

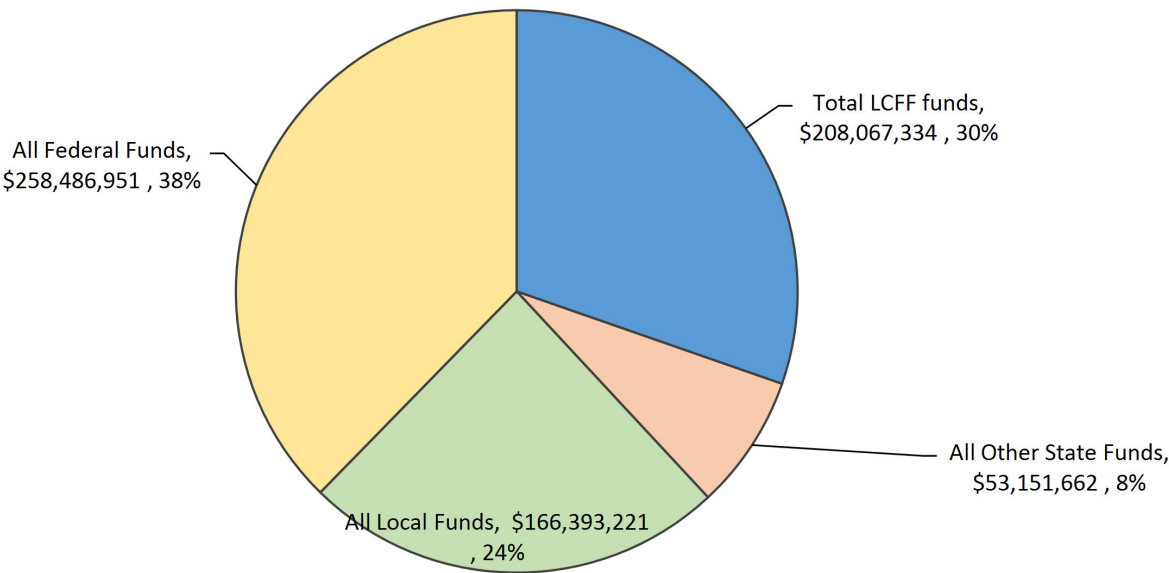
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Los Angeles County Office of Education
CDS Code: 19101990000000
School Year: 2026-27
COE contact information:
Salvador Aquino
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562-922-8976

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



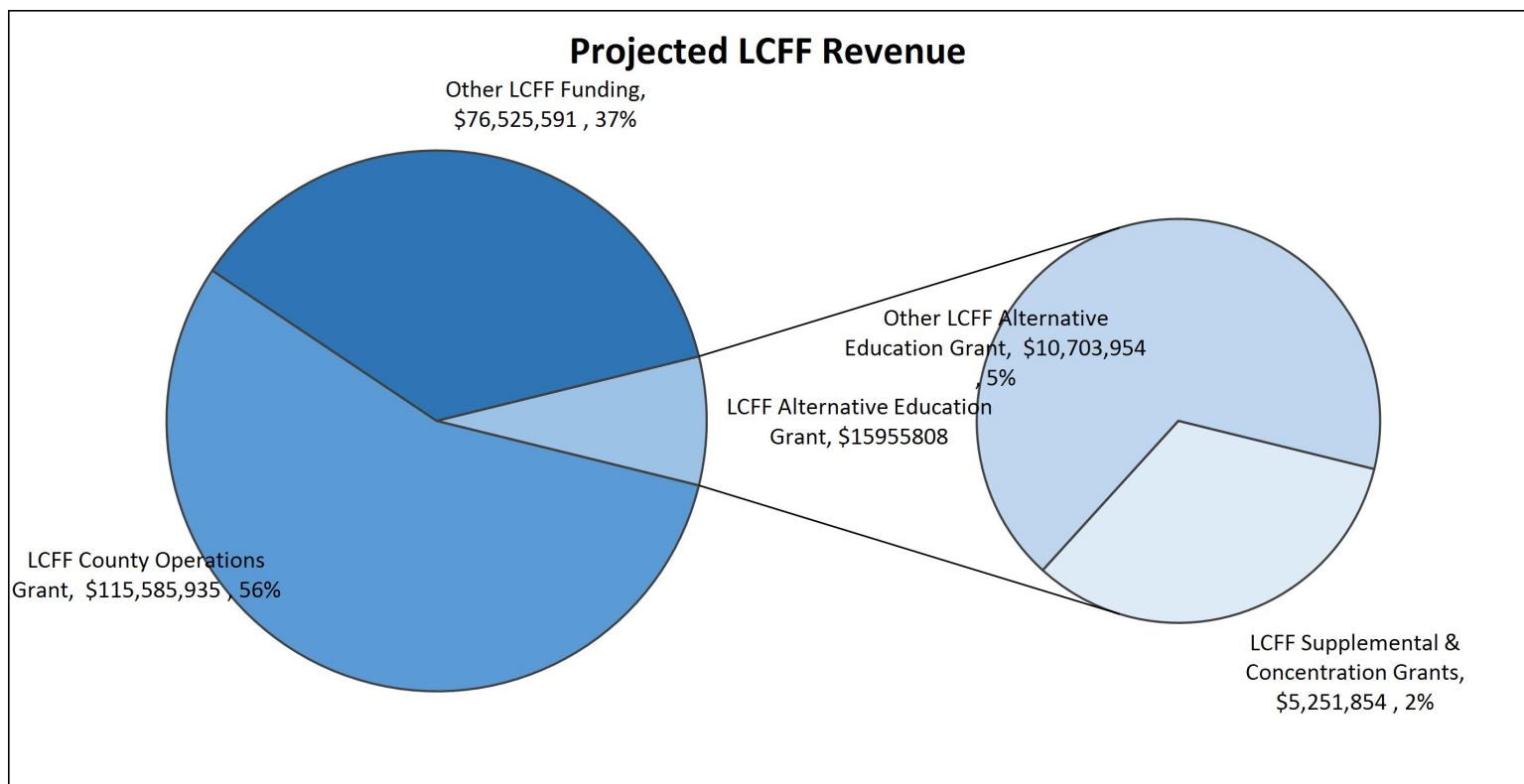
This chart shows the total general purpose revenue Los Angeles County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Angeles County Office of Education is 686,099,168, of which 208,067,334 is Local Control Funding Formula (LCFF), 53,151,662 is other

state funds, 166,393,221 is local funds, and 258,486,951 is federal funds.

Of the \$53,151,662 attributed to All Other State Funds, \$2,039,370 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

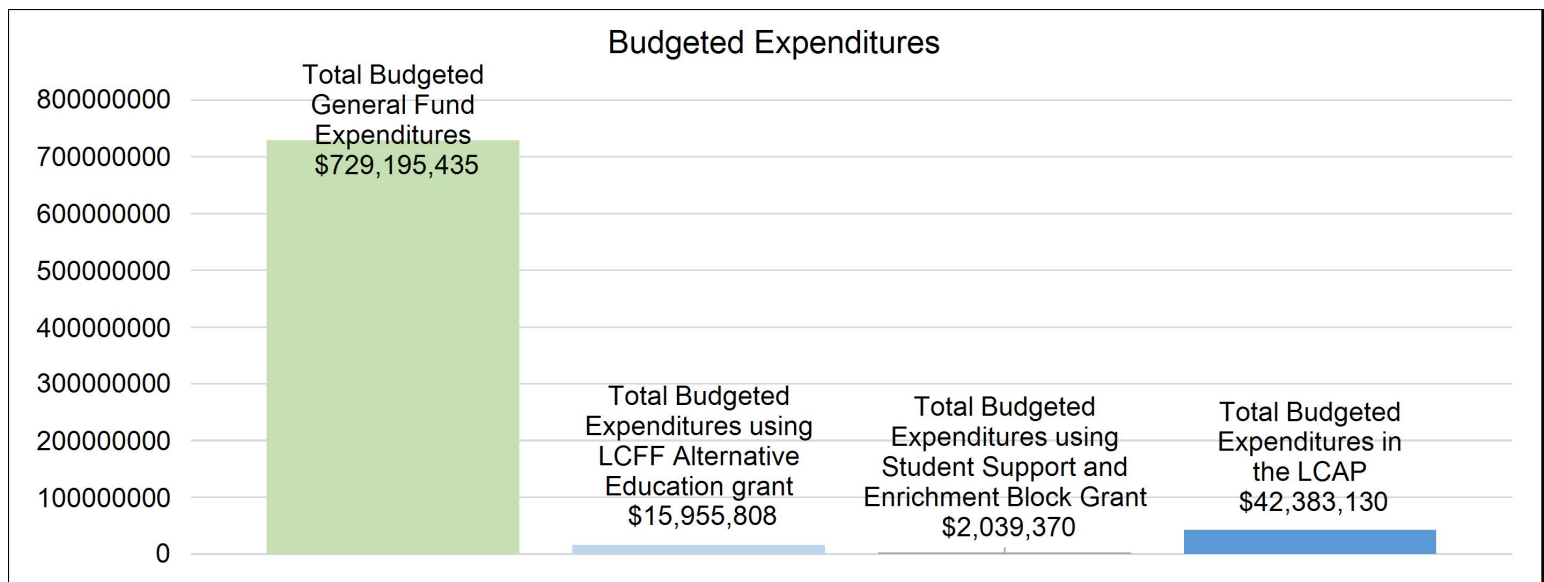


This chart shows the LCFF revenue Los Angeles County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Los Angeles County Office of Education is \$208,067,334, of which \$115,585,935 is attributed to the LCFF County Operations Grant, \$15,955,808 is attributed to the LCFF Alternative Education Grant, and \$76,525,591 is other LCFF funds. Of the \$15,955,808 attributed to the LCFF Alternative Education Grant, \$5,251,854 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Differentiated Assistance is included in LCFF Funds.

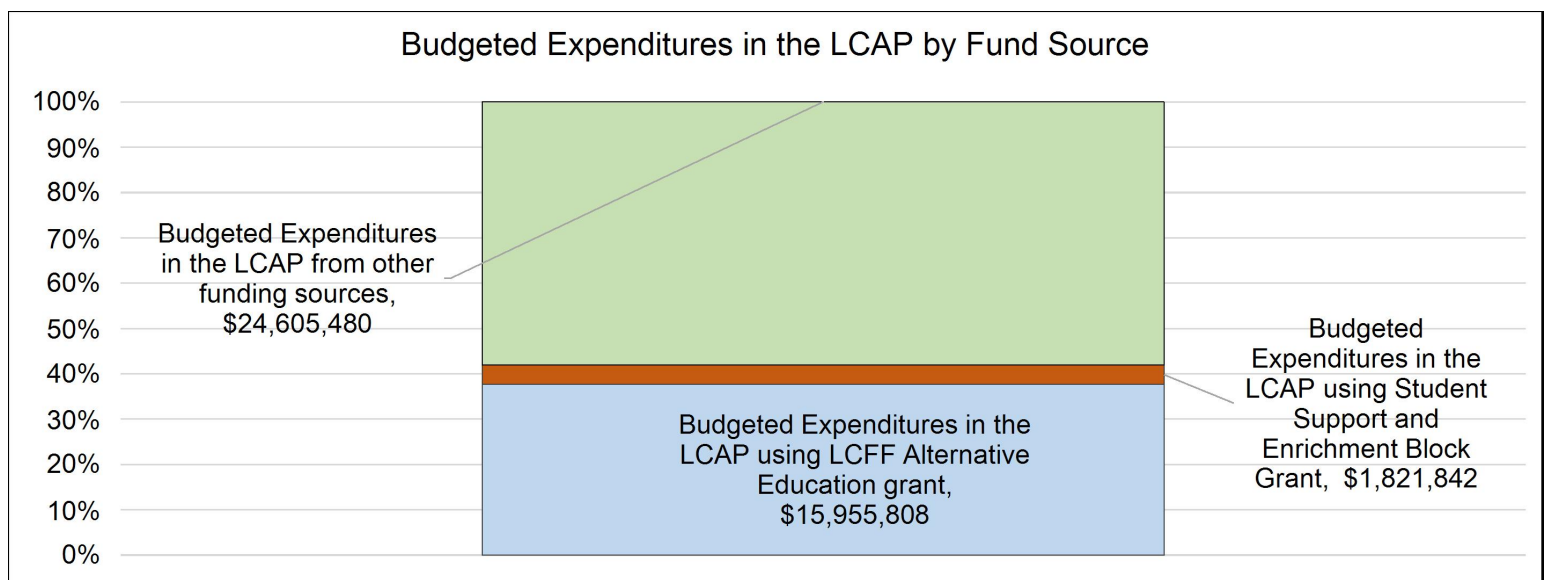
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Los Angeles County Office of Education 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: Los Angeles County Office of Education plans to spend \$729,195,435 for the 2026-27 school year. Of that amount, \$15,955,808 is attributed to the Alternative Education Grant and \$2,039,370 is attributed to the Student Support and Enrichment Block Grant. \$686,812,305 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

As a County Office of Education, services are provided to local districts in addition to county administered programs. These services are paid using the county office General Funds. This includes programs such as the Superintendent's Office, Communications, Office of General Counsel, Grant Development Office, Board of Education, Personnel Commission, Assistant Superintendent's Office, School Financial Services, parts of Controller's Office and Facilities, and parts of Technology Services. These General Fund Budgeted Expenditures are not included in the Local Control and Accountability Plan. Indirect and Admin Costs not included in LCAP.



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

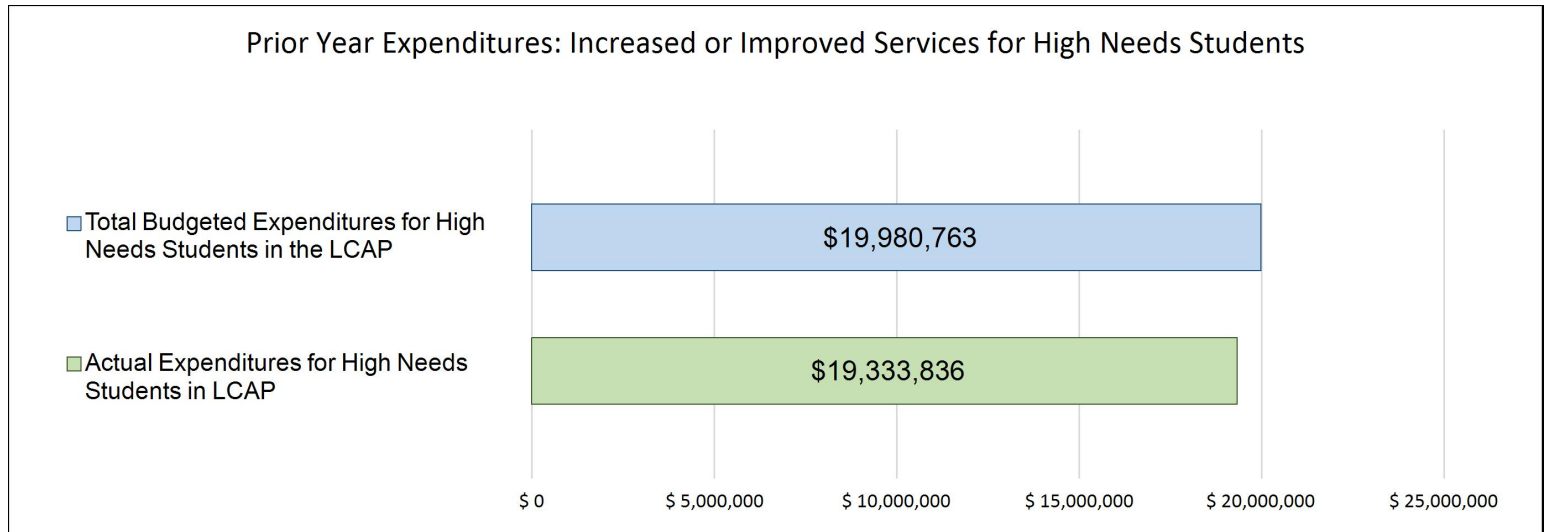
The text description of the above chart is as follows: Los Angeles County Office of Education plans to spend \$42,383,130 on actions/services in the LCAP. Of those funds, \$15,955,808 is attributed to the Alternative Education Grant and \$1,821,842 is attributed to the Student Support and Enrichment Block Grant.

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

In 2026-27, Los Angeles County Office of Education is projecting it will receive 5,251,854 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend 5,574,075 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 Los Angeles County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Angeles County Office of Education 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, Los Angeles County Office of Education's LCAP budgeted 19,980,763 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent 19,333,836 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of 646,927 had the following impact on Los Angeles County Office of Education's ability to increase or improve services for high needs students:

The overall impact on increased and improved services for unduplicated pupils was partially affected as students continued to receive attendance supports, chronic absenteeism interventions, and targeted student services. However, staffing vacancies limited the District's ability to fully implement the scope of support originally planned.

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
Los Angeles County Office of Education	Salvador Aquino Executive Director	Aquino_sal@lacoed.edu 562-922-8976

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.

The Los Angeles County Office of Education (LACOE) Educational Programs Division provides educational services to some of the most vulnerable, highly mobile, and historically underserved student populations across Los Angeles County. As one of the largest regional educational agencies in the nation, LACOE plays a critical role in ensuring equitable access to high-quality instruction, comprehensive student supports, and pathways to college, career, and community reintegration for youth served through alternative education settings. LACOE Educational Programs serves an average daily population of approximately 1,549 students in grades 7–12 across a diverse network of juvenile court schools, our county community school, and two specialized high schools. The division operates nine schools and programs designed to meet the unique academic, behavioral, social-emotional, and transition needs of students who often face significant barriers to educational success, including justice involvement, homelessness, foster care placement, interrupted schooling, trauma, and chronic absenteeism.

The student population reflects the diversity and complexity of Los Angeles County, including 6.9% English Learners, 18.1% Students with Disabilities, and 49.3% Socioeconomically Disadvantaged students. Student demographics include 55.1% Latino/Hispanic students, 13% Black/African American students, 13% White students, 5.8% Asian students, 5.4% students identifying as two or more races, and smaller populations of American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students.

Through a comprehensive, equity-centered approach, Los Angeles County Office of Education Educational Programs is committed to creating safe, supportive, and academically rigorous learning environments that promote resilience, restoration, student engagement, and

long-term success. The division integrates academic instruction, mental health supports, career readiness opportunities, transition planning, and community partnerships to ensure students are prepared to successfully re-engage with their schools, communities, postsecondary education, and future careers.

In addition to its alternative education programs, Los Angeles County Office of Education also operates nationally recognized specialized high schools that provide rigorous college-preparatory and career-focused educational opportunities for students throughout Los Angeles County. These include Los Angeles County High School for the Arts (LACHSA), a nationally acclaimed arts conservatory high school located on the campus of California State University, Los Angeles, and International Polytechnic High School (IPoly), an award-winning project-based learning high school located on the campus of California State Polytechnic University, Pomona. Together, these schools reflect LACOE's commitment to innovation, academic excellence, creativity, civic engagement, and college and career readiness across diverse educational settings.

JUVENILE COURT SCHOOLS

Los Angeles County Office of Education administers the largest Juvenile Court Schools (JCS) system in the United States. The Juvenile Court Schools program is designed to provide continuity of education and individualized support for justice-involved youth residing in juvenile halls, camps, and Secure Youth Treatment Facilities (SYTF). The program's mission is to ensure students make meaningful academic progress, meet graduation requirements, and develop the skills necessary to successfully transition into college, career pathways, and their communities.

LACOE's Juvenile Court Schools implement the award-winning Road to Success Academy (RTSA) instructional model, specifically designed to address the academic and social-emotional needs of justice-involved youth. RTSA utilizes interdisciplinary, project-based learning experiences that integrate academic instruction, career exploration, restorative practices, and social-emotional development. The model emphasizes student voice, relationship-centered practices, self-efficacy, and opportunities for positive behavioral growth while promoting educational engagement and long-term student success.

Los Padrinos Juvenile Hall

Los Padrinos Juvenile Hall serves predisposition youth in Los Angeles County and provides educational programming designed to support academic achievement, behavioral growth, and successful transition planning. The school implements structured instructional programs, intervention supports, and restorative practices aligned to the needs of justice-involved youth. During the 2024–25 school year, Los Padrinos Juvenile Hall served 201 students. The student population is as follows:

- 100% Socioeconomically Disadvantaged (SED)
- 45.8% Students with Disabilities (SWD)
- 15.4% English Learners (ELs)
- 6.0% Experiencing Homelessness (H)
- 22.4% Foster Youth (FY)

Barry J. Nidorf

Barry J. Nidorf Secure Youth Treatment Facility serves youth participating in secure track programming and provides specialized educational

services designed to support academic progress, social-emotional development, and successful reintegration. During the 2025–26 school year, Barry J. Nidorf Secure Youth Treatment Facility served 62 students. The student population is as follows:

- 100% Socioeconomically Disadvantaged (SED)
- 40.3% Students with Disabilities (SWD)
- 27.4% English Learners (ELs)
- 0% Experiencing Homelessness (H)
- 3.2% Foster Youth (FY)

The facility provides targeted educational programming and coordinated support services designed to promote academic achievement, behavioral growth, and transition readiness.

Road to Success Academy (RTSA) Kilpatrick

During the 2025–26 school year, Road to Success Academy (RTSA) Kilpatrick served 44 students. The student population is as follows:

- 100% Socioeconomically Disadvantaged (SED)
- 54.5% Students with Disabilities (SWD)
- 4.5% English Learners (ELs)
- 4.5% Experiencing Homelessness (H)
- 45% Foster Youth (FY)

Los Angeles County Office of Education operates three camp-based educational programs serving justice-involved youth across Los Angeles County.

- Afflerbaugh–Paige Camp in La Verne
- Glenn Rockey Camp in San Dimas
- Dorothy Kirby School in Commerce

Camp schools provide structured educational environments designed to support academic achievement, social-emotional development, rehabilitation, and successful reintegration through standards-aligned instruction, counseling services, and transition planning.

Afflerbaugh–Paige Camp

During the 2025–26 school year, Afflerbaugh–Paige Camp served students in a structured camp-based educational setting. The student population is as follows:

- 100% Socioeconomically Disadvantaged (SED)
- 41.5% Students with Disabilities (SWD)
- 0% Homeless (H)
- 26.4% Foster Youth (FY)
- 17% English Learners (ELs)

Dorothy Kirby School

During the 2025–26 school year, Dorothy Kirby School served students in a camp-based educational program designed to support justice-involved youth. The student population is as follows:

- 100% Socioeconomically Disadvantaged (SED)
- 61% Students with Disabilities (SWD)
- 0% Homeless (H)
- 34.3% Foster Youth (FY)
- 11.6% English Learners (ELs)

Glenn Rockey Camp

During the 2025–26 school year, Glenn Rockey Camp served students in a camp-based educational setting focused on academic achievement and student support. The student population is as follows:

- 100% Socioeconomically Disadvantaged (SED)
- 41.7% Students with Disabilities (SWD)
- 0% Homeless (H)
- 16.7% Foster Youth (FY)
- 16.7% English Learners (ELs)

These camp school programs provide continuity of education and coordinated support services for students in custody while promoting academic progress, personal growth, and preparation for postsecondary opportunities.

Renaissance Principal Administrative Unit (PAU)

Renaissance PAU is an alternative education system that includes several County Community Schools (CCS) and Independent Study (IS) programs across LA County. The goal is to meet the educational needs of students who are unable to attend traditional public-school settings, because they have been expelled, are on probation, are experiencing homelessness, or face significant barriers that impact educational success. Enrollment may also be initiated by parents or guardians seeking a more supportive and individualized educational environment for their children. These settings provide structured academic programs, intervention supports, and enrichment opportunities designed to foster academic achievement, student engagement, and personal growth in safe and supportive learning environments.

