

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Covina Unified School District

CDS Code: 19650940000000

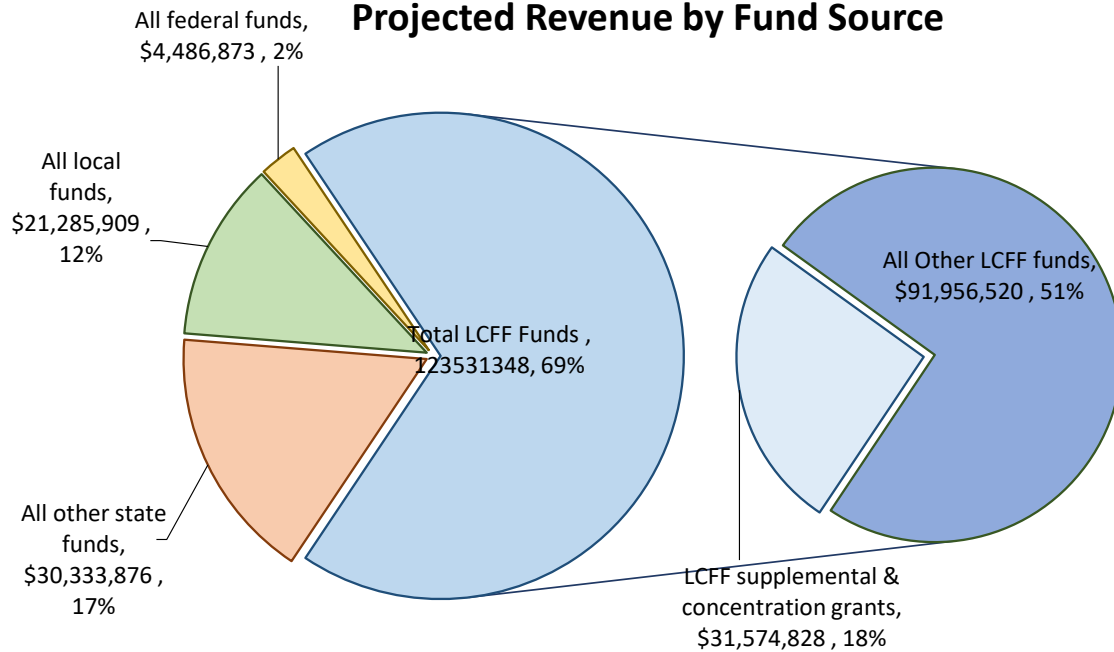
School Year: 2026-2027

LEA contact information: Denise Knutsen, Assistant Superintendent of Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2026-2027 School Year

### Projected Revenue by Fund Source

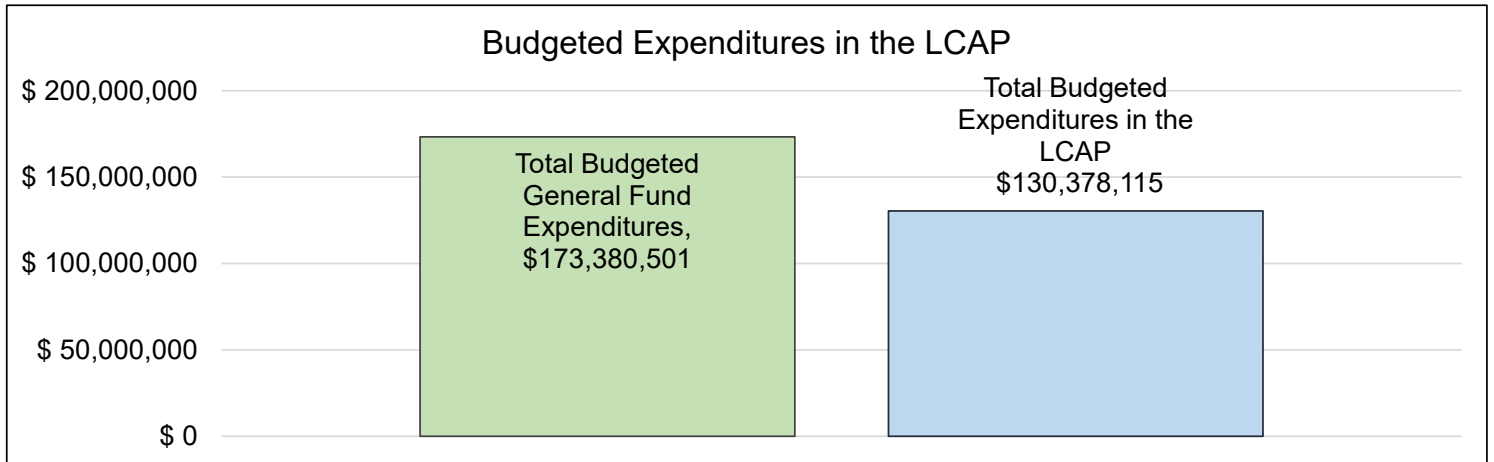


This chart shows the total general purpose revenue West Covina Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Covina Unified School District is \$179,638,006.00, of which \$123,531,348.00 is Local Control Funding Formula (LCFF), \$30,333,876.00 is other state funds, \$21,285,909.00 is local funds, and \$4,486,873.00 is federal funds. Of the \$123,531,348.00 in LCFF Funds, \$31,574,828.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much West Covina Unified School District plans to spend for 2026-2027. 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: West Covina Unified School District plans to spend \$173,380,501.00 for the 2026-2027 school year. Of that amount, \$130,378,115.00 is tied to actions/services in the LCAP and \$43,002,386.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

