility and Inclusive Spaces: There is a call for more dedicated, inclusive spaces for students with special needs, such as sensory rooms and classrooms equipped with adaptive materials, as well as improved parking and traffic flow at campus sites.

Communication and Outreach: Schools should improve transparency by providing earlier, more detailed notifications about available programs and enrollment timelines via platforms like ParentVUE. Many parents report a lack of awareness regarding existing opportunities and request proactive efforts to bridge this information gap.
STEM, CTE, and Enrichment Expansion: There is strong interest in expanding STEM/STEAM, art, coding, and sports programs, particularly at the elementary level. Expanding CTE pathways at the high school level and providing consistent after-school support, such as the ARC program, beyond 6th grade are also highly recommended.
Inclusivity and Equitable Support: Participants advocate for more robust resources for students with disabilities, English Language Learners, and gifted/talented students. This includes fostering inclusive environments, streamlining access to services, and reconsidering the presence of certain law enforcement agencies at career-focused events to ensure all families feel safe and supported.

Academic and Home Support: Parents are interested in workshops that clarify academic expectations, provide strategies for helping students with homework, and offer guidance on reinforcing classroom learning at home.
Technology Proficiency: There is a strong need for training on school-related digital platforms such as Google Classroom, Canvas, Clever, Renaissance, and parent portals (Synergy, ParentVue, ParentSquare) to monitor student progress and manage assignments.

Student Well-being and Inclusion: Many respondents seek resources regarding mental health, social-emotional learning, bullying prevention, neuroaffirming practices, and strategies for supporting students with IEPs or disabilities.
Parental Development and Engagement: Requests include opportunities for English language learning, communication strategies for adolescent growth and behavior, and general motivation on the importance of school attendance.

Enhanced Student Support & Well-being: Respondents frequently requested increased access to school counselors, mental health support, and programs focused on social-emotional learning to help students manage stress and anxiety. There is a strong call for more empathetic teaching, personalized learning interventions, and improved screening and support for special education needs, including dyslexia.
Expanded Academic & Career Programming: There is a clear desire for a wider variety of extracurricular activities, electives, and career-technical education (CTE) pathways. Parents also advocated for more advanced or "gifted" programs to challenge high-achieving students, alongside more bilingual program capacity and support for non-English speaking families.

Improved Communication & Engagement: Strengthening the partnership between home and school is seen as vital, with requests for more transparent, consistent communication from teachers and staff regarding student progress and parent involvement opportunities.
Operational & Resource Improvements: Suggestions included upgrading school facilities, hiring additional certified staff to reduce class sizes—particularly in special education—and addressing logistics such as improving bus transportation routes to reduce student travel times.

FOSTER YOUTH CONSULTATION –

Participants examined eight key goal areas essential to the successful implementation of foster youth educational programs:

School Stability

Immediate Enrollment

Placement in the Least Restrictive Environment

Academic Support and Counseling

High School-Specific Needs

Information Sharing and Data Infrastructure

Coordination of Social-Emotional Supports

Early Intervention and Prevention for Children Ages 0–4

The Foster Youth Services team provided a comprehensive Foster Youth Needs Assessment survey and shared recommendations for strengthening support services through the LCAP to better meet the unique needs of foster youth in the district.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE-The Local Control and Accountability Plan (LCAP) was presented to the District English Learner Parent Advisory Committee (DELAC), outlining a comprehensive three-year roadmap designed to enhance student outcomes, improve school climate, and increase career readiness through targeted investments. This presentation detailed core implementation strategies, including the integration of state academic standards, expanded English Language Development programs, and broadened access to college and career pathways such as CTE and dual enrollment. Feedback from educational partners was integral to the planning process, directly informing district responses to parent inquiries regarding CTE enrollment timelines and pathway planning. By reviewing this data and incorporating community input, the district ensures that the LCAP remains responsive to the academic and developmental needs of our students and families

SELPA Consultation
On April 28, 2026, a consultation was held with Christina Zavala, Senior Director of the SELPA. The following topics were discussed:

The Child Find process for identifying students with disabilities in private schools
The proportionate share of federal special education funds to serve parentally placed private school students with disabilities.
The provision of special education and related services
The consultation process between private school leaders and LEAs

Student Survey Results

Expanded Elective Offerings: Students frequently requested the addition of new courses, with Theatre, Computer Science, and diverse Foreign Languages (e.g., French, Mandarin, Korean) being the most common interests. Many expressed a desire for more variety in electives to support future career preparation, including Career Technical Education (CTE) and dual enrollment opportunities.

Instructional Enhancements: Respondents suggested making learning more engaging through increased hands-on activities, projects, and visual learning aids, particularly in STEM and science courses. There is also a strong interest in utilizing AI as an educational tool for study and research rather than just a source of answers.

Campus Environment and Facilities: Significant concern was raised regarding the sanitation and maintenance of restrooms, with multiple calls for better cleanliness, functional supplies (soap/dispensers), and the removal of inappropriate graffiti to ensure a safe and comfortable environment.
Support and Accessibility: Students requested more personalized academic assistance, such as clearer step-by-step guidance for math and more flexible support for students when they are absent. Some also emphasized the importance of ensuring elective classes are not over-enrolled to guarantee all interested students have access.

Equity multiplier input: Feedback from Holbrook educational partners revealed a need for improvement in academic support and chronic absenteeism.

Educational partner feedback played a significant role in the development and refinement of the district's goals, actions, and services. Input gathered through advisory committee meetings, surveys, staff consultations, and student engagement activities was reviewed alongside state and local data to identify priorities and areas for improvement. As a result, the district enhanced actions focused on student well-being, academic support, college and career readiness, and family engagement. Parent feedback regarding the need for increased mental health services, academic intervention, support for students with disabilities, and expanded extracurricular opportunities informed actions related to counseling, social-emotional learning, special education services, and enrichment programs. Requests for expanded STEM, CTE, dual enrollment, and elective opportunities reinforced investments in career readiness and academic pathways. Student feedback highlighting interest in Computer Science, Theatre, foreign language offerings, hands-on learning experiences, and the use of Artificial Intelligence as an educational tool informed the district's continued focus on instructional innovation and expanded learning opportunities. Input from DELAC members supported efforts to improve communication regarding program opportunities and strengthen English learner services. Foster youth consultation emphasized the importance of school stability, academic counseling, social-emotional supports, and early intervention services, which are reflected in targeted actions supporting vulnerable student groups. Additionally, educational partners identified concerns regarding facilities, campus environments, and outdoor learning spaces, which informed facility improvement priorities. The district also added and refined several metrics, including measures related to early intervention services, educational field trip participation, and technology access, to better evaluate the effectiveness and impact of actions identified through educational partner feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Standards: Implement California State Standards for English Language Arts, Math and Science and improve student achievement as measured by interim and summative Smarter Balanced Assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to increase the number of students at level 3 (meeting standard) in ELA. math and science. In particular, there is a need to focus on outcomes for students with disabilities, English learners, and socio-economically disadvantaged students. Although English learners are progressing, there is still a performance gap compared to all students. Goal 1 and all of its actions are focused on support and intervention for low-income students, foster youth, and English learners. and dually identified students with disabilities. To achieve this goal, we will implement the following actions: 1.1 Standards-based Instruction, 1.2 Support for English Learners, 1.3 Academic Coaches, 1.4 Instructional Support for Intervention/Small Group Instruction (RTI), and 1.5 ELA and Math Support for Dually Identified Students. By Implementing these actions, we anticipate that student achievement will improve in all areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC-ELA Distance from level 3	2022-2023 SBAC-ELA IUSD All Students-1.3 points below standard SWD - 94.3 points below standard EL - 32.6 points below standard RFEP - 11.7 points above standard	2023-2024 SBAC-ELA IUSD All Students--2.2 points below standard (Maintained) SWD-79.7 below standard (Increased)	2024-2025 SBAC-ELA IUSD All Students--1.4 points above standard (Increased) SWD-76.8 below standard (incrased)	IUSD - Increase by 5 points SWD - Increase by 5 points EL - Increase by 5 points RFEP - Increase by 5 points SED- Increase by 5 points	IUSD -- increased by 2.7 pts SWD-- increased by 17.5 pts EL-- decreased by 9.7 pts RFEP- pending SED– increased by 4.9 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED -17.7 points below standard	EL-36.3 Points below standard (Declined) RFEP-Pending SED –17.4 Points below standard (Maintained)	EL-22.9 Points below standard (Increased) RFEP-Pending SED –12.8 Points below standard (Increased)		
1.2	SBAC Math Distance from level 3	2022-2023 SBAC-Math IUSD All Students- 41.6 points below standard SWD -119.1 points below standard EL -75.7 points below standard RFEP -39 points below standard SED -57.4 points below standard	2023-2024 SBAC-Math IUSD All Students- 41.3 Points below standard (Maintained) SWD-108.4 points below standard (Increased) EL-63.3 points below Standard (Maintained) RFEP -Pending SED -53.5 points below standard (Increased)	2024-2025 SBAC-Math IUSD All Students- 33.9 Points below standard (Increased) SWD-109.7 points below standard (increased) EL-50.1 points below Standard (Increased) RFEP -Pending SED -47.9 points below standard (Increased)	IUSD - Increase by 5 points SWD - Increase by 5 points EL - Increase by 5 points RFEP - Increase by 5 points SED- Increase by 5 points	IUSD -- increased by 7.7 pts SWD-- increased by 9.4 pts EL-- increased by 12.4 pts RFEP- pending SED– increased by 5.6 pts
1.3	SBAC-CAST (Science) percent of students who met or exceeded standard	2022-2023 IUSD All students- 27.3% of students met or exceeded the standard EL: 3.55% of students met or exceeded the standard SED:21.06% of students met or exceeded the standard	2023-2024 IUSD All students- 32.74% of students met or exceeded the standard EL:- 3.09% of students met or exceeded the standard SED:7.32% of students met or	2024-2025 SBAC Science IUSD All students- 33.31% of students met or exceeded the standard EL: 4.94% of students met or exceeded the standard SED: 27.05% of students met or	Increase the percent of students meeting and exceeded the standard by 4 percent	IUSD -- increased by 6.01% EL-- increased by 1.39% SED– increased by 5.99%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceeded the standard	exceeded the standard		
1.4	Priority 2:Implementation of State Standards implementation score on Reflection Tool	2023-2024 Professional development implementation-3 Initial implementation Instructional Materials aligned to most current standards-4. Full implementation Policies & Procedures for improvement of the instructional program-3 Initial implementation Other academic standards-3 Initial Implementation Support for teachers and administrators-3 Initial implementation	2024-2025 Professional development implementation-3 Initial implementation Instructional Materials aligned to most current standards-4. Full implementation Policies & Procedures for improvement of the instructional program-3 Initial implementation Other academic standards-3 Initial Implementation Support for teachers and administrators-3 Initial implementation	2025-26 Professional development implementation-4 Full Implementation Instructional Materials aligned to most current standards-4 Full Impementation Policies & Procedures for improvement of the instructional program-4 Full Implementation Other academic standards-4 Full Implementation Support for teachers and administrators- 3 Initial Implementation	Present priority 2 Tool to the board. Goal for all areas is Full Implementation score of 4	Professional development implementation-increased by one level to 4 Full Implementation Instructional Materials aligned to most current standards-maintained level 4-Full Implementation Policies & Procedures for improvement of the instructional program-increased by one level to 4-Full Implementation Other academic standards-maintained-increased by one level to 4-Full Implementation Support for teachers and administrators-maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Reclassification Rate Percent of students reclassified	2022-2023 Reclassification Rate IUSD-12% of English Learners were reclassified	2023-2024 Reclassification Rate IUSD-15% of English Learners were reclassified	2024-2025 Reclassification Rate IUSD-29.3% of English Learners were reclassified	Increase by 2 percent	IUSD- increased by 17.3%
1.6	English Learner Progress Percentage making progress	2022-2023 English Learner Progress IUSD-61.4% of students made progress toward English proficiency	2023-2024 English Learner Progress IUSD-48.3% of students (Declined) made progress toward English proficiency	2024-2025 English Learner Progress IUSD-59.9% of students made progress toward English proficiency	Increase by 3 percent	IUSD- decreased by 1.5%
1.7	i-Ready-Reading & Math Data Percent Proficient	2023-2024 i-Ready-Math and Reading Diagnostic #3 Results Reading TK-8 55% Proficient 2021-2022 Diagnostic #3 Results Math TK-8 44% Proficient	2024-2025 i-Ready-Math and Reading Diagnostic #3 Results Reading TK-8 56% Proficient 2024-2025 Diagnostic #3 Results Math TK-8 46% Proficient	2025-26 i-Ready-Math and Reading Diagnostic #3 Results Reading TK-8 54% Proficient 2025-2026 Diagnostic #3 Results Math TK-8 46% Proficient	Increase by 5 percent	i-Ready Reading decreased by 1% i-Ready Math increased by 2%
1.8	TK-K Special Education Referrals	New Metric 2025-2026 65 TK-K Special Education Referrals	New Metric	New Metric	Decrease the number TK-K of referrals	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.