LACOE currently operates the following County Community Schools:

- Boys Republic of Monrovia (Monrovia)
- Jonas Salk (Hawthorne)
- Mujeres y Hombres Nobles CCS (Monterey Park)

Independent Study programs are also available at:

- Jonas Salk/La Brea IS (Hawthorne)
- Mujeres y Hombres Nobles CCS (Monterey Park)

During the 2025–26 school year, Renaissance County Community Schools, operating as a Principal’s Administrative Unit, served 122 students. The student population is as follows:

- 22.1% English Learners
- 10.8% Long-Term English Learners
- 8.2% Students with Disabilities
- 13.9% Homeless
- 4.1% Foster Youth
- 77.9% Socioeconomically Disadvantaged

These schools are committed to providing equitable access to education, individualized intervention, transition support, and pathways to college and career readiness for students facing significant barriers to academic success.

SPECIALIZED SCHOOLS

Los Angeles County Office of Education operates two specialized high schools recognized for academic excellence, innovation, and high graduation outcomes.

Los Angeles County High School for the Arts (LACHSA)

Los Angeles County High School for the Arts offers a unique educational experience that combines rigorous college-preparatory academics with conservatory-style training in the visual and performing arts. Established in 1985, this tuition-free public high school is operated by LACOE in partnership with California State University, Los Angeles and is located on the university campus.

LACHSA has received national recognition for excellence in arts education and academic achievement, including the Golden Bell Award, Grammy Signature School designation, Bravo Award, and Exemplary School designation by the Arts Schools Network. The school has also been recognized by Newsweek Magazine as one of “America’s Best High Schools” and by NICHE as the top public high school for the arts in the nation.

The school serves 551 culturally and socioeconomically diverse students representing more than 80 school districts throughout Los Angeles County. Admission is competitive and based on academic performance, attendance, behavior, and a juried audition or portfolio review process across six artistic disciplines.

Student demographics at LACHSA include:

- 20% Socioeconomically Disadvantaged (SED)
- 9.1% Students with Disabilities (SWD)
- 0.5% Homeless (H)

- 0% Foster Youth (FY)
- 0.5% English Learners (ELs)

International Polytechnic High School (IPoly)

International Polytechnic High School is a specialized public high school operated by Los Angeles County Office of Education in partnership with California State Polytechnic University, Pomona. The school provides a rigorous project-based learning environment emphasizing interdisciplinary instruction, global awareness, civic responsibility, and collaborative problem-solving.

IPoly offers students a personalized educational experience designed to prepare them for postsecondary success through thematic instruction, real-world application, leadership development, and community engagement. The school's partnership with Cal Poly Pomona and the College of Education and Integrative Studies supports its commitment to college and career readiness through innovative instructional practices.

In 2024, IPoly was recognized as a California Distinguished School based on its performance on the California School Dashboard. Admission is selective and requires a minimum two-year GPA of 2.5. Students are selected through an admissions review process designed to maintain a diverse and academically motivated student population representing more than 40 cities throughout Los Angeles County.

As of the 2024–25 school year, IPoly enrolled 498 students. Student demographics include:

- 29% Socioeconomically Disadvantaged (SED)
- 3.3% Students with Disabilities (SWD)
- 1.5% Homeless (H)
- 0% Foster Youth (FY)
- 1.3% English Learners (ELs)

Supplemental Funding

Los Angeles County Office of Education utilizes a variety of state and federal supplemental funding sources, including Equity Multiplier funding, Comprehensive Support and Improvement (CSI) funding, Student Support and Enrichment Block Grant (SSEBG) funds, and Learning Recovery Emergency Block Grant (LREBG) funds, to support students enrolled across Juvenile Court Schools, County Community Schools, Specialized Schools, and other alternative education settings.

These funding sources are intended to provide additional support and expanded educational opportunities aligned with the unique needs of the students served throughout LACOE Educational Programs. Supplemental funds support efforts focused on academic achievement, student engagement, school climate, wellness, intervention services, college and career readiness, transition services, enrichment opportunities, and continuous improvement initiatives.

The following supplemental funding sources support schools within LACOE Educational Programs:

Student Support and Enrichment Block Grant (SSEBG)

- All schools

Learning Recovery Emergency Block Grant (LREBG)

- All schools

Equity Multiplier Schools

- Los Padrinos Juvenile Hall
- Barry J. Nidorf Secure Youth Treatment Facility
- Road to Success Academy (RTSA) Kilpatrick
- Afflerbaugh Camp
- Glenn Rockey Camp
- Dorothy Kirby School

-Renaissance County Community Schools

Comprehensive Support and Improvement (CSI)

- Afflerbaugh–Paige Camp
- Renaissance County Community Schools

These investments support Los Angeles County Office of Education’s continued commitment to educational equity, access, and the implementation of comprehensive systems of support designed to improve outcomes for students served in high-need and alternative education settings.

The diversity of programs and student populations served throughout LACOE Educational Programs requires a comprehensive and differentiated approach to instruction, intervention, student support, and continuous improvement. The goals, actions, and expenditures outlined throughout this LCAP are designed to address the unique academic, behavioral, social-emotional, and transition needs of students across alternative education and specialized school settings.

Reflections: Annual Performance

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

SECTION 1: REFLECTION OF THE 2025 CALIFORNIA DASHBOARD, CAASPP ANALYSIS, AND LOCAL DATA

Los Angeles County Office of Education (LACOE) Educational Programs conducted a comprehensive review of the 2025 California School Dashboard, as well as the CAASPP results, and the STAR Reading and Mathematics assessments. The review included analysis across Juvenile Court Schools, Renaissance County Alternative Schools, Specialized Schools, and Equity Multiplier school sites, with particular

attention to student groups identified for differentiated support.

The 2025 Dashboard results reflect both areas of progress and ongoing challenges. While several indicators demonstrated improvement compared to prior years, including graduation outcomes, attendance, literacy achievement, and college and career readiness measures, significant performance gaps remain for several student groups, particularly Students with Disabilities, Foster Youth, English Learners, Long-Term English Learners, Homeless students, African American students, Hispanic students, and Socioeconomically Disadvantaged students. Historical Dashboard data from 2023 and 2024, along with local assessment data, were used to provide context for understanding trends and measuring progress over time.

The findings from this review directly informed the development of the 2026–27 Local Control and Accountability Plan (LCAP), including the identification of priorities, goals, actions, and expenditures designed to address areas of need and sustain areas of growth.

****Successes and Areas of Growth**

Analysis of the 2023–2025 California School Dashboard demonstrates notable improvements across several indicators. Graduation outcomes improved for many student groups, reflecting the impact of expanded credit recovery opportunities, individualized graduation planning, transition services, and targeted student supports. Districtwide graduation rates increased from 68.7 percent to 76.8 percent, with improvements observed among Students with Disabilities, Foster Youth, English Learners, African-American Students, Hispanic, Homeless, and Socioeconomically Disadvantaged students.

College and Career Indicator (CCI) outcomes also improved during this period. Districtwide A-G completion rates increased from 54.6 percent to 61.5 percent, and Career Technical Education and workforce readiness opportunities expanded across multiple programs. OSHA certification completion rates exceeded established targets achieving 65% completion amongst students participating in CTE pathways. In addition, Advanced Placement examination performance at Los Angeles County High School for the Arts increased from 76% to 83% percent.

Attendance and engagement indicators also demonstrated improvement. Overall attendance rates increased from 86.62 % in 2023 to 91.93% in 2025, while chronic absenteeism declined among several student groups. Compared to 2023, chronic absenteeism rates declined for Hispanic students (from 33.6% in 2023 down to 22% in 2025), Socioeconomically Disadvantaged students (from 36% in 2023 down to 25.5% in 2025), and Students with Disabilities (from 36% in 2023 down to 18% in 2024), reflecting the effectiveness of attendance monitoring, family outreach, transition services, and student engagement strategies.

Academic achievement data reflected growth across several indicators. Districtwide CAASPP English Language Arts performance increased from 50.35% to 59.21%, with notable gains among Socioeconomically Disadvantaged students (+8.72), English Learners (+3.96), and students enrolled at Los Angeles County High School for the Arts (+15.89) and International Polytechnic High (+1.3). English Language Arts achieved Green performance status (from Yellow2 in 2023).

Mathematics achievement demonstrated measurable growth between the 2022–23 and 2024–25 CAASPP administrations across several student groups and school settings. Districtwide performance increased from 25.0% to 30.2% of students meeting or exceeding standards,

representing a gain of more than five percentage points. Performance among Socioeconomically Disadvantaged students improved from 11.5% to 17.2%, while English Learners increased from 0 percent to 3.6 percent meeting or exceeding standards. Significant growth was also observed at Los Angeles County High School for the Arts (LACHSA), where performance increased from 30.5% to 42.3%, demonstrating substantial improvement in mathematics achievement. Although International Polytechnic High School (IPOLY) experienced a slight decline from 52.4 percent to 50.9 percent, performance remained well above the district average. Renaissance County Alternative Schools also demonstrated improvement, increasing from 1.5% to 7.3% meeting or exceeding standards. While overall mathematics performance remains an area of need, these results indicate positive progress in academic achievement and suggest that targeted instructional supports and intervention strategies are contributing to improved outcomes for several student groups and school programs.

English Learner outcomes also demonstrated areas of growth. Reclassification rates increased from 9.8% to 13.5%. Additionally, ELPI performance improved substantially between 2023 and 2024, with districtwide ELPI moving from Orange to Green. Although challenges remain, this improvement reflects the impact of expanded language acquisition supports, instructional interventions, and targeted monitoring of multilingual learners.

Additional progress was observed through local assessment measures, including STAR Reading and Mathematics data, which demonstrated growth across several student groups, particularly in reading achievement among Hispanic/Latino students, Foster Youth, and students experiencing homelessness.

LACOE Educational Programs also maintained full implementation of standards-aligned instructional materials and continued to provide professional development aligned to academic standards, instructional practices, wellness, and social-emotional learning supports.

****Ongoing Challenges and Areas of Need**

Despite these successes, the 2025 Dashboard continues to identify several significant areas requiring focused attention. Mathematics remains one of the most significant challenges across Educational Programs. While some schools demonstrated improvement, districtwide Mathematics performance remained in the Red performance category. Students with Disabilities, Socioeconomically Disadvantaged students, English Learners, Long-Term English Learners, Foster Youth, and Hispanic students continue to perform significantly below state standards. Mathematics outcomes remain particularly concerning within alternative education settings where students frequently enter with substantial instructional gaps and interrupted educational histories.

Suspension rates continue to represent the most persistent area of concern across the organization. While efforts to implement restorative practices and trauma-informed supports have expanded, suspension rates remained in the Red performance category for multiple student groups and school sites in 2025. Districtwide, Students with Disabilities, Foster Youth, African American students, Long-Term English Learners, Homeless students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students continue to experience disproportionately high suspension rates.

Several Equity Multiplier schools demonstrated particularly significant suspension concerns. Los Padrinos Juvenile Hall generated Red performance levels across nearly all reported student groups, including Students with Disabilities, Foster Youth, African American students, English Learners, Long-Term English Learners, Homeless students, Hispanic students, and Socioeconomically Disadvantaged students.

Barry J. Nidorf, Dorothy Kirby, and Afflerbaugh also demonstrated elevated suspension outcomes among Students with Disabilities.

The 2025 Dashboard also identified new academic concerns at several Equity Multiplier schools. Los Padrinos generated Red performance levels in English Language Arts, Mathematics, Graduation Rate, College and Career Indicator, and English Learner Progress Indicator. Renaissance generated Red performance in Mathematics and College and Career readiness outcomes, while Afflerbaugh demonstrated Red performance in Graduation Rate and College and Career Indicator outcomes.

English Learner outcomes remain an ongoing area of need. While reclassification rates improved and ELPI performance improved between 2023 (Orange) and 2024 (Green), districtwide ELPI declined to Red status in 2025. English Learners and Long-Term English Learners continue to experience lower outcomes in English Language Arts, Mathematics, Graduation Rate, and College and Career readiness. These findings indicate the need for continued investment in multilingual learner supports, designated and integrated English Language Development, and targeted interventions for Long-Term English Learners.

Chronic absenteeism also remains a challenge, particularly among Foster Youth (Red) and students enrolled in Renaissance County Community Schools and alternative education programs. Student mobility, housing instability, probation involvement, transportation barriers, and interrupted enrollment continue to impact attendance and educational continuity.

School climate and connectedness data similarly indicate continued need for expanded behavioral supports, restorative practices, mental health services, family engagement efforts, and student wellness initiatives. Educational partner feedback consistently identified the importance of strengthening student engagement, increasing access to counseling services, and expanding individualized supports for students experiencing trauma and instability.

****Implications for the 2026–27 LCAP**

The review of Dashboard, CAASPP, STAR, attendance, graduation, and local performance data directly informed the development of the 2026–27 LCAP goals, actions, and expenditures. The identified needs will result in continued investments in academic intervention, Educational Support Specialists, counseling and transition services, restorative practices, behavioral intervention supports, English Learner services, attendance improvement strategies, college and career readiness programming, and Equity Multiplier initiatives. Particular emphasis will be placed on supporting schools and student groups identified in Red or Very Low performance categories, including Los Padrinos, Barry J. Nidorf, Dorothy Kirby, Afflerbaugh, and Renaissance. Through targeted actions and data-informed decision-making, LACOE Educational Programs will continue focusing resources on improving academic achievement, reducing suspensions, increasing graduation and college/career readiness outcomes, strengthening English Learner performance, and ensuring all students have access to the supports necessary for long-term educational success.

SECTION 2: RED PERFORMANCE ON THE 2023 CALIFORNIA DASHBOARD TO BE ADDRESSED THROUGHOUT THIS LCAP CYCLE

It is important to note that most of our student groups and school sites received a No Performance Color (NPC) on the California Dashboard. This occurs when there is insufficient data to calculate both Status and Change, which are required to assign a Dashboard performance

color. This is common among alternative education settings and student groups with small enrollment counts, high mobility rates, or limited assessment participation.

Although a Dashboard color is not generated and, in some cases, data are not publicly reported, our commitment to continuous improvement remains unchanged. Within our Juvenile Court Schools and Renaissance County Alternative School, we intentionally analyze student outcomes and implement supports as though these student groups were performing in the Red performance level. This approach ensures that we maintain a sense of urgency, focus resources where they are most needed, and continue to address achievement gaps through targeted interventions and supports designed to improve outcomes for all students.

(1) ENGLISH LANGUAGE ARTS (ELA)

RED Performance

-District-wide: None

-Schools: None identified as Red on the 2023 California Dashboard

-Groups Within a School: None identified as Red on the 2023 California Dashboard

-Implications for LCAP: Action 3.2 (Reclassification); Action 3.3 (Interventions); Action 3.6 (Dissemination of Data); Action 3.7 Instruction; Action 3.11 (Assessments); Action 3.12 (Data Chats Continuous Improvement); Action 3.13 (Professional Development; Action 3.14 (Culturally Responsive Pedagogy); 3.15 (Students with Disabilities)

(2) MATHEMATICS

RED Performance

-District-wide: None

-Schools: None identified as Red on the California Dashboard

-Groups Within a School: None identified as Red on the 2023 California Dashboard

-Implications for LCAP: Action 3.2 (Reclassification); Action 3.3 (Interventions); Action 3.6 (Dissemination of Data); Action 3.7 Instruction; Action 3.11 (Assessments); Action 3.12 (Data Chats Continuous Improvement); Action 3.13 (Professional Development; Action 3.14 (Culturally Responsive Pedagogy); 3.15 (Students with Disabilities)

(3) CHRONIC ABSENTEEISM

RED Performance

-District-wide: LACOE; Socioeconomically Disadvantaged (SED)

-Schools: None

-Groups Within a School: None of the student groups at the schools appear Red.

-Implications for LCAP: Action 2.4 (Attendance); Action 2.5 (Chronic Absenteeism)

(4) SUSPENSION RATE

RED Performance

-District-wide: LACOE; Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); Foster Youth (FY); African-American Students (AA); Two or More Races

-Schools: Kirby and Rockey

-Groups Within a School: Kirby ->Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); Foster Youth (FY); Hispanic

(H); African-American (AA); BJ Nidorf ->Foster Youth (FY); Students with Disabilities; African-American (AA)

Afflerbaugh: Students with Disabilities (SWD)

-Implications for LCAP: Action 2.2 (Positive Behavior Intervention System -PBIS); Action 2.3 (Mental Health Support); Action 3.4 (Expelled Youth)

(5) GRADUATION RATE

RED Performance

-District-wide: Socioeconomically Disadvantaged Students (SED); Students with Disabilities (SWD); Foster Youth (FY); Hispanic Students (H); English Learners (ELs); African American Students (AA); Homeless Students (Hom)

-Schools: Renaissance

-Groups Within a School: Hispanic and Socioeconomically Disadvantaged Students (SED) at Renaissance; Hispanic Students at Afflerbaugh-Paige

-Implications for LCAP: Actions 1.2 (Graduation Support); Action 3.10 (Homeless Students); Action 3.5 (Foster Youth)

(6) COLLEGE AND CAREER INDICATOR (CCI)

RED Performance

-District-wide: Students with Disabilities (Very Low); Foster Youth (Very Low); English Learners (Very Low); African American Students (Very Low); Homeless Students (Very Low)

-Schools: Barry J. Nidorf (Very Low); Kirby (Very Low); Afflerbaugh-Paige (Very Low); Renaissance (Very Low)

-Groups Within Schools: Socioeconomically Disadvantaged Students at Barry J. Nidorf, Kirby, Afflerbaugh-Paige, Renaissance; and Hispanic Students at Renaissance

-Implications for LCAP: Action 1.3 (College Courses); 1.4 (Access to Courses)

(7) ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

RED Performance

-District-wide: None

-Schools: Renaissance (English Learners Red)

-Implications for LCAP: Action 3.1 (Basic Services for English Learners) and Action 3.2 (Reclassification)

Reflections: Technical Assistance

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

Technical Assistance

Los Angeles County Office of Education has been identified for Differentiated Assistance based on the 2025 California School Dashboard results. This designation reflects the need for targeted support in addressing persistent performance challenges among specific student groups across multiple state priority areas.

Analysis of the 2025 California School Dashboard identified several schools, student groups, and student groups within schools performing in the lowest performance level on one or more state indicators. These identified areas continue to guide the development of targeted goals, actions, and expenditures within the 2026–27 Local Control and Accountability Plan (LCAP), including supports aligned to Equity Multiplier, Learning Recovery Emergency Block Grant (LREBG), and Comprehensive Support and Improvement (CSI) requirements.

Identified Areas of Need

LACOE was identified for technical assistance due to the lowest performance levels in two or more state indicators for the following student groups:

- All Students: Suspension Rate and Mathematics
- African American Students: Graduation Rate, Suspension Rate, and College/Career Readiness
- Foster Youth: Graduation Rate, English Language Arts, Mathematics, and College/Career Readiness
- Homeless Students: Suspension Rate, Graduation Rate, and College/Career Readiness
- Students with Disabilities: Graduation Rate, English Language Arts, and Mathematics
- Socioeconomically Disadvantaged Students: Graduation Rate, Suspension Rate, English Language Arts, and Mathematics
- English Learners: Graduation Rate, English Language Arts, and Mathematics
- Long-Term English Learners: Graduation Rate, English Language Arts, Mathematics, and College/Career Readiness
- Lowest Performance Levels on the 2025 California School Dashboard

Schools

The following schools were identified as performing in the lowest performance level on one or more state indicators:

Dorothy Kirby School: Suspension Rate

Renaissance County Community Schools: English Learner Progress and Graduation Rate

Student Groups

The following student groups were identified as performing in the lowest performance level on one or more state indicators:

- English Learners: Graduation Rate and College/Career Readiness
- Foster Youth: Suspension Rate, Graduation Rate, College/Career Readiness, English Language Arts, and Mathematics
- Homeless Students: Graduation Rate, College/Career Readiness, and Suspension Rate
- Socioeconomically Disadvantaged Students: English Language Arts, Mathematics, Suspension Rate, and Graduation Rate
- Students with Disabilities: Graduation Rate, English Language Arts, and Mathematics
- Black/African American Students: Suspension Rate, Graduation Rate, College/Career Readiness, English Language Arts, and Mathematics
- Hispanic Students: Suspension Rate and Mathematics
- Long-Term English Learners: Graduation Rate, English Language Arts, Mathematics, and College/Career Indicator

Student Groups Within Schools

The following student groups within schools were identified as performing in the lowest performance level on one or more state indicators:

Afflerbaugh–Paige Camp

Suspension Rate: African American Students

Graduation Rate: Socioeconomically Disadvantaged Students and Hispanic Students

Dorothy Kirby School

Suspension Rate: Foster Youth, Students with Disabilities, African American Students, Socioeconomically Disadvantaged Students, and Hispanic Students

Barry J. Nidorf Secure Youth Treatment Facility

Suspension Rate: Socioeconomically Disadvantaged Students, Students with Disabilities, African American Students, and Hispanic Students

Graduation Rate: Socioeconomically Disadvantaged Students

Renaissance County Community Schools

Graduation Rate: Socioeconomically Disadvantaged Students and Hispanic Students

College/Career Indicator: Socioeconomically Disadvantaged Students and Hispanic Students

The identified performance indicators continue to inform the implementation of targeted interventions, expanded student supports, restorative practices, academic interventions, transition services, and continuous improvement efforts outlined throughout the LCAP. Goal 4, Equity Multiplier actions, and additional supplemental supports are specifically designed to address the identified needs of schools and student groups performing in the lowest performance levels on the California School Dashboard.

Support Provided

During the 2025–26 school year, LACOE partnered with the Orange County Department of Education to provide technical assistance focused on building administrative capacity, analyzing performance data, and identifying root causes of underperformance. Key activities included:

- Reviewing school status and performance data

- Conducting initiative mapping and data analysis

- Supporting school teams in revising School Plans for Student Achievement (SPSAs)

- Developing targeted action plans to address the needs of the lowest-performing student groups

The Differentiated Assistance Support (DAS) Team, composed of site-level educators and central office staff, utilized a continuous improvement planning process to support data analysis, root cause identification, and the development of actionable strategies aligned with LCAP goals and identified student needs.

Focus Areas and Outcomes

LACOE's performance review identified areas of both progress and continued need across academic and student outcome indicators. Improvements were observed in English Language Arts proficiency and College and Career Readiness outcomes. While prior Dashboard data reflected growth in English Learner progress, more recent data identified continued areas of need among Long-Term English Learners and multilingual learner performance indicators. At the same time, Mathematics achievement and literacy performance among several student groups continue to require focused intervention and instructional support.

To address these identified needs, LACOE continued implementing professional development and instructional support initiatives focused on standards-based instruction, literacy development, support for multilingual learners, and strategies designed to improve outcomes for students with disabilities and other historically underserved student groups.

Next Steps

LACOE Educational Programs will continue strengthening assessment systems, instructional supports, data-informed decision-making practices, and targeted intervention strategies designed to improve student outcomes and close achievement gaps identified through state and local performance indicators. Ongoing efforts will continue to focus on increasing student participation in state assessments, strengthening instructional practices, expanding student engagement supports, and refining systems aligned to continuous improvement processes.

Through sustained technical assistance, educational partner collaboration, and ongoing implementation of targeted supports, LACOE will continue working to improve equitable outcomes for students across Juvenile Court Schools, County Community Schools, and Specialized Schools.

Comprehensive Support and Improvement

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

Schools Identified

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

In alignment with the California Department of Education's accountability framework, Los Angeles County Office of Education identified schools for Comprehensive Support and Improvement (CSI) based on performance indicators reflected on the 2025 California School Dashboard. Schools were identified due to persistently low graduation rates and/or overall academic performance.

Schools Identified for CSI in 2026–27

Afflerbaugh–Paige Camp

Low Graduation Rate
Renaissance County Community Schools
Low Graduation Rate

Dorothy Kirby School and Barry J. Nidorf Secure Youth Treatment Facility exited Comprehensive Support and Improvement (CSI) status based on improvements in identified state indicators reflected on the California School Dashboard. These improvements reflect continued school improvement efforts focused on academic achievement, graduation outcomes, student engagement, and targeted intervention supports.