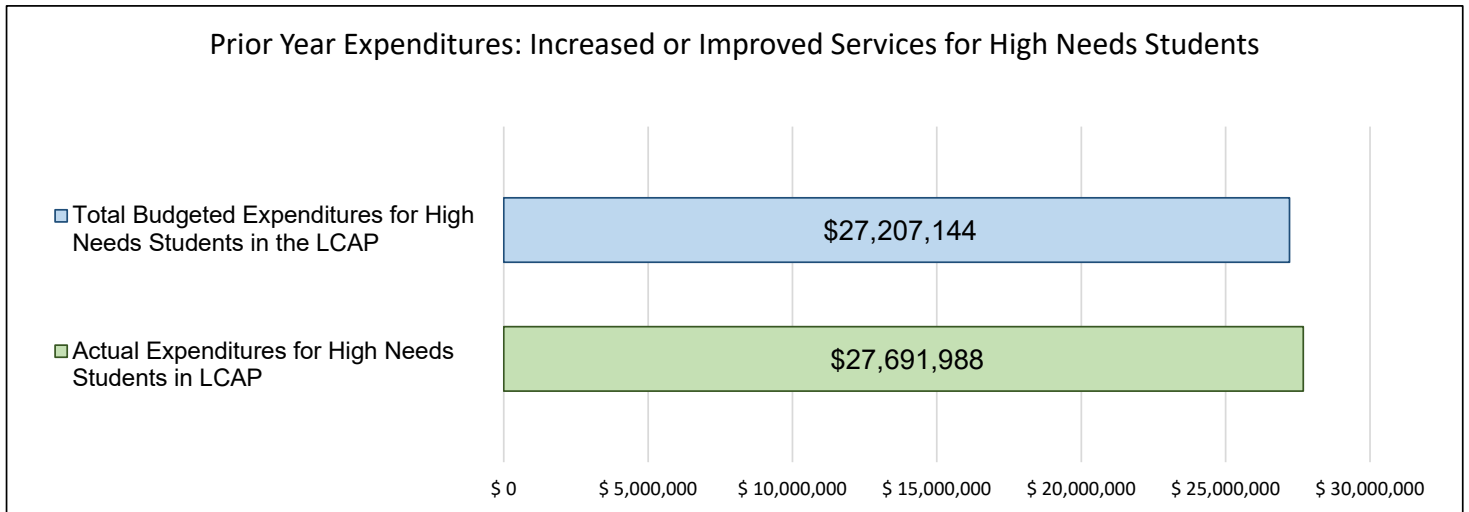
\*LCFF \$4,805,301: Operations and maintenance supplies and services; fiscal salaries, support and services; and human resources salaries \*Other State Revenues \$17,068,561: Operations and program implementation \*Federal Revenues: \$2,307,985: Supplemental services and materials to improve student performance in ELA and math, professional development, English learner support to attain English language proficiency and meet academic standards, technology safety \*Other Local Revenues: \$18,820,539: Operations and special education services

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, West Covina Unified School District is projecting it will receive \$31,574,828.00 based on the enrollment of foster youth, English learner, and low-income students. West Covina Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Covina Unified School District plans to spend \$31,575,028.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what West Covina Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what West Covina Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, West Covina Unified School District's LCAP budgeted \$27,207,144.00 for planned actions to increase or improve services for high needs students. West Covina Unified School District actually spent \$27,691,988.00 for actions to increase or improve services for high needs students in 2025-2026.

# 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               |
|-------------------------------------|-----------------------------------------------------------------|-------------------------------|
| West Covina Unified                 | Denise Knutsen Assistant Superintendent of Educational Services | dknutsen@wcusd.org 6269394600 |