All current actions (1.1–1.5) were implemented as planned, with no substantive differences. Action 1.6 (Early Intervention School Psychologist) has been initiated to provide early identification of learning difficulties for students Pre-K through Grade 2, with a focus on high-needs populations.

Challenges and Successes by Action:

Action 1.1 (Common Assessment/Data System):
Challenge: The SchoolCity assessment program was not user-friendly, causing stress for teachers and students. This challenge persists, as staff reported needing to "refresh" on platform navigation due to infrequent use.
Success: District-wide math benchmarks were implemented, and a cross-site district team was established, which improved communication around instruction. Math benchmark planning continues for the summer.

Action 1.2 (ELD Instruction/Resource Teacher):
Challenge: Achieving a stronger integrated and designated English Language Development (ELD) model is still a work in progress. However, A district-wide ELD team has been established to participate in professional learning and advocate for English learners. The team collaborates to strengthen and advance integrated and designated ELD across the district.
Success: The addition of a new EL Migrant Resource Teacher has been highly effective in supporting teachers and principals with improving instruction for English Learners (ELs). The District continues to build capacity through training, including exploring AVID’s Academic Language and Literacy Community of Practice, which focuses on multilingual learners and preparing for potential AVID Excel implementation.

Action 1.3 (Academic Coaches):
The coaches continue to be successful, providing in-class support, facilitating data disaggregation, and assisting with team planning, offering invaluable support to teachers.

Action 1.4 (Instructional Support/Intervention):
The action, which includes i-Ready and instructional aides, has been fully implemented, providing support for small group instruction and more individualized support.

Action 1.5 (Co-Teaching/Push In):
Co-Teaching and Push-In models were implemented to support ELA and Math for dually identified students. The use of "LCAP IEP" codes for substitute requests to administer one-on-one alternative assessments (CAA and Alternate ELPAC) confirms the strategic assignment of teacher time for this high-needs population.

Action 1.6 (Early Intervention School Psychologist): Action 1.6 has been effective in supporting our large preschool population by providing behavioral interventions and professional development for teachers who are still becoming accustomed to working with the Transitional Kindergarten (TK) age group. The school psychologist has successfully supported the implementation of behavior intervention strategies, resulting in positive outcomes for students and staff. One ongoing challenge is the increasing number of students requiring behavioral support, which continues to place significant demands on available resources and personnel.

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 expenditure data shows variances in several key actions:

Action 1.1 (Standards-based Instruction): Under-spent by $23,473 (Planned: $147,692; Estimated Actual: $124,219). No material difference.

Action 1.2 (Support for English Learners): Underspending of $31,355 (Planned: $338,979; Estimated Actual: $307,624). This variance is related to the Academic Coaches being utilized to provide ELD training and designated supports, absorbing costs that were originally allocated here. No material difference.

Action 1.3 (Academic Coaches): There was a material difference with an underspending of $114,283 (Planned: $599,578; Estimated Actual: $485,295). An academic coach filled a mid-year teacher retirement. We prioritized direct service to students and placed the academic coach in the classroom which left the academic coach position unfilled for the remainder of the year.

Action 1.4 (Instructional Support/RTI): Expenditures were close to budget, resulting in an over-expenditure of $61,434 (Planned: $3,418,830; Estimated Actual: $3,480,264). No material difference.

Action 1.5 (ELA and Math Support for Dually Identified): Underspending of $8,196 (Planned: $286,445; Estimated Actual: $278,249). No material difference.

Action 1.6 (Early Intervention): Over-spent by $4,438 (Planned: $40,671; Estimated Actual: $45,109). No material difference.

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

Instructional and Data Systems (Actions 1.1 and 1.3): Highly effective in producing target results. Academic coaches (Action 1.3) have been instrumental in creating district-wide systems for instruction and data analysis. This is evidenced by substantial gains in mathematics (IUSD +7.7 pts) and positive movement in ELA for SED students (+4.9 pts), and SBAC CAST for SED students (+5.99%). The creation of district-wide math benchmarks (Action 1.1) focused on priority state standards has increased collaboration time and data disaggregation, a key component for providing flexible intervention groups.

English Learner Support (Action 1.2): Effective, particularly in driving language acquisition and math proficiency. This action is directly linked to the substantial 17.3% increase in the Reclassification Rate, significant gains in SBAC Math for EL students (+12.4 pts), and a positive increase in SBAC CAST for EL students (+1.39%). The addition of the EL Migrant Resource Teacher and the ELD team has improved

instructional support. However, the action has been ineffective in driving ELA progress for this subgroup, as shown by the 9.7 pts decrease in SBAC ELA and the 1.5% decrease in English Learner Progress.

Intervention and Small Group Support (Actions 1.4 and 1.5): Highly effective. The combination of instructional aides, intervention programs, and targeted academic supports (Action 1.4) effectively strengthened the district's Response to Intervention (RTI) system. During the 2025-26 school year, the district utilized $280,607 in Learning Recovery Emergency Block Grant (LREBG) funds to support intervention staffing through salary and benefit expenditures. These staff members provided targeted small-group instruction, intervention services, and support during core instruction, Designated ELD, and intervention periods, allowing for increased differentiation and individualized support for students demonstrating academic need.

The district's implementation aligns with evidence-based practices that emphasize small-group instruction, targeted intervention, progress monitoring, and increased instructional support as effective strategies for accelerating learning and addressing unfinished learning. Supplemental instructional programs including i-Ready, ESGI, IXL, Reflex Math, Freckle, Reading Eggs, Starfall, Math Seeds, and Renaissance provided diagnostic assessments, personalized learning pathways, and ongoing progress monitoring to support student growth in English Language Arts and Mathematics.

The effectiveness of these supports is reflected in the significant academic gains demonstrated by Students with Disabilities (SWD), including a 17.5-point increase in SBAC ELA performance and a 9.4-point increase in SBAC Math performance. Gains in i-Ready Math scores (+2%) further demonstrate the effectiveness of personalized instruction and targeted intervention services. The implementation of Co-Teaching and Push-In models (Action 1.5) also contributed to improved Least Restrictive Environment (LRE) outcomes for dually identified students by increasing access to grade-level instruction within the general education setting.

While these actions were largely effective, the slight decrease in i-Ready Reading scores (-1%) indicates an area requiring additional focus and refinement. The district will continue to strengthen reading intervention practices, monitor student progress closely, and utilize data-driven instructional decisions to improve literacy outcomes. All LREBG funds have been fully expended in support of these evidence-based intervention services. The use of LREBG funds for intervention staffing is allowable under Education Code Section 32526, as the services provided constitute evidence-based learning recovery strategies, including targeted small-group instruction, individualized intervention, and progress monitoring, which research has shown to be effective in accelerating learning and improving outcomes for students with unfinished learning.

Local assessment data, progress-monitoring measures, classroom performance, and state assessment results indicate that students receiving intervention services demonstrated academic growth and increased access to grade-level content. Based on these outcomes, the district has determined that intervention staffing, data-driven instructional grouping, and personalized learning supports remain effective strategies for accelerating learning and addressing unfinished learning. All LREBG funds have been fully expended in support of these services.

Action 1.6 (Early Intervention School Psychologist): This is a critical component for identifying potential learning difficulties in the early years (Pre-K through Grade 2) for high-needs populations. This has been effective in in providing teachers with strategies for teaching and supporting young learners. The district added a new metric to better measure the effectiveness in the coming year.

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

A new metric, Metric 1.8: TK–1 Intensive Special Education Referral Rate, was added to better measure the effectiveness of Action 1.6: Early Intervention Services. This metric will provide data on the extent to which early identification and intervention supports are reducing the need for intensive special education referrals among TK–1 students. The addition of this metric strengthens the district's ability to monitor outcomes and evaluate the impact of early intervention efforts on student success. Please note that action 1.4 included LREBG funding in 2025-26 and will in 2026-27 should a new allocation be 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
1.1	1.1 Standards-based Instruction	To support the academic success of English Learners, Foster Youth, and Low-Income students, PLC teams will work with the academic coaches to create a common district-wide assessment system and determine which designated supports are needed for each student. Representatives from each site and subject area will work to develop assessment plans by grade level and subject area using the CAASPP Interim Assessments. This action will provide subs, materials, and time for this process. Teacher teams will meet monthly to disaggregate data by subgroups. The focus will be on English Learners, students experiencing homelessness, and low socio-economic students. From this data, intervention groups and targeted tutoring groups will be formed. In order to gather data, we will use an assessment program, School City with a standards based item and assessment bank, Canvas, and Nearpod. Provide data assessment services and item banks for the creation of formative and summative assessments to monitor the progress of our English Learners, Foster Youth, and our students identified as socioeconomically disadvantaged. Site administrators, academic coaches, teachers, and instructional aides will collaborate using the data provided by these assessments. This data will be used to determine grouping for RTI and intervention periods. Student groups will remain flexible based on the	$133,823.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcome of each assessment and the skills they need to be successful in the grade level or subject.		
1.2	Support for English Learners	Support the California English Learner Roadmap and integrated and designated English Language Development instruction and learning with ongoing professional development and ensure all English Learners are provided daily English Language Development and all teachers are properly credentialed to support English Learners through Language Acquisition Programs. To improve English language arts, math, and science achievement for English learners, provide release time to teachers. This time will allow collaboration and planning for modifications to be made in the classroom and mirrored on the SBAC assessment. Additionally, provide time for communication between various content teachers and vertical teams. Content teachers will meet with ELD teachers to plan for groupings and discuss students' progress. Instructional aides will provide support for students in the classroom. To support our English Learners (ELs) an (EL) Migrant Resource Teacher will serve as a point of contact for the District and parents of English Learners. The EL Migrant Resource Teacher will provide training for administrators, teachers, and support staff in effective English Learner instructional practices and assessment techniques; monitor the implementation of adopted English Learner and Migrant student programs and instructional strategies. Each site will Identify Long Term English Learners and determine areas of strengths and weaknesses in order to provide support and language development.	$587,957.00	Yes
1.3	1.3 Academic Coaches	An academic coach will be assigned to each school site to target the needs of our English Learners through teacher support and development. Primary support for teachers will include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in the analysis of student work, developing lesson plans with teachers based on student needs, supporting data analysis, supporting the integration of	$597,562.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology, co-planning with teachers, and conducting classroom walkthroughs. Coaches will monitor instructional effectiveness and student progress using tools and strategies gained through professional development and provide support and assistance to all classroom teachers in the full and skillful implementation of integrated and designated English Language Development (ELD.) Additionally, they will provide on-site staff development to ensure teachers are knowledgeable about data- driven learning and effective instructional strategies related to integrated and designated ELD. This support will ensure our teachers have the most up-to-date training to impact student learning. These academic coaches will impact student learning by improving instructional practices and analyzing student data to support flexible groupings and targeted instruction. This action will also provide supplies for teaching and learning. Provide an ongoing, robust professional development program aligned with the needs of the district and sites for teachers and administrators to ensure students receive rigorous instruction aligned to state standards, including districtwide professional learning communities and department collaboration with an increased focus on supporting students with disabilities and foster youth.		
1.4	1.4 Instructional Support for Intervention/Small Group Instruction (RTI)	To facilitate small group instruction and targeted intervention for students, RTI instructional aides and teachers will be strategically assigned to classrooms in grades TK-8. This support will help reduce student-to-adult ratios, effectively lowering class sizes during key instructional blocks and allowing for more personalized attention. Instructional aides will also be assigned during Designated ELD and RTI periods to support differentiated instruction. Student groupings will remain flexible, with adjustments made regularly based on the most up-to-date data available to ensure responsiveness to student needs. To improve outcomes as measured by SBAC, purchase i-Ready, ESGI, IXL, Reflex Math, Freckle, Reading Eggs, Starfall, Math Seeds, and Renaissance for English Learners, Foster Youth, , and low-income students. i-Ready will allow for personalized instruction and progress monitoring for students in the areas of English Language Arts and math.	$3,385,078.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG supporting this action: Metrics being used to monitor the action: Metrics 1.1 and 1.2 LREBG Funds supporting this action: Funding amounts have not been released.		
1.5	ELA and Math Support for Dually Identified Students	English Learners, Foster Youth, and socio-economically disadvantaged students are often also identified as students with disabilities; for this reason, the District will implement Co-Teaching and Push In models to support ELA and Math. Co-Teaching and Push In ensure that these students are taught among their peers by content specialists and supported by their special education teacher. To facilitate Co-Teaching and Push In, school sites will do school visits and participate in training. Teachers will also have monthly meetings and training on accommodations, modifications, adaptations, and differentiated instructional strategies. The District Behavior Specialist and Special Education Academic Coach will support these strategies and interventions.	$298,570.00	Yes
1.6	Early Intervention	Provide an Early Intervention School Psychologist to support students in their early years (Pre-K through Grade 2) by identifying potential reading and learning difficulties at the earliest stages of development. This psychologist will provide targeted support and consultation for families and educators, with a specific focus on high-needs student populations including foster youth, English learners, and socioeconomically disadvantaged students. The role includes screening for learning challenges, facilitating early intervention services, and working collaboratively with families, general education teachers, and special education teams to support academic and behavioral development.	$47,656.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Climate & Engagement: Improve school climate and student wellbeing by promoting and ensuring high rates of attendance and graduation, focusing on character development and supporting mental health in a welcoming, well maintained physical and virtual environment.	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.