LACOE Educational Programs continues to support identified CSI schools through ongoing data analysis, school-level needs assessments, targeted intervention planning, and continuous improvement practices aligned to identified student and school needs. School leadership teams regularly review academic, engagement, graduation, attendance, and school climate data to identify trends, monitor progress, and refine intervention strategies.

Evidence-based interventions implemented across CSI schools include targeted academic interventions, literacy and mathematics supports, restorative practices, Positive Behavioral Interventions and Supports (PBIS), attendance interventions, transition services, multilingual learner supports, counseling services, and expanded social-emotional and behavioral supports. School teams also engage in continuous improvement planning processes aligned to LCAP goals and identified Dashboard indicators.

LACOE Educational Programs monitors the implementation and effectiveness of CSI plans through ongoing collaboration with school leadership teams, review of state and local performance data, educational partner feedback, and regular progress monitoring aligned to identified outcome measures. Continuous evaluation of implemented strategies supports refinement of interventions and resource allocation designed to improve student outcomes across identified CSI schools.

Support for Identified Schools

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

Los Angeles County Office of Education Educational Programs continues to provide targeted support, training, technical assistance, and progress monitoring for schools identified for Comprehensive Support and Improvement (CSI). Through collaboration among site administrators, instructional staff, educational partners, and central office teams, schools engage in continuous improvement processes designed to identify root causes of underperformance, strengthen instructional systems, and improve student outcomes.

School leadership teams regularly review state and local performance data, including California School Dashboard indicators, CAASPP results, STAR assessment data, graduation outcomes, attendance data, and local measures to identify trends, determine areas of need, and develop targeted intervention strategies aligned to school and student needs. Continuous improvement processes, including initiative mapping and root cause analysis, support schools in evaluating the effectiveness of existing programs and identifying additional supports and resources necessary to improve academic achievement and student engagement.

LACOE's Theory of Action guides this work by promoting student-centered professional practices, shared accountability, and systemwide structures designed to strengthen instructional capacity, standards-based teaching practices, social-emotional learning supports, and equitable access to educational opportunities. This framework supports the implementation of high academic and behavioral expectations across all schools while strengthening coordinated systems of support for historically underserved student groups.

The Title I Office plays a critical role in supporting CSI schools through ongoing review and monitoring of School Plans for Student Achievement (SPSAs) to ensure alignment with LCAP goals, identified student needs, and evidence-based intervention strategies. The Title I Office provides technical assistance and training to school leadership teams, School Site Councils, English Learner Advisory Committees, and other educational partners to support data-informed planning, resource alignment, and implementation of targeted school improvement strategies.

As part of the school improvement process, schools utilize comprehensive needs assessments and review evidence-based interventions, including resources identified through the What Works Clearinghouse (WWC), to support the development and implementation of instructional and intervention strategies aligned to identified areas of need. Current focus areas include literacy development, mathematics achievement, assessment participation, multilingual learner supports, restorative practices, and social-emotional and behavioral interventions.

To support accountability and continuous improvement, LACOE Educational Programs monitors the implementation and effectiveness of CSI plans through ongoing collaboration with school leadership teams, regular site reviews, analysis of disaggregated student performance data, and educational partner feedback. Findings from these monitoring activities are used to refine intervention strategies, strengthen implementation practices, and support continuous improvement efforts designed to improve student outcomes across CSI schools.

Monitoring and Evaluating Effectiveness

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

Los Angeles County Office of Education utilizes a comprehensive, data-informed process to monitor and evaluate the effectiveness of the Local Control and Accountability Plan (LCAP), school improvement efforts, and targeted interventions implemented across Juvenile Court Schools, County Community Schools, Specialized Schools, and schools identified for Comprehensive Support and Improvement (CSI). This process supports continuous improvement by ensuring that actions, services, and expenditures remain aligned to identified student and school needs.

Data Review and Analysis

School leadership teams, central office staff, and instructional support teams regularly review state and local performance data to monitor student outcomes, evaluate implementation effectiveness, and identify areas requiring additional support. Data sources reviewed include the California School Dashboard, CAASPP results, graduation rates, attendance data, suspension data, STAR assessment results, English Learner progress indicators, College/Career Readiness indicators, and local accountability measures.

In addition to academic indicators, schools review California Healthy Kids Survey (CHKS) data and other local climate measures to assess school connectedness, student engagement, wellness, and perceptions of school safety. This process supports a comprehensive review of both academic and social-emotional factors impacting student success.

Continuous Improvement Process

LACOE Educational Programs utilizes continuous improvement structures, including Differentiated Assistance Support (DAS) teams, school leadership collaboration, Professional Learning Communities (PLCs), and School Plan for Student Achievement (SPSA) review processes, to support ongoing evaluation and refinement of instructional and intervention strategies. These processes support schools in analyzing disaggregated student data, identifying trends, monitoring progress toward LCAP goals, and adjusting supports based on identified outcomes and student needs.

Capacity Building and Accountability

To support implementation fidelity and accountability, the Title I Office and central office teams provide ongoing technical assistance, coaching, and monitoring aligned to LCAP goals, state accountability indicators, and evidence-based practices. School leadership teams receive support in aligning SPSAs to identified student needs, utilizing data to inform decision-making, and implementing continuous improvement practices designed to improve student outcomes.

Educational Partner Engagement

Progress monitoring data and updates related to LCAP goals, state indicators, local measures, and school improvement efforts are regularly shared with educational partners through LCAP engagement sessions, School Site Councils, advisory committees, and shared decision-making structures. Educational partner feedback continues to inform planning, implementation, and refinement of supports and services across school sites.

Ongoing Evaluation

LACOE Educational Programs will continue monitoring the effectiveness of implemented strategies through ongoing review of disaggregated student performance data, educational partner feedback, assessment participation rates, implementation monitoring, and progress toward identified outcome measures. Findings from these evaluation processes are used to refine supports, strengthen implementation practices, and guide future planning aligned to continuous improvement and equitable student outcomes.

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
Students	The California Healthy Kids Survey (CHKS), Juvenile Court School (JCS) Student Survey, focus groups, and interviews were conducted between February and May 2025. A total of 1,347 students participated in CHKS, 344 students participated in the JCS Student Survey. Additional engagement activities included LACHSA student focus groups and IPoly student surveys.
Parents	LCFF Local Indicator Educational Partner Feedback Survey. and The California School Parent Surveys (CSPS) were administered between February and April 2026. There 355 parent responses submitted for CSPS and 23 for the LCFF survey. Additional parent engagement opportunities included Parent Advisory Committee meetings, DELAC meetings, school-site focus groups, and IPoly parent surveys. Furthermore there focus groups for African American Parents and parents with students on an IEP.
Teachers and Other School Personnel	The California School Staff Survey (CSSS) was administered between February and April 2026 with 256 staff responses submitted for the CSSS and 68. Additional LCAP engagement presentations and input sessions were conducted throughout Fall and Spring 2025-26. In addition, 108 educational partners participated in the LCFF Local Indicator Educational Partner Feedback Survey.
Labor Partners	Consultation meetings were conducted with CSEA representatives on May 21,2026, LACEA leadership representatives on June 5, 2026 and SEIU leadership representatives on May 28, 2026.

Educational Partner(s)	Process for Engagement
Administrators	Feedback from administrators and principals was gathered through monthly leadership meetings, school-site LCAP engagement presentations, and DAS/CSI meetings conducted throughout the school year.
Principals	Site principals participated in school level LCAP Engagement presentations and input session was conducted at SAM, DA, and LCAP meetings throughout the year. Site Principals also attended a final presentation on June 3.
DAC/DELAC	The draft LCAP was presented to the DAC and DELAC on 5/28/26 and posted publicly for review and feedback.
Educational Partners at Equity Multiplier Schools	Additional engagement activities were conducted through school-site presentations, DAS meetings, focus groups, and local priority surveys. Educational partners emphasized the need for mental health and wellness supports, tutoring and interventions, PBIS implementation, graduation monitoring, and expanded supports for English Learners and Students with Disabilities.

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

During the 2026–27 Local Control and Accountability Plan (LCAP) engagement process, LACOE Educational Programs gathered input from a broad range of educational partners, including students, teachers, administrators, counselors, classified staff, parents/caregivers, and community members representing Juvenile Court Schools, County Community Schools, and Specialized Schools, including International Polytechnic High School (IPoly) and the Los Angeles County High School for the Arts (LACHSA).

Educational Partners engagement activities included:

- * LCFF Local Indicator Educational Partner Surveys
- * Juvenile Court School (JCS) Student Surveys
- * Student focus groups
- * Parent engagement meetings
- * School site LCAP presentations
- * Equity Multiplier engagement sessions
- * Shared governance and advisory meetings

Across Educational Partner groups, consistent priorities emerged related to:

- * mental health and wellness supports,
- * student engagement and school climate,
- * academic intervention and tutoring,
- * college and career readiness,
- * multilingual learner supports,
- * restorative practices,
- * and transition services for high-need student groups.

Students emphasized the importance of counseling, tutoring, college and career guidance, instructional consistency, and stronger communication regarding graduation, dual enrollment, and postsecondary opportunities. Students transitioning from juvenile justice programs also highlighted the importance of transition planning, re-enrollment support, tutoring, and enrichment opportunities following release.

Educational partners and families emphasized the need for:

- * Positive Behavioral Interventions and Supports (PBIS),
- * restorative practices,
- * attendance and engagement interventions,
- * professional development,
- * timely communication,
- * family engagement opportunities,
- * and expanded supports for English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students.

This feedback directly informed the continued implementation and refinement of LCAP actions and supplemental funding supports, including Equity Multiplier, Comprehensive Support and Improvement (CSI), Student Support and Enrichment Block Grant (SSEBG), and Learning Recovery Emergency Block Grant (LREBG) expenditures.

Educational partner feedback supporting expanded mental health, intervention, and student engagement services informed the continued investment in:

- * counselors,
- * Education Behavior Technicians (EBTs),
- * math specialists,
- * classroom teachers,
- * paraeducators,
- * tutoring services,
- * and transition support positions across identified school sites.

Educational Partners feedback related to academic intervention, multilingual learner supports, tutoring, and college and career readiness informed continued investment in:

- * tutoring and intervention services,
- * expanded academic supports,
- * literacy and mathematics intervention,
- * dual enrollment and college readiness opportunities,
- * instructional coaching,
- * and supplemental learning recovery supports.

Feedback emphasizing student engagement, school climate, restorative practices, and wellness supports also informed continued implementation of:

- * PBIS coaching and intervention supports,
- * counseling and wellness services,
- * enrichment opportunities,
- * library and instructional resources,
- * technology supports,
- * substitute teacher support systems,
- * and community-based organization partnerships serving high-need student populations.

Additional engagement activities conducted at Equity Multiplier schools highlighted the continued need for:

- * expanded mental health and wellness supports,
- * academic interventions and tutoring,
- * stronger PBIS implementation,
- * graduation monitoring systems,
- * and additional supports for English Learners and Students with Disabilities.

This feedback informed continued refinement of Goal 4 Equity Multiplier actions, including enhanced PBIS coaching, behavioral support, expanded counseling and graduation supports, college and career readiness services, and targeted instructional support for high-need student groups.

LACEA's Representatives Feedback:

- * Provide additional content-specific professional development and training opportunities for teachers and paraprofessionals to strengthen instructional capacity and student outcomes.
- * Explore class size reduction strategies to better support student learning and improve instructional effectiveness.
- * Review current Special Education staffing practices and prioritize hiring LACEA-represented staff whenever possible, rather than relying on outside contractors.
- * Increase collaboration and communication between district leadership, school sites, and employee groups to support shared decision-making and implementation efforts.

- * Expand the use of Teachers on Special Assignment (TOSAs) to provide targeted instructional support, coaching, and program implementation assistance.
- * Increase investments in student and staff wellbeing, including expanded mental health services, transition supports, and additional social worker staffing.
- * Ensure adequate funding for instructional supplies and classroom materials to support student learning.
- * Prioritize directing available funding and resources to student-facing services and supports.
- * Develop a transparent hiring process and establish "Grow Your Own" pathways to recruit, develop, and retain future teachers from within the community.
- * Increase support for English Learners through the addition of dedicated EL support teachers and targeted intervention services.
- * Consider implementing a stakeholder voting process for Equity Multiplier Fund expenditures, similar to participatory budgeting or lottery-based allocation models.
- * Explore incentives for educators and staff who accept positions at sites that are more difficult to staff or located farther from central locations.
- * Ensure all hiring decisions are conducted through a transparent, merit-based process.
- * Expand intervention services and supports for both English Learner (EL) and Special Education (SPED) students.
- * Prioritize early literacy interventions, particularly for students reading significantly below grade level.
- * Review literacy intervention programs and software to ensure resources are aligned with student needs and produce measurable outcomes.
- * Increase transparency regarding literacy data, intervention effectiveness, and academic outcomes for the lowest-performing students.
- * Expand Career Technical Education (CTE) opportunities and ensure equitable access for justice-involved youth across all sites.
- * Balance behavioral intervention strategies with investments in core instruction and academic achievement.
- * Provide comprehensive Restorative Justice training to educators and staff to support consistent implementation across sites.
- * Expand year-round learning opportunities, enrichment programs, and special education services for justice-involved youth.
- * Increase after-school engagement opportunities and remove barriers that limit student participation.
- * Improve continuity of instructional support by reducing turnover and frequent changes in management and support personnel.
- * Create additional opportunities for teacher collaboration, professional learning communities, and curriculum-focused discussions across sites.
- * Include School Site Governance Chairs in the initial planning and drafting process for major initiatives and the LCAP.
- * Establish regular Title I Advisory meetings to improve communication, fiscal accountability, and shared understanding of funding priorities.
- * Ensure funding decisions are clearly connected to student needs, measurable outcomes, and continuous improvement efforts

Overall, educational partner and student feedback affirmed the direction of the current LCAP goals and actions while identifying opportunities to strengthen implementation, communication, collaboration, intervention systems, wellness supports, and coordinated services designed to improve outcomes for historically underserved student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology needed to become college and career ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A large percentage of students in Juvenile Court and Community Schools and Juvenile Halls are not on track to graduate when they enter the program and many will be faced with the need to enter the workforce shortly after leaving the program. It is essential that they receive materials and support to accelerate their progress and ensure they are on the path to college and career readiness when leaving the program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	Graduation rate: All 68.7% EL 52.2% LTELs 54.9% FY 51.5% Homeless 52.5% SED 61.3% SWD 54.5% AA 51.5% Hispanic 66.5%	Graduation rate: All 72% EL 45.6% LTELs 43.8% FY 45.6% Homeless 50.7% SED 62.9% SWD 56.7% AA 59.5% Hispanic 68.2%	Graduation rate: All 76.8% EL 52.4% LTELs 52.9% FY 55.4% Homeless 61.6% SED 68.1% SWD 66.1% AA 63.3% Hispanic 73.4%	For each year, graduation rates at each site, and for each identified student group will increase by two percentage points or maintain a rate of 98% or higher.	Graduation rate: All +8.1% EL +0.2% LTELs -2% FY +3.9% Homeless +9.1% SED +6.8% SWD +11.6% AA +11.8% Hispanic +6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IPoly 98.9% LACHSA 91.2% JCS & CCS 42.4% (Dashboard 2023)	IPoly 95.2% LACHSA 92.3% JCS & CCS 43.1% (Dashboard 2024)	IPoly 95.1% LACHSA 96.1% JCS & CCS 52.8% (Dashboard 2025)		IPoly -3.8% LACHSA +4.9% JCS & CCS +10.4% (Dashboard 2025)
1.2	College & Career Readiness /College Course Credit	47.6% of 145 students classified as "Prepared" on the College and Career indicator met it by completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded. SED - 56.7% EL - 50% FY 100% Homeless - 80% SWD 77.8% (Additional Reports, California Dashboard 2022-23)	59.4% of 197 students classified as "Prepared" on the College and Career indicator met it by completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded. SED-74.6% EL - 100% FY-0% Homeless-0% SWD - 75% (Additional Reports, California	College and Career Readiness: All 54.4% SED 69.4% EL 100% FY 0% Homeless 100% SWD 50%	Overall and for each identified student group, at least 70% of the enrolled students will receive course credit.	College and Career Readiness: All +6.8% SED +12.7% EL +50% FY -100% Homeless +20% SWD -27.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard 2023-24)			
1.3	A-G Completion	54.6% of those earning a regular HS Diploma Met A-G requirements (Four-Year Adjusted Cohort Graduation Rate (ACGR)DataQuest 2023)	62.5 % -of those earning a regular HS Diploma Met A-G requirements (Four-Year Adjusted Cohort Graduation Rate (ACGR)DataQuest 2023)	61.5% of those earning a regular HS Diploma Met A-G requirements (Four-Year Adjusted Cohort Graduation Rate (ACGR)DataQuest 2024)	The A-G requirements shall expand to a rate of at least 80% by 2026 based on the 2026 CA Dashboard	+6.9%
1.4	CTE Pathway Completion	0% - Specialized high schools 0% - JCS 0% - CCS (Additional Reports, California Dashboard, 2022-23)	0% - Specialized HS 0% - JCS 0% - CCS (Additional Reports, California Dashboard, 2023-24)	0% - Specialized HS 0% - JCS 0% - CCS (Additional Reports, California Dashboard, 2024-25)	CTE Pathway completion rates will increase to at least 4% overall and for Specialized high schools, JCS and CCS.	0% - Specialized HS 0% - JCS 0% - CCS
1.5	CTE Pathway and A-G Rate	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 22-23	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 23-24	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0% California Dashboard: Additional Reports 24-25	All students and student groups will achieve 2% growth per year for a 3 year increase of 6%.	All - 0% SED - 0% EL - 0% FY - 0% Homeless - 0% SWD - 0%
1.6	Advanced Placement Examination	76% - LACHSA	73.6% LACHSA	LACHSA 83%	There will be an annual increase of 1% in students at	LACHSA +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Equity and Excellence Report, College Board)	(Equity and Excellence Report, College Board)	(Equity and Excellence Report, College Board)	LACHSA passing the AP exam with a score of 3 or higher.	
1.7	Early Assessment Program (EAP) Assessment	50.35% of 11th graders met or exceeded standard for English language arts. 25% of 11th graders met or exceeded standard for mathematics. (CAASPP scores, 2022-23)	53.33% of 11th graders met or exceeded standard for English language arts. 25.12% of 11th graders met or exceeded standard for mathematics. (CAASPP Scores, 2023-24)	59.21% of 11th graders met or exceeded standard for English language arts. 30.23% of 11th graders met or exceeded standard for mathematics. (CAASPP Scores, 2024-25)	61% of LACOE 11th grade students will meet or exceed the standard for ELA within 3 years. 42% of LACOE 11th grade students will meet or exceed the standard for mathematics within 3 years.	ELA +8.86% Math +5.23%
1.8	CTE OSHA Certification	20% CTE OSHA Certification (local indicator)	CTE OSHA Certification 58% (local indicator)	CTE OSHA Certification 65% (local indicator)	CTE certifications will reach 75% within 3 years.	CTE +45% (Yr 1)
1.9	Standards-aligned instructional Material	100% of students have access to standards-aligned materials (SARC, 2023).	100% of students have access to standards aligned materials. (SARC, 2024)	100% of students have access to standards aligned materials. (SARC, 2025)	100% of students will have access to standards aligned material each year.	0%
1.10	School Facilities	8 of 9 Schools achieved a rating of 90% or above (Afflerbaugh-Paige 89.6%)	8 of 9 Schools Achieved a rating of 90% or above (LP 88.80%) (SARC 2024)	All above 90% (BJN Pending) (SARC, 2025)	A Williams compliance rating of 90% or higher will be achieved annually.	+ - 0% Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(SARC 2023)				
1.11	Implementation of Academic Content and Performance Standards	Meeting 100% (SARC)	100% of standards implemented (SARC)	100% of standards implemented (SARC)	Academic content and performance standards will be fully implemented for 100% of LACOE students annually.	0%
1.12	Dropout (# of students)	Middle School – 0 students High School – 82 students (Dataquest - 2022-23)	Middle School - 0 students High School - 73 (DataQuest- 2023-24)	Middle School - 0 students High School - 49 (DataQuest- 2024-25)	Middle and high school dropouts will be reduced annually to 0 dropouts by year 3.	Middle School: 0 Students High School: -33 Students

Goal Analysis [2025-26]

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

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

All planned actions under Goal 1 were substantially implemented as intended during the 2025–26 school year to support graduation outcomes, college and career readiness, student engagement, and equitable access to educational opportunities across Juvenile Court Schools, County Community Schools, and Specialized Schools. Implementation efforts focused on maintaining safe and supportive learning environments, strengthening graduation and transition supports, expanding dual enrollment and postsecondary opportunities, increasing access to rigorous coursework, and supporting students at risk of academic disengagement.

Action 1.1 – School Facilities

LACOE Educational Programs fully implemented planned school facilities inspection and monitoring processes during the 2025–26 school year. Ongoing collaboration among school sites, operational teams, Probation, and facility partners supported timely maintenance responses and helped ensure that school sites remained safe, clean, and in good repair. School leaders continued to monitor facilities conditions and coordinate corrective actions as needed.

Action 1.2 – Graduation Support

Graduation support strategies were implemented as planned and included individualized graduation planning, transcript review processes, credit recovery opportunities, transition support services, academic counseling, and targeted interventions for students identified as at risk of

not graduating. Schools continued utilizing student data to monitor progress toward graduation requirements and identify students requiring additional academic or behavioral support.

Implementation challenges included fluctuating enrollment, high student mobility, interrupted enrollment patterns, and varying lengths of stay across alternative education settings. These factors required ongoing adjustments to student schedules, credit accrual monitoring, and transition planning. Despite these challenges, school staff maintained implementation of graduation support systems across sites.

Action 1.3 – College Courses

Dual enrollment and college course access were fully implemented across LACOE Educational Programs during the 2025–26 school year. LACOE expanded partnerships with additional local community colleges and increased the availability of dual enrollment opportunities across juvenile halls, camps, Secure Youth Treatment Facilities (SYTF), County Community Schools, and Specialized Schools.

School sites expanded access to more rigorous college coursework through the transition from 1-unit college courses to 3-unit courses at camp and SYTF sites. A notable implementation refinement included the development of differentiated dual enrollment strategies based on student length of stay, including short-term, mid-term, and long-term placement considerations. This adjustment allowed schools to better align course offerings with student enrollment patterns and instructional needs.

Challenges included aligning course schedules with varying enrollment durations and maintaining continuity of instruction for students experiencing interrupted enrollment. Staff addressed these challenges through targeted planning, flexible scheduling, and coordination with college partners.

Action 1.4 – Access to Courses

LACOE Educational Programs continued ensuring equitable access to standards-aligned coursework across all core academic areas, including English Language Arts, Mathematics, Science, History/Social Science, English Language Development, and Career Technical Education pathways. School leadership teams and counseling staff monitored course enrollment and completion data to ensure students had access to graduation requirements, A–G coursework, and career pathway opportunities. Ongoing review of student schedules and academic progress supported timely interventions and course placement adjustments as needed.

Action 1.5 – Middle and High School Dropout Prevention

LACOE Educational Programs implemented planned dropout prevention strategies, including student engagement monitoring, early warning systems, multidisciplinary intervention processes, mental health supports, transition planning, and targeted outreach to students at risk of disengagement. Staff collaborated across departments to identify barriers to attendance and participation and to coordinate support services. Challenges related to chronic absenteeism, interrupted enrollment, educational instability, and high student mobility required ongoing adjustments to intervention and re-engagement efforts throughout the year.

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

Material differences between budgeted and estimated actual expenditures were primarily the result of staffing changes and vacancies that occurred during implementation. Action 1.1 expenditures exceeded the budgeted amount by 41% due to staffing reclassifications, position upgrades, and salary increases associated with two years of 3% COLA adjustments. Action 1.5 expenditures were 25% below the budgeted amount due to vacant counselor positions that remained unfilled during the year.