## Plan Summary 2026-2027

### 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 West Covina Unified School District (WCUSD) serves the community of West Covina, California in the eastern San Gabriel Valley. Established in 1915, WCUSD currently serves approximately 7,715 students in grades PreK-12 at fifteen excellent schools: two comprehensive high schools, one early college academy, one continuation high school, three middle/intermediate schools, and eight elementary schools. Our early college academy offers high school and college credit in conjunction with Mt. San Antonio College. Our continuation high school, Coronado High School, is identified as an Equity Multiplier School. Seven WCUSD schools have been awarded the Community Schools Grant, providing support to high-needs students through dedicated staff, supplemental services, and strong community partnerships. Each Community School is supported by a Community School Liaison who collaborates closely with community partners to bring valuable resources and services to students and their families. WCUSD also authorizes two charter schools that are required to create their own Local Control and Accountability Plan (LCAP). WCUSD offers a world-class education with programs to meet the needs of all its students. Our diverse student population as reported on the California Dashboard includes approximately 82.2% socioeconomically disadvantaged, 8.5% homeless, 9.9% English learners (EL), and 0.6% foster youth. The students with disabilities student group comprises 12.9% of our population. The variety of languages spoken by our EL students includes: 53.73% Spanish, 26.73% Mandarin, 7.60% Cantonese, 5.43% Vietnamese, and the remaining 6.51% speak a total of 15 different languages. Our student population is made up of many ethnicities. Demographics include approximately 74.6% Hispanic or Latino, 14.7% Asian, 2.7% White, 3.5% Filipino, 2% African-American, 1.6% two or more races, 0.1% Pacific Islander, and 0.1% American Indian.

The mission of the West Covina Unified School District, in partnership with parents and the community, is to provide all students access to a high-quality, well-rounded curriculum rich in meaning and rigor that inspires: post-secondary and career participation, critical thinking and problem solving, informational literacy, and positive contributions to society. The West Covina Unified School District is dedicated to uncompromising excellence in education and citizenship. We are proud to offer outstanding educational opportunities to ensure our curriculum remains rigorous, relevant and promotes 21st century learning. Listed below are some of our key district programs and recognitions:

\*Advanced Placement (AP) Capstone Program

\*Extensive Selection of AP Course Offerings

\*TK-12th Grade International Baccalaureate (IB) Continuum:

\*IB Diploma Programme

\*IB Career-related Programme

\*IB Middle Years Programme

\*IB Primary Years Programme

\*Dual High School/College Enrollment

- \*Broad Range of Career Technical Education (CTE) Pathways
- \*Dual Language Immersion Programs in Mandarin and Spanish
- \*Full day Transitional Kindergarten (TK) and Kindergarten
- \*Full day Preschool
- \*Expanded Learning Opportunity Programs at all Elementary and Middle/Intermediate Schools
- \*Comprehensive Technology Integration and Educational Technology
- \*Robust TK-12 Visual and Performing Arts Program
- \*Performing Arts Academy
- \*Speech and Debate
- \*Esports
- \*Mental Wellness Programs
- \*Community Schools: California Elementary, Cameron Elementary, Merlinda Elementary, Monte Vista Elementary, Wescove Elementary, Walnut Grove Intermediate, Coronado High School
- \*National Blue Ribbon School: Mt. SAC Early College Academy
- \*5 California Distinguished Schools: Merced Elementary, Orangewood Elementary, Hollencrest Middle, Walnut Grove Intermediate, Edgewood High, Mt. SAC Early College Academy
- \*3 National Schools To Watch: Edgewood Middle, Hollencrest Middle, Walnut Grove Intermediate
- \*Model Continuation High School: Coronado High School
- \*Rich Variety of Award-winning Sports and Clubs
- \*State-of-the-Art Facilities

## Reflections: Annual Performance

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

West Covina Unified School District's 2025 California Dashboard results reflect positive momentum in key areas, steady implementation of core strategies, and a continued commitment to improving educational equity and access. Based on California Dashboard and local data, below is a reflection of West Covina Unified's annual performance in 2025:

### \*Academic Performance

English Language Arts (ELA) - Performance: Yellow, Details: Students are 7.2 points below standard, with an improvement from baseline of 5.6 points. We will continue to implement strong core instruction in ELA along with targeted interventions to improve language and literature skills. Continued emphasis on evidence-based literacy practices will be essential to closing the remaining achievement gap.

Mathematics - Performance: Yellow; Details: Students are 42.3 points below standard, with an increase of 3.8 points. We will continue to implement strong core instruction in mathematics along with supplemental targeted instruction to close the achievement gap.

English Learner Progress - Performance: Orange, Details: 48% of English learners (EL) are making progress, with a decline of 2.8%. We will continue to monitor our EL students and developing individualized goals to ensure progress. There will be a particular focus on providing supports for long-term ELs, as they are not making progress at the same rate as other EL students. The district's emphasis on updated individualized EL goals and closer monitoring through platforms like Ellevation is timely and necessary.

College/Career Preparedness - Performance: Yellow, Details: 51.6% of students are prepared for college/career, maintaining performance at -0.4%. We will continue to implement actions designed to increase all students' college and career readiness. Further work is needed to ensure readiness among subgroups such as students with disabilities, English learners, LTELs, and homeless youth.

Implementation of Academic Standards - Performance: Standard Met; Details: The district has successfully implemented academic standards, providing a consistent educational framework.