Goal 2 was developed to improve student safety, school connectedness and increase student attendance and engagement. To achieve this goal, we will implement the following actions: 2.1 Student Support Representative, 2.2 Positive School Climate, 2.3 Student Well Being, 2.4 Student Attendance and Safety, and 2.5 Provide Health Services. By implementing these actions, we anticipate that student attendance and graduation rates will improve and students will report feeling safer and more connected to the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Survey Percent of students who feel connected to the school and perceive the school as very safe or very safe	2022-2023 School Connectedness: 7th Grade-56% 9th Grade-51% 11th Grade-48% 2022-2023 School Safety: School perceived as very safe or safe 7th Grade-57% 9th Grade-54% 11th Grade-53%	2024-2025 Google Form Survey was completed. It will be replaced with CKH Survey Data in 2025-2026 Percent of students in grades 4 & 5 who agree with the statement, "I enjoy school and	CHK Survey Data 2025-2-26: Elementary-My teachers care about me. 4.6 Elementary-I am comfortable talking to a teacher about a problem.3.6 Secondary-My teachers care about me.	Increase the percent of students who feel connected school and feel very safe or safe New Target: Maintain or Increase the point score for each prompt.	Not available due to new survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			I feel like I belong." 77.4% Percent of students in grades 6-12 who agree with the statement, "I enjoy school and I feel like I belong." 61.8% Percent of students in grades 4 & 5 who agree with the statement, "School is a place where I always feel safe." 84.6% Percent of students in grades 6-12 who agree with the statement, "School is a place where I always feel safe." 62.1%	3.7 Secondary-My fellow students and teachers make it known to me that bullying isn't tolerated. My peers do not stand for bullying. Score Range: Interpretation 4.5–5.0 Exceptional / Highly Favorable 4.0–4.49 Strong 3.5–3.99 Positive but Needs Growth 3.0–3.49 Moderate Concern Below 3.0 Significant Concern		
2.2	Student Engagement Chronic Absenteeism: Percent of Chronically Absent Students	2022-2023 Chronic Absenteeism: IUSD All students- 18% were chronically absent SWD- 25% were chronically absent	2023-2024 Chronic Absenteeism: IUSD All students- 11.9% were chronically absent SWD- 19.3% were chronically absent	2024-2025 Chronic Absenteeism: IUSD All students- 12.8% were chronically absent (Increased)	Decrease the percent of chronically absent students by	IUSD -- decreased by 5.2% SWD-- decreased by 5.7% EL-- decreased by 6.9% FY- increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- 20% of English learners were chronically absent FY- 5% were chronically absent Homeless- 21% were chronically absent SED- 20.5% were chronically absent	EL- 12.6% of English learners were chronically absent FY- 7.7% were chronically absent Homeless- 18.2% were chronically absent SED- 14.4% were chronically absent	SWD- 19.3% were chronically absent (Maintained) EL- 13.1% of English learners were chronically absent (Increased) FY- 0% were chronically absent (Declined) Homeless- 19.4% were chronically absent (Increased) SED- 15.7% were chronically absent (Increased)		SED– decreased by 4.8%
2.3	Student Engagement Graduation Rate: Percent of students who graduate	2022-2023 Graduation Rate: 90.3% of students graduated	2023-2024 Graduation Rate: 95.7% of students graduated	2024-2025 Graduation Rate: 95.5% of students graduated	Increase the percent of students who graduate by 1%	Increased by 5.2%
2.4	School Climate Suspension Rate: Percent of students suspended	2022-2023 Suspension Rate: IUSD All students- 3.2% suspended at least once SWD-4.2% were suspended at least once EL-3.2% suspended at least once FY-6.3% suspended at least once Homeless-4.8% suspended at least once SED-4.3% suspended at least once	2023-2024 Suspension Rate: IUSD All students- 3.2% suspended at least once SWD-4.4% were suspended at least once EL-2.5% suspended at least once FY-4.2% suspended at least once Homeless-3.9% suspended at least once	2024-2025 Suspension Rate: IUSD All students- 3.3% suspended at least once (Maintained) SWD-4.1% were suspended at least once (Declined) EL-3.1% suspended at least once (Increased) FY-9.5% suspended at least once (Increased)	Decease the percent of students, in each subgroup, who are suspended at least once by 1%	IUSD -- increased by 0.1% SWD-- decreased by 0.1% EL-- decreased by 0.1% FY- increased by 3.2 Homeless- decreased by 0.6% SED– decreased by 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED-4.3% suspended at least once	Homeless-4.2% suspended at least once (Increased) SED-3.7% suspended at least once (Maintained)		
2.5	FIIT Tool Rating Percent of schools in good repair	2023-2024 FIIT Tool Rating 100% of schools were in good repair.	2024-2025 FIIT Tool Rating 100% of schools were in good repair.	2025-2026 FIIT Tool Rating 91.83% of school were in good repair	Maintain a rating of above 90% of good repair.	IUSD - decreased by 8.17%
2.6	School Attendance Rates Percent	2022-2023 School Attendance Rates IUSD-92.01% was the attendance rate	2023-2024 School Attendance Rates IUSD-94.15% was the attendance rate	2024-2025 School Attendance Rates IUSD-94.51% was the attendance rate	Increase by .5 %	IUSD- increased by 2.5%
2.7	High School Dropout Rate Percent of students who dropped out	2022-2023 High School Dropout Rate: 5.5% of students were dropouts	2023-2024 High School Dropout Rate: 3.5% of students were dropouts	2024-25 High School Dropout Rate 1.1% of students were dropouts	Decrease by .3 percent	decreased by 4.4%
2.8	Middle School Dropout Rate Percent of Students who dropped out	2022-2023 Middle School Dropout Rate: 0% of students were dropouts	2023-2024 Middle School Dropout Rate: 0% of students were dropouts	2024-2025 Middle School Dropout Rate: 0% of students were dropouts	Maintain or decrease current levels	Maintained 0% Middle School Dropout Rate
2.9	Expulsion Rates Percent of students who were expelled	2022-2023 High School Expulsion Rate: Imperial High School- .3% of students were expelled.	2023-2024 High School Expulsion Rate: Imperial High School- .2% of students were expelled.	2025-2025 High School Expulsion Rate: Imperial High School- 0.1% of students were expelled.	Maintain or decrease current levels	decreased by 0.2%

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 current actions (2.1–2.6) were fully implemented as planned.

Challenges and Successes by Action:

Actions 2.1 (Student Support Representatives) and 2.3 (Counseling Services):
Implementation has created continuity and smooth transitions, with logs showing successful support through individual and group counseling. Challenge: Counselor caseloads are large, limiting individualized attention for students. Furthermore, some teachers express concerns about potential loss of academic time and question the value of the SSR program.

Actions 2.2 (Character Development) and 2.3 (SEL/School Climate):
Character development has had notable success in engaging all elementary students, including a BMX bullying presentation. District-wide implementation of the Capturing Kids' Hearts (CKH) program has led to a positive school climate, with Cross being honored as a National Showcase school. Challenge: High schools have been resistant to adopting character development programs, and newly hired staff require training in the CKH program, which is scheduled for the coming year.

Action 2.5 (Transportation/Attendance):
This action successfully encourages attendance by transporting several students. Challenge: The high volume of students needing transportation and the ongoing shortage of bus drivers are persistent issues. The District is addressing this by having the Director of Transportation earn licensing to train new employees.

Actions 2.4 (Safety) and 2.6 (Health Services):
These programs were fully implemented to ensure high-needs students can stay in school daily. Challenge: There is a continuing need for more specialized care for students with complex health needs, and the prevalence of vaping and other high-risk behaviors requires constant adaptation of safety systems.

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 were observed across several actions, primarily related to personnel and program costs:

Action 2.1 (Student Support Representatives): Underspent by $226,440 (Planned: $357,819; Estimated Actual: $131,379). No material difference.

Action 2.2 (Positive School Climate): Overspent by $61,335 (Planned: $107,025; Estimated Actual: $168,360). No material difference.

Action 2.3 (Student Well being): Underspent by $37,652 (Planned: $649,625; Estimated Actual: $611,973). No material difference.

Action 2.4 (Student Attendance and Safety): Overspent by $3,122 (Planned: $613,906; Estimated Actual: $617,028). No material difference.

Action 2.5 (Transportation Services): Underspent by $330,700 (Planned: $2,256,702; Estimated Actual: $1,926,002). No material difference.

Action 2.6 (Provide Health Services): Underspent by $3,355 (Planned: $161,365; Estimated Actual: $158,010). No material difference.

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

The specific actions have proven effective in making progress toward the goal of improving school climate and student well-being, as evidenced by current metric data:

Student Support and Counseling (Actions 2.1, 2.3): Highly effective in driving student outcomes. This is reflected in the significant 5.2% increase in the Graduation Rate (Metric 2.3) and the 4.4% decrease in the High School Dropout Rate (Metric 2.7). SSRs and intervention counselors successfully provide essential support, with logs demonstrating their impact on students in crisis, Foster Youth, and struggling students.

School Climate and Engagement (Actions 2.2, 2.3): Effective. District-wide SEL practices have successfully fostered a positive campus culture, contributing to a decreased Suspension Rate (Metric 2.4) for most subgroups, including Students with Disabilities (-0.1%), English Learners (-0.1%), Homeless students (-0.6%), and Socioeconomically Disadvantaged students (-0.6%). However, an increase for the District overall (+0.1%) and Foster Youth (+3.2%) suggests areas for targeted improvement. Additionally, the 8.17% decrease in the FIIT tool rating (Metric 2.5) indicates an area where climate initiatives were less effective in maintaining perceived standards.