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

The Los Angeles County Office of Education demonstrated measurable effectiveness in implementing Goal 1 actions during the 2025–26 school year, as reflected in outcomes related to graduation rates, college and career readiness opportunities, access to coursework, and student engagement. Data indicate that the actions contributed to progress toward the goal of improving educational outcomes and increasing equitable access to opportunities for students enrolled in Juvenile Court Schools, County Community Schools, and Specialized Schools.

Action 1.1 – School Facilities

This action was effective in maintaining safe, clean, and well-maintained learning environments. School Accountability Report Card (SARC) data indicate that all school sites met or exceeded the established 90% facilities target during the 2025–26 school year. These results demonstrate that facility monitoring and maintenance systems were successful in supporting safe and supportive learning environments.

Action 1.2 – Graduation Support

Graduation support actions demonstrated effectiveness in improving student completion outcomes across LACOE Educational Programs. Districtwide graduation rates increased from 68.7% to 76.8%, with gains observed among English Learners, Foster Youth, Students with Disabilities, African American students, and Hispanic students.

School-level graduation data also indicate positive outcomes across multiple programs. Afflerbaugh-Paige Camp achieved a 64.6% graduation rate (48 graduates), representing a 4.6 percentage-point increase from the prior year. Barry J. Nidorf Secure Youth Treatment Facility demonstrated substantial growth, increasing 14.5 percentage points to a 78.1% graduation rate (32 graduates). Renaissance County Community School increased to 69.2% (65 graduates), representing an 11.1 percentage-point increase. Kirby Center School achieved a 66.3% graduation rate (33 graduates), while Rockey Academy School reported a 50% graduation rate (12 graduates). Kilpatrick School graduated four students during the reporting period.

Los Padrinos Juvenile Hall reported a 41.4% graduation rate (70 graduates), representing a slight decline of 1.4 percentage points from the previous year. Given the highly mobile nature of the student population and varying lengths of stay, graduation outcomes in juvenile court school settings continue to be influenced by factors outside of the school's control.

Overall, the positive trends observed across multiple school sites suggest that individualized graduation planning, transcript reviews, credit recovery opportunities, transition supports, academic counseling, and targeted interventions contributed to improved student completion

outcomes. The strongest gains were observed in programs where students experienced greater program stability and sustained access to academic and support services.

Action 1.3 – College Courses

The 2025 California School Dashboard released in the fall, indicated that actions supporting dual enrollment and college credit course access were effective in expanding student participation in postsecondary coursework. Dashboard results show that 54.4% of students completed a college credit course, placing LACOE Educational Programs at Level 3 on the College Credit Course indicator. This represented an increase of 6.8 percentage points compared to the baseline year.

Several student groups exceeded the overall participation rate. Hispanic students achieved a 67.3% completion rate, Socioeconomically Disadvantaged students achieved a 69.4% completion rate, and Filipino students achieved an 86.4% completion rate. English Learners and Homeless students each achieved a 100% completion rate, although these results reflect very small student counts. Black/African American students participated at a rate of 55.6%, slightly exceeding the overall rate. Results also identified opportunities for continued improvement among Students with Disabilities, who achieved a 50.0% completion rate.

These results suggest that efforts to expand dual enrollment opportunities, strengthen partnerships with local community colleges, and increase access to college coursework contributed to greater participation in postsecondary learning opportunities.

During the 2025–26 school year, LACOE Educational Programs have continued to strengthen and expand implementation of this action. Additional partnerships were established with local community colleges, increasing the availability of dual enrollment opportunities across juvenile halls, camps, Secure Youth Treatment Facilities (SYTF), County Community Schools, and Specialized Schools. Access to college coursework was further expanded through the implementation of additional college credit course offerings and more rigorous course options aligned to students' college and career readiness goals.

LACOE Educational Programs anticipates that the enhanced implementation efforts undertaken during the 2025–26 school year will be reflected in future College Credit Course indicator results when the 2026 California School Dashboard is released.

Action 1.4 – Access to Courses

This action was effective in supporting equitable access to standards-aligned coursework and progress toward graduation requirements. Local performance data indicate that Socioeconomically Disadvantaged students (69.4%), English Learners (100%), and Students with Disabilities (50%) met or exceeded the Year 1 goal of 70% college course credit completion during the 2025–26 school year.

Although Students with Disabilities experienced a slight decline from the previous year, overall course completion outcomes remained positive across several student groups. Data also identified Foster Youth and students experiencing homelessness as groups requiring additional support, informing future targeted interventions and resource allocation.

Action 1.5 – Middle and High School Dropout Prevention

This action demonstrated effectiveness in supporting student persistence and reducing dropout rates. Student engagement monitoring, intervention systems, case management, and support services contributed to improved identification of at-risk students and strengthened coordination of supports across school sites.

DataQuest data show that middle schools maintained 0 dropouts throughout the implementation period, while high school dropouts decreased from 82 students in the 2022–23 baseline year to 73 students in 2023–24 and 49 students in 2024–25. This represents an overall reduction of approximately 40 percent from the baseline year, indicating meaningful progress toward reducing dropout rates and improving student retention.

Although challenges related to chronic absenteeism, interrupted enrollment patterns, educational instability, and high student mobility continue to affect student outcomes, the consistent decline in high school dropouts and sustained zero dropout rate at the middle school level demonstrate that the strategies implemented through this action have been effective in supporting students and reducing dropout risk.

While progress was observed, outcome data indicate the need for continued refinement of early identification systems, transition supports, and multidisciplinary intervention strategies to further reduce dropout risk among historically underserved student populations.

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

Based on analysis of student outcome data, implementation effectiveness, and educational partner feedback, Goal 1 actions, metrics (with the exception of Metrics 1.8 and 1.12), and target outcomes will continue into the 2026–27 school year. Ongoing refinement of implementation strategies will focus on strengthening graduation outcomes, college and career readiness opportunities, student engagement, and equitable access to rigorous coursework.

Based on a review of prior practice and the data available from the California Department of Education, Metric 1.12 was revised from measuring the dropout rate to measuring the number of students who dropped out. This change was made to ensure alignment with the data currently reported by the State, as an official dropout rate is no longer published. The revised metric more accurately reflects the available data and supports clear and consistent reporting of student outcomes.

Based on a review of Year 2 outcomes, Metric 1.8 was revised to increase the target outcome for students earning an OSHA certification through a Career Technical Education (CTE) pathway. Year 2 results showed that 65% of participating students earned an OSHA certification, substantially exceeding the original target. In alignment with the principles of continuous improvement and high expectations for student achievement, the target was increased to 75% for the remainder of the LCAP cycle. This adjustment reflects current performance trends, program capacity, and the desire to maintain a rigorous yet attainable benchmark.

No changes were made to Goal 1 actions. LACOE Educational Programs will continue focusing on expanding dual enrollment access, strengthening Career Technical Education pathways, increasing participation in college and career readiness opportunities, improving individualized graduation planning, and enhancing early identification and intervention systems for students at risk of disengagement.

Additional efforts will continue to focus on strengthening staff understanding and implementation of LCAP goals, metrics, and actions across school sites to support greater alignment, consistency, and shared accountability throughout Juvenile Court Schools, County Community Schools, and Specialized Schools.

LACOE Educational Programs will continue utilizing continuous improvement practices, educational partner feedback, and ongoing data analysis to refine implementation strategies and strengthen equitable access to academic and postsecondary opportunities for historically underserved student groups.

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	Facility and Staffing	LACOE will continue to inspect school facilities and undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities including monitoring ongoing maintenance needs. With the closing of sites, additional costs may be incurred for moving and transferring of equipment and providing maintenance.	\$7,022,726.00	No
1.2	Credit Recovery	To address the higher rates of credit deficiency, interrupted schooling, and barriers to graduation experienced by unduplicated pupils, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, LACOE Educational Programs will provide enhanced academic monitoring and targeted intervention services to support progress toward graduation requirements. Students identified as at risk of not graduating will receive individualized supports, including academic counseling, credit recovery opportunities, tutoring, transition planning, and progress monitoring. Monthly reviews of credit accrual, course completion, attendance, and graduation readiness data will be conducted through the student information system to identify students needing additional support and ensure timely interventions that improve graduation outcomes.	\$1,655,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	College Courses (Repeat expenditure 1.2)	LACOE will expand access to college courses to students by partnering with local community colleges. In addition, there will be efforts to increase dual enrollment of students at all LACOE schools by partnering with local community colleges. LACOE will increase efforts to secure more college preparatory and academic courses that are aligned with not only local community college pathways but also UC and CSU transferable courses. We will also build a strong system of support dedicated to ensuring students' successful completion of the program courses. For student groups achieving the lowest performance level in the College and Career indicator (English learners, foster youth, homeless students, socioeconomically disadvantaged students, and students with disabilities), staff will review their progress in college and career readiness by reviewing their academic coursework and progress in CTE pathways, assess their eligibility for dual enrollment opportunities and provide counseling regarding this opportunity.	\$0.00	No
1.4	Access to Courses	LACOE will continue to offer all students the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses will be expanded to additional school sites to support career readiness. LACOE will look further into possibly implementing world language coursework into the course offerings at the JCS. The Career Technical Education (CTE) programs include hands-on activities. The Graphic Communication program includes drawing, sketching, and of course, design using technology. The Culinary Arts program includes preparatory skills, cooking, baking, presentation skills, and safety, as well as sanitation. The Building Skills program also has a strong emphasis in hands-on activities. Students will also participate in design competitions to demonstrate creativity. Events will showcase the accomplishment of the students, and students will be given the opportunity to participate in field trips. LACOE's programs include exposure to both businesses/industry and post- secondary education institutions. LACOE will increase efforts to secure more CTE programs that are aligned with	\$630,787.00	No

Action #	Title	Description	Total Funds	Contributing
		local community college pathways for a successful transition, as well as the continued use of platforms that allow students to explore college (2 and 4 year) and career options and access to scholarships and grants.		
1.5	Middle and High School Dropouts	LACOE will continue to monitor students in middle school and high school who are in danger of dropping out by identifying students with poor attendance, deficient in school credits, family obligations, or challenging issues. Students identified will be provided with mental health support, tutors, mentors, and enrichment programs.	\$45,266.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A large percentage of the students in our Juvenile Court and Community (JCC) schools and Juvenile Halls come to us with social emotional and mental health issues due to trauma and other factors, that inhibit their ability to succeed academically. Many parents of our students also face challenges that keep them from providing the support their children need to succeed. These include parents with limited English language proficiency and those who lack of familiarity with the educational system and how to support and advocate for their child. Some students in our specialized programs also bring unique social emotional and mental health challenges that must be addressed for them to flourish in their special talents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates	Attendance Rate 2022-23 All 86.62% SED 82.54% EL 77.16% Foster Youth (no data) JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%	Attendance Rate (YTD) All 92.12% SED 91.88% EL 89.32% Foster Youth -ND JCS: 95.54% CCS: 70.86% IPoly: 95.44% LACHSA: 93.59%	Attendance Rate (YTD) All 91.93% SED 90.7% EL 89.72% Foster Youth -ND JCS: 94.81% CCS: 72.46% IPoly: 95.03% LACHSA: 93.26%	Attendance rates overall and for each school and student group will increase by 1% annually for schools with a baseline greater than 90% and will increase by 2% annually for	All +5.31% SED +8.16% EL +12.56% Foster Youth (NO DATA) JCS: +2.51% CCS: -3.74% IPoly: -2.87% LACHSA: -2.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS report 14.2 student absences for 2022-23.	CALPADS report 14.2 student absences for 2023-24.	CALPADS report 14.2 student absences for 2024-25.	schools with a baseline of 89% and below. Target All 92.60% SED 88.54% EL 83.16% JCS 95.30% CCS 82.20% IPOLY 100% LACHSA 100%	
2.2	Chronic Absenteeism	Chronic absenteeism: 2022-23 All 32.4% Hispanic: 33.6% SWD: 36% SED 38.7% EL 42.3% Foster Youth 36.4% JCS: 30.6% CCS: 76.2% IPoly 9.2% LACHSA: 30.4% (DataQuest, 2022-23)	Chronic absenteeism: 2023-24 All 20% Hispanic: 21.8% SWD 18% SED 23.2% EL 24.9% Foster Youth 17.8% JCS: 10.5% CCS: 73.8% IPoly 8.4% LACHSA: 15.4% (DataQuest, 2023-24)	Chronic absenteeism: 2024-25 All 21.6% Hispanic: 22% SWD 22% SED 25.5% EL 22.4% Foster Youth 21.2% JCS: 12.9% CCS: 68.7% IPoly 9.9% LACHSA: 20.3% (DataQuest, 2024-25)	Chronic absenteeism rates overall and for each school and student group will be 19% or less within 3 years. All 19% or less Hispanic 19% or less SWD 19% or less SED 19% or less EL 19% or less Foster Youth 19% or less JCS 19% or less CCS 19% or less IPOLY 19% or less LACHSA 19% or less	All -10.8% Hispanic--11.6% SWD--14% SED -13.2% EL -19.9% Foster Youth -15.2% JCS: -17.7% CCS: -7.5% IPoly +0.7% LACHSA: -10.1%
2.3	Suspension Rate	All 14.8% FY 32.8% SED 20.4%	ALL 17.1% FY 31.7% SED 23.1%	ALL 19.3% FY 40% SED 26.7%	Suspension rates overall and for each school and	All: +4.5% FY: +7.2% SED: +6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 35.7% AA 26.4% Two or more races: 7.8% JCS: 21.5% CCS: 2.05% IPoly: 0% LACHSA: 0% (DataQuest 2022-23)	SWD 38.7% AA 29% Two or More Races 4.4% JCS 25.2% CCS 5.5% IPOLY 1.4% LACHSA 0.7% (DataQuest 2023-24)	SWD 42% AA 32.2% Two or More Races 54.5% JCS 31% CCS 3.9% IPOLY 0.2% LACHSA 1.3% (DataQuest 2024-25)	student group will be reduced by 2% per year or maintain at 0% Target All - 8.8% FY - 26.8 % SED – 14.4% SWD – 29,7% AA 20.4% Two or More races – 1.8% JCS – 15.5% CCS – 0.7% IPOLY - 0% LACHSA - 0%	SWD: +6.3% AA :+5.8% Two or more races: +46.7% JCS:+9.5% CCS: +1.85% IPOLY:+0.2% LACHSA: +1.3%
2.4	Expulsion Rate	Expulsion Rate - 0% (DataQuest, 2022-23)	Expulsion Rate 0% (DataQuest, 2023-24)	Expulsion Rate 0% (DataQuest, 2024-25)	Expulsion rates will be maintained at 0 annually. Target Expulsion – 0%	0%
2.5	Professional Development	100% of staff have received mental health/social emotional based professional development. (Local indicator, 2023-24)	98% of staff have received mental health/ social emotional based PD (Local Indicator, 2024-25)	100% of staff have received mental health/ social emotional based PD (Local Indicator, 2025-26)	100% of staff at all sites will receive mental health/socio-emotional based professional development annually. Target PD – 100%	0% (Yr 1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Parent Participation & Decision-making	During the 2022-23 school year, 77%(*corrected) of parents/family participated in PFECP meetings (local indicator: parent/family count in attendance 2,264/ unduplicated student count for the year 2929). 24% of parents/family reported the school actively seeks the input of parents before making important decisions (2023-24 California Parent Survey)	During the 2023-24 school year 78% of parents/family participated in PFECP meetings (local indicator: parent/family count in attendance 2,309/ unduplicated student count for the year 2977). 27% of parents reported the school actively seeks input of parents (2024-25 California Parent Survey)	During the 2025-26 school year 96% of parents/family participated in PFECP meetings. (local indicator: attendance 2,698 YTD/ unduplicated student count for 24-25 year: 2,825). 68% of parents agree or strongly agree that the school actively seeks the input of parents before making important decisions. (2025-26 CSPS)	At least 95% of parents will participate in PFECP meetings annually; Within 3 years, 50% of parents will report the school actively seeks input of parents before making important decisions (based on CSPS) Target Parent Participation – 95% Parent Input –50%	+18% parents participated in PFECP meetings +44% parents reported the school actively seeks input
2.7	Safety & Connected-ness	Parents Safety 39% of parents indicated school is a safe place for my child. Staff Safety 33% of staff strongly agree school is a safe place for staff. Students Safety	Parents Safety 46% of parents indicated school is a safe place for my child. Staff Safety 28% of staff strongly agree school is a safe place for staff.	Parents Safety 48% of parents indicated school is a safe place for my child. Staff Safety 25% of staff strongly agree school is a safe place for staff.	Within 3 years, 50% of parents, staff and students will indicate they feel school is safe school by indicating "agree" or "strongly agree" to questions about school safety in	Safety +7% of parents indicated school is a safe place for my child. (Yr 1) -8% of staff strongly agree school is a safe space. (Yr 1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		JCS/CCS 35 % Very safe; 28 % safe Specialized HS 29 % Very Safe; 54 % Safe Connectedness Parents- 31% of LACOE parents strongly agree schools promote parent involvement. Staff- 31% of LACOE staff strongly agree that the school is a supportive and inviting place to work. Students- 42 % of students reporting Agree or Strongly Agree to questions about school connectedness JCS/CCS	Students Safety JCS/CCS 39 % Very Safe; 29 % Safe Specialized HS 30 % Very Safe; 51.5 % Safe Connectedness Parents 34% of LACOE parents strongly agree schools promote parent involvement. Staff 31% of LACOE staff strongly agree that the school is a supportive and inviting place to work. Students- 42% of students reporting Agree or Strongly Agree to questions about school	Students Safety JCS/CCS 34 % Very Safe; 27 % Safe Specialized HS 33 % Very Safe; 52.5 % Safe Connectedness Parents 38% of LACOE parents strongly agree schools promote parent involvement. Staff 28% of LACOE staff strongly agree that the school is a supportive and inviting place to work. Students- 36% of students reporting Agree or Strongly Agree to questions about school	the CA Healthy Kids survey. Within 3 years, parents, staff and students will indicate they feel connected to school based on at least 50% responding "agree or "strongly agree" to questions about school connectedness on the CA Healthy Kids Survey. Target Parent Safety Perception – 50% Staff Safety Perception – 50% Student Safety JCS/CCS Very Safe – 50% Student Safety Safe JCS/CCS – 50% Student Safety Specialized HS Very Safe – 50%	Students Safety JCS/CCS -1% very safe/-1% safe. (Yr 1) Specialized HS +4% very safe/-1.5% safe. (Yr 1) Connectedness +7% of parents strongly agree schools promote parent involvement. (Yr 1) -3% in number of staff that strongly agree that the school is a supportive and inviting place to work. (Yr 1) JCS/CCS -6% in number of students reported agreeing to questions about school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		71.5% Agree or Strongly agree to questions about school connectedness at Specialized HS. (2023-2024 CA Healthy Kids Survey)	connectedness JCS/CCS 69% Agree or Strongly agree to questions about school connectedness at Specialized HS. (2024-2025 CA Healthy Kids Survey)	connectedness JCS/CCS 75% Agree or Strongly agree to questions about school connectedness at Specialized HS. (2025-2026 CA Healthy Kids Survey)	Student Safety Specialized HS Safe – 50% Connectedness Parents – 50% Connectedness Staff – 50% Connectedness Students JCS/CCS - 50% Connectedness Students Specialized HS – 50%	connectedness. (Yr 1) Specialized HS +3.5% of students reported agreeing to questions about school connectedness. (Yr 1)

Goal Analysis [2025-26]

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

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

All planned actions under Goal 2 were substantially implemented as intended during the 2025–26 school year to support student engagement, attendance, school climate, behavioral supports, mental health and wellness, family engagement, and transition services across Juvenile Court Schools, County Community Schools, and Specialized Schools. Implementation efforts focused on strengthening multi-tiered systems of support (MTSS), restorative and proactive behavioral interventions, school connectedness, family engagement, attendance interventions, and coordinated student transition supports.

Action 2.1 – Community and Family Engagement (PFCEP)

The Parent and Family Education and Consultation Program (PFCEP) was fully implemented during the 2025–26 school year and continued expanding opportunities for meaningful family engagement across LACOE Educational Programs.

PFECP's multi-tiered approach, weekly programming, and focus on culturally responsive family engagement strategies created meaningful opportunities for families to connect with school staff and educational programs.

Implementation was further strengthened through the continued assignment of parent liaisons at each Juvenile Court School and County Community School site. Parent liaisons supported ongoing communication, outreach, family engagement activities, and coordination of family supports across school settings. PFECP will continue implement actions and to track data to guide the areas of need within the PFECP program.

Action 2.2 – Positive Behavioral Interventions and Supports (PBIS)

LACOE Educational Programs continued strengthening Positive Behavioral Interventions and Supports (PBIS) implementation across Juvenile Court Schools and County Community Schools during the 2025–26 school year. Suspension data identified an ongoing need for stronger proactive behavioral interventions and alternatives to exclusionary discipline practices, particularly for students requiring Tier 3 behavioral support.

In response, substantial PBIS implementation of staff hiring and staff training occurred across school sites. Educational Behavior Technicians (EBTs) received training focused on Tier 1–3 behavioral support strategies, with increased emphasis on proactive Tier 1 interventions designed to prevent behavioral escalation and strengthen positive student engagement. Staff also participated in training provided by a Board Certified Behavior Analyst focused on addressing Tier 3 behavioral needs within classroom settings.

Weekly monitoring of suspension data was implemented and shared with school leadership teams to support ongoing review of intervention effectiveness and alternatives to suspension practices. One significant implementation strategy included the establishment of Opportunity Rooms designed to provide restorative interventions, counseling support, class suspensions, and in-school suspension alternatives within structured environments focused on student support rather than exclusion.

Additional districtwide PBIS implementation efforts included expanded PBIS training for certificated and classified staff, increased alignment with Probation's Behavior Management System, and expanded student recognition systems focused on reinforcing positive behavioral expectations.

Action 2.3 – Mental Health Support

This action was fully implemented during the 2025–26 school year through the continued expansion of multi-tiered mental health and wellness supports across Renaissance County Community Schools, Los Padrinos Juvenile Hall, International Polytechnic High School, and Los Angeles County High School for the Arts.

Implementation included Tier 1 prevention and wellness activities, Tier 2 targeted interventions, and Tier 3 intensive mental health services designed to strengthen student safety, emotional well-being, resilience, and school connectedness. Services included classroom-based social-emotional learning, schoolwide wellness campaigns, mental health literacy activities, small-group interventions, individual counseling, crisis response services, suicide risk assessments, case management, and parent engagement activities.

LACOE also expanded professional development opportunities focused on suicide prevention, trauma-informed practices, psychological first aid, mental health awareness, referral processes, and relationship-centered school climate practices. Graduate-level social work interns, under clinical supervision, expanded service capacity by providing classroom presentations, counseling services, and crisis response support across school sites.

Additional wellness and connectedness activities implemented during the school year included parent workshops, stress management supports, therapy dog sessions, student wellness activities, and schoolwide social-emotional learning initiatives designed to strengthen caring adult relationships and school connectedness.

Actions 2.4 & 2.5 – Attendance and Chronic Absenteeism

Actions supporting attendance improvement and chronic absenteeism reduction were fully implemented and represented some of the most effective strategies under Goal 2 during the 2025–26 school year.

LACOE Educational Programs continued implementing a Multi-Tiered System of Supports (MTSS) framework focused on attendance monitoring, individualized attendance plans, home visits, student engagement strategies, family outreach, and provision of basic needs supports including clothing and school supplies. These interventions were designed to address barriers to attendance and re-engage students experiencing chronic absenteeism and educational instability.

Action 2.6 – Transition Services

The Transition and Aftercare Program was implemented with fidelity during the 2025–26 school year, maintaining a strong focus on coordinated transition planning and post-release support for students exiting LACOE Educational Programs.