### \*Academic Engagement

Chronic Absenteeism - Performance: Yellow; Details: 10.4% of students are chronically absent, with a decline (improvement) of 5.4%. This indicates we are making great strides in the area of student attendance. These gains point to successful attendance campaigns, family outreach, and intervention strategies.

Graduation Rate - Performance: Blue; Details: 96.7% graduated, maintaining a high standard with a slight decrease of 0.3% which affirms WCUSD's robust systems of academic counseling, credit recovery, and postsecondary planning.

Access to a Broad Course of Study - Performance: Standard Met; Details: Students have access to a wide range of courses, ensuring a comprehensive education.

#### \*Conditions & Climate

Suspension Rate - Performance: Blue; Details: 0.4% of students were suspended at least one day, maintaining a slight decline of 0.2%. We continue to make strides in this area, implementing alternatives to suspension in support of positive behavioral systems.

Basic Resources and Facilities - Performance: Standard Met; Details: The district has met the standard for teachers, instructional materials, and facilities, indicating a strong foundational support for education.

Parent and Family Engagement - Performance: Standard Met; Details: Effective engagement with parents and families is in place, which is crucial for student success.

Local Climate Survey - Performance: Standard Met; Details: Positive feedback from the local climate survey suggests a supportive and effective school environment.

The 2025 California Dashboard paints a picture of a district that is steadily progressing, especially in literacy, college and career readiness, and attendance, while maintaining excellence in graduation rates and foundational supports. Continued attention to mathematics achievement and English learner progress, alongside targeted subgroup support, will be critical to advancing achievement and maintaining momentum in the years ahead.

Here is a detailed list of the West Covina Unified School District's schools that received the lowest performance level on one or more state indicators on the 2023 California Dashboard. This list highlights the specific areas and student groups within each school that need attention and improvement. They are listed by school, category, and student group:

California Elementary: ELA-Students with Disabilities

Cameron Elementary: Chronic Absenteeism-English Learner; ELA-Students with Disabilities

Coronado High (Continuation): College and Career-ALL, Hispanic, Socioeconomically Disadvantaged

Edgewood Middle\*: Chronic Absenteeism-Students with Disabilities, ELA-English Learner, Students with Disabilities; ELPI-English Learner; Math-English Learner, Students with Disabilities

Hollencrest Middle: Chronic Absenteeism-Homeless

Merlinda Elementary: Chronic Absenteeism-Hispanic, Socioeconomically Disadvantaged; Math-Students with Disabilities

Monte Vista Elementary: Chronic Absenteeism-All, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; and ELPI- EL

Wescove Elementary: Chronic Absenteeism-Asian

West Covina High: ELA-English Learner, Homeless, Students with Disabilities; Math-English Learner, Homeless, Students with Disabilities; Suspension Rate-Students with Disabilities

The West Covina Unified School District's performance across various student groups on the 2023 Dashboard indicates areas requiring improvement, as denoted by a status of the lowest performance in one or more categories: Foster Youth: English Language Arts, Math, Chronic Absenteeism; Students with Disabilities: College Career; and White: Chronic Absenteeism.

Specific actions to target improvement needed for all impacted groups in CAASPP ELA are: Goal 1, Action 8; Goal 2, Action 5; Goal 2, Action 7; Goal 2, Action 10; and Goal 2, Action 14; Goal 2, Action 15.

Specific actions to target improvement needed for all impacted groups in CAASPP Math are: Goal 1, Action 9; Goal 2, Action 7; Goal 2, Action 14; Goal 2, Action 15.

Specific actions to target improvement needed for all impacted groups in the College and Career Indicator are: Goal 2, Action 2; Goal 2, Action 28; Goal 2, Action 32.

Specific actions to target improvement needed for all impacted groups in the English Learner Progress Indicator are: Goal 1, Action 7; Goal 2, Action 16; Goal 2, Action 12; Goal 2, Action 19; Goal 2, Action 20.

Specific actions to target improvement needed for all impacted groups in Chronic Absenteeism are: Goal 3, Action 1; Goal 3, Action 2; Goal 3, Action 5; Goal 3, Action 11; Goal 3, Action 18; Goal 3, Action 21.