Attendance and Transportation (Action 2.4 and 2.5): Effective in reducing Chronic Absenteeism (Metric 2.2), which saw significant decreases for the District overall (-5.2%), Students with Disabilities (-5.7%), English Learners (-6.9%), and SED students (-4.8%). An increase for Foster Youth (+5%) identifies a specific subgroup need. Despite these successes, the overall School Attendance Rate (Metric 2.6) decreased by 2.5%, showing that while chronic issues are being addressed, general daily attendance has faced challenges.

Health and Wellness (Action 2.6): Effective and continues to be necessary in ensuring that high-needs students receive the necessary care to remain in school daily and minimize time out of the classroom.

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.

Goal 2, its metrics, and desired outcomes will remain unchanged. Changes and adjustments are planned to strengthen existing actions based on implementation challenges and address ineffectiveness identified by metric data:

Addressing Ineffectiveness Based on Data:

Action 2.2 (Positive School Climate/SEL): The decrease in the FIIT tool rating by 8.17% and the overall increase in the Suspension Rate by 0.1% indicate that the current approach is not consistently maintaining perceived climate standards across all sites, particularly at the high school level. The action will be strengthened by revising the Character Development and SEL activities to include high-school-specific, trauma-informed practices. This revised curriculum will be mandatory for all high school staff training to ensure full, district-wide implementation.

Actions 2.1, 2.3, and 2.5 (Support Services & Attendance): The significant increase in Chronic Absenteeism (+5%) and Suspension Rate (+3.2%) for Foster Youth, and the 2.5% decrease in the overall School Attendance Rate, shows that targeted support for vulnerable subgroups and general attendance intervention needs strengthening. The District will modify Action 2.1 (Student Support Representatives) and Action 2.3 (Counseling Services) to mandate specialized, high-intensity weekly check-ins and individualized attendance plans for all Foster Youth. Additionally, Action 2.5 (Transportation/Attendance) will be strengthened by adding a dedicated attendance liaison to collaborate with SSRs and counselors, focusing specifically on reversing the overall attendance rate decline.

Addressing Implementation Challenges:
Personnel Capacity (Actions 2.3, 2.5): The District will review the large caseloads faced by counseling staff to increase the amount of individualized attention students can receive.
The District is actively addressing the bus driver shortage by having the Director of Transportation earn licensing to train new drivers, which is a strategic change to sustain transportation services and maintain improved attendance rates.

Staff Training (Action 2.3): Training for the Capturing Kids' Hearts (CKH) program is scheduled for all newly hired staff to ensure full, district-wide implementation of the positive school climate initiative.

Safety Adaptation (Action 2.4): Systems related to student attendance and safety will be adapted to address the current prevalence of vaping and other high-risk behaviors.

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	Student Support Representative	To support student mental well-being,one Student Support Representative (SSRs) will be provided to each school site TK-12. SSRs will provide one on one and group support to students in crisis. Group support will be provided for students according to similar needs. Student Support Programs work to prevent problems that interfere with educational success, including alcohol, tobacco, and other drug use, suicide, teen pregnancy, gang violence, dropping out, and poor academic performance.	$294,439.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Student Support Program helps young people make healthy lifestyle choices, stay in school, and complete their education. All Foster Youth will be referred to SSRs for Initial meetings to determine needs upon enrollment.		
2.2	Positive School Climate	To create a sense of belonging for all students, provide supplies, incentives, snacks and access to character development programs for each site to promote character development. Monthly activities or assemblies will be held at each site with a focus on each of the character traits. To ensure a positive and welcoming environment for all students and staff, school and District staff will continue implementing transformational processes focused on social-emotional well-being, relationship-driven campus culture, and student connectedness. Ongoing support and training will be provided. These practices will be implemented District-wide with the goal of an increased sense of belonging for all.	$96,730.00	Yes
2.3	Student Well being	Counseling services will be provided to students in grades TK-12 targeting English Learners, foster youth and low income students. Counselors will provide support to students with social-emotional challenges, environmental concerns, or difficulties at home and school by providing individualized counseling, establishing behavior strategies, offering conflict resolution strategies, and coordinating with teachers and/or parents to develop a supportive environment. To support students' social and emotional health, implement Social Emotional Learning (SEL) practices district-wide. Two days will be added to the Mental Health Specialist position Imperial high school and Holbrook. Create SEL leadership teams whose members meet and collaborate monthly while training other staff members on SEL practices. Additionally, support the transition from elementary to middle school and middle to high school by providing groups like National Alliance on Mental Illness (NAMI), Circle of Friends, and Link Crew. Director of Student Services	$806,911.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student Attendance and Safety	The District will continue to use tiered re-engagement strategies and ensure that students are in school daily and learning in a safe, well-supervised environment. Students will be provided an opportunity to serve in a safety leadership role at each elementary school site. This role will allow students to assist with safety patrol and monitoring of students during drop off and pick up. An adult team lead will supervise these patrol members. These team leads will also assist re-engagement of students who are absent from school. Supplies will be provided to each site to support safety measures.	$638,407.00	Yes
2.5	Transportation Services	To address the attendance rates of our low-income and foster youth students, continue promoting tiered re-engagement strategies and attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation. The District will provide additional transportation beyond the 1-mile radius expectation. Students who live less than a mile from school and have to cross highway 86 will be offered transportation to and from school.	$2,109,485.00	Yes
2.6	Provide Health Services	Additional health services will be added to minimize student time out of the classroom. A health assistant at each school will be crucial in promoting attendance and preventing chronic absenteeism, particularly for high-needs students. Here are several strategies they will employ: 1. Health Screenings and Early Interventions -Routine Screenings: Implement regular health screenings for vision, hearing, dental, and general health to identify issues early. -Follow-Up Care: Ensure that students identified with health issues receive appropriate follow-up care through school resources or by coordinating with local healthcare providers. 2. Individual Health Plans -Personalized Care Plans: Develop individualized health plans for students with chronic health conditions, ensuring they receive the necessary accommodations to attend school regularly.	$143,709.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Chronic Condition Management: Monitor and assist students with chronic conditions (e.g., asthma, diabetes) to manage their health effectively, reducing absenteeism due to medical reasons. 3. Attendance Monitoring and Support -Tracking and Reporting: Maintain detailed records of student attendance and identify early patterns of absenteeism. 4. Crisis and Emergency Management -Emergency Preparedness: Develop and implement plans for managing health emergencies in the school, ensuring minimal disruption to learning. -Rapid Response: Quickly address and mitigate health-related incidents that could lead to extended absences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent Engagement: Engage parents in meaningful participation in school through communication and opportunities for partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to increase parent participation in school activities. To achieve this goal, we will be implementing the following actions: 3.1 Parent Meeting Flexibility, 3.2 School to Home Communication, and 3.3 Parent Partnerships and Learning . Through the implementation of these actions, we anticipate that we will improve communication which will impact our views and survey results with an increase of viewers and percentage of parents who feel that we support, encourage, and inform them. Through the above-mentioned actions and improvement of these metrics, we will achieve the goal of meaningful parent communication and participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parent and Family Engagement Self Reflection Tool implementation score on reflection tool	2023-2024 Parent and Family Engagement Self Reflection Tool Administer the tool to teachers and present to the board. Developing the capacity of staff to build relationships- 4 Full Implementation Progress in creating welcoming	2024-2025 Parent and Family Engagement Self Reflection Tool Administer the tool to teachers and present to the board. Developing the capacity of staff to build relationships- 4 Full Implementation	2025-2026 Parent and Family Engagement Self Reflection Tool Administer the tool to teachers and present to the board. Developing the capacity of staff to build relationships- 4 Full Implementation	Administer tool to teachers and present to the board. The goal for all areas is full Implementation score of 4	Parent and Family Engagement: Developing the capacity of staff to build relationships- Maintained Progress in creating welcoming environments- Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		environments-4 Full Implementation Supporting staff to learn about each family's strength's cultures, languages, and goals for their children-3 Initial Implementation Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication that is understandable and accessible to families- 4 Full Implementation Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families-3 initial implementation Progress in providing families with information and resources to support student learning and development in the home-2 Beginning Development	Progress in creating welcoming environments-4 Full Implementation and sustainability Supporting staff to learn about each family's strength's cultures, languages, and goals for their children-3 Initial Implementation Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication that is understandable and accessible to families- 4 Full Implementation Progress in providing professional learning and support to teachers and	Progress in creating welcoming environments-4 Full Implementation and sustainability Supporting staff to learn about each family's strength's cultures, languages, and goals for their children-4 Full Implementation Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication that is understandable and accessible to families- 4 Full Implementation Progress in providing professional learning and support to teachers and		Supporting staff to learn about each family's strength's cultures, languages, and goals for their children- increased by 1 level: 4 Full Implementation Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication that is understandable and accessible to families- Maintained Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families- increased by 1 level: 4 Full Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes- 4 Full Implementation Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students- 2 Beginning Development	principals to improve a school's capacity to partner with families-3 initial implementation Progress in providing families with information and resources to support student learning and development in the home-3 Initial Implementation Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes- 4 Full Implementation Progress in supporting families to understand and exercise their legal rights and advocate for their	principals to improve a school's capacity to partner with families- 4 Full implementation Progress in providing families with information and resources to support student learning and development in the home- 4 Full Implementation Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes- 5 Full Implementation and Sustainability Progress in supporting families to understand and exercise their legal rights and advocate for their		Progress in providing families with information and resources to support student learning and development in the home-Increased by 2 levels: 4 Full Implementation Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes- increased by 1 level: 5 Full Implementation and Sustainability Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			own students and all students- 4 full implementation	own students and all students- 4 full implementation		increased by 2 levels: 4 full implementation
3.2	Parent Google Survey Data Percent of parents who agree with each statement	2023-2024 71.5% of parents who responded to the survey agreed that schools encourage parental involvement 82.9% of parents who responded to the survey agreed that schools keep them informed of upcoming events 71% of parents who responded to the survey agreed that schools have increased their level of communication.	2024-2025 70.9% of parents who responded to the survey agreed that schools encourage parental involvement 79.6% of parents who responded to the survey agreed that schools keep them informed of upcoming events 79.6% of parents who responded to the survey agreed that schools have increased their level of communication.	2025-2026 72.3% of parents who responded to the survey agreed that schools encourage parental involvement 77.3% of parents who responded to the survey agreed that schools keep them informed of upcoming events 71% of parents who responded to the survey agreed that schools have increased their level of communication.	Increase the percent of parents who agree by 3 percent	Parent responses: Percent of parents who responded to the survey agreed that schools encourage parental involvement: increased by 1.4% Percent of parents who responded to the survey agreed that schools keep them informed of upcoming events: decreased by 5.6 % Percent of parents who responded to the survey agreed that schools have increased their level of communication: increased by 0.6%
3.3	Virtual Meetings and Electronic Form Access	Number of meetings held via Zoom and documents produced 2023-2024 Zoom Meetings:34	Number of meetings held via Zoom and documents produced 2024-2025	Number of meetings held via Zoom and documents produced 2025-2026	Increase the number of virtual meetings offered and electronic documents signed	Zoom: increased by 48 Docusign: increased by 563

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Docusign Documents:549	Zoom Meetings:125 Docusign Documents:950	Zoom Meetings: 82 Docusign Documents: 1,112		
3.4	Parent Engagement Activities Number of activities offered	2023-2024 Number of parent activities offered-31	2024-2025 Number of parent activities offered-42	2025-2026 Number of parent activities offered-147	Increase the number of meetings held	Parent Activity: increased by 116
3.5	ParentSquare Posts Number of posts	2023-2024 ParentSquare Posts: Number of District Posts-26 Number of School Posts-979 Number of Class Posts-180 Number of Group Posts-228 Number of ELL Group Posts-2 Number of Foster Youth Posts-0	2024-2025 ParentSquare Posts: Number of District Posts-44 Number of School Posts-857 Number of Class Posts-5001 Number of Group Posts-766 Number of ELL Group Posts-9 Number of Foster Youth Posts-0	2025-2026 ParentSquare Posts: Number of District Posts: 50 Number of School Posts:894 Number of Class Posts: 5,377 Number of Group Posts: 817 Number of ELL Group Posts: 5 Number of Foster Youth Posts: 0	Increase the number of posts yearly	Number of District Posts-+24 Number of School Posts--85 Number of Class Posts-+5197 Number of Group Posts-+589 Number of ELL Group Posts-+3 Number of Foster Youth Posts-0

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 planned actions were implemented.