Each eligible student received an Individualized Learning Plan (ILP), and eligible youth received Inter-Agency Youth Transition Plans (IAYTPs) to support continuity of services and compliance with AB 1354 requirements. The program utilized a multidisciplinary approach involving collaboration among school staff, districts of residence, probation, caregivers, and community partners to strengthen educational continuity and reentry planning.

There were no significant deviations from planned implementation. Program capacity expanded through increased staffing and coordinated support efforts for students transitioning back into their communities. Key implementation outcomes included the completion of 693 IAYTPs, facilitation of 1,587 Multi-Disciplinary Team meetings, and development of 1,124 exit packets supporting 179 graduates.

Challenges continued to center on the high mobility and complex needs of the student population; however, the program's structured planning, follow-up systems, and coordinated support processes helped strengthen continuity of educational services and reentry support efforts for students exiting alternative education settings.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 2 actions.

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

Goal 2 actions demonstrated varying levels of effectiveness in improving attendance, reducing chronic absenteeism, strengthening school climate, supporting student mental health and wellness, reducing exclusionary discipline practices, and increasing student and family engagement across LACOE Educational Programs.

Action 2.1 – Community and Family Engagement (PFCEP)

This action demonstrated overall effectiveness in expanding family participation and strengthening engagement opportunities across school sites. PFCEP offered more than 175 in-person and virtual engagement opportunities focused on academic programs, transitions, mental health, motivation, and supporting youth development. Parent liaisons, multilingual outreach efforts, weekly programming, and expanded family engagement opportunities strengthened communication and connection between families and schools. As of March 2026, participation in PFCEP events reached 2,285 participants, placing the program on track to exceed prior-year participation levels. Additionally, 95% of participants completing event feedback surveys reported that the presentations provided valuable information and resources.

Data also reflected improvement in parent input and engagement indicators. Parent input in decision-making increased from 24% at baseline to 33% in 2025–26, while parent perceptions of school safety improved from 39% to 48%. However, participation in school decision-making continue to remain areas requiring additional focus and refinement.

Action 2.2 – Positive Behavioral Interventions and Supports (PBIS)

PBIS implementation demonstrated partial effectiveness during the 2025–26 school year. Expanded PBIS training, Opportunity Rooms, restorative interventions, Educational Behavior Technician supports, and proactive behavioral intervention strategies strengthened behavioral support systems across school sites.

Positive outcomes included increased use of restorative and proactive interventions designed to reduce exclusionary discipline practices. Additional evidence of positive implementation included increased PBIS recognition systems and strengthened alignment between PBIS and Probation behavioral systems. PBIS student recognition awards increased by 51% compared to the prior school year, reflecting expanded efforts to reinforce schoolwide expectations focused on being safe, respectful, responsible, and well.

Despite these efforts, overall suspension rates increased by 4.5%, including increases among Socioeconomically Disadvantaged students 6.3%, African American students 6.3%, and Students with Disabilities (+3%). Suspension rates also increased within Juvenile Court Schools (+3.7%) and County Community Schools (+3.45%), indicating inconsistent implementation and varying levels of PBIS fidelity across sites. These outcomes demonstrate the continued need to strengthen proactive behavioral interventions, restorative practices, and implementation consistency across all school settings.

Action 2.3 – Mental Health Support

Mental health and wellness supports demonstrated overall effectiveness in strengthening school climate, student wellness, and perceptions of safety and connectedness across several school settings and student groups. California Healthy Kids Survey (CHKS) and local climate data reflected positive trends in parent safety perceptions, student engagement, caring adult relationships, and school connectedness indicators across several school settings. Parent connectedness improved from 31% at

baseline to 38% in 2025–26, while parent perceptions of school safety increased from 39% to 48%. At specialized high schools, students reporting they felt “very safe” increased from 29% to 33%, and overall connectedness indicators improved.

Additional evidence of effectiveness included expanded access to counseling services, increased crisis response supports, and broad participation in mental health-related professional development. Nearly all staff (98%) participated in mental health and social-emotional learning professional development during the school year.

Despite positive trends, several indicators reflected ongoing areas of need. Staff perceptions of safety and connectedness remained lower than target levels, and student connectedness at Juvenile Court Schools and County Community Schools declined overall, indicating a continued need to strengthen relationship-centered practices, school climate supports, and student engagement systems within alternative education settings.

Actions 2.4 & 2.5 – Attendance and Chronic Absenteeism

These actions were among the most effective under Goal 2. Implementation of MTSS attendance supports, individualized attendance plans, home visits, family outreach, and student engagement strategies contributed to substantial improvement in attendance and chronic absenteeism outcomes across multiple student groups. Implementation of these strategies contributed to measurable improvement in attendance and engagement outcomes across multiple student groups. Overall attendance rates increased by +5.3%, with particularly strong gains among Socioeconomically Disadvantaged students +8.6% and English Learners +12.56%.

Chronic absenteeism rates declined significantly for all students –10.4% and across several student groups, including Socioeconomically Disadvantaged students 13.2%, English Learners –19.9%, Foster Youth –15.2% and Juvenile Court Schools 17.7% (-20.1%). These outcomes reflect the effectiveness of LACOE’s coordinated attendance intervention strategies and student re-engagement efforts.

Overall attendance rates increased from 86.62% to 91.93%, while chronic absenteeism rates declined significantly across several student groups and school settings. Particularly strong gains were observed among English Learners, Socioeconomically Disadvantaged students, and students enrolled in Juvenile Court Schools. These outcomes demonstrate the effectiveness of coordinated attendance interventions and re-engagement strategies designed to address barriers impacting school participation and engagement.

Action 2.6 – Transition Services

This action demonstrated strong effectiveness in supporting successful student transitions, continuity of educational services, and coordinated reentry planning for students exiting LACOE Educational Programs.

Implementation of Individualized Learning Plans (ILPs), Inter-Agency Youth Transition Plans (IAYTPs), multidisciplinary coordination, and transition follow-up systems strengthened collaboration among schools, districts of residence, probation, caregivers, and community partners.

It is important to note that the action is a process/service action, not an outcome action. The effectiveness of the action has historically been monitored through implementation measures, including the number of Inter-Agency Youth Transition Plans (IAYTPs) completed, Multi-Disciplinary Team (MDT) meetings facilitated, exit packets developed, and transition follow-up activities. Because students transition to districts and programs outside of LACOE, the agency does not have consistent access to post-exit attendance, chronic absenteeism,

connectedness, or graduation data that could be used as a direct outcome measure for this action. However, quantitative outcomes demonstrated effectiveness, including completion of 693 IAYTPs, facilitation of 1,587 Multi-Disciplinary Team meetings, and development of 1,124 exit packets supporting 179 graduates. These efforts strengthened system coordination, educational continuity, and access to transition supports for students returning to their communities following enrollment in alternative education settings.

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

Based on reflections on implementation during the 2025–26 school year, no significant changes were made to Goal 2, its metrics, target outcomes, or most associated actions for the coming year. Analysis of implementation data and outcome measures demonstrated that the majority of actions under this goal continue to effectively support improved attendance, reduced chronic absenteeism, increased family engagement, strengthened school climate, expanded mental health supports, and successful student transitions.

As a result, LACOE will continue implementation of these actions with ongoing refinement and monitoring. The primary change for the coming year is Action 2.1 (Parent and Family Education and Consultation Program), which has been revised from a non-contributing action to a contributing action. This change reflects the action's targeted outreach, multilingual communication, parent education opportunities, and engagement strategies designed to increase participation among families of low-income students, English learners, and foster youth.

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	Community and Family Engagement	The Parent and Family Education and Consultation Program (PFECP) will provide ongoing in-person and virtual parent engagement and educational opportunities annually, with targeted outreach and support designed to increase participation among families of low-income students, English learners, and foster youth. Through workshops and training on topics including Special Education, Social-Emotional Learning, Technology, Youth Advocacy, Trauma-Informed Parenting, and student success strategies, families will build the knowledge and skills needed to support their students' academic achievement, engagement, attendance, and well-being. PFECP staff will utilize multilingual communications, phone calls, text messages, Aeries ParentSquare, and leadership opportunities such as School Site Council, English Learner Advisory Committee, Parent Advisory Committee, and District English Learner Advisory Committee to strengthen	\$653,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
		family-school partnerships and increase family involvement in educational decision-making. This action is principally directed toward and effective in meeting the needs of unduplicated students by increasing family engagement and capacity to support student success.		
2.2	Positive Behavior Intervention System (PBIS)	A County Office Senior Program Specialist is responsible for providing PBIS tier-level training to all sites to support a decrease in the number of discipline incidents and increase school safety. In addition, Behavior Manager Counselors assigned to Dorthy Kirby, Afflerbaugh, and Glenn Rocky are responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline. In addition, these positions also work with their school sites to provide Restorative practice training and strategies that aid in the effort of building positive school culture and climate, fostering good rapport between staff, students, and agency partners. PBIS and Dialectical Behavior Therapy (DBT) training will be provided at JCS and CCS sites to support a decrease in the number of disciplined incidents and increase school safety. Interagency collaborative training will be implemented and ongoing use of PBIS points in day-to-day operations will be monitored and expanded. Beginning with the 2026-27 LCAP, staff will be offered trainings in Crisis Prevention Intervention (CPI) in verbal deescalation, Social Emotional Learning, PBIS and Cultural Proficiency. In addition, collaboratively with the Los Angeles County Probation Department some staff will be trained in Dialectical Behavior Therapy. Furthermore, all schools will establish their own School Wide Behavior Expectations that aligns with probation and their BMP to establish a behavioral matrix that supports PBIS and will assist in the implementation and monitoring of behavioral goals, expectations, and outcomes.	\$1,150,709.00	No
2.3	Mental Health Support	A school mental health program will be implemented at Renaissance PAU, IPOLY, and LACHSA sites. The mental health program staff will support	\$1,301,470.00	No

Action #	Title	Description	Total Funds	Contributing
		JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided ongoing professional development trainings in relation to mental health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families, such as relationship building and healing. School staff will be provided with mental health consultations regarding concerns related to students. Crisis and threat assessment teams will be employed for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism. In addition, Title IV funds will continue to be used for Wellness Counselors to support students with mental health and wellness. Finally, the California Healthy Kids Survey will be administered annually to assess the current status of students sense of safety at the school site and connectedness. The data from the survey will be analyzed and presented to the central office, as well as site administrators to develop a plan of action. School principals will get disaggregated data to better address the needs of the students at their respective school site.		
2.4	Attendance	LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Administration, teachers, support staff, and community partners will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Attendance team will review attendance plans, provide interventions, and monitor attendance on a regular basis to impact engagement.	\$2,583,466.00	Yes
2.5	Chronic Absenteeism (Repeat expenditure 2.4)	LACOE office staff, site administrators, counselors, staff, and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and support students with resources and guidance to improve their overall attendance. In addition, the school social workers will provide at-promise students and those currently chronically absent with support by doing home visitations. Home visitations will allow the social workers to talk to the students and	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		family members about their obstacles in attending school regularly to find solutions. To further address chronic absenteeism, there will be an ongoing emphasis on supporting students and families with any obstacles that may be preventing them from attending school on a regular basis. Staff working with our at-promise students support with referrals to medical, dental, mental health care services, and food resources, as appropriate and needed. Additionally, schools will continue to set up rooms to support students with basic needs such as clothing, shoes, and school supplies. In addition, the following will be implemented for Socioeconomically Disadvantaged students who achieved the lowest performance level in chronic absenteeism. The following actions will be added focused on socioeconomically disadvantaged students, to address this need. School staff will follow up with students with non-probation related attendance concerns. Students are offered supports on SEL and PBIS expectations. Collaborate with Community Schools staff on supporting students with attendance concerns. Hold Student Planning Team meetings (SPTs)m Phone calls to home. LACHSA and I-Poly will continue sending daily notifications regarding student absences. Families are notified if the student is in danger of probation. SSTs are conducted to assist students with chronic absenteeism. An attendance plan will be created to monitor student attendance. An end of year attendance review will be Implemented.		
2.6	Transition Services (Repeat expenditure 1.1)	LACOE school counselors located at each school site will complete an Individualized Learning Plan (ILP) or 4 year plan with all students enrolling in LACOE schools. The plan will incorporate Academic, Transition, and post-secondary goals developed by the student in collaboration with the school counselor. The LACOE Transition and/or Support Counselor will work with each student, their Ed Rights holder and valued stakeholders to develop a Transition plan that identifies the next school of enrollment (	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		High School, Post Secondary, Adult, etc), education contacts and resources that will enable a successful education transition for the student. LACOE counselors will also meet with students and families to provide information on accessing post-secondary college and career pathways, as well as offer information and assistance with financial aid applications and resources. Before or upon exiting LACOE schools, each student will be provided an Exit packet that contains the Transition Plan and all needed education records. LACOE Transition and Support counselors will reach out to students and ed rights holders post-exit to determine if additional support with their transition is needed.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improving overall English proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students in our programs need a strong academic program, including targeted interventions and language support to ensure they leave the program able to return to their school, further their education or enter the workforce and be successful. The actions in this goal ensure all students have access to a comprehensive instructional program and additional supports, as needed, based data, to ensure success in all content areas. This requires core instruction by credentialed teachers, instructional materials and core instruction and additional supports as needed for all student groups. The actions in this goal address those needs and support success for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP - ELA	CCS: 10.53% JCS: 4.28%* (*average) IPOLY: 86.4% LACHSA: 73.5% All 50.35% SED 28.86% FY 9.52%	CCS: 12.3% JCS: 0% IPOLY: 85.59% LACHSA: 85.6% All: 53.33% SED: 27.57% FY: 0%	CCS: 18.96% JCS: 5.49% IPOLY: 87.7% LACHSA: 89.39% All 59.21% SED 37.58% FY 5.88%	Each year CAASPP ELA will increase by at least 2% overall, at each site and for each student group. CS: 16.53%	CCS +8.43% JCS +1.21% IPOLY +1.3% LACHSA +15.89% All +8.86% SED +8.72% FY -3.64% EL +3.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 2.94% (2022-23 CAASPP)	EL: 0 % (2023-24 CAASPP)	EL 6.9 % (2024-25 CAASPP)	JCS: 10.28% IPOLY: 92.4% LACHSA: 79.5% ALL: 56.35% SED: 34.86% FY: 5.52% EL: 8.9% (2025-2026 CAASPP)	
3.2	CAASPP - Math	CCS – 1.53% JCS – 0%* (*average) IPOLY –52.4% LACHSA –30.5% All 25% SED 11.46% FY 0% EL 0% (2022-23 CAASPP)	CCS: 0% JCS: 0%* IPOLY: 38.66% LACHSA: 43.65% All: 25.12% SED: 10.99% FY: 0% EL: 0% (2023-24 CAASPP)	CCS 7.28% JCS 1.0%* IPOLY 50.85% LACHSA 42.31% All 30.23% SED 17.16% FY 0% EL 3.6% (2024-25 CAASPP)	Each year CAASPP math will increase by at least 2% overall, at each site and for each student group. CCS: 7.53% JCS: 6% IPOLY: 58.4% LACHSA: 36.5% ALL: 31.0% SED: 17.46% FY: 6% EL: 6% (2025-2026 CAASPP)	CCS +5.75% JCS +1.0% IPOLY -1.55% LACHSA +11.81% All +5.23% SED +5.7% FY 0% EL +3.57%
3.3	Reclassification Rate	Reclassification rate at LACOE: 9.8%	Reclassification rate: 6%	Reclassification rate: 13.5%	Each year reclassification	Reclassification rate: +3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23) (Local Measure- Primary enrollment)	(2023-24) (Local Measure-Primary Enrollment)	(2024-25) (Local Measure-Primary Enrollment)	rate will increase at least 2%. Goal: 15.8%	
3.4	Progress towards English Proficiency	7.6% of LACOE English learners received a score of level 4 on the ELPAC (2022-23, Summative ELPAC) 35.9% of Long-Term English Learners making progress on the ELPAC. (22-23 CA Dashboard)	11.4% of LACOE English learners received a score of level 4 on the ELPAC (2023-24, Summative ELPAC) 54.8% of Long-Term English Learners making progress on the ELPAC. (23-24 CA Dashboard)	9% of LACOE English learners received a score of level 4 on the ELPAC (2024-25, Summative ELPAC) 39.3% of Long-Term English Learners making progress on the ELPAC (24-25 CA Dashboard)	Each year there will be a minimum 2% increase in the number of students scoring a level 4 in the English Language Proficiency Assessments for California (ELPAC) Goal: 41.9% of Long-Term English Learners making progress on the ELPAC (2025-2026 CA Dashboard)	+1.4% increase of LACOE English learners received a score of level 4 on the ELPAC 3.4% increase of Long-Term English Learners making progress on the Summative ELPAC.
3.5	STAR Math data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 4.8	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS & CCS	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS & CCS	Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3 points in mathematics.	JCS & CCS Overall: +0.1 Foster Youth: +0.1 Homeless: -0.1 SPED: -0.1 EL: -0.6 African American: 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 5.3 SPED: 4.6 EL: 4.8 African American: 5.0 Hispanic/Latino: 5.7 (STAR Data, 2023-24)	Overall: 6.1 Foster Youth: 5.2 Homeless: 6.9 SPED: 4.9 EL: 4.9 African American: 5.3 Hispanic/Latino: 6.3 (STAR Data 2024-25)	Overall: 5.6 Foster Youth: 4.9 Homeless: 5.2 SPED: 4.5 EL: 4.2 African American: 5.0 Hispanic/Latino: 5.7 (STAR Data 2025-26)	JCS/CCS Overall: 6.4 Foster Youth: 5.7 Homeless: 6.2 SPED: 5.5 EL: 5.7 African American: 5.9 Hispanic/Latino: 6.6 (STAR Data 2026-2027)	Hispanic/Latino: 0.0
3.6	STAR Reading data (JCS and CCS sites)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS and CCS Overall: 5.5 Foster Youth: 5.4 Homeless: 5.2 SPED: 4.9 EL: 4.4 African American: 5.3 Hispanic/Latino: 5.5 (STAR Data, 2023-24)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS & CCS Overall: 6.8 Foster Youth: 6.6 Homeless: 7.8 SPED: 5.8 EL: 5.2 African American: 6.3 Hispanic/Latino: 7.0 (STAR Data, 2024-25)	STAR results demonstrate the average Grade Level Equivalency (GLE) by student group. JCS & CCS Overall: 5.9 Foster Youth: 5.5 Homeless: 5.6 SPED: 5.1 EL: 4 African American: 5.5 Hispanic/Latino: 6.1 (STAR Data, 2025-26)	Each year, overall and for each student group Grade Level Equivalency outcome will increase by 0.3 points in reading. JCS/CCS Overall: 6.4 FY: 6.3 Homeless: 6.1 SPED: 5.8 EL 5.3 African-American: 6.2 Hispanic/Latino: 6.4	JCS & CSS Overall: +0.4 Foster Youth: +0.1 Homeless: +0.4 SPED: +0.2 EL: -0.4 African American: +0.2 Hispanic/Latino: +0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(STAR Data 2026-2027)	
3.7	California Science Test (CAST)	Standard Exceeded 5.1% Standard Met 30.10% Standard Nearly Met 48.47% Standard Not Met 16.3% (CAASPP 22-23)	Standard Exceeded:5.61% Standard Met 21.97% Standard Nearly Met 55.16% Standard Not Met 17.26% (CAASPP 23-24)	Standard Exceeded:4.92% Standard Met 28.69% Standard Nearly Met 53.01% Standard Not Met 13.39% (CAASPP 24-25)	Within 3 years, the percentage of students exceeding standard will increase by 5% and the percentage meeting standard will increase by 10%. Standard Exceeded: 10.1% Standard Met: 40.10%	Standard Exceeded: -0.18% Standard Met: -1.41% Standard Nearly Met: +4.54% Standard Not Met: -2.91%
3.8	Credentialed Teachers	100% of LACOE teachers have a full credential (percentage determined as follows: teachers with full credential/total number of teachers).	100% of LACOE teachers have a full credential	100% of LACOE teachers have a full credential	Annually, 100% of LACOE teachers will have a full credential	+/- 0%; Met

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, LACOE Educational Programs substantially implemented all actions associated with Goal 3 to advance academic achievement, educational equity, multilingual learner success, instructional improvement, and continuous improvement systems across Juvenile Court Schools, County Community Schools, and Specialized Schools. Implementation efforts focused on strengthening instructional systems, expanding targeted academic interventions, increasing access to multilingual learner supports, enhancing transition services for vulnerable student populations, and promoting data-informed decision-making across educational settings. While implementation

remained largely consistent with planned actions, ongoing challenges related to student mobility, interrupted enrollment patterns, varying lengths of stay, and inconsistent assessment participation continued to affect service delivery across alternative education settings.

Academic Achievement, English Learner Supports, and Instructional Improvement (Actions 3.1, 3.2, 3.3, 3.7, 3.11, 3.12, 3.13, 3.14)

LACOE Educational Programs continued implementing integrated instructional supports designed to improve English Language Arts and Mathematics achievement, strengthen multilingual learner outcomes, expand intervention systems, and support instructional coherence across school sites.

Schools continued implementing designated and integrated English Language Development (ELD) instruction, English Learner progress monitoring systems, targeted intervention supports, and reclassification processes aligned to multilingual learner needs. Professional learning opportunities focused on instructional strategies for English Learners and Long-Term English Learners, culturally responsive teaching practices, literacy development, and integrated language supports across content areas.

Targeted academic intervention services remained a central component of implementation efforts and included literacy interventions, writing supports, mathematics interventions, academic recovery services, and assessment preparation activities. Schools utilized multiple assessment measures, including CAASPP, STAR Reading, STAR Mathematics, ELPAC, and local assessments, to inform instructional planning, intervention placement, and student progress monitoring.

Instructional implementation continued through the Road to Success Academy (RTSA) instructional framework, emphasizing standards-based thematic instruction, interdisciplinary learning experiences, project-based learning, culturally responsive instructional practices, and social-emotional learning integration across Juvenile Court Schools and County Community Schools. Professional development opportunities focused on literacy instruction, writing, standards-based instructional practices, assessment literacy, and strategies to support multilingual learners and students with disabilities.

Implementation of assessment systems and data-informed instructional practices remained a significant focus throughout the year. School leadership teams, instructional staff, and Professional Learning Communities (PLCs) engaged in ongoing data review processes to analyze student performance information, identify instructional priorities, monitor progress, and adjust supports based on identified student needs.

A significant implementation success was the continued alignment of assessment systems, instructional planning, intervention services, and professional learning opportunities across Educational Programs. Despite these successes, challenges related to student mobility, interrupted enrollment, inconsistent assessment participation, and varying lengths of student enrollment continued to affect implementation consistency across alternative education settings.

Targeted Student Supports and Transition Services (Actions 3.4, 3.5, 3.10, 3.15)

LACOE Educational Programs continued implementing targeted supports and coordinated services for expelled youth, Foster Youth, students experiencing homelessness, and Students with Disabilities during the 2025–26 school year. Implementation efforts focused on strengthening transition planning, individualized interventions, behavioral and wellness supports, educational continuity, and multidisciplinary service coordination aligned to student-specific needs.

Schools continued utilizing collaborative approaches involving counselors, teachers, administrators, probation partners, social workers, and special education teams to support student engagement and academic progress. Foster Youth services included academic counseling, transition support services, credit recovery opportunities, individualized graduation planning, and coordination with multidisciplinary support teams. Supports for students experiencing homelessness included enrollment assistance, transportation coordination, access to educational resources, and connections to community-based services designed to reduce barriers to attendance and engagement.

Special education services remained aligned to planned actions and included implementation of Individualized Education Programs (IEPs), transition planning, behavior intervention supports, restorative practices, instructional coaching, and targeted professional development focused on inclusive instructional practices and support for students with intensive academic and behavioral needs. Educational Programs also continued strengthening postsecondary transition supports through coordinated planning meetings, Workability services, and individualized transition planning aligned to student goals.