WCUSD plans to utilize unexpended Learning Recovery Emergency Block Grant (LREBG) funds (\$625,152 as of June 30, 2026) to support the continued implementation and enhancement of districtwide Multi-Tiered Systems of Support (MTSS) focused on improving literacy and mathematics achievement for English learners, Long-Term English Learners (L-TELS), foster youth, and low-income students (Goal 2, Action 14). Expenditures support professional development, instructional coaching, collaborative planning systems, and supplemental academic intervention supports intended to address learning gaps identified through local and state assessment data. Funded activities included PLC at Work coaching, Global PD for Teams professional learning support, Equitable Grading professional development, AVID membership for elementary schools, and AVID Summer Conference registration fees for participating staff. These actions were selected based on identified district needs in English Language Arts and Mathematics achievement, literacy intervention, equitable instructional practices, and the need to strengthen consistent implementation of tiered academic supports across schools. These actions align with allowable uses of LREBG funds by supporting evidence-based instructional strategies, professional learning for educators, intervention planning, and systems designed to accelerate academic recovery and improve literacy outcomes for students disproportionately impacted by unfinished learning. The district expects these actions to improve literacy, mathematics, and overall academic achievement for students performing below grade level, as identified through the district's needs assessment and California Dashboard indicators. By strengthening instructional practices, collaborative data analysis, targeted intervention planning, and equitable access to rigorous instruction, the district aims to accelerate student growth in English Language Arts and mathematics while supporting long-term college and career readiness.

## Reflections: Technical Assistance

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

As part of WCUSD's Differentiated Assistance efforts focused on Students with Disabilities, the district has engaged in a comprehensive cycle of planning, support, implementation, and data review to strengthen outcomes in English Language Arts, mathematics, and college/career readiness. In 2024, the district was identified for Differentiated Assistance based on Students with Disabilities performance in CAASPP English Language Arts (Red), Mathematics (Orange), and the College/Career Indicator (CCI). In 2025, the district demonstrated improvement in English Language Arts, moving from Red to Orange, while Mathematics declined from Orange to Red and CCI remained an identified area of need for students with disabilities.

In response, WCUSD has continued strengthening instructional systems and supports across schools. Current work has centered on embedding instructional scaffolds aligned to curriculum and assessment expectations, while gathering teacher feedback and classroom implementation data to refine instructional practices and supports. This work is supported through the implementation of LCAP Actions 2.3, 2.4, 2.5, 2.10, and 2.14, which provide professional learning, instructional support, intervention opportunities, and college and career readiness experiences that help address the identified areas of need for Students with Disabilities.

The district has prioritized alignment between classroom accommodations, instructional supports, and assessment accessibility to ensure students with disabilities can meaningfully access grade-level instruction and demonstrate their learning effectively. Ongoing collaboration between Educational Services, Special Education, school leadership teams, and teachers continues to strengthen implementation consistency, inclusive practices, and shared systems across sites.

To further support equitable access and improved outcomes, the district continues to emphasize the consistent implementation of approved accommodations during CAASPP and ELPAC, alongside the strategic use of assessment data including DIBELS, i-Ready, CAASPP, and local measures. District and site teams regularly review California Dashboard indicators and school-level achievement data to identify areas of growth as well as schools requiring additional intervention and support. This continuous improvement process is helping guide instructional decision-making, professional development, resource allocation, and targeted supports as WCUSD works to improve outcomes for Students with Disabilities.