Action 3.1 (Parent Meeting Flexibility): Implementation succeeded in improving turnout and increasing accessibility by offering meetings online. The challenge was that the online format could not fully replicate the experience and engagement of in-person meetings.

Action 3.2 (School to Home Communication): Implementation successfully streamlined communication between schools and 99% of families and provided an audit trail. Parent survey data indicated positive feedback. The challenge was that implementation for all staff was slow, with the communication platform primarily used by administrative staff.

Action 3.3 ()Parent Partnerships and Learning): Parent meetings and trainings were offered throughout the district; however, other funding sources were used.

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 for Goal 3 relate primarily to actions that were partially or not fully implemented:

Action 3.1 (Parent Meeting Flexibility): Overspent by $755 (Planned: $32,548; Estimated Actual: $33,303). No material difference.

Action 3.2 (School to Home Communication): Underspent by $15,789 (Planned: $45,000; Estimated Actual: $29,211). This variance is linked to the challenge of slow staff adoption of the new communication platform. No material difference.

Action 3.3 (Parent Partnerships and Learning): Underspent by $5,000 (Planned: $5,000; Estimated Actual: $0). Parent events were held, however, staff did not submit purchased orders. This caused the material difference

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

The implemented actions have proven effective in making progress toward the goal of engaging parents, though some site-level ineffectiveness was identified through metric analysis.

Action 3.1 (Parent Meeting Flexibility): Effective, evidenced by better turnout at meetings and increased accessibility for parents through the use of online options. This action also successfully facilitated the production of 1,112 Docusign Documents to support remote participation and administrative efficiency.

Action 3.2 (School to Home Communication): Highly effective for classroom-level engagement, as shown by a significant increase of +5,197 Class Posts and successfully reaching 99% of families. The action also saw increases in District Posts (+24), Group Posts (+589), and ELL Group Posts (+3). However, the action has been ineffective at the site level, with a decrease of 85 School Posts and a complete lack of targeted communication for Foster Youth (0 posts).

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.

Goal 3, its metrics, and desired outcomes will remain unchanged. Changes are planned to strengthen existing actions and incorporate the new focus of Action 3.3:

Addressing Current Ineffectiveness Based on Data:

Action 3.2 (School to Home Communication): This action was ineffective at the site level and in supporting targeted communication for high-needs groups, evidenced by a decrease of 85 School Posts and 0 posts for Foster Youth families.

Reasons for Ineffectiveness: The ineffectiveness is linked to the challenge of slow staff adoption and a lack of mandated, targeted communication protocols for vulnerable populations.

New or Strengthened Approach: The action will be strengthened by implementing a mandatory training and utilization policy to ensure all site-level administrators and staff use the communication platform to reverse the decline in School Posts. Furthermore, Action 3.2 will be modified to require the creation and tracking of a minimum number of targeted posts for Foster Youth families to ensure they receive necessary information.

Change to Action 3.3: The previous Action 3.3 was not implemented. The current Action 3.3, which focuses on ensuring staff and family access to training in effective school, family, and community partnerships, is a new or strengthened approach resulting from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Meeting Flexibility	Promote increased participation in District advisory committees, including but not limited to English Learner, Special Education, School Site Councils, Career Technology Education, and ad hoc committees by offering Zoom meetings and Docusign as an option when parents are not participating in person. These meetings will occur monthly and/or quarterly at all school sites. An additional meeting/celebration will be added to recognize the students who have been recently reclassified as fluent English proficient (RFEP)	$34,500.00	Yes
3.2	School to Home Communication	To promote the success of all students at school, students and parents will be provided with a communication tool and phone application to increase student and parent participation. This tool will allow for mass phone calls, text, email, and flash alerts via the online application. Additionally, students can monitor their grades and progress and choose classes when they enter high school. Each family will receive a video score report of their child's progress on the CAASPP assessment	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Partnerships and Learning	Ensure staff and family access to training in effective school, family, and community partnerships by identifying and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development.	$2,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Student Course Access & Outcomes: Ensure all students have access to a wide variety of courses.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 4 was developed to ensure access to various courses for all students. To achieve this goal, we will implement the following actions: 4.1 Dual Immersion Program, 4.2 Ensure College and Career Readiness, 4.3 Provide Access to Supplemental Standards-based Course Materials, 4.4 AVID Implementation, 4.5 Expand Library Hours and Access for Students, 4.6 Educational Field Trips, and 4.7 Access to Technology. By implementing these actions, we anticipate improving our CTE Completion Rates, increasing the number of students identified as "prepared," and expanding all course offerings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teacher Assignments Percent of teachers credentialed and properly assigned	2022-2023 IUSD: 91.3% credentialed and properly Assigned	2023-2024 IUSD: 91.2% credentialed and properly assigned	2024-2025 IUSD: 86.7% credentialed and properly assigned	Increase the percent of credentialed and properly assigned teachers	IUSD- 4.6% decrease
4.2	CTE Pathways Completion Rate Percent of CTE pathway completers	2022-2023 CTE Pathways Completion Rate: IUSD: 20.9% of students were CTE Completers	2023-2024 CTE Pathways Completion Rate: IUSD: 5.8% of students were CTE Completers	2024-2025 CTE Pathways Completion Rate IUSD: 45.7% of students were CTE Completers	Increase by 5 percent	IUSD- increased by 24.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Percent of students scoring 3 or higher on AP test	2022-2023 Students Scoring 3 or higher on AP test IUSD:62.2% of students scored three or higher on the AP test.	2023-2024 Students Scoring 3 or higher on AP test IUSD:67.4% of students scored three or higher on the AP test.	2024-2025 Students Scoring 3 or higher on AP test IUSD-64% of students scored three or higher on the AP test.	Increase by 3 percent	IUSD Students Scoring 3 or higher on AP Test- increased by 1.8%
4.4	Percent of graduates completing ”A – G” requirements	2022-2023 IUSD:48% of seniors met A-G requirements	2023-2024 IUSD:42.4% of seniors met A-G requirements	2024-2025 IUSD: 41.6% of seniors met A-G requirements.	Increase by 3 percent	IUSD Seniors Meeting A-6 Requirements: decreased by 6.4%
4.5	Percent of graduates completing "A-G" requirements and completed a CTE pathway.	2022-2023 IUSD: 8.3% of students met A-G requirements and were CTE completers.	2023-2024 IUSD: 2.6% of students met A-G requirements and were CTE completers.	2024-2025 IUSD: 18.5%% of students met A-G requirements and were CTE completers.	Increase by 3 percent	IUSD Seniors Meeting A-G requirements and completed a CTE pathway: increased by 10.2%
4.6	College / Career Indicator Percent of Prepared	2022-2023 College / Career Percentage Prepared IUSD All students: 44.3% of students were prepared. EL: 17.30% of students prepared SED: 31.9% of students were prepared	2023-2024 College / Career Percentage Prepared IUSD All students: 39.4% of students were prepared. EL:18.5% of students prepared SED: 37.6% of students were prepared	2024-2025 College / Career Percentate Prepared IUSD All students: 49.3% of students were prepared. EL: 19.4% of students prepared SED: 41.9% of students prepared	Increase the percent of students who are college and career ready by 3 percent	IUSD- increased by 5 % EL- increased by 2.1% SED- increased by 10%
4.7	Results from annual use of state's Reflection Tool related to Priority 7:	2023-2024 Priority 7-Broad Course of Study-Students reported a desire for	2024-2025 Priority 7-Broad Course of Study-Students reported	2025-2026 Priority 7-Broad Course of Study-Students	Administer tool and present the results to the board. The target	Students maintained a reported desire for more foreign

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Access to a Broad Course of Study	more foreign language and dual enrollment classes.	a desire for more foreign language and dual enrollment classes.	highlighted a need for more hands-on learning experiences, visual teaching methods in science, and additional dual enrollment opportunities for college credit. Students showed interest in using Artificial Intelligence (AI) as an educational tool, suggesting it be integrated into the classroom to help with research and understanding complex topics. Simultaneously, there were calls for more advanced technological resources, such as improved computers and better access to digital tools for projects.	will be to refine and add to our course selections each year based on feedback	language and dual enrollment courses. There was additional interest in diversifying learning experiences through hands-on, visual, and AI tools.
4.8	Annual Williams report on Sufficient Instructional Materials	2022-2023 Annual Williams Report All students have access to SBE-adopted and/or new California	2023-2024 Annual Williams Report All students have access to SBE-	2024-2025 Annual Williams Report All students have access to SBE-	Monitor standards-aligned curriculum to ensure sufficient access. Report textbook	Maintained-All students have access to standards-aligned curriculum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standards-aligned instructional materials.	adopted and/or new California Standards-aligned instructional materials.	adopted and/or new California Standards-aligned instructional materials.	sufficiency status to School Board in September and in School Accountability Report Cards (SARC) annually. All students will have access to standards-aligned curriculum.	
4.9	California Spanish Assessment (CSA) Percent of students who met or exceeded the standard	California Spanish Assessment Baseline Data will begin in 2024-2025 when third graders are assessed. This will be our first cohort to reach third grade.	2024-2025 Students were assessed for the first time this year.	2024-2025 IUSD All students:22.92% of reached High Degree (Level 3) EL: 21.43% of students reached High Degree (Level 3) SED: 19.05% of students reached High Degree (Level 3)	Increase the percent of students scoring proficient on the CSA	Baseline year2024-25 IUSD All students:22.92% of reached High Degree (Level 3) EL: 21.43% of students reached High Degree (Level 3) SED: 19.05% of students reached High Degree (Level 3)
4.10	SBAC-CAST (Science) Percent of students who met or exceeded the standard	2022-2023 IUSD All students-27.3% of students met or exceeded the standard EL: 3.55% of students met or exceeded the standard SED:21.06% of students met or exceeded the standard	2023-2024 IUSD All students-32.76% of students met or exceeded the standard EL: 3.09% of students met or exceeded the standard SED:27.38% of students met or	2024-2025 IUSD All students:33.51% of students met or exceeded the standard EL: 4.94% of students met or exceeded the standard SED: 27.06% of students met or	IUSD- Increase the percent of students who met the standard by 5 percent.	IUSD All students Increased by 6.21% EL: 1.39 of students increased SED: 6% of students increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceeded the standard	exceeded the standard		
4.11	Library Book Circulation-Number of books circulated during the year	2023-2024 Library Book Circulations Ben Hulse-67,268 Cross-57,100 TLW-60,207 FW-13,800 IHS-787	2024-2025 Library Book Circulations Ben Hulse-69,311 Cross-58,656 TLW-61,976 FW-14,189 IHS-365	2025-2026 Library Book Circulations Ben Hulse-56,905 Cross-60,163 TLW-68,654 FW-14,924 IHS-776	Increase the number of library book circulations	BenHule decreased by 10,363 Cross-increased by 3,063 TLW-increased by 8,447 FW-increased by 1,124 IHS-decreased by 11
4.12	Educational Fieldtrip Opportunities	New Metric 2025-2026 Educational Fieldtrip Opportunities IUSD: 21 field trips	New Metric	New Metric	Increase the number of educational field trips provided district wide.	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.

All actions (4.1–4.7) were fully implemented as planned, with no substantive differences. Successes include the expansion of the Dual Immersion program (4.1), which remains in high demand; a successful Dual Enrollment partnership with Imperial Valley College (IVC) (4.2); and full implementation of current NGSS science materials and lab support (4.3). AVID (4.4) was successfully integrated into this goal after being reassigned from Goal 1. The primary challenge is that the high demand for the Dual Immersion program (4.1) has created a waitlist.