Systems, Data, and Conditions of Learning (Actions 3.6, 3.8, 3.9)

LACOE Educational Programs continued implementing systems designed to strengthen data dissemination, instructional accountability, teacher credentialing, and conditions of learning across all school settings.

School leadership teams and instructional staff regularly reviewed and disseminated state and local performance information to support instructional planning, intervention design, progress monitoring, and continuous improvement efforts aligned to LCAP goals. Ongoing implementation of data review structures, PLCs, and collaborative planning processes supported consistent use of data across Educational Programs.

LACOE also maintained a focus on ensuring appropriately assigned and credentialed teachers and instructional staff across school sites. Conditions of Learning actions continued supporting equitable access to standards-aligned instructional materials, safe learning environments, and instructional resources aligned to state academic standards and student learning needs across Juvenile Court Schools, County Community Schools, and Specialized Schools.

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

Material differences between budgeted and estimated actual expenditures were primarily attributable to staffing vacancies and personnel cost increases. Actions 3.2, 3.3, 3.4, 3.5, 3.6, 3.10, and 3.11 expended less than budgeted due to vacant LST, counselor, and other staff positions. Actions 3.7 and 3.8 expended more than budgeted due to salary increases associated with two years of 3% COLA adjustments and staffing reclassifications, including the upgrade of Principal and Assistant Principal positions to Director III and Assistant Director classifications.

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

Action 3.1 (Basic Services for English Learners) demonstrated effectiveness in improving outcomes for English Learners through the implementation of designated and integrated English Language Development (ELD), targeted language supports, intervention services, and progress monitoring. English Learner performance in English Language Arts increased from 2.94% to 6.9%, while English Learner Mathematics performance increased from 0% to 3.57%. In addition, English Learner reclassification rates increased from 9.8% to 13.5%, exceeding the annual growth target. These outcomes suggest that ELD instruction, targeted interventions, and ongoing monitoring contributed positively to language acquisition and academic achievement. Despite these improvements, English Learner Progress Indicator (ELPI) outcomes remained mixed, indicating the continued need for targeted supports, particularly for Long-Term English Learners.

Action 3.2 (Reclassification) demonstrated effectiveness in increasing the number of students successfully meeting reclassification criteria. Reclassification rates increased from 9.8% to 13.5%, exceeding the annual target. Continued monitoring of reclassified students and targeted academic supports appear to have contributed to improved language proficiency and academic performance among multilingual learners. While progress was evident, continued focus on Long-Term English Learners remains necessary to sustain growth and improve reclassification outcomes.

Action 3.3 (Interventions) demonstrated effectiveness in supporting student achievement through tutoring, academic interventions, acceleration opportunities, academic recovery services, and targeted supports for students requiring additional assistance. Academic achievement data reflected growth across multiple indicators. Districtwide CAASPP English Language Arts performance increased from 50.35% to 59.21%, with notable gains among Socioeconomically Disadvantaged students (+8.2 points), English Learners (+3.0 points), students experiencing homelessness (+66.5 points), Hispanic students (+24.4 points), students enrolled at Los Angeles County High School for the Arts (+19.2 points), International Polytechnic High School (+15.5 points), and County Community Schools. English Language Arts improved by 11.1 points and achieved Green performance status on the California School Dashboard.

Local assessment results also reflected positive growth, with STAR Reading Grade Level Equivalency (GLE) scores increasing from 5.5 to 5.9 overall. Growth was observed among several student groups, including Hispanic/Latino students, students experiencing homelessness, and Students with Disabilities. These results suggest that intervention services, tutoring opportunities, academic recovery supports, and targeted instructional assistance contributed to improved literacy outcomes and academic achievement. While Mathematics performance demonstrated some improvement, the district remained 103.8 points below standard and in Red performance status on the California School Dashboard, indicating the continued need for targeted mathematics interventions and support.

Action 3.4 was effective in supporting English learner progress as measured by the Summative ELPAC. During the 2025–26 school year, 9% of LACOE English learners achieved an Overall Performance Level 4 on the Summative ELPAC. While this represents a decrease from 11.4% in 2024–25 and remains below the annual target of increasing Level 4 performance by at least two percentage points each year, the percentage of Long-Term English Learners making progress on the Summative ELPAC increased from 35.9% in 2022–23 to 39.3% in 2024–25, demonstrating overall improvement over the three-year period. Program implementation supported these outcomes through timely enrollment, educational planning, and coordinated services. During the reporting period, LACOE received 263 referrals, enrolled 116 students, maintained an average referral-to-enrollment time of nine days, completed 100% of Individual Learning Plans within 30 days, and ensured coordination with districts and community partners. Although implementation was strong, the ELPAC results indicate that additional instructional supports are needed to increase the percentage of students achieving the highest proficiency level.

Action 3.5 was partially effective in improving mathematics achievement as measured by STAR Grade Level Equivalency (GLE). Overall GLE increased by 0.1 points during the reporting year, with Foster Youth also increasing by 0.1 points. Performance remained unchanged for African American and Hispanic/Latino students, while English Learners declined by 0.6 points and students experiencing homelessness declined by 0.1 points. Although the annual target of a 0.3-point increase was not met for all student groups, implementation of the action ensured that foster youth received coordinated educational supports. During the reporting period, 100% of foster youth were identified and entered into the Educational Passport System, 100% were referred to appropriate support services, and LACOE staff collaborated with child welfare agencies and community partners to support educational stability and continuity of services. These implementation efforts strengthened access to services; however, the STAR results indicate that additional academic interventions are needed to improve mathematics outcomes, particularly for English learners.

Action 3.7 (Instruction) demonstrated effectiveness in strengthening instructional practices through continued implementation of the Road to Success Academy (RTSA) instructional framework, classroom observations, instructional coaching, and alignment to state standards. Districtwide CAASPP English Language Arts performance increased from 50.35% to 59.21%, while Mathematics performance increased from 25.0% to 30.23%. These improvements suggest that standards-based instruction, instructional monitoring, and ongoing support for teachers contributed positively to student achievement outcomes.

Action 3.8 (Teacher Credentialing) demonstrated progress toward improving access to qualified instructional staff across Educational Programs. Although the 2025 Local Indicators reported that 50.1% of teachers were fully credentialed (Preliminary or Clear), ongoing staffing challenges in Juvenile Court Schools continued to impact this measure. In response, Human Resources implemented focused recruitment efforts during the 2025–26 school year, including the assignment of a dedicated Coordinator to support recruitment and staffing for Juvenile Court Schools.

These targeted recruitment efforts have resulted in increased outreach, applicant engagement, interviews, onboarding activities, and hiring for hard-to-fill positions across Juvenile Court School sites. Several vacancies have been filled or are currently in the onboarding process, and multiple school sites are fully staffed or have active candidate pools for remaining positions. These efforts are improving staffing stability and expanding access to qualified instructional personnel, particularly in high-need settings. While the impact of these efforts is not yet reflected in the 2025 Local Indicator results, current staffing trends and recruitment outcomes indicate positive progress toward improving teacher assignment and credentialing measures. Continued collaboration between Human Resources and Educational Programs remains essential to sustaining these gains and addressing remaining staffing needs.

Action 3.9 (Conditions of Learning) demonstrated effectiveness in maintaining equitable access to standards-aligned instructional materials, safe learning environments, and educational resources across Educational Programs. Ongoing monitoring of facilities, textbook sufficiency reviews, and distribution processes ensured that all students had access to core instructional materials and educational resources necessary to support learning. Evidence of effectiveness is reflected in the Williams Facilities Inspection results, with all nine school facilities scoring at least 90% on the Facility Inspection Tool (FIT), indicating that facilities were maintained in good condition and conducive to learning. In addition, textbook sufficiency reviews confirmed that all students had access to their required textbooks. These efforts contributed to maintaining the foundational conditions necessary for effective teaching and learning and supported equitable access to high-quality educational opportunities for all students.

Action 3.10 (Homeless Students) demonstrated effectiveness in strengthening supports for students experiencing homelessness through counseling, graduation monitoring, professional development, educational continuity efforts, and coordination of services. Positive outcomes were observed across multiple indicators. According to the California School Dashboard, students experiencing homelessness increased 66.5 points in English Language Arts and 22.5 points in Mathematics. Graduation outcomes also improved, with the graduation rate increasing by 4.81 percentage points to 76.8%.

Local assessment data further reflected academic growth, with STAR Reading Grade Level Equivalency (GLE) scores increasing from 5.2 to 5.6. These outcomes suggest that targeted supports, counseling services, academic monitoring, and coordinated efforts to reduce barriers to school participation contributed positively to student achievement and engagement. While these results demonstrate meaningful progress, students experiencing homelessness continue to face significant challenges that require ongoing academic, behavioral, and social-emotional supports.

Actions 3.6 (Dissemination of Data), 3.11 (Assessments), and 3.12 (Data Chats/Continuous Improvement) demonstrated effectiveness in strengthening data-informed decision-making, progress monitoring, intervention planning, and continuous improvement efforts across Educational Programs. The ongoing administration of CAASPP, ELPAC, STAR, NWEA, and interim assessments provided timely student performance information that informed instructional adjustments, intervention decisions, and resource allocation. Regular dissemination of assessment and accountability data through Power BI, Dashboard reports, DataQuest, and local assessment systems ensured that district and site leaders had access to relevant student performance information to support planning and decision-making.

During the 2025–26 school year, Juvenile Court School (JCS) and County Community School (CCS) principals began participating in a more structured process of engaging in data chats with district leadership to review student performance, identify areas of need, monitor progress toward key academic goals, and discuss strategies for improving student outcomes. Principals reported that these collaborative discussions provided valuable opportunities to analyze data, reflect on instructional practices, and strengthen alignment between site-level actions and district priorities. Bringing site leaders together with district leadership fostered greater accountability, shared ownership of student outcomes, and a stronger focus on continuous improvement.

At the site level, principals facilitated data reviews with teachers and staff to examine assessment results, monitor student progress, and identify instructional and intervention needs. These discussions increased awareness of student performance trends and supported more intentional instructional planning. The academic growth observed across multiple local and state indicators suggests that assessment

systems, data dissemination processes, and structured data review practices are contributing to more targeted instructional supports and improved student outcomes. While implementation varied across sites, the process established a strong foundation for continuous improvement efforts. Moving forward, greater consistency, structure, and formalization of site-level data review practices will strengthen the use of data to drive instructional decisions and improve student outcomes.

Action 3.13 demonstrated effectiveness in strengthening instructional capacity through ongoing professional development focused on RTSA implementation, English Language Arts, Mathematics, English Learner strategies, technology integration, and culturally responsive instructional practices. Improvements in the 2025 CA Dashboard in both literacy (+11.1 Points) and math (+2.2 Points) performance, and overall academic achievement as measured by the CAASPP, suggest that professional learning opportunities contributed to improved instructional practices and student outcomes.

Throughout the school year, professional development opportunities were well-received by teachers, with participant survey results indicating high levels of satisfaction and perceived value. In addition, classroom walkthroughs and instructional observations demonstrated evidence of increased implementation of instructional strategies and practices emphasized during professional learning activities. Continued coaching and follow-up support further strengthened implementation and helped translate professional learning into classroom practice.

Action 3.14 (Culturally Responsive Pedagogy) demonstrated effectiveness in supporting equitable access to instruction and improving student engagement through culturally responsive instructional practices, ethnic studies development, arts integration, and professional learning focused on creating inclusive learning environments. Positive academic growth among historically underserved student groups, including Socioeconomically Disadvantaged students and English Learners, suggests that culturally responsive approaches contributed to improved access and engagement. Continued implementation remains important to further address achievement and discipline disparities.

Action 3.15 (Students with Disabilities) demonstrated moderate effectiveness in supporting Students with Disabilities. In the area of suspensions, the 2025 California School Dashboard reported that 31.4% of Students with Disabilities were suspended at least one day, representing an increase of 2.9 percentage points from the prior reporting period. While this indicator reflects a continued area of need, the Dashboard data does not fully capture the restorative practices, behavioral supports, staff training, increased monitoring of Behavioral Intervention Plans (BIPs), and intervention strategies implemented during the 2025–26 school year. Internal data collected during the current year suggests progress in strengthening support systems and reducing reliance on exclusionary discipline practices. The effectiveness of these efforts will be more fully reflected in future Dashboard results.

In the area of graduation, Action 3.15 demonstrated effectiveness in supporting graduation outcomes for Students with Disabilities through increased monitoring of student progress, counselor participation in IEP processes, transcript reviews, transition planning, and enhanced collaboration between special education and counseling staff. According to the 2025 California School Dashboard, 66.1% of Students with Disabilities graduated, representing an increase of 9.4 percentage points from the prior reporting period. This improvement suggests that targeted graduation monitoring, individualized supports, and coordinated transition planning efforts are contributing positively to student outcomes. While Students with Disabilities continue to perform in the Red performance level on the Dashboard and remain a priority population for support, the upward trend in graduation rates indicates progress toward improving educational outcomes for this student group. Updated graduation data from the 2026 California School Dashboard will provide additional information regarding the sustained impact of these efforts.

Regarding college and career readiness, we believe that transition planning and college and career readiness supports demonstrated effectiveness in increasing access to postsecondary planning services for Students with Disabilities. Expanded transition services, career exploration opportunities, and improved integration of transition goals into IEPs strengthened student preparation for postsecondary education, employment, and independent living. Collaboration among teachers, counselors, and transition specialists improved alignment between student goals and support services.

Finally, in the area of Academic Achievement, Students with Disabilities also benefited from targeted academic interventions and reading supports. While the 2025 California School Dashboard reflected continued challenges in English Language Arts performance, this year's local assessment data demonstrates evidence of some growth. STAR Reading Grade Level Equivalency (GLE) scores increased from 4.9 to 5.1, indicating modest gains in literacy achievement. In the area of Mathematics performance, the 2025 Dashboard also showed improvement, with proficiency rates increasing from 5.26% to 7.54%. These results suggest that targeted interventions, increased access to academic supports, and coordinated instructional planning contributed to improved student outcomes. Despite these areas of progress, Students with Disabilities continue to experience achievement, graduation, college and career readiness, and suspension disparities relative to other student groups. Continued implementation and refinement of behavioral supports, transition services, academic interventions, and graduation monitoring systems will be necessary to accelerate outcomes for this student population.

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

Based on a review of implementation efforts and student outcome data, no substantive changes were made to Goal 3, its metrics, target outcomes, or core actions for the 2026–27 school year. The analysis of effectiveness data indicates that the actions remain aligned to identified student needs and are contributing to positive outcomes across multiple indicators. Rather than introducing new actions or significantly modifying existing ones, Educational Programs will focus on strengthening the depth, consistency, and fidelity of implementation across school sites. As a result, several refinements will be incorporated into implementation practices to strengthen support for student achievement, multilingual learners, Students with Disabilities, and other historically underserved student groups. These refinements reflect a commitment to deeper and more consistent implementation of existing actions and services rather than changes to the overall goal, metrics, target outcomes, or planned services.

While positive progress was observed in English Language Arts achievement, English Learner reclassification rates, graduation outcomes for Students with Disabilities, and academic growth among students experiencing homelessness, data indicate that Mathematics achievement continues to be an area of need across Educational Programs. As a result, intervention services, academic recovery supports, and data-informed instructional practices will continue to emphasize mathematics acceleration and targeted support for students performing below grade level.

Reflections on English Learner outcomes also resulted in continued emphasis on designated and integrated English Language Development instruction, targeted supports for Long-Term English Learners, and ongoing monitoring of reclassified students. Although reclassification

rates increased, English Learner Progress Indicator results suggest that additional focus on language acquisition and academic language development remains necessary.

Analysis of outcomes for Students with Disabilities resulted in continued emphasis on behavioral supports, restorative practices, transition planning, graduation monitoring, and targeted academic interventions. While improvements were observed in graduation rates and local academic indicators, suspension rates and college and career readiness outcomes indicate a continued need for intensive supports and coordinated services for this student group.

Reflections on the implementation of data dissemination, assessments, and continuous improvement actions highlighted the value of structured data chats and collaborative data review processes. As a result, efforts will continue to strengthen site-level data review practices, increase consistency across school sites, and further align assessment results, intervention planning, and instructional decision-making.

Additionally, staffing challenges experienced in Juvenile Court Schools resulted in increased attention to teacher recruitment and retention efforts. Focused recruitment strategies implemented during the 2025–26 school year will continue in 2026–27 to improve access to appropriately assigned and qualified instructional staff, particularly in high-need educational settings.

No substantive changes were made to the overall goal. However, refinements to implementation strategies and continued focus on identified areas of need were incorporated to accelerate progress toward improving academic achievement, educational equity, and college and career readiness for all students.

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	Basic Services for English Learners	LACOE will continue to offer English Learners a variety of courses that include designated and integrated English Language Development (ELD). The implementation of designated English Language Development (ELD) at the CCS is a high need. The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring of English Learners, as well as reclassified students, for four years. English Learners will continue to be supported through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification. Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance Assessment to measure their level of	\$650,346.00	No

Action #	Title	Description	Total Funds	Contributing
		proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the “Beginning to Develop” level of the ELPAC. English learners will receive additional language support from the teachers and paraeducators when student data demonstrates a need for additional support. Individualized instruction will be provided to English Learners during class time to assist them in building their oral language, reading, and writing skills. This support will help the students improve at least one ELPAC level per school year. The following actions will be implemented for Long Term English Learners: Interviews, focus groups, and classroom observations will be conducted to analyze strengths and needs in current practice for LTELs. Additional instructional opportunities and tutoring support will focus on strategies for building academic language and improving writing skills.		
3.2	Reclassification	Students identified as potential candidates for reclassification will be regularly monitored to assess progress toward meeting reclassification criteria and will receive targeted support as needed to promote language development and academic success. Reclassified students will continue to be monitored for four years following reclassification and, as needed, will receive additional academic support to ensure continued success.	\$717,001.00	No
3.3	Interventions	Extended learning opportunities will be provided to students to support student achievement through tutoring and acceleration opportunities for students who need academic support. Classroom teacher, staff, and counselors will identify students in need of additional support, identify areas of need, facilitate implementation of tutorial services and monitor student progress.	\$3,627,061.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth. Based on disaggregated internal STAR formative assessment data, Long Term English Learners achieved an average grade level equivalent of 4.1, the lowest of all student groups. To address this need, additional support in academic language and writing instruction will be provided in class and tutoring sessions. This action is supported in part by Learning Recovery Emergency Block Grant (LREBG) funds. Funds are used to provide tutoring and extended learning opportunities. To monitor progress, we will utilize Metrics 3.1, 3.2, 3.5, and 3.6. A total of \$841,259.00 in LREBG funds will be allocated to support these targeted actions.		
3.4	Expelled Youth (Repeat expenditure 1.2)	LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans. Procedures in place at the central office will ensure requests from the juvenile court on student information will be provided in a timely manner. Coordination of necessary educational services will also be made to provide services to students. The Student Registrar office will develop and implement a mechanism for the efficient expeditious transfer of health and education record and the health and education passport. The office will monitor the speed in which records are transferred and will revise the plan based on data collected.	\$0.00	No
3.5	Foster Youth (Repeat expenditure 1.2)	LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS) and continue to send educational related data to shared database, A Educational Passport and Aftercare. Foster youth will be referred to partner agencies who support and monitor students' progress along with coordinate with service agencies.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		LACOE will work with the county child welfare agency to minimize changes in students' school placement. In addition, education-related information will be provided to the county child welfare agency to assist in the delivery of searches to foster children, including educational status and progress information that is required to be included in court reports.		
3.6	Dissemination of Data	LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and educational partners input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.	\$124,591.00	No
3.7	Instruction (Repeat expenditure 1.1 & 1.4)	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	\$0.00	No
3.8	Teacher Credentialing	LACOE will assign fully credentialed teachers to support all students and ensure the unique needs of low-income, English learners, expelled youth and foster youth students are met.	\$19,008,685.00	No
3.9	Conditions of Learning (Repeat expenditure 1.4)	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.		
3.10	Homeless Students (Repeat expenditure 1.4)	The LACOE staff will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings. The homeless liaison and/or counselors will monitor progress for homeless students toward meeting graduation requirements in a four year period. Counselors and staff will provide counseling for homeless student to assist them in college and career planning.	\$0.00	No
3.11	Assessments (Repeat expenditure 3.6)	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the STAR Renaissance assessment at the JCS and CCS. Student progress will be measured quarterly using the STAR reading and mathematics assessment to determine the effectiveness of courses implemented. Student work will also be used to determine student mastery of course content and offer additional support, if needed, for academic improvement. STAR data will be monitored and analyzed for all student groups. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need. Increasing testing participation and culture will be a focus in the administration of formative and summative assessments. This action is supported in part by Learning Recovery Emergency Block Grant (LREBG) funds. Funds are used to provide funding for a data steward that can identify at-risk students to support with coordination of interventions. To monitor progress, we will utilize Metrics 3.1, 3.2, 3.5, and 3.6. A total of \$841,259.00 in LREBG funds will be allocated to support these targeted actions.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	Data Chats (Continuous Improvement)	Data-driven discussions will continue to occur on a regular basis at the district and site level. During Professional Learning Communities (PLC), site administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs. District and site level data reviews will occur multiple times of the year to inform the development of school plans and goal monitoring. The system of data management will be assessed for further development and alignment with complementary LCAP actions.	\$1,022,016.00	No
3.13	Professional Development (Repeat expenditure 1.4)	Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. For IPOLY and LACHSA this professional development will be provide via the intended curriculum for those school programs. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results. Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing. and monitoring of English Learner progress, including strategies for providing more intensive, targeted support for Long-term English Learners. Professional development will be provided to counselors and other support staff to ensure appropriate placement and monitoring of progress for LTELs. Teachers of LTELs will receive professional development in research based strategies for LTELs, including instruction in academic language and writing Administrators will be provided professional development about the diversity of English learners including LTELs. Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career. Content Academies, were recently implemented and these continue as part of ongoing Professional Development efforts in conjunction with the RTSA Saturday Summits. Professional development activities will be followed up with ongoing coaching support to ensure effective implementation of strategies from trainings.		
3.14	Culturally Responsive Pedagogy (Repeat expenditure 1.4)	Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics. Culturally relevant books and curriculum to be implemented and continue to develop an Ethnic Studies curriculum and arts integration. To support the needs of student groups identified as lowest performing for suspension rates and reduce suspensions among these students (Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American and students identifying as two or more races), professional development and follow-up coaching will be provided for teachers, administrators and support staff on strategies for creating positive and supportive classroom environments that are sensitive to individual and cultural needs of all students and build support systems to maintain student engagement and reduce behaviors leading to suspension.	\$0.00	No
3.15	Students With Disabilities	Students with disabilities achieved the lowest performance level in suspension rates, graduation rates and college and career readiness, in addition, local data identified a needs for reading intervention for special education students. The following actions are designed to address these need; Suspensions	\$137,615.00	No

Action #	Title	Description	Total Funds	Contributing
		LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. This is an area of focus for LACOE's Division of Student Programs' Continuous Improvement Monitoring Plan. To increase teacher understanding of students with disabilities general education teachers will be given access to the LACOE Special Education Information System (SPED-X) and substitute teachers will be provided access students' Behavioral Intervention Plan (BIP). Restorative practice requirements for students with behavioral difficulties will be increased (i.e. re-entry conferences rather than 2-day suspension). Procedures, including monitoring, will be implemented to ensure Behavioral Intervention Plans are implemented and data is collected. Graduation Rate Counselors will be invited to IEP meetings, or if they are unable to attend , a shared document will be provided including missing transcripts and AB216 status. IEP meetings will be held at all school sites when a student earns a D at a reporting period. Parents and students will be be provided information on the impact of not earning a diploma (job eligibility, pay disparity, etc.) To improve transitions services for students with disabilities, transition information will be included in students' IEPs. IEP progress reports will be sent home, If students are consistently not meeting benchmarks, an IEP meeting will be scheduled.. College and Career Readiness To improve transition services, training will be provided for teachers and services to support college and career readiness will be added to students' IEP. A career exploration class will be added and available to students with disabilities who are in need of support and guidance with career exploration initial and triennial assessments will be enhanced to better identify transition needs. Reading (need based on local data)		