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

|     |
|-----|
| N/A |
|-----|

## *Support for Identified Schools*

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

|     |
|-----|
| N/A |
|-----|

## *Monitoring and Evaluating Effectiveness*

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

|     |
|-----|
| N/A |
|-----|

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents                | <p>WCUSD parents participated in the development of the 2026–2027 LCAP through multiple structured opportunities at both the site and district levels. At every school, parents served on School Site Councils or Parent-Student Advisory Committees, which met quarterly or more from August 2025 to May 2026. These councils, made up of a majority of parents, included representation of unduplicated pupils and were responsible for reviewing school site data, identifying needs, and providing input on site and district-level plans. Parents also provided input on school-site needs through English Learner Advisory Committee and Parent Teacher Association meetings. At the district level, the LCAP District Advisory Committee was composed primarily of parents, including those representing the needs of low-income students, English learners, reclassified fluent English proficient students, foster youth, and students with disabilities. To ensure meaningful engagement, parents received background information on the Local Control Funding Formula, the LCAP, and other supplemental funding sources. This information supported parents in making informed contributions to planning discussions and decision-making. Parents from each elementary and secondary site participated, and the committee met during the 2025–2026 school year. During these meetings, parents received information about district wide programs, student achievement, funding, and progress toward existing LCAP goals. They had the opportunity to ask questions, provide feedback, and engage in discussions. In addition, all parents in WCUSD were invited to complete a District Climate Survey in April 2026. The survey gathered parent input on key topics such as academic achievement, communication, school leadership, counseling services, student safety, grading practices, and student connectedness. This input was reviewed and considered as part of the LCAP revision process.</p> |
| Local Bargaining Units | <p>WCUSD’s local bargaining units, TAWC and CSEA, were engaged in the district’s planning and decision-making processes throughout the 2025–2026 school year. Their members participated in School Site Councils at the elementary, middle, and intermediate levels, as well as Parent-Student Advisory Committees at the high school level. Principals provided background information on LCFF/LCAP and other related funding sources to support shared understanding and informed input. Members reviewed school site achievement data and provided feedback to guide both site-specific and districtwide decision-making. This input helped inform modifications to goals, actions, and implementation activities in the development of the 2026–2027 LCAP. Representatives from WCUSD’s local bargaining units also served on the LCAP District Advisory Committee, including representation from the bargaining units’ executive boards. The committee met during the 2025–2026 school year. Meetings included presentations on LCFF and LCAP, state and federal programs, districtwide curriculum and interventions, California School Dashboard data, and progress toward district goals. Committee members had opportunities to ask questions, seek clarification, and provide feedback that contributed to LCAP development.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Other School Personnel | <p>WCUSD school staff at the elementary, middle, and intermediate levels actively participated in School Site Councils. At the high school level, staff served on Parent-Student Advisory Committees. These groups met quarterly or more frequently from August 2025 to May 2026 to meet state and federal requirements. Principals provided background information on LCFF/LCAP and other related funds to support staff understanding and engagement. Staff reviewed school site achievement data and contributed input on both school-level and district-wide decision-making processes. Their feedback helped inform modifications to goals, actions, and implementation activities for the updated 2026–2027 LCAP. The LCAP District Advisory Committee included staff representatives from both elementary and secondary levels. This committee met during the 2025–2026 school year. Meetings featured informational presentations about LCFF and LCAP, state and federal programs, district initiatives, curriculum and interventions, California School Dashboard data, current progress on metrics, and districtwide updates. Members were also given the opportunity to ask questions and engage in dialogue to deepen understanding and offer feedback. WCUSD school staff were invited to complete the District Climate Survey in April 2026. The survey included questions on academic achievement, communication of student progress, site and district administration, student counseling services, campus safety, grading practices, and overall connectedness. Nearly all school sites achieved 100% staff participation.</p>                                                                                                                                                                                                                                                                                                                                                                    |
| Administrators         | <p>WCUSD district administrators met regularly to ensure all requirements of the LCAP process were fulfilled. Administrators analyzed the 2025-26 LCAP and available fiscal and outcome data needed to assess progress and needs. Administrators made presentations, mentored school-site staff, met with parent and student leaders, facilitated group discussions, and collected educational partners’ responses directly. The administrative team reviewed input and used it to modify goals, objectives and implementation activities, as applicable. Their feedback is reflected in the updated 2026-2027 LCAP.</p> <p>The LCAP District Advisory Committee included district and site administrators from a variety of departments. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met during the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                | <p>2025-2026 school year. Meetings included informational presentations about LCFF &amp; LCAP, state and federal programs, district programs across schools and grade levels, curriculum, interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered.</p> <p>Administrators were asked to complete a District Climate Survey in April of 2026, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness. Nearly all of our schools had 100% of staff complete the survey.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Principals                     | <p>WCUSD principals at the elementary, middle, intermediate, and high school levels facilitated engagement in School Site Councils and Parent-Student Advisory Committees, which met quarterly or more frequently from August 2025 to May 2026 to fulfill state and federal requirements. Principals led these meetings by providing background information on LCFF/LCAP and related funding sources to guide stakeholder understanding. They facilitated discussions around school site achievement data and supported the inclusion of educational partner input in both site and district-level decision-making. Principal leadership and feedback helped inform modifications to goals, actions, and implementation activities for the updated 2026–2027 LCAP. Principals also participated in the LCAP District Advisory Committee, which included site administrators from both elementary and secondary levels. This committee met during the 2025–2026 school year. Meetings featured presentations on LCFF and LCAP, state and federal programs, districtwide initiatives, curriculum and interventions, California School Dashboard data, and progress toward goals and metrics. These sessions allowed principals to ask questions, clarify information, and offer insights that contributed to district planning. Principals were asked to complete a District Climate Survey in April of 2026, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness.</p>                                                                                                                                                                                                                                  |