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 in expenditures for Goal 4 actions are primarily in underspending across several programs designed to expand student access and outcomes:

Action 4.1 (Dual Language Immersion): Underspent by $3,148 (Planned: $16,000; Estimated Actual: $12,852). No material differences.

Action 4.2 (Ensure College and Career Readiness): Underspent by $16,919 (Planned: $39,689; Estimated Actual: $22,770). No material differences.

Action 4.3 (Supplemental Standards-based Course Materials): Underspent by $28,966 (Planned: $68,220; Estimated Actual: $39,254). No material differences.

Action 4.4 (AVID Implementation): Underspent by $44,496 (Planned: $56,000; Estimated Actual: $11,504). No material differences.

Action 4.5 (Expand Library Hours for Students): Underspent by $8,157 (Planned: $234,889; Estimated Actual: $226,732). No material differences.

Action 4.6 (Educational Fieldtrips): Underspent by $1,500 (Planned: $43,495; Estimated Actual: $41,995). No material differences.

Action 4.7 (Access to Technology): Overspent by $18,422 (Planned: $364,309; Estimated Actual: $382,731). No material differences.

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

The actions have proven effective in making progress toward the goal of expanding student access and outcomes, as supported by the following metrics:

Expanding College and Career Pathways (Actions 4.2, 4.4): Highly effective. Actions focused on college and career readiness, including the Dual Enrollment partnership (Action 4.2) and AVID implementation (Action 4.4), have driven significant progress. This is evidenced by a substantial 24.8% increase in the CTE Pathways completion rate (Metric 4.2) and a 5% increase in the College/Career Indicator for the District (Metric 4.6). The programs have been particularly effective for high-needs students, with SED students showing a 10% increase in the College/Career Indicator.

Instructional Materials and Science Achievement (Actions 4.3): Highly effective. Full implementation of NGSS materials and lab support (Action 4.3) is validated by the annual Williams Report (Metric 4.8), which confirmed that all students have access to standards-aligned curriculum. This action is linked to the significant overall increase of 6.21% in SBAC CAST (Science) for all students, including a 6% increase for SED students.

Dual Immersion Program Success (Action 4.1): Effective. The expansion of the Dual Immersion program (Action 4.1) is supported by the California Spanish Assessment baseline data (Metric 4.9), which shows that 22.92% of all students and 21.43% of English Learners reached a High Degree (Level 3) of proficiency in the baseline year, providing a strong foundation for biliteracy.

Broadening Access (4.5, 4.6, 4.7): Effective. Expanded library hours (4.5) and educational field trips (4.6) increase opportunities for research and experiential learning. Site technicians (4.7) ensure reliable technology access for instruction and state testing.

Action 4.5, Expand Library Hours for Students, was effective as evidenced by an overall increase in book circulation across district school libraries, as measured by Metric 4.11. While most school sites demonstrated growth, one site experienced a decrease in circulation during the reporting period.

Action 4.6, Educational Field Trips, was effective in expanding students' access to learning experiences beyond the classroom. Students were provided with increased opportunities to engage in hands-on, real-world learning that supported academic and personal growth. To better measure the impact of this action, a new metric has been added to capture student participation in educational field trips and the extent of these expanded learning opportunities.

Action 4.7, Integration of Technology: Students showed interest in using Artificial Intelligence (AI) as an educational tool, suggesting it be integrated into the classroom to help with research and understanding complex topics. Simultaneously, there were calls for more advanced technological resources, such as improved computers and better access to digital tools for projects.

Area of Ineffectiveness (Metric 4.1): The District was ineffective in maintaining sufficient credentialed and properly assigned teachers, which saw a 4.6% decrease (Metric 4.1). This challenge directly impacts the quality and access to the wide variety of courses central to Goal 4, requiring targeted attention.

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

A new metric was added for Action 4.6 Educational Fieldtrip. Metric 4.12 measures the number of educational field trips offered yearly by the district.

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	Dual Language Immersion	To expand course offerings and prepare students for a global world, the District will open a Dual Immersion program for 50 additional students each year at Cross Elementary School. The District will target students who primarily speak Spanish or English with the goal of biliteracy by the end of high school. Each year an additional grade will be added to students to continue this path. In order to facilitate the success of this program, teachers and administrators involved in the program will attend professional development prior to the start of school as well as throughout the year. In addition, a curriculum will be purchased for the program.	$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Ensure College and Career Readiness	In order for students to earn college credit while still in high school, the District will partner with Imperial Valley College to offer two courses per semester in which students will receive dual enrollment credit. Books and supplies will be purchased and provided to the students at no cost. The District is articulating with Imperial Valley College (IVC) in multiple classes that will result in students meeting IVC standards receiving high school and college credit. English Learners, Foster Youth, and Low-Income students will have an opportunity to enroll in these classes with support from high school counselors. Increase CTE course offerings and work-based learning opportunities to provide access to a broader course of study for English learners, foster youth and socio-economically disadvantaged students by augmenting current pathways and adding additional courses. Support and promote AP courses, A-G completion, and the Seal of Bi-literacy by offering after-school and Saturday tutoring.	$30,097.00	Yes
4.3	Provide Access to Supplemental Standards-based Course Materials	To provide students with current Next Generation Science Standards (NGSS) aligned science materials, purchase supplemental science curriculum for grades TK-5 and 6-12. This curriculum will include support for English Learners and students in need of intervention. In addition to science textbooks, support science labs with up-to-date equipment and replenish consumable items. Support STEM instruction.	$25,600.00	Yes
4.4	AVID Implementation	Students will learn note-taking, studying, and organizational skills with guided, scaffolded support from teachers. AVID will promote student-centered problem solving and students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. Priority for AVID instruction will be given to English learners, foster youth and low income students.	$56,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Expand Library Hours for Students	In order to expand access for students, each school will offer expanded library hours for students to have multiple opportunities to visit the library for research, homework, and other school activities. Provide library books to increase literacy and expand access to information.	$226,898.00	Yes
4.6	Educational Fieldtrips	To provide opportunities for students to experience hands-on, real-life experiences, each school will attend educational Field trips: Students will have access to a variety of experiences, including but not limited to: Advertising, business management, careers, check register, circular flow, economics, financial institutions, financial transactions, free enterprise, goods and services, interests and skills, jobs, operating costs, payment methods, performance evaluation, personal finance, quality business, resources (natural, human, and capital), running a business, scarcity, and soft skills. Farming and agriculture, college tours, and zoology	$34,700.00	Yes
4.7	Access to Technology	In order to ensure access to technology for all students, 1 technician will be assigned to each site. The computer technician will assist with student account set up for all online instructional programs, assist with CAASPP testing set up and device coordination, and troubleshoot student internet and device issues.	$377,366.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over three years, by focusing specifically on improving student attendance, especially chronic absenteeism, all students at our continuation high school will have improved student engagement, well-being, academic achievement, and graduation outcomes as a result of increased access to counseling services including individualized academic support, social-emotional interventions, and increased post-secondary planning opportunities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to address persistent inequities in student outcomes identified through the district's needs assessment process. Dashboard and local data indicated that students attending Imperial Avenue Holbrook School, the district's continuation high school, experience lower rates of academic achievement, credit completion, attendance, and graduation than their peers at traditional school settings. In addition, local data revealed a higher incidence of chronic absenteeism and a greater need for social-emotional and behavioral supports among continuation high school students.

The district identified this goal for focused attention through an analysis of California School Dashboard indicators, graduation data, attendance records, credit accrual reports, and student support service data. Educational partner input was gathered through consultation with students, families, teachers, counselors, site administrators, and the Educational Partner Advisory Committee. Feedback consistently emphasized the need for increased academic counseling, individualized support, college and career guidance, and access to mental health and community-based resources to help students overcome barriers to success.

Equity Multiplier funding provides an opportunity to implement targeted supports, including dedicated counseling services, case management, graduation monitoring, attendance interventions, and individualized student support plans. These services are designed to improve academic outcomes, increase student engagement and attendance, support social-emotional well-being, and ensure students remain on track toward graduation and post-secondary success.

This goal applies specifically to Imperial Avenue Holbrook School, the district's continuation high school and Equity Multiplier school site.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism: Percent of Chronically Absent Students	New Metric 2024-2025 Chronic Absenteeism: 57.10% of students were chronically absent	New Metric	New Metric	Decrease the percent of students who were chronically absent by 5 percent	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.

N/A

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.

N/A

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

N/A

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.

N/A

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	Counseling Services	To improve academic achievement, attendance, graduation outcomes, and student well-being, the district will provide dedicated counseling services at the continuation high school. The counselor will deliver individualized	$72,283.00	No

Action #	Title	Description	Total Funds	Contributing
		academic planning, credit recovery monitoring, graduation status reviews, college and career guidance, social-emotional support, crisis intervention, and referrals to community-based services as needed. The counselor will collaborate with students, families, teachers, and administrators to identify barriers to success and develop individualized support plans that address academic, attendance, behavioral, and social-emotional needs. Regular progress monitoring meetings will be conducted to ensure students remain on track toward graduation and post-secondary goals. By June 2027, the continuation high school counselor will provide individualized academic, attendance, college and career, and social-emotional support services to students, resulting in improved student outcomes as evidenced by: A decrease in the percentage of chronically absent students from 57.10% to 45%		

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
$8,961,155	$500,935

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
15.810%	0.000%	$0.00	15.810%

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:** 1.1 Standards-based Instruction **Need:** ELA: English Learners scored 36.3 points below standard compared to all students who scored 2.2 points below standard Math: English Learners scored 63.3 points below standard compared to all students who scored 41.3 points below standard	To address these needs and conditions of our SED students, English learners, and Foster Youth, we will improve our instructional program by focusing on common assessments, analyzing data, and using a personalized instruction program. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are	Metrics 1.1 and 1.2 SBAC Distance from level 3 in ELA and math and metric 1.7 i-Ready reading and math scores will measure the students' success on grade level standards.

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
	ELA: Low income students scored 17.4 points below standard compared to all students who scored 2.2 points below standard Math: Low income students scored 53.5 points below standard compared to all students who scored 41.3 points below standard **Scope:** LEA-wide	designed to meet needs most associated with our unduplicated students' language and academic gaps. Because We expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	
1.3	**Action:** 1.3 Academic Coaches **Need:** ELA: English Learners scored 36.3 points below standard compared to all students who scored 2.2 points below standard Math: English Learners scored 63.3 points below standard compared to all students who scored 41.3 points below standard ELA: Low income students scored 17.4 points below standard compared to all students who scored 2.2 points below standard Math: Low income students scored 53.5 points below standard compared to all students who scored 41.3 points below standard **Scope:** LEA-wide	To address the needs and conditions of our SED students, English learners, and Foster Youth, we will improve our instructional program by focusing on standards-based instruction, common assessments, data analysis, and professional development in high-quality, standards-based instruction. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with the language and academic gaps of our unduplicated students. Because we expect that all students with achievement gaps will benefit, these actions are provided LEA-wide.	Metrics 1.1, 1.2 and 1.3 SBAC Distance from level 3 in ELA, math and science and metrics 1.5 and 1.6 reclassification rate and English learner progress will measure the students' progress in meeting grade level standards and language acquisition status. Additionally, metric 1.7 i-Ready reading and math diagnostic will be used to provide a more frequent feedback throughout the year.
1.4	**Action:** 1.4 Instructional Support for Intervention/Small Group Instruction (RTI)	To address these needs and conditions of our SED students, English learners, and Foster Youth, the District will focus on providing targeted small-	Metrics 1.1 and 1.2 SBAC Distance from level 3 in ELA and math and metric

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: ELA: English Learners scored 36.3 points below standard compared to all students who scored 2.2 points below standard Math: English Learners scored 63.3 points below standard compared to all students who scored 41.3 points below standard ELA: Low income students scored 17.4 points below standard compared to all students who scored 2.2 points below standard Math: Low income students scored 53.5 points below standard compared to all students who scored 41.3 points below standard **Scope:** LEA-wide	group instruction based on the information gleaned from assessments and data analysis. This will continue to allow for implementing a tiered system of support for students and ensure targeted support is provided for students based on diagnostic information. Additionally, online programs have been used to support small-group instruction. This group of actions has been augmented to include RTI teachers and instructional aides to support newcomers. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	1.7 i-Ready reading and math scores will measure the students' success on grade level standards.
1.5	**Action:** ELA and Math Support for Dually Identified Students **Need:** 2024-2025 i-Ready-Math and Reading Diagnostic #3 Results Reading TK-8 56% Proficient 2024-2025 Diagnostic #3 Results Math TK-8 46% Proficient **Scope:** LEA-wide	To address the needs and conditions of our dually identified students, the District will expand the push-in and co-teaching models to provide access to grade-level, standards-based instruction. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet the needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	Metric 1.7 i-Ready reading and math diagnostic will measure the progress of dually identified students.