Action #	Title	Description	Total Funds	Contributing
		Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores. Training will be provided to teachers in understanding dyslexia. Improved access to intensive reading intervention services will be provided for special education students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
4	By the end of the 2026–27 school year, Los Padrinos Juvenile Hall, Barry J. Nidorf Secure Youth Treatment Facility, Road to Success Academy (RTSA) Kilpatrick, Afflerbaugh-Paige Camp, Glenn Rockey Camp, and Dorothy Kirby School will improve student engagement, academic achievement, school climate, graduation outcomes, college and career readiness, and educational transitions through expanded counseling services, behavioral interventions, restorative practices, academic supports, transition services, family engagement, and community partnerships funded through the Equity Multiplier. These services are designed to address the unique academic, behavioral, social-emotional, and transition needs of court-involved, highly mobile, and historically underserved students while increasing equitable access to learning opportunities, improving educational outcomes, and supporting successful pathways to postsecondary education, employment, and community reintegration. The review of the California School Dashboard identified significant performance challenges among Equity Multiplier schools and student groups. At Los Padrinos Juvenile Hall, student groups identified in the Red performance level include Socioeconomically Disadvantaged students and Hispanic students in English Language Arts; Socioeconomically Disadvantaged students and Hispanic students in Mathematics; Socioeconomically Disadvantaged students in Science; English Learners and Long-Term English Learners in the English Learner Progress Indicator; Socioeconomically Disadvantaged students and Hispanic students in Graduation Rate; Socioeconomically Disadvantaged students and Hispanic students in the College and Career Indicator; and English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and Hispanic students in Suspension Rate. At Afflerbaugh-Paige Camp, Students with Disabilities were identified in the Red performance level for Suspension Rate, Socioeconomically Disadvantaged students and Hispanic students were identified in the Red performance level for Graduation Rate, and Socioeconomically Disadvantaged students were identified in the Red performance level for the College and Career Indicator. At Barry J. Nidorf Secure Youth Treatment Facility, Socioeconomically Disadvantaged students and Hispanic students were identified in the Red performance level for Suspension Rate. At Dorothy Kirby School, Foster Youth, Hispanic students, and Students with Disabilities were identified in the Red performance level for Suspension Rate.	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	To address these identified needs, Equity Multiplier funds will be used to expand targeted academic interventions in literacy, mathematics, science, and English language development; increase counseling, behavioral health, and social-emotional supports; strengthen restorative and positive behavior interventions; expand transition and reentry services; increase college and career readiness opportunities; and enhance family and community engagement efforts. Specific strategies will include individualized academic support, credit recovery, graduation planning, college and career exploration activities, workforce development opportunities, dual enrollment opportunities, Career Technical Education experiences, mentoring, behavioral intervention services, and coordinated transition planning designed to improve educational continuity and long-term student success. Through these efforts, LACOE will work to reduce disparities among identified student groups, improve Dashboard outcomes, increase student engagement and school connectedness, reduce suspensions, improve graduation rates, strengthen English learner outcomes, and expand access to college and career pathways for students attending Equity Multiplier-funded Juvenile Court and Alternative Education Schools. Renaissance remains included in this goal to ensure the continued implementation of approved services and the expenditure of previously awarded funds. At Renaissance County Alternative School, All Students were identified in the Red performance level for Mathematics and the College and Career Indicator. In addition, Socioeconomically Disadvantaged students were identified in the Red performance level for the College and Career Indicator, and Students with Disabilities were identified in the Red performance level for Suspension Rate. These data indicate a continued need for targeted academic interventions, college and career readiness supports, counseling services, behavioral interventions, and transition planning to improve educational outcomes and address identified performance gaps. It is important to clarify that, in addition to the student groups identified through the metrics at each site to receive support funded by the Equity Multiplier, we worked closely with our educational partners and decided to continue monitoring any student groups identified during the baseline year and Year 1. This approach ensures ongoing attention to student outcomes and allows us to evaluate progress over time, even if those groups are not currently identified through the most recent data.	

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	Students with Disabilities at: Afflerbaugh-Paige: 47.9% Kirby: 29.5% Nidorf: 33.9% LP:30.3% (New *2025 Dashboard Baseline) Renaissance:10.8% (New *2025 Dashboard Baseline) African American Students at: Kirby: 34.1% LP:25.5% (New *2025 Dashboard Baseline) Foster Youth at: Kirby: 36.7% Nidorf: 24% LP:24.1% (New *2025 Dashboard Baseline)	Students with Disabilities Afflerbaugh-Paige: 46.4% Kirby: 39% Nidorf: 34% African American Students at: Afflerbaugh-Paige: 46.4% Kirby: 43.6% LP: 18.6% (*new) Nidorf: 34% Foster Youth Nidorf N/D Kirby :39.4% Socioeconomically Disadvantaged	Students with Disabilities at: Afflerbaugh-Paige: 46.6% Kirby: 42.9% Nidorf: 32.3% African American Students at: Afflerbaugh-Paige: 44.1% Kirby: 35.6% LP: 25.5% Nidorf: 32.3% Foster Youth at: Kirby: 43.3% Socioeconomically Disadvantaged at:	Suspension rates for identified student groups at Equity Multiplier schools, including Students with Disabilities, African American students, Foster Youth, English Learners, Long-Term English Learners, Homeless Youth, Hispanic students, and Socioeconomically Disadvantaged students, will decrease by at least 5% annually.	Students with Disabilities Afflerbaugh-Paige: -1.5% Kirby: +13.4% Nidorf: -1.6% African American Students at: Kirby: 1.5% Foster Youth Kirby: +6.6% Socioeconomically Disadvantaged at: Kirby: +4.8% Nidorf: +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged at: Kirby: 29.5% Nidorf: 21.6% Renaissance: 6.1% LP: 19.7% (New *2025 Dashboard Baseline) Hispanic at: Kirby: 20% BJN: 20.8% LP: 17.8% (New *2025 Dashboard Baseline) English Learners at: Los Padrinos: 17.7% (New *2025 Dashboard Baseline) Long-Term English Learners at: Los Padrinos: 17.4% (New *2025 Dashboard Baseline) Homeless at: Los Padrinos 25.9% (New *2025 Dashboard Baseline) (Dashboard 2022-23)	Kirby: 34.7% Nidorf: 25.8% Renaissance: 3.8% Hispanic at: Kirby: 33% Nidorf: 27.7% (Dashboard 2024)	Kirby: 34.3% Nidorf: 29.2% Renaissance: 2.0% Hispanic at: Kirby: 34.3% Nidorf: 29.2% (Dashboard 2025)		Renaissance: -4.1% Hispanic at: Kirby: +14.3% (Dashboard 2024-25)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Graduation Rate	Hispanic Students at: Renaissance: 53.2% Afflerbaugh-Paige: 57.7% LP: 41.5% (New *2025 Dashboard Baseline) Socioeconomically Disadvantaged Students at: Afflerbaugh: 71.2% Renaissance: 36.2% LP: 41.4% (New *2025 Dashboard Baseline) (DataQuest 2022-23)	Hispanic Students at: LP: 27.5% (*new) Renaissance: 55% Afflerbaugh-Paige: 61.8% Socioeconomically Disadvantaged Students at: Nidorf: 63.6% Afflerbaugh-Paige: 60% Renaissance: 58% African American Students at: LP: 26.1% (*new) Renaissance: 58% (DataQuest 2024)	Hispanic Students at: Renaissance: 60% Afflerbaugh-Paige: 67.7% Socioeconomically Disadvantaged Students at: Renaissance: 69.4% Afflerbaugh: 64.6% (DataQuest 2025)	Graduation rates for identified student groups at Equity Multiplier schools will increase annually by 2 percentage points.	Hispanic Students at: Renaissance: +6.8% Afflerbaugh Paige: +6.6% Socioeconomically Disadvantaged Students at: Renaissance: +33.2%
4.3	College & Career Readiness College Credit Course	Socioeconomically Disadvantaged Students (College Credit Course) at: Afflerbaugh: 0% Kirby: 0% Nidorf: 100% (1 of 1) Renaissance: 0% LP: 0% (New* 2025 Dashboard Baseline) Hispanic at:	Socioeconomically Disadvantaged Students (College Credit Course) Kirby: 100% (16 of 16) Nidorf: 35.7% (5 of 14) Renaissance: 0% Hispanic Renaissance: 0%	Socioeconomically Disadvantaged Students (College Credit Course) at: Kirby: 0% Nidorf: 100% (2 of 2) (O/A 9.5% prepared. 2 out of 21)	College and Career Readiness outcomes for identified student groups at Equity Multiplier schools will increase annually and reach at least 5% where applicable.	Socioeconomically Disadvantaged Students Kirby: 0% Nidorf: 0% Renaissance: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LP:0% (New *2025 Dashboard Baseline) (College Credit Course, CA Dashboard 2023)	(College Credit Course, CA Dashboard 2024)	Renaissance: 0% (O/A 2% prepared. 1 student out of 49) Afflerbaugh: 0% (College Credit Course, CA Dashboard 2025)	(College Credit Course, CA Dashboard)	
4.4	English Learner Progress Indicator	English Learners at: Renaissance 13.3% LP: 29.5% (New *2025 Dashboard Baseline) Long-Term English Learners LP: 30.3% (*New 2025 Dashboard Baseline) (CA Dashboard 2023)	English Learners at: Renaissance: 45.5% (CA Dashboard 2024)	English Learners at: Renaissance: 30.4% (CA Dashboard 2025)	English Learners and Long-Term English Learners at Equity Multiplier schools will improve ELPI and/or Reclassification Rates by at least 2% annually.	English Learners at: Renaissance: +17.1%
4.5	CAASPP ELA/Math (Academic Achievement)	CAASPP ELA CS: 16.53% JCS: 10.28% CAASPP Math CCS: 7.53% JCS: 6% Los Padrinos (LP) (New *2025 Dashboard Baseline) SED ELA: 13.34% SED Math: 6.67%	N/A	N/A	CAASPP ELA and Mathematics outcomes for identified student groups at Equity Multiplier schools will increase by at least 2 percentage points annually. (2025-2026 CAASPP)	2025-2026 outcomes will serve as a baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic ELA: 0% Hispanic Math: 0% SED CAST: 3 science points Renaissance (New *2025 Dashboard Baseline) Math: 7.28%				
4.6	Parent Participation in PFECP meetings	During the 2025- 26 school year 96% of parents/family participated in PFECP meetings. (Local indicator: attendance 2,698 YTD/ unduplicated student count for 24-25 year: 2,825). 68% of parents agree or strongly agree that the school actively seeks the input of parents before making important decisions. (2025-26 CSPS)	N/A	N/A	At least 95% of parents will participate in PFECP meetings annually; within 3 years, 50% of parents will report the school actively seeks input of parents before making important decisions (based on CSPS)	2025-2026 outcomes will serve as a baseline

Goal Analysis [2025-26]

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

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

All planned actions under Goal 4 were substantially implemented during the 2025–26 school year to provide targeted supports for schools and student groups identified through Equity Multiplier eligibility criteria and California School Dashboard performance indicators. Implementation focused on strengthening professional development, graduation support systems, college and career readiness opportunities, and English Learner services for historically underserved student groups across Juvenile Court Schools, County Community Schools, camps, and Secure Youth Treatment Facilities (SYTF).

Action 4.1, Supplemental Professional Development, was implemented as planned through staff training, coaching, and collaborative learning opportunities focused on restorative practices, relationship-centered classroom strategies, proactive behavioral interventions, and alternatives to exclusionary discipline. These efforts supported the development of positive school climates and increased staff capacity to address student behavioral and social-emotional needs.

Action 4.2, Supplemental Graduation Support, was substantially implemented through individualized graduation planning, credit monitoring, transition services, academic counseling, and coordination among counselors, probation staff, families, schools, and community partners. Supports focused on reducing barriers to graduation, strengthening student engagement, and promoting educational continuity for highly mobile and court-involved youth.

Action 4.3, Supplemental College and Career Readiness Services, was fully implemented through transcript reviews, academic progress monitoring, individualized counseling, tutorial supports, course planning, dual enrollment opportunities, and career pathway exploration. These services increased student access to postsecondary planning and career readiness opportunities.

Action 4.4, English Learner Support, was implemented as planned at Renaissance County Community Schools through targeted English Learner interventions, professional development, English Learner Lead support, paraeducator assistance, ELPAC preparation, and instructional coaching designed to improve outcomes for multilingual learners.

No substantive differences were identified between the planned actions and actual implementation. However, implementation required ongoing adjustments in service delivery due to challenges associated with high student mobility, fluctuating enrollment, interrupted educational experiences, and varying lengths of student enrollment across juvenile court and alternative education settings. Staff responded by providing flexible and individualized supports designed to maintain student engagement and educational continuity.

Several implementation successes were observed during the year. Cross-department collaboration among counselors, teachers, administrators, probation partners, and community agencies strengthened the coordination of services across sites. Students benefited from expanded access to academic counseling, graduation planning, dual enrollment opportunities, career readiness supports, behavioral interventions, and English Learner services. Additionally, implementation efforts contributed to improved systems of support for historically

underserved student groups, including the successful graduation of 179 students across multiple school settings during the 2025–26 school year.

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

Material differences between budgeted and estimated actual expenditures occurred because several Equity Multiplier-funded positions, services, and activities were not fully implemented during the 2025–26 school year. Staffing vacancies, recruitment challenges, and delays in filling specialized support positions resulted in lower-than-anticipated personnel and related service expenditures. As a result, Actions 4.1–4.4 expended substantially less than originally budgeted.

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

The actions associated with Goal 4 demonstrated mixed but generally positive effectiveness in making progress toward improving student outcomes for identified student groups and schools served through Equity Multiplier funding. While several actions contributed to improvements in graduation outcomes and school climate indicators, results across college and career readiness and English Learner outcomes were less consistent, indicating areas requiring continued refinement and targeted support.

Action 4.1 – Supplemental Professional Development

Supplemental professional development demonstrated partial effectiveness in supporting improvements in school climate and behavioral outcomes. At Afflerbaugh–Paige Camp, suspension rates for Students with Disabilities decreased from 47.9% to 46.6%, suggesting that staff training and coaching focused on restorative practices, classroom management, and proactive behavioral interventions contributed to positive outcomes. However, suspension rates increased at Dorothy Kirby School and among several identified student groups, indicating that the impact of professional development was inconsistent across sites and that additional support is needed to strengthen implementation fidelity and restorative practices.

Action 4.2 – Supplemental Graduation Support

Supplemental graduation support services demonstrated strong effectiveness in improving graduation outcomes for several student groups. Graduation rates increased for Hispanic students at Afflerbaugh–Paige Camp from 57.7% to 67.7%, Socioeconomically Disadvantaged students at Renaissance County Community Schools from 36.2% to 69.4%, and Hispanic students at Renaissance County Community Schools from 35.6% to 69.8%. These improvements suggest that individualized counseling, credit monitoring, transition planning, and coordinated intervention strategies effectively supported student persistence, credit completion, and progress toward graduation.

Action 4.3 – Supplemental College and Career Readiness Services

Supplemental college and career readiness services demonstrated limited effectiveness in improving college and career readiness indicators. While schools implemented planned supports including transcript reviews, academic counseling, tutorial services, dual enrollment

opportunities, and career exploration activities, outcome data showed little improvement. College and career readiness measures remained unchanged at Dorothy Kirby School and Renaissance County Community Schools and declined at Barry J. Nidorf Secure Youth Treatment Facility. These results indicate that additional strategies and expanded opportunities may be necessary to improve postsecondary readiness outcomes for students served through Equity Multiplier-funded programs.

Action 4.4 – English Learner Support

English Learner support services demonstrated mixed effectiveness. Implementation of targeted multilingual learner supports, English Learner Leads, paraeducator assistance, professional development, and ELPAC coaching contributed to improved graduation outcomes and reductions in suspension rates for some student groups. However, English Learner Progress Indicator (ELPI) results declined by approximately 15 percent, indicating that gains in student engagement and graduation outcomes did not translate into improved English language acquisition outcomes. Continued focus on targeted language development strategies and instructional interventions is needed to improve long-term outcomes for English Learners.

Overall, Goal 4 actions were most effective in improving graduation outcomes and providing coordinated academic, behavioral, and transition supports for students served through Equity Multiplier funding. While some progress was observed in school climate and student engagement indicators, college and career readiness outcomes and English Learner performance data indicate that additional refinement of strategies and targeted interventions will be necessary to achieve the goal's intended outcomes.

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

Based on a review of the 2025 California School Dashboard, local performance data, and educational partner feedback, LACOE revised Goal 4 to more closely align with the requirements of Equity Multiplier funding and the identified needs of schools and student groups performing in the lowest performance levels. The 2025 Dashboard identified multiple Equity Multiplier schools and student groups performing in the Red or Very Low performance levels across indicators including Suspension Rate, Graduation Rate, College and Career Readiness, English Language Arts, Mathematics, and English Learner Progress. These findings highlighted the need for a more targeted and differentiated approach to addressing the unique needs of students served in Equity Multiplier schools.

The previous version of Goal 4 included broader actions focused on professional development, graduation support, college and career readiness, and English Learner services. While these actions were implemented as intended, analysis of Dashboard data and local outcomes demonstrated the need for greater alignment between Equity Multiplier-funded services and the specific schools and student groups identified for support. Educational partner feedback also emphasized the need for expanded mental health and wellness services, academic interventions, behavioral supports, graduation monitoring, transition planning, family engagement, and additional supports for English Learners, Students with Disabilities, Foster Youth, and other historically underserved student groups.

As a result, Goal 4 was restructured to include 14 site-specific actions designed to address the unique needs identified at each Equity Multiplier school. The revised actions provide targeted academic, behavioral, social-emotional, transition, family engagement, stabilization, and postsecondary readiness supports at Los Padrinos Juvenile Hall, Barry J. Nidorf Secure Youth Treatment Facility, Dorothy Kirby School,

Glenn Rockey Camp, Afflerbaugh-Paige Camp, Road to Success Academy Kilpatrick, and Renaissance County Community Schools. These actions include enhanced counseling services, academic intervention and tutoring, Positive Behavioral Interventions and Supports (PBIS), restorative practices, graduation monitoring, transition planning, family engagement activities, student stabilization supports, and college and career readiness services. The revised structure strengthens alignment between identified Dashboard needs, Equity Multiplier funding requirements, and the services provided at each school site.

In addition, Renaissance County Community Schools continues to be included in Goal 4 despite no longer generating Equity Multiplier funding under the 2025 LCFF Equity Multiplier File. Renaissance maintains carryover Equity Multiplier funds that must be expended and continues to demonstrate identified needs in areas including graduation rate, college and career readiness, English Learner outcomes, and academic achievement. Therefore, LACOE determined it was appropriate to continue implementing targeted actions and services at Renaissance to support the student populations originally identified through Equity Multiplier funding and to ensure the remaining resources are used to improve student outcomes.

LACOE also determined that it was appropriate to maintain, whenever possible, student groups previously identified through the Equity Multiplier process within Goal 4 metrics, even when those groups were no longer identified in the most recent Dashboard data. This decision was made to support local accountability, continuous improvement efforts, and longitudinal monitoring of student outcomes over time. Maintaining these student groups within the metrics allows LACOE to continue evaluating progress, monitor trends, and ensure that historically underserved student populations remain visible in the continuous improvement process.

To further strengthen monitoring and evaluation of Goal 4, two new metrics were added. Metric 4.5 (CAASPP English Language Arts and Mathematics) was added to provide a direct measure of academic achievement and growth, while Metric 4.6 (Parent Participation in the Parent and Family Education and Consultation Program) was added to monitor family engagement efforts. These measures expand the ability to assess the effectiveness of Equity Multiplier-funded services beyond suspension rates, graduation rates, college and career readiness, and English Learner outcomes by incorporating indicators of academic performance and family engagement that support long-term student success.

Additionally, during the review and revision process, LACOE identified and corrected an error in Metric 4.3 (College and Career Readiness – College Credit Coursework). The metric previously reported Dorothy Kirby School at 100% (16 of 16 students) and Barry J. Nidorf Secure Youth Treatment Facility at 35.7% (5 of 14 students). These values were reviewed and corrected to ensure the accuracy of the reported baseline and outcome data used to monitor progress under Goal 4.

Although the overall intent of Goal 4 remains unchanged—to improve outcomes for students attending Equity Multiplier schools—the revised actions, refined metrics, correction of identified data errors, and continued monitoring of previously identified student groups provide a more comprehensive, data-informed, and responsive framework for addressing the specific needs identified through the 2025 California School Dashboard and for monitoring progress toward improved academic achievement, school climate, student engagement, graduation outcomes, and postsecondary readiness.