| Teachers                       | <p>WCUSD teachers engaged in the LCAP development process by building their understanding of LCFF, LCAP, and related funding sources through the School Site Plan process. They analyzed school site achievement data and provided input to inform site and district-level decision-making. At the elementary, middle, and intermediate levels, teachers participated in School Site Councils, each including at least three certificated teachers, while high school teachers engaged through Parent-Student Advisory Committees. These groups met quarterly or more frequently from August 2025 through May 2026 to meet state and federal requirements and to provide ongoing input into the LCAP. Principals also solicited feedback on student needs at staff meetings held monthly throughout the course of the 2025-26 school year. Teacher input was further incorporated through the LCAP District Advisory Committee, which included representation from both elementary and secondary levels and met throughout the 2025–2026 school year. Meetings included presentations on LCFF and LCAP, state and federal programs, district initiatives across grade levels, curriculum and interventions, the California School Dashboard, and progress toward goals and metrics. These sessions also provided structured opportunities for members to ask questions and engage in dialogue. In addition, all WCUSD teachers were invited to complete the District Climate Survey in April 2026, which gathered feedback on academic achievement, communication of student progress, site and district leadership, counseling supports, student safety, grading practices, and connectedness. The majority of schools achieved full teacher participation, ensuring broad and representative input to inform the development of the 2026–2027 LCAP.</p> |
| Students                       | <p>WCUSD students participated in school-level engagement opportunities through School Site Councils at the middle and intermediate levels and Parent-Student Advisory Committees at the high school level. These groups met quarterly or more frequently from August 2025 to May 2026 to meet state and federal requirements. During these meetings, students received background information on LCFF/LCAP and related funding sources and were invited to share their perspectives on school conditions and academic programs. Their input, particularly around campus climate, student needs, and engagement strategies, informed both site-level and districtwide decision-making. Administrators made presentations, met with student leaders, facilitated group discussions, and collected educational partners' responses directly. The administrative team reviewed input and used it to modify objectives and implementation activities, as applicable. Students at all school sites, in 2nd through 12th grades, were asked to complete a District Climate Survey in April of 2026, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Coronado High School Community | <p>WCUSD's Coronado High School community was consulted regarding the school's Equity Multiplier focus goal through the LCAP District Advisory Committee, DELAC, and school site meetings throughout the 2025–2026 school year. District staff consulted with educational partners and solicited input regarding the equity multiplier. School administration met with the Coronado High School community consisting of certificated and classified staff, site union representation, students, and parents to discuss the equity multiplier designation of the school. The equity multiplier was also discussed within the context of Coronado High School as a community school. Coronado</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | High School representation determined that it was essential to focus on the social and emotional wellness and home-school connection of students by improving the school climate and providing supports for increased student engagement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| LCAP District Advisory Committee                        | WCUSD's LCAP District Advisory Committee was comprised of a majority of parents; district and site administrators; teachers; site and district classified employees; local bargaining unit members; and representatives from local institutional providers of services for unduplicated students. Parent representation reflected a wide variety of students, including parents of low-income, English learner, reclassified fluent English proficient, foster youth, and students with disabilities. Staff membership also represented district employees who work directly with unduplicated pupils/targeted student groups. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists. The LCAP District Advisory Committee met in the fall and spring of the 2025-2026 school year. Meetings included informational presentations about LCFF & LCAP, state and federal programs, district programs across schools and grade levels, curriculum, interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered. The Superintendent presented the LCAP draft to the LCAP District Advisory Committee and responded in writing to comments. |
| District English Learner Advisory Committee             | WCUSD's District English Learner Parent Advisory Committee (DELAC) included representation from each school across the district. The DELAC served as the district's required EL parent advisory committee on the LCAP. Parents of English learners were invited and encouraged to participate in the DELAC to ensure representation and solicit input on district programs from each school site. The majority of parents represented English Learners, while additional participants represented reclassified fluent English proficient students. The DELAC met several times during the 2025-26 school year. Meetings included informational presentations about the LCAP, state and federal programs, district programs across schools and grade levels particularly relevant to increasing programs and services to English learners, California School Dashboard, and current progress toward goals and metrics. DELAC members provided ongoing input in regards to LCAP goals and actions, district services, strategies, and programs in regards to English learners. The Superintendent presented the LCAP draft to the DELAC and responded in writing to comments.                                                                                                                                                                                                                                                                          |
| Special Education Local Plan Area (SELPA) Administrator | District administration consulted with the East San Gabriel Valley SELPA Director (required consultation) on March 10, 2026, to receive specific input in regards to WCUSD's actions included in this year's LCAP. Performance data specifically related to students with disabilities were discussed as well as suggestions on how to increase this student group's achievement. The District Special Education Department maintained regular communication with the East San Gabriel Valley SELPA Director throughout the school year. The results of this ongoing communication are reflected in the LCAP's attention to the students with disabilities student group, especially as it pertains to WCUSD's Differentiated Assistance status for students with disabilities in the areas of English Language Arts, Mathematics, and the College and Career Indicators.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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