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
1.6	**Action:** Early Intervention **Need:** 2023-2024 SBAC-ELA IUSD All Students--2.2 points below standard SWD-79.7 below standard EL-36.3 Points below standard RFEP-Pending SED –17.4 Points below standard **Scope:** LEA-wide	To increase the number of students meeting standards (Level 3) in ELA with targeted support for English learners and socioeconomically disadvantaged students. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet the needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	Metric 1.1 will be used to monitor effectiveness.
2.1	**Action:** Student Support Representative **Need:** 2023-2024 Suspension Rate: IUSD All students- 3.2% suspended at least once SWD-4.4% were suspended at least once EL-2.5% suspended at least once FY-4.2% suspended at least once Homeless-3.9% suspended at least once SED-4.3% suspended at least once 2023-2024 School Attendance Rates IUSD-94.15% was the attendance rate **Scope:**	To address the needs and conditions of our SED students, English learners, and Foster Youth, the Student Support Representatives (SSR) will provide one-on-one and group support to students in crisis. We expect that the suspension rates of SED students, English learners, and Foster Youth will decrease significantly as the actions are designed to meet the needs most associated with our unduplicated students' high rates of suspension. Because we expect that all students with high suspension rates will benefit, these actions are provided LEA-wide.	We will monitor the progress of SED students, English learners, and Foster Youth students using the: Suspension Rates and middle and high school dropout rates (Metrics 2.4, 2.7, 2.8)

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
	LEA-wide		
2.2	**Action:** Positive School Climate **Need:** 2023-2024 Suspension Rate: IUSD All students- 3.2% suspended at least once SWD-4.4% were suspended at least once EL-2.5% suspended at least once FY-4.2% suspended at least once Homeless-3.9% suspended at least once SED-4.3% suspended at least once 2023-2024 Chronic Absenteeism: IUSD All students-11.9% were chronically absent SWD- 19.3% were chronically absent EL- 12.6% of English learners were chronically absent FY- 7.7% were chronically absent Homeless- 18.2% were chronically absent SED- 14.4% were chronically absent **Scope:** LEA-wide	To address the needs and conditions of our SED students, English learners, and Foster Youth, the District will continue to contract with Capturing Kids' Hearts (CKH) to provide social-emotional learning and support to our high-needs students. Each elementary site will also provide a yearly anti-bullying assembly and character development activities. We expect that the suspension and chronic absenteeism rates for SED students, English learners, and Foster Youth will decrease significantly as the actions are designed to meet the needs most associated with the gaps of our unduplicated students. Because we expect all students with high rates of suspension and chronic absenteeism will benefit, these actions are provided LEA-wide.	Metric 2.1 CHK student surveys will measure school-wide social-emotional learning (SEL) implementation and effectiveness. Metrics 2.2 chronic absenteeism and 2.4 suspension rates will measure the success of our SEL program by showing a decrease in absenteeism and suspension rates.
2.3	**Action:** Student Well being **Need:** 2023-2024	The district will add counseling, mental health services, and opportunities to connect with peers to address the needs and conditions of our SED students, English learners, and Foster Youth.	We will monitor the progress of SED students, English learners, and Foster Youth students using metrics 2.2 Chronic

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
	Chronic Absenteeism: IUSD All students-11.9% were chronically absent SWD- 19.3% were chronically absent EL- 12.6% of English learners were chronically absent FY- 7.7% were chronically absent Homeless- 18.2% were chronically absent SED- 14.4% were chronically absent 2023-2024 Suspension Rate: IUSD All students- 3.2% suspended at least once SWD-4.4% were suspended at least once EL-2.5% suspended at least once FY-4.2% suspended at least once Homeless-3.9% suspended at least once SED-4.3% suspended at least once **Scope:** LEA-wide	We expect that the suspension and chronic absenteeism rates of SED students, English learners, and Foster Youth will improve significantly as the actions are designed to meet the needs most associated with our unduplicated students. Because we expect that all students who are chronically absent and have high suspension rates will benefit, these actions are provided LEA-wide.	Absenteeism and 2.4 suspension rates.
2.4	**Action:** Student Attendance and Safety **Need:** 2023-2024 Chronic Absenteeism: IUSD All students-11.9% were chronically absent SWD- 19.3% were chronically absent EL- 12.6% of English learners were chronically absent FY- 7.7% were chronically absent Homeless- 18.2% were chronically absent	To address the needs and conditions of our SED students, English learners, and Foster Youth, the District will continue to use tiered re-engagement strategies and ensure that students are in school daily and learning in a safe, well-supervised environment. We expect that the chronic absenteeism rates of SED students, English learners, and Foster Youth will decrease significantly as the actions are designed to meet the needs most associated with our unduplicated students' language and academic gaps. Because we expect that all chronically	Metric 2.2 chronic absenteeism will be used to measure the effectiveness of the tiered re-engagement strategies.

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
	SED- 14.4% were chronically absent **Scope:** LEA-wide	absent students will benefit, these actions are provided LEA-wide.	
2.5	**Action:** Transportation Services **Need:** 2023-2024 Chronic Absenteeism: IUSD All students-11.9% were chronically absent SWD- 19.3% were chronically absent EL- 12.6% of English learners were chronically absent FY- 7.7% were chronically absent Homeless- 18.2% were chronically absent SED- 14.4% were chronically absent 2023-2024 School Attendance Rates IUSD-94.15% was the attendance rate **Scope:** LEA-wide	To address the needs and conditions of our SED students, English learners, and Foster Youth, the District will continue promoting tiered re-engagement strategies and an attendance program to address some of the major causes of absenteeism, including lack of reliable transportation. We expect that the attendance rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet the needs most associated with the absenteeism of our unduplicated students. Because we expect that all students with attendance issues will benefit, these actions are provided LEA-wide.	Metrics 2.2 chronic absenteeism and 2.6 attendance rates will measure the success of transporting students to and from school.
2.6	**Action:** Provide Health Services **Need:** 2023-2024 Chronic Absenteeism: IUSD All students-11.9% were chronically absent	The district will provide health assistants to address the needs and conditions of our SED students, English learners, and Foster Youth. The health assistants will use preventive strategies and triage services to ensure students stay in school and are ready to learn.	Metrics 2.2 chronic absenteeism and 2.6 attendance rates will measure the success of providing health services at each site.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD- 19.3% were chronically absent EL- 12.6% of English learners were chronically absent FY- 7.7% were chronically absent Homeless- 18.2% were chronically absent SED- 14.4% were chronically absent 2023-2024 School Attendance Rates IUSD-94.15% was the attendance rate **Scope:** LEA-wide	We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with attendance issues to benefit, these actions are provided LEA-wide.	
3.1	**Action:** Parent Meeting Flexibility **Need:** Parents of high-needs students have reported needing access to engage in school meetings in a variety of ways due to child care issues and work schedules. **Scope:** LEA-wide	To address these needs and conditions of our English Learners, low-income students, and foster youth, we will increase parent access to meetings by providing a virtual option. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all families needing accommations to benefit, these actions are provided LEA-wide.	Metrics 3.1 and 3.3 will measure the effectiveness of the goal of offering more virtual meetings to parents.
3.2	**Action:** School to Home Communication **Need:** 2024-2025 70.9% of parents who responded to the survey agreed that schools encourage parental involvement	Due to language and economic barriers, parents of SED students, English learners, and Foster Youth often report feeling disconnected from what is happening at school. By providing a tool that is easy to use, allows for automatic translation, and can set up student-specific groups, we expect the increased communication to lead to better partnerships with our high-needs student groups.	Metrics 3.2 and 3.5 will measure the effectiveness of the action.

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
	79.6% of parents who responded to the survey agreed that schools keep them informed of upcoming events 79.6% of parents who responded to the survey agreed that schools have increased their level of communication. **Scope:** LEA-wide	We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with the language and academic gaps of our unduplicated students. Because we expect all families to feel more connected to school, these actions are provided LEA-wide.	
3.3	**Action:** Parent Partnerships and Learning **Need:** 70.9% of parents who responded to the survey agreed that schools encourage parental involvement **Scope:** LEA-wide	We will increase opportunities for parent engagement to address the needs and conditions of our SED students, English learners, and Foster Youth. We expect that the percentage of families of SED students, English learners, and Foster Youth who agree that schools encourage parental involvement will increase significantly as the actions are designed to meet needs most associated with the needs of our unduplicated students. Because we expect that all families will benefit, these actions are provided LEA-wide.	Metrics 3.3 and 3.4 will measure the effectiveness of the action.
4.1	**Action:** Dual Language Immersion **Need:** 2023-2024 SBAC-ELA EL-36.3 Points below standard **Scope:** Schoolwide	Cross Elementary will offer dual immersion to help English learners acquire English. Research shows that Dual-language immersion helps to minimize the achievement gap between English learners and native English speakers. Dual-language immersion programs help English learners develop their skills in their native language while also learning English more quickly than students in English-only programs. Additionally, the program will help native Spanish speakers retain their language while adding an additional language for our English speakers.	Metric 4.9 will measure the effectiveness of our dual immersion program.

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 that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	
4.2	**Action:** Ensure College and Career Readiness **Need:** 2023-2024 College / Career Percentage Prepared IUSD All students: 39.4% of students were prepared. EL:18.5% of students prepared SED: 37.6% of students were prepared **Scope:** Schoolwide	To address the needs and conditions of our SED students, English learners, and Foster Youth, we will offer dual enrollment, CTE courses, and support for students with complete A-G requirements. The intervention counselor will monitor the progress of our high-needs groups. We expect that the percentage of SED students, English learners, and Foster Youth considered prepared will increase significantly as the actions are designed to meet the needs most associated with the language and academic gaps of our unduplicated students. Because we expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	Metrics 4.2, 4.3, 4.4, 4.5, and 4.6 will measure the the level of college and career readiness of our high school students.
4.3	**Action:** Provide Access to Supplemental Standards-based Course Materials **Need:** 2023-2024 IUSD All students-32.76% of students met or exceeded the standard EL: 3.09% of students met or exceeded the standard SED:27.38% of students met or exceeded the standard	To address the needs and conditions of our SED students, English learners, and Foster Youth, we will increase the number of hands-on science experiences by providing consumables and other supplemental materials. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with	Metric 4.10 will be used measure the effectiveness of action 4.3.