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	Enhanced Student Counseling and Post Secondary Planning Services at Afflerbaugh.	LACOE will allocate Equity Multiplier funds to provide counseling services at Afflerbaugh Camp School. These services will provide social-emotional support, individualized counseling, transition planning, and targeted student engagement supports designed to reduce behavioral challenges, improve school connectedness for Students with Disabilities, and promote positive student outcomes. Counseling services will also support students in addressing barriers to learning, developing individualized educational and transition plans, and preparing for successful transitions to community schools, employment, or postsecondary opportunities.	\$200,509.00	No
4.2	Integrated Community School Coordination and Family Engagement Services at Barry J. Nidorf	Equity Multiplier funds will support expanded community school coordination and family engagement services at Barry J. Nidorf Juvenile Hall School to strengthen partnerships among educational staff, families, probation personnel, and community-based organizations and ensure students receive comprehensive wraparound support. Services will include case management, family engagement, referral services, transition planning, and connections to mental health, housing, employment, and community resources. In conjunction with behavioral coaching, crisis intervention, and restorative practices, these supports are designed to address the root causes of disciplinary incidents, improve school climate, increase student engagement and attendance, strengthen educational continuity, and support successful reintegration into community settings.	\$194,009.00	No
4.3	Academic Support at Barry J. Nidorf	Equity Multiplier funds will be allocated at Barry J. Nidorf School to support an Educational Support Specialist who will strengthen mathematics intervention, academic recovery services, curriculum development, instructional coaching, and instructional planning. Although the student	\$152,983.00	No

Action #	Title	Description	Total Funds	Contributing
		population did not meet the minimum threshold required to generate a performance level in the area of Math on the California Dashboard, internal student achievement data indicate significant academic needs. These data reveal persistent skill gaps that underscore the need for targeted intervention and comprehensive academic support. The Educational Support Specialist will provide individualized and small-group instruction, targeted academic interventions, ongoing progress monitoring, and professional learning opportunities for teachers to better address the needs of students performing below grade level in ELA and mathematics. Through collaboration with instructional staff, this position will support the implementation of evidence-based instructional practices designed to accelerate learning, strengthen foundational skills, and improve student outcomes. These services are intended to address learning gaps, increase academic achievement, support course completion, and ensure students are better prepared for graduation and postsecondary opportunities.		
4.4	Intensive Behavioral Intervention and Restorative Practices Services at Barry J. Nidorf	Equity Multiplier funds will be allocated at Barry J Nidorf to strengthen behavioral intervention and restorative practices services at Barry J. Nidorf Juvenile Hall School. These services will provide individualized behavioral coaching, de-escalation support, crisis intervention, and restorative approaches designed to improve school climate and increase student engagement. Behavioral intervention staff will provide proactive support within classrooms and school settings to reduce behavioral incidents and increase access to instruction. Students will receive support in developing emotional regulation, decision-making, and conflict resolution skills. These services are intended to improve attendance, reduce disciplinary incidents, and foster a positive and safe learning environment.	\$304,364.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Student Behavioral Support and School Climate Services at Campus Kilpatrick	Equity Multiplier funds will be allocated at Kilpatrick to strengthen behavioral support and school climate services at Kilpatrick School. These services will provide students with individualized behavioral interventions, trauma-informed support, restorative practices, and classroom engagement strategies designed to improve academic participation and social-emotional well-being. Behavioral intervention services will focus on reducing barriers to learning by supporting students in developing self-management, communication, and conflict resolution skills. These services are intended to improve school climate, reduce behavioral disruptions, and increase student success in both academic and social-emotional areas.	\$101,455.00	
4.6	Expanded Academic, Behavior, Counseling and Transition Planning Services at Dorothy Kirby Center	Equity Multiplier funds will be allocated to support counseling services at Kirby School. These services will provide individualized academic guidance, graduation planning, credit recovery support, college and career readiness counseling for students enrolled in the juvenile court school setting. This position serves as a bridge between behavior support, counseling services, school climate initiatives, and multidisciplinary collaboration. The position focus on prevention, intervention, and restoration to improve student outcomes and reduce exclusionary discipline practices. Counseling services will help students develop educational goals, access post-secondary opportunities, and successfully transition to comprehensive school settings, workforce pathways, or higher education. These services are intended to improve student engagement, graduation outcomes, and long-term educational success.	\$215,430.00	
4.7	Mathematics Intervention, Academic Recovery Services, and	Equity Multiplier funds will be allocated at Kirby School to strengthen mathematics intervention, academic recovery services, curriculum development, instructional coaching, and instructional planning. Although the student population did not meet the minimum threshold required to	\$168,977.00	

Action #	Title	Description	Total Funds	Contributing
	Instructional Support at Dorothy Kirby Center	generate a performance level in the area of Math on the California Dashboard, internal student achievement data indicate significant academic needs in mathematics. Data reveal persistent skill gaps that underscore the need for targeted intervention and comprehensive academic support. A Math Education Specialist will provide targeted academic interventions, individualized and small-group instructional support, ongoing progress monitoring, and professional learning support for teachers to better address the needs of students performing below grade level in mathematics. Mathematics intervention services will focus on addressing foundational skill gaps, improving course completion, and increasing student readiness for graduation and post-secondary opportunities. In addition, teachers will receive support with curriculum development, data analysis, instructional planning, and coaching to strengthen instructional practices and improve student outcomes. Students will receive differentiated support aligned with state standards and individualized learning needs. These services are intended to improve mathematics achievement, instructional effectiveness, and academic confidence among students.		
4.8	Behavioral Wellness and Restorative Intervention Services Dorothy Kirby Center	Equity Multiplier funds will be allocated to strengthen behavioral wellness and restorative intervention services at Kirby School. These services will provide trauma-informed behavioral support, restorative practices, crisis response, and individualized coaching designed to improve school engagement and classroom participation. Behavioral intervention staff will collaborate with educational teams to support students with emotional regulation, behavioral challenges, and conflict resolution. These services are intended to improve school climate, reduce behavioral incidents, and increase student access to instruction.	\$202,910.00	

Action #	Title	Description	Total Funds	Contributing
4.9	Student Counseling, Transition, and Postsecondary Readiness Services at Los Padrinos Juvenile Hall	Equity Multiplier funds will be allocated to expand counseling, transition, and postsecondary readiness services at Los Padrinos Juvenile Hall School. These services will provide students with individualized academic counseling, graduation support, credit recovery monitoring, social-emotional support, and post-secondary planning opportunities. Counselors will support students in developing individualized educational plans, exploring career and college opportunities, and successfully transitioning to community schools, employment, or higher education pathways. These services are intended to improve graduation outcomes, increase educational continuity, and strengthen student engagement.	\$172,563.00	
4.10	Intensive Behavioral Intervention and Student Stabilization Services at Los Padrinos Juvenile Hall	LACOE will allocate Equity Multiplier funds to strengthen intensive behavioral intervention and student stabilization services at Los Padrinos Juvenile Hall School. These services will provide students with individualized behavioral coaching, crisis intervention, restorative practices, and classroom support designed to improve school climate and student engagement. Behavioral intervention staff will support students in developing emotional regulation, communication, and positive decision-making skills while reducing barriers to learning. These services are intended to reduce disciplinary incidents, increase instructional participation, and create a safe and supportive educational environment.	\$481,834.00	
4.11	Expanded Counseling and Student Success Services at Renaissance PAU	Equity Multiplier funds will be allocated to expand counseling and student success services at Renaissance PAU School. These services will provide individualized academic guidance, graduation planning, college and career readiness support, and social-emotional counseling for students enrolled in the program. Counseling services will support students with educational planning, transition services, post-secondary exploration, and credit recovery while	\$372,064.00	

Action #	Title	Description	Total Funds	Contributing
		promoting student engagement and long-term success. These services are intended to improve graduation rates, strengthen school connectedness, and increase post-secondary readiness.		
4.12	Mathematics Achievement and Credit Recovery Intervention Services at Renaissance PAU	Equity Multiplier funds will be allocated at Renaissance PAU to strengthen mathematics intervention, academic recovery services, curriculum development, instructional coaching, and instructional planning. A Math Educational Specialist will provide targeted academic interventions, individualized and small-group instructional support, ongoing progress monitoring, and professional learning support for teachers to better address the needs of students performing below grade level in mathematics. Mathematics intervention services will focus on addressing foundational skill gaps, improving course completion, and increasing student readiness for graduation and post-secondary opportunities. In addition, teachers will receive support with curriculum development, data analysis, instructional planning, and coaching to strengthen instructional practices and improve student outcomes. Students will receive differentiated support aligned with state standards and individualized learning needs. These services are intended to improve mathematics achievement, instructional effectiveness, and academic confidence among students.	\$182,858.00	
4.13	Expanded Student Counseling and Wellness Services at Camp Rockey	Equity Multiplier funds will be allocated to support counseling and student wellness services at Rockey School. These services will provide individualized academic counseling, social-emotional support, graduation planning, transition assistance, and college and career readiness guidance. Counseling services will help students address barriers to learning, strengthen educational engagement, and develop individualized pathways toward graduation and post-secondary success. Students will receive support related to conflict resolution, mental wellness, educational planning, and successful reintegration into community school settings or workforce opportunities. These services are intended to improve	\$254,222.00	

Action #	Title	Description	Total Funds	Contributing
		attendance, increase graduation outcomes, and promote long-term student success.		
4.14	Trauma-Informed Behavioral Intervention and Student Engagement Services at Rockey	Equity Multiplier funds will be allocated to strengthen trauma-informed behavioral intervention services at Rockey. These services will provide students with individualized behavioral coaching, restorative practices, crisis intervention, and classroom support designed to improve student engagement and school climate. Behavioral intervention staff will work collaboratively with teachers, counselors, and probation personnel to address behavioral challenges that interfere with academic achievement. Students will receive support in developing self-regulation, communication, and conflict resolution skills while participating in a positive and supportive educational environment. These services are intended to reduce behavioral disruptions, increase instructional access, and improve overall student outcomes.	\$101,455.00	

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
\$5,251,854	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.159%	0.000%	\$0.00	4.159%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Credit Recovery Need: English Learners, Foster Youth, and Socioeconomically Disadvantaged students experience higher rates of educational instability, interrupted schooling, and credit deficiency, which can negatively impact	This action provides enhanced academic monitoring, credit recovery, counseling, tutoring, and intervention services to identify and support unduplicated pupils who are at risk of not graduating. Because unduplicated pupils are enrolled throughout LACOE Educational Programs and represent a significant portion of the student population, these services are provided on an LEA-wide basis to ensure equitable access to graduation supports.	Metric 1.1 Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	progress toward meeting graduation requirements. Scope: LEA-wide		
2.1	Action: Community and Family Engagement Need: Data from local surveys and stakeholder engagement indicate a need to increase family engagement and strengthen family-school partnerships for low-income students, English learners, and foster youth. Families of unduplicated students often face barriers to participation and may require additional support, information, and access to resources to effectively support student academic achievement, attendance, engagement, and social-emotional well-being. Scope: LEA-wide	The Parent and Family Education and Consultation Program (PFCEP) will provide targeted outreach, multilingual communication, parent education workshops, leadership opportunities, and family engagement activities designed to increase participation among families of low-income students, English learners, and foster youth. By building families' knowledge, skills, and capacity to support student learning and access available services, this action will strengthen family-school partnerships and improve student outcomes. Because unduplicated students are enrolled across all LACOE school sites, the action will be provided on a schoolwide/LEA-wide basis to ensure equitable access to supports and engagement opportunities for all unduplicated pupils and their families.	Metric 2.7 Safety and Connectedness
2.4	Action: Attendance Need: Foster youth, English learners and low-income students in our schools have lower attendance rates and demonstrate less engagement with school than other student groups. This is a result of multiple factors significantly impacting	To address the unique needs of foster youth, English learners and low-income students to increase attendance rates, counselors and other support staff will work with these students, their families and school staff to provide support, training and strategies to meet the unique needs of each of these student groups with the goal of increasing engagement with school leading to improved attendance rates. Counselors will make	Metric 2.1 Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these student groups. For foster youth, frequent, often unplanned moves leading to frequent school changes often lead to negative school experiences and an inconsistent educational program which does not support regular school attendance. Including, the traumatic experiences associated with the disruption of their home life tend to take precedence over engagement with school. Our low income students need support in establishing regular school attendance habits since they have often missed school to assist with child care for siblings, work to support the family or other family needs. In addition, some of our low-income students have a family history of inconsistent school attendance and need support in learning to prioritize regular school attendance. Limited English language proficiency is often an impediment for many of our English learners. Families need support learning how to enroll in school and maintain communication with the school since these can be barriers to maintaining regular school attendance for families with limited English language proficiency. Scope: Schoolwide	calls and meet individually with students to ensure they are regularly attending school. Counselors will also provide research-based professional development for teachers and other school staff on engagement strategies targeted to the needs of these student populations Teachers, para-educators and support staff will also receive tools specifically designed to address the needs of the three identified student groups. School staff will identify foster youth, English learners and low income students who are at risk for poor attendance.	
2.5	Action: Chronic Absenteeism (Repeat expenditure 2.4) Need:	To address the needs of foster youth, English learners, low-income students who are experiencing chronic absenteeism, counselors and social workers will follow up with these students to conduct home visits to understand and address issues impacting regular school attendance.	Metric 2.2 Chronic Absenteesim

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The factors leading to low attendance rates for foster youth, English learners and low-income students such as the impact of trauma, negative school experiences, lack of engagement with school, family history of inconsistent school attendance and barriers to home-school communication have led to a history of chronic absenteeism for these groups at schools. Unaddressed health issues, basic needs such as food and clothing can be barriers for low-income students as can lack of basic school supplies. Scope: Schoolwide	Referrals will be made, as needed, for medical, dental, mental health services, food assistance, clothing and shoes, and school supplies.	
3.3	Action: Interventions Need: Foster youth, low-income students and English learners in our schools have unique needs that often inhibit their progress in the same interventions that may be effective for other students. The challenges faced by each of these groups is exacerbated by their involvement with the juvenile justice system. Foster youth served by our schools have experienced multiple moves that have disrupted their schooling leading to an inconsistent educational experience and gaps in learning. This, coupled with the trauma resulting from their experiences can lead to gaps in their education with resulting low levels of academic achievement. Low income	To identify the unique needs of students in each of these groups, data will be reviewed for individual students in each of these groups to determine what factors may be inhibiting their progress in intervention programs and what additional, intensive supports are needed to enhance their progress and increase their achievement in reading and mathematics. Additional supports may include additional tutoring services, additional access to technology or translation of program materials or resources into their primary language.	Metric 3.1 CAASPP ELA Metric 3.2 CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students often lack resources in the home such as reading materials, a quiet study area, to support academic achievement. They also may not have had the opportunity for enrichment activities outside school that support academic success,. The limited English language proficiency experienced by English learners inhibits their progress in all academic areas. Long Term English learners in our programs are achieving below other groups in reading ability. Scope: Schoolwide		

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

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.

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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.

Not Applicable. LACOE does not receive Concentration Grant funds funder EC 42238.02

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	126,289,889	5,251,854	4.159%	0.000%	4.159%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$32,408,982.00	\$6,147,262.00	\$0.00	\$4,880,174.00	\$43,436,418.00	\$41,597,743.00	\$1,838,675.00

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	Facility and Staffing	All	No			All Schools	Ongoing	\$7,022,726.00	\$0.00	\$6,854,273.00	\$0.00	\$0.00	\$168,453.00	\$7,022,726.00	
1	1.2	Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance, CCS, Rockey, Kilpatrick, Afflerbaugh, Los Padrinos	Ongoing	\$1,655,264.00	\$0.00	\$1,563,469.00	\$91,795.00	\$0.00	\$0.00	\$1,655,264.00	
1	1.3	College Courses (Repeat expenditure 1.2)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Access to Courses	All	No			All Schools	Ongoing	\$630,787.00	\$0.00	\$580,127.00	\$0.00	\$0.00	\$50,660.00	\$630,787.00	
1	1.5	Middle and High School Dropouts	All	No			All Schools	Ongoing	\$45,266.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,266.00	\$45,266.00	
2	2.1	Community and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance, CCS, Rockey, Kilpatrick, Afflerbaugh, Los Padrinos	Ongoing	\$653,782.00	\$0.00	\$268,316.00	\$0.00	\$0.00	\$385,466.00	\$653,782.00	

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 Behavior Intervention System (PBIS)	All	No			All Schools	Ongoing	\$1,150,709.00	\$0.00	\$388,498.00	\$0.00	\$0.00	\$762,211.00	\$1,150,709.00	
2	2.3	Mental Health Support	All	No			Specific Schools: Renaissance PAU, IPOLY, and LACHSA	Ongoing	\$1,301,470.00	\$0.00	\$1,000,897.00	\$0.00	\$0.00	\$300,573.00	\$1,301,470.00	
2	2.4	Attendance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	Ongoing	\$2,583,466.00	\$0.00	\$2,583,466.00				\$2,583,466.00	
2	2.5	Chronic Absenteeism (Repeat expenditure 2.4)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Nidorf. Kirby, Renaissance CCS	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Transition Services (Repeat expenditure 1.1)	All	No			Specific Schools: JCCS and CCS	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Basic Services for English Learners	All English Learners	No				Ongoing	\$650,346.00	\$0.00	\$154,778.00	\$0.00	\$0.00	\$495,568.00	\$650,346.00	
3	3.2	Reclassification	All Reclassified English Learners	No				Ongoing	\$717,001.00	\$0.00				\$717,001.00	\$717,001.00	
3	3.3	Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick,	Ongoing	\$2,988,386.00	\$638,675.00	\$1,158,824.00	\$841,259.00	\$0.00	\$1,626,978.00	\$3,627,061.00	

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
							Afflerbau gh-Paige, Los Padrinos									
3	3.4	Expelled Youth (Repeat expenditure 1.2)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Foster Youth (Repeat expenditure 1.2)	All Foster Youth	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00			\$0.00	\$0.00	
3	3.6	Dissemination of Data	All	No			All Schools	Ongoing	\$124,591.00	\$0.00	\$93,443.00	\$31,148.00			\$124,591.00	
3	3.7	Instruction (Repeat expenditure 1.1 & 1.4)	All	No			Specific Schools: Juvenile Court and Community Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.8	Teacher Credentialing	All	No			All Schools	Ongoing	\$17,808,685.00	\$1,200,000.00	\$17,278,638.00	\$1,730,047.00			\$19,008,685.00	
3	3.9	Conditions of Learning (Repeat expenditure 1.4)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.10	Homeless Students (Repeat expenditure 1.4)	All Homeless Students	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.11	Assessments (Repeat expenditure 3.6)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.12	Data Chats (Continuous Improvement)	All	No			All Schools	Ongoing	\$1,022,016.00	\$0.00	\$484,253.00	\$209,765.00		\$327,998.00	\$1,022,016.00	
3	3.13	Professional Development (Repeat expenditure 1.4)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.14	Culturally Responsive Pedagogy (Repeat expenditure 1.4)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.15	Students With Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$137,615.00	\$0.00		\$137,615.00			\$137,615.00	
4	4.1	Enhanced Student Counseling and Post Secondary Planning Services at Afflerbaugh.	All	No			Specific Schools: Afflerbau	Ongoing	\$200,509.00	\$0.00		\$200,509.00			\$200,509.00	

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
							gh-Paige									
4	4.2	Integrated Community School Coordination and Family Engagement Services at Barry J. Nidorf	All	No			Specific Schools: Barry J. Nidorf	Ongoing	\$194,009.00	\$0.00		\$194,009.00			\$194,009.00	
4	4.3	Academic Support at Barry J. Nidorf	All	No			Specific Schools: Barry J. Nidorf	Ongoing	\$152,983.00	\$0.00		\$152,983.00			\$152,983.00	
4	4.4	Intensive Behavioral Intervention and Restorative Practices Services at Barry J. Nidorf	All	No			Specific Schools: Barry J. Nidorf	Ongoing	\$304,364.00	\$0.00		\$304,364.00			\$304,364.00	
4	4.5	Student Behavioral Support and School Climate Services at Campus Kilpatrick					Specific Schools: Kilpatrick Kilpatrick	Ongoing	\$101,455.00	\$0.00		\$101,455.00			\$101,455.00	
4	4.6	Expanded Academic, Behavior, Counseling and Transition Planning Services at Dorothy Kirby Center					Specific Schools: KirbyKirby	Ongoing	\$215,430.00	\$0.00		\$215,430.00			\$215,430.00	
4	4.7	Mathematics Intervention, Academic Recovery Services, and Instructional Support at Dorothy Kirby Center					Specific Schools: KirbyKirby		\$168,977.00	\$0.00		\$168,977.00			\$168,977.00	
4	4.8	Behavioral Wellness and Restorative Intervention Services Dorothy Kirby Center					Specific Schools: KirbyKirby	ongoing	\$202,910.00	\$0.00		\$202,910.00			\$202,910.00	
4	4.9	Student Counseling, Transition, and Postsecondary Readiness Services at Los Padrinos Juvenile Hall					Specific Schools: Los Padrinos Los Padrinos	Ongoing	\$172,563.00	\$0.00		\$172,563.00			\$172,563.00	
4	4.10	Intensive Behavioral Intervention and Student Stabilization Services at Los Padrinos Juvenile Hall					Specific Schools: Los Padrinos Los Padrinos	Ongoing	\$481,834.00	\$0.00		\$481,834.00			\$481,834.00	
4	4.11	Expanded Counseling and Student Success					Specific Schools:	Ongoing	\$372,064.00	\$0.00		\$372,064.00			\$372,064.00	

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
		Services at Renaissance PAU					Renaissance PAURenaissance PAU									
4	4.12	Mathematics Achievement and Credit Recovery Intervention Services at Renaissance PAU					Specific Schools: Renaissance PAURenaissance	Ongoing	\$182,858.00	\$0.00		\$182,858.00			\$182,858.00	
4	4.13	Expanded Student Counseling and Wellness Services at Camp Rockey					Specific Schools: RockeyRockey	Ongoing	\$254,222.00	\$0.00		\$254,222.00			\$254,222.00	
4	4.14	Trauma-Informed Behavioral Intervention and Student Engagement Services at Rockey					Specific Schools: RockeyRockey	Ongoing	\$101,455.00	\$0.00		\$101,455.00			\$101,455.00	

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
126,289,889	5,251,854	4.159%	0.000%	4.159%	\$5,574,075.00	0.000%	4.414 %	Total:	\$5,574,075.00
								LEA-wide Total:	\$1,831,785.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$3,742,290.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance,CCS, Rockey, Kilpatrick, Afflerbaugh, Los Padrinos	\$1,563,469.00	
2	2.1	Community and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance, CCS, Rockey, Kilpatrick, Afflerbaugh, Los Padrinos	\$268,316.00	
2	2.4	Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby, Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	\$2,583,466.00	

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	2.5	Chronic Absenteeism (Repeat expenditure 2.4)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nidorf. Kirby, Renaissance CCS	\$0.00	
3	3.3	Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BJN, Kirby Renaissance CCS, Rockey, Kilpatrick, Afflerbaugh-Paige, Los Padrinos	\$1,158,824.00	
4	4.5	Student Behavioral Support and School Climate Services at Campus Kilpatrick				Specific Schools: Kilpatrick		
4	4.6	Expanded Academic, Behavior, Counseling and Transition Planning Services at Dorothy Kirby Center				Specific Schools: Kirby		
4	4.7	Mathematics Intervention, Academic Recovery Services, and Instructional Support at Dorothy Kirby Center				Specific Schools: Kirby		
4	4.8	Behavioral Wellness and Restorative Intervention Services Dorothy Kirby Center				Specific Schools: Kirby		
4	4.9	Student Counseling, Transition, and Postsecondary Readiness Services at Los Padrinos Juvenile Hall				Specific Schools: Los Padrinos		
4	4.10	Intensive Behavioral Intervention and Student Stabilization Services at Los Padrinos Juvenile Hall				Specific Schools: Los Padrinos		
4	4.11	Expanded Counseling and Student Success Services at Renaissance PAU				Specific Schools: Renaissance PAU		

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	4.12	Mathematics Achievement and Credit Recovery Intervention Services at Renaissance PAU				Specific Schools: Renaissance PAU		
4	4.13	Expanded Student Counseling and Wellness Services at Camp Rockey				Specific Schools: Rockey		
4	4.14	Trauma-Informed Behavioral Intervention and Student Engagement Services at Rockey				Specific Schools: Rockey		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$77,240,522.00	\$74,954,070.00

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	Facilities and Staffing	No	\$2,990,056.00	4217331
1	1.2	Credit Recovery Support	No	\$5,528,051.00	5666395
1	1.3	College Courses	No	\$5,022,395.00	5666395
1	1.4	Access to Courses	No	\$389,500.00	436279
1	1.5	Middle and High School Dropouts	No	\$3,071,229.00	2317264
2	2.1	Community and Family Engagement	No	\$348,173.00	379976
2	2.2	Positive Behavior Intervention System (PBIS)	No	\$352,124.00	385895
2	2.3	Mental Health Support	No	\$281,394.00	261995
2	2.4	Attendance	Yes	\$6,785,269.00	6444612
2	2.5	Chronic Absenteeism	Yes	\$6,597,747.00	6444612

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	Transition Services	No	\$6,597,747.00	6444612
3	3.1	Basic Services for English Learners	No	\$13,499,669.00	14778623
3	3.2	Reclassification	No	\$897,939.00	617288
3	3.3	Interventions	Yes	\$3,972,311.00	2336576
3	3.4	Expelled Youth	No	\$3,023,293.00	2265776
3	3.5	Foster Youth	No	\$4,307,532.00	3531995
3	3.6	Dissemination of Data	No	\$320,098.00	265547
3	3.7	Instruction	No	\$432,189.00	525837
3	3.8	Teacher Credentialing	No	\$1,703,697.00	3490176
3	3.9	Conditions of Learning	No	\$180,895.00	204233
3	3.10	Homeless Students	No	\$388,605.00	232046
3	3.11	Assessments	No	\$320,098.00	265547
3	3.12	Data Chats (Continuous Improvement)	No	\$7,421,554.00	6949623

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Professional Development	No	\$225,869.00	255291
3	3.14	Culturally Responsive Pedagogy	No	\$180,895.00	204233
3	3.15	Students With Disabilities	No	\$126,493.00	141076
4	4.1	Supplemental Professional Development	No	\$697,114.00	55200
4	4.2	Supplemental Graduation Support	No	\$704,444.00	70241
4	4.3	Supplemental College & Career Readiness Services	No	\$747,649.00	99396
4	4.4	EL Support	No	\$126,493.00	0

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)
5,195,836	\$19,980,763.00	\$19,333,836.00	\$646,927.00	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)
2	2.4	Attendance	Yes	\$6,785,269.00	6,444,612		
2	2.5	Chronic Absenteeism	Yes	\$6,597,747.00	6,444,612		
3	3.3	Interventions	Yes	\$6,597,747.00	6,444,612		

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)
11,459,677	5,195,836	0%	45.340%	\$19,333,836.00	0.000%	168.712%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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