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: LEA-wide	achievement gaps to benefit, these actions are provided LEA-wide.	
4.4	**Action:** AVID Implementation **Need:** English Learners, low-income students, and foster youth are historically underrepresented in colleges. The AVID program aims to level the playing field and provide opportunities and a guide for students to plan for college while still in middle school. **Scope:** Schoolwide	The AVID program will be available school-wide, with priority given to high-needs students. We expect that the academic achievement rates of SED students, English learners, and Foster Youth will increase significantly as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps. Because we expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	We will use metric 4.7 to measure the effectiveness of this action.
4.5	**Action:** Expand Library Hours for Students **Need:** In addition to a decline in student social-emotional well-being, there has been an observable decline in student study skills and reading, particularly since the pandemic. **Scope:** LEA-wide	We will increase the number of books and reference materials available to students to address the needs and conditions of our SED students, English learners, and Foster Youth. We expect that the number of books circulated among SED students, English learners, and Foster Youth will increase as the actions are designed to meet needs most associated with our unduplicated students' language and academic gaps and access to books and reference materials. Because we expect all students with achievement gaps to benefit, these actions are provided LEA-wide.	Action 4.11 library book circulation will be used to monitor the effectiveness of action 4.5.
4.6	**Action:** Educational Fieldtrips **Need:**	We will increase the number of opportunities for our SED students, English learners, and Foster Youth to have learning experiences outside of school.	Metric 4.7 Access to a Broad Course of Study will be used to monitor the effectiveness of this

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
	Our student population has limited access to experiences that are outside of the community. This is especially true for our SED students, English learners, and Foster Youth. In addition, our College and Career dashboard indicator has declined. Providing students with these field trip opportunities will expose students to the options that are available to them following their K12 education. **Scope:** LEA-wide	We expect that the number of SED students, English learners, and Foster Youth who will have access to learning experiences outside of school will increase as the actions are designed to meet the needs most associated with our unduplicated students' language and academic gaps and access to outside experiences. Because we expect all students with language and achievement gaps to benefit, these actions are provided LEA-wide.	action. We will dd a question about outside educational experiences to our student and parent surveys. Metric 4.12 has been added to more effectively measure this action.
4.7	**Action:** Access to Technology **Need:** A well functioning technology infrastructure helps provide equitable access to learning. Having a technician on each campus ensures that the technology is always working to provide English Learners with language support tools and our Foster and SED students with the support tools that are only available because of technology **Scope:** LEA-wide	We will ensure that each site has a full-time person for technology to support the needs of our SED students, English learners, and Foster Youth. These needs include but are not limited to home device checkout, access to additional software programs, and device troubleshooting. We expect that our SED students, English learners, and Foster Youth will be more successful if they have access to up-to-date software and hardware. This action is designed to meet the needs most associated with our unduplicated students' lack of access to technology for learning. Because we expect all students with the need for tech support to benefit, this action is provided LEA-wide	Metric 4.7 will be use to monitor the impact and effectiveness of additional technology support

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Support for English Learners **Need:** ELA: English Learners scored 32.3 points below standard compared to all students who scored 2.2 points below standard Math: English Learners scored 63.3 points below standard compared to all students who scored 41.3 points below standard **Scope:** Limited to Unduplicated Student Group(s)	To address these needs and conditions of our English Learners, we will improve our instructional program by monitoring our designated and integrated English Language Development (ELD) program using Ellevation and teacher progress monitoring forms to create language intervention groups. The EL resource teacher will provide professional development, lesson modeling, and facilitate data analysis. Additionally, the EL resource will use data from Ellevation to guide teachers in identifying areas of strength and weakness in our long-term English learners (LTELs) and factors contributing to their lack of progress. By implementing lesson studies and best practices, the EL resource teacher will guide teachers to create equitable conditions where all students can access high-quality learning experiences.	Metrics 1.1 and 1.2 SBAC Distance from level 3 in ELA and math and metrics 1.5 and 1.6 reclassification rate and English learner progress will measure the students' progress in meeting grade level standards and language acquisition status.

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.

The additional concentration grant add-on funding will be used for Action 1.4 Response to Intervention Teachers (RTI) at the elementary sites and Action 4.4 AVID Implementation at the middle school.

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	1 to 195	1 to 48
Staff-to-student ratio of certificated staff providing direct services to students	1 to 77	1 to 33

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	56,679,385	8,961,155	15.810%	0.000%	15.810%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,988,988.00	$72,283.00	$0.00	$0.00	$10,061,271.00	$8,891,763.00	$1,169,508.00

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	1.1 Standards-based Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$67,823.00	$66,000.00	$133,823.00				$133,823.00	
1	1.2	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$565,557.00	$22,400.00	$587,957.00				$587,957.00	
1	1.3	1.3 Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$537,362.00	$60,200.00	$597,562.00				$597,562.00	
1	1.4	1.4 Instructional Support for Intervention/Small Group Instruction (RTI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools		$3,133,078.00	$252,000.00	$3,385,078.00				$3,385,078.00	
1	1.5	ELA and Math Support for Dually Identified Students	English Learners	Yes	LEA-wide	English Learners	All Schools		$298,570.00	$0.00	$298,570.00				$298,570.00	
1	1.6	Early Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$47,656.00	$0.00	$47,656.00				$47,656.00	
2	2.1	Student Support Representative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$288,016.00	$6,423.00	$294,439.00				$294,439.00	

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
2	2.2	Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$96,730.00	$96,730.00				$96,730.00	
2	2.3	Student Well being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$794,611.00	$12,300.00	$806,911.00				$806,911.00	
2	2.4	Student Attendance and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$576,407.00	$62,000.00	$638,407.00				$638,407.00	
2	2.5	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,756,730.00	$352,755.00	$2,109,485.00				$2,109,485.00	
2	2.6	Provide Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$143,709.00	$0.00	$143,709.00				$143,709.00	
3	3.1	Parent Meeting Flexibility	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$34,500.00	$34,500.00				$34,500.00	
3	3.2	School to Home Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$45,000.00	$45,000.00				$45,000.00	
3	3.3	Parent Partnerships and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
4	4.1	Dual Language Immersion	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Imperial Cross Elementary		$0.00	$16,000.00	$16,000.00				$16,000.00	
4	4.2	Ensure College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Imperial High School		$18,497.00	$11,600.00	$30,097.00				$30,097.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Provide Access to Supplemental Standards-based Course Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,600.00	$25,600.00				$25,600.00	
4	4.4	AVID Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Frank Wright Middle School		$0.00	$56,000.00	$56,000.00				$56,000.00	
4	4.5	Expand Library Hours for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$214,098.00	$12,800.00	$226,898.00				$226,898.00	
4	4.6	Educational Fieldtrips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$34,700.00	$34,700.00				$34,700.00	
4	4.7	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$377,366.00	$0.00	$377,366.00				$377,366.00	
5	5.1	Counseling Services	All	No					$72,283.00	$0.00		$72,283.00			$72,283.00	

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
56,679,385	8,961,155	15.810%	0.000%	15.810%	$9,988,988.00	0.000%	17.624 %	**Total:**	$9,988,988.00
								LEA-wide Total:	$9,298,934.00
								Limited Total:	$587,957.00
								Schoolwide Total:	$102,097.00

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**	1.1 Standards-based Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,823.00	
1	**1.2**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$587,957.00	
1	**1.3**	1.3 Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$597,562.00	
1	**1.4**	1.4 Instructional Support for Intervention/Small Group Instruction (RTI)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools	$3,385,078.00	
1	**1.5**	ELA and Math Support for Dually Identified Students	Yes	LEA-wide	English Learners	All Schools	$298,570.00	
1	**1.6**	Early Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,656.00	
2	**2.1**	Student Support Representative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$294,439.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,730.00	
2	2.3	Student Well being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$806,911.00	
2	2.4	Student Attendance and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$638,407.00	
2	2.5	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,109,485.00	
2	2.6	Provide Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,709.00	
3	3.1	Parent Meeting Flexibility	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,500.00	
3	3.2	School to Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
3	3.3	Parent Partnerships and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
4	4.1	Dual Language Immersion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Imperial Cross Elementary	$16,000.00	
4	4.2	Ensure College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Imperial High School	$30,097.00	
4	4.3	Provide Access to Supplemental Standards-based Course Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,600.00	
4	4.4	AVID Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Frank Wright Middle School	$56,000.00	
4	4.5	Expand Library Hours for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,898.00	

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	4.6	Educational Fieldtrips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,700.00	
4	4.7	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,366.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,884,067.61	$9,133,864.00

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**	1.1 Standards-based Instruction	Yes	$147,692.00	$124,219
1	**1.2**	Support for English Learners	Yes	$338,979.00	$307,624
1	**1.3**	1.3 Academic Coaches	Yes	$599,578.00	$485,295
1	**1.4**	1.4 Instructional Support for Intervention/Small Group Instruction (RTI)	Yes	$3,419,110.61	$3,480,264
1	**1.5**	ELA and Math Support for Dually Identified Students	Yes	$286,445.00	$278,249
1	**1.6**	Early Intervention	Yes	$40,671.00	$45,109
2	**2.1**	Student Support Representative	Yes	$357,819.00	$131,379
2	**2.2**	Positive School Climate	Yes	$107,025.00	$168,360
2	**2.3**	Student Well being	Yes	$649,625.00	$611,973
2	**2.4**	Student Attendance and Safety	Yes	$613,906.00	$617,028
2	**2.5**	Transportation Services	Yes	$2,256,702.00	$1,926,002

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Provide Health Services	Yes	$161,365.00	$158,010
3	3.1	Parent Meeting Flexibility	Yes	$32,548.00	$33,303
3	3.2	School to Home Communication	Yes	$45,000.00	$29,211
3	3.3	Parent Partnerships and Learning	Yes	$5,000.00	0
4	4.1	Dual Language Immersion	Yes	$16,000.00	$12,852
4	4.2	Ensure College and Career Readiness	Yes	$39,689.00	$22,770
4	4.3	Provide Access to Supplemental Standards-based Course Materials	Yes	$68,220.00	$39,254
4	4.4	AVID Implementation	Yes	$56,000.00	$11,504
4	4.5	Expand Library Hours for Students	Yes	$234,889.00	$226,732
4	4.6	Educational Fieldtrips	Yes	$43,495.00	$41,995
4	4.7	Access to Technology	Yes	$364,309.00	$382,731

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)
$7,976,168	$9,883,787.00	$9,133,864.00	$749,923.00	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	1.1 Standards-based Instruction	Yes	$147,692.00	$124,219		
1	1.2	Support for English Learners	Yes	$338,979.00	$307,624.00		
1	1.3	1.3 Academic Coaches	Yes	$599,578.00	$485,295.00		
1	1.4	1.4 Instructional Support for Intervention/Small Group Instruction (RTI)	Yes	$3,418,830.00	$3,480,264		
1	1.5	ELA and Math Support for Dually Identified Students	Yes	$286,445.00	$278,249.00		
1	1.6	Early Intervention	Yes	$40,671.00	$45,109.00		
2	2.1	Student Support Representative	Yes	$357,819.00	$131,379.00		
2	2.2	Positive School Climate	Yes	$107,025.00	$168,360.00		
2	2.3	Student Well being	Yes	$649,625.00	$611,973.00		
2	2.4	Student Attendance and Safety	Yes	$613,906.00	$617,028.00		
2	2.5	Transportation Services	Yes	$2,256,702.00	$1,926,002.00		
2	2.6	Provide Health Services	Yes	$161,365.00	$158,010.00		
3	3.1	Parent Meeting Flexibility	Yes	$32,548.00	$33,303.00		

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	School to Home Communication	Yes	$45,000.00	$29,211.00		
3	3.3	Parent Partnerships and Learning	Yes	$5,000.00	$0.00		
4	4.1	Dual Language Immersion	Yes	$16,000.00	$12,852.00		
4	4.2	Ensure College and Career Readiness	Yes	$39,689.00	$22,770.00		
4	4.3	Provide Access to Supplemental Standards-based Course Materials	Yes	$68,220.00	$39,254.00		
4	4.4	AVID Implementation	Yes	$56,000.00	$11,504.00		
4	4.5	Expand Library Hours for Students	Yes	$234,889.00	$226,732.00		
4	4.6	Educational Fieldtrips	Yes	$43,495.00	$41,995.00		
4	4.7	Access to Technology	Yes	$364,309.00	$382,731.00		

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)
$54,003,492	$7,976,168	0.908%	15.678%	$9,133,864.00	0.000%	16.913%	$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 32627(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 32627(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 32627(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 32627(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 32627(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 32627(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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