The aspects of the LCAP that were influenced by the feedback provided by our educational partners are noted below:

General Information: Educational partners across WCUSD recognized the district’s continued efforts to enhance learning experiences for students through a diverse range of programs, services, and expanded learning opportunities. They also affirmed that the LCAP continues to effectively identify and respond to student needs through its planning and implementation processes.

Goal 1: Feedback from educational partners shaped Goal 1 of the LCAP, emphasizing the necessity of sufficient funding and resources to uphold foundational services, implement state standards, and meet the needs of all student groups. Key priorities include attracting and retaining highly qualified staff, maintaining clean and modern facilities, and ensuring access to up-to-date instructional materials. There is a particular focus on targeted support/intervention/supplemental instruction for English learners, especially newcomer students and L-TELS. In addition, partners underscored the importance of sustaining rigorous academic offerings such as AP and IB programs, in addition to TK-12 visual and performing arts programming. Partners expressed the need to continue investing in updated technology infrastructure and hardware, and providing flexible online learning opportunities as needed.

Goal 2: Feedback informing Goal 2 continues to emphasize the importance of providing rigorous, engaging, and personalized learning experiences, particularly for unduplicated pupils. Educational partners expressed strong support for expanded Career Technical Education (CTE) pathways and other college- and career-readiness opportunities that prepare students for success beyond graduation. Partners also highlighted the need for targeted academic interventions, including support provided by Teachers on Special Assignment (TOSAs), reading intervention teachers, and other instructional support staff. Educational partners also emphasized the importance of accelerating academic recovery and providing additional instructional support for students who continue to experience unfinished learning. In response to this feedback, Learning Recovery Emergency Block Grant (LREBG) funds were added to Goal 2, Action 14 to expand access to supplemental academic supports, intervention services, instructional materials, and learning opportunities designed to strengthen literacy and mathematics achievement. Educational partners identified ongoing professional learning, data-informed decision-making, and access to high-quality instructional materials as critical components for continuous improvement. Expanded learning opportunities, including summer programming and additional supports for English Learners, newcomer students, and Long-Term English Learners (LTEs), were also identified as priorities. Additionally, partners emphasized the importance of educational technology, including the effective and responsible integration of artificial intelligence tools, to enhance teaching, learning, student engagement, and future readiness in an increasingly digital world.

Goal 3: Goal 3 is grounded in the belief that student success is linked to a positive and inclusive school climate. Educational partners emphasized the need for continued transportation services to boost attendance, greater access to social-emotional supports, and stronger communication between schools and families. Additional resources for foster and homeless youth were seen as essential. There was clear support for sustaining mental wellness supports and counseling staff. Educational partners also called for sustaining the increased opportunities for parent engagement through workshops, as well as community partnerships and after-school enrichment programs that foster both student connection and career exploration.

Goal 4: With the feedback provided by educational partners, the action for the Coronado High School Equity Multiplier was amended to include an attendance intervention team and esports to increase student engagement and attendance.

Public Hearing and Board of Education Approval: June 2026

The local governing board held a public hearing on June 9, 2026, to solicit comments from the public regarding the 2026-2027 LCAP and budget. The public hearing agenda was posted at least 72 hours in advance and included the location where the LCAP would be available for review. The public at large was notified in the local newspaper and in public postings at the district office of the public hearings for the LCAP and budget. They were also informed that they could submit written comments. The local governing board adopted the LCAP and the budget in conjunction with a report of the local indicators on June 11, 2026.

Goals and Actions

Goal

| Goal # | Description                                                                                                                                                                                          | Type of Goal |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1      | Conditions for Learning: Ensure that the conditions for learning: including basic services, implementation of state standards, and course access support the college and career success of students. | Broad Goal   |

State priorities addressed by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

WCUSD developed Goal 1 in direct response to state priorities, local priorities, and community input emphasizing the need to continuously strengthen the foundational conditions that support student learning. This goal addresses three state priorities, Basic Services (Priority 1), Implementation of State Standards (Priority 2), and Course Access (Priority 7), which are essential for ensuring that every WCUSD student has equitable access to credentialed teachers, safe and well-maintained facilities, standards-aligned instructional materials, and a full academic program.

Additionally, our local educational partners, including staff, families, and students, have consistently voiced the importance of maintaining high-quality core instruction while also sustaining and expanding the district’s hallmark academic and arts programs. In response, Goal 1 includes locally identified priorities such as advancing WCUSD’s signature offerings, including the TK–12 International Baccalaureate Continuum, TK-12 visual and performing arts (VAPA), Advanced Placement , and the West Covina Online Learning Academy.

The actions and metrics grouped under Goal 1 are intentionally designed to work together to improve the conditions for learning districtwide. These include supporting highly qualified staff, providing access to standards-aligned curriculum and professional development, maintaining up-to-date technology and instructional materials, and ensuring safe, modernized facilities. The associated metrics serve as indicators of progress toward building the strong educational foundation that this goal is intended to achieve.

Measuring and Reporting Results

| Metric # | Metric                                                                                                                                          | Baseline         | Year 1 Outcome   | Year 2 Outcome   | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|---------------------------|----------------------------------|
| 1        | Fully Credentialed and Appropriately Assigned Teachers per the California Department of Education Teacher Assignment Monitoring Outcomes report | 2021-2022<br>86% | 2022-2023<br>87% | 2023-2024<br>88% | 100%                      | +2%                              |

|   |                                                                                                                                                      |                                                                                                                                              |                                                                                                                                              |                                                                                                                                              |      |                             |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------|
| 2 | Instructional Materials: Every student has access to standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board) | Fall 2023<br>100% of students have access to standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board) | Fall 2024<br>100% of students have access to standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board) | Fall 2025<br>100% of students have access to standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board) | 100% | Goal met<br>Difference = 0% |
| 3 | Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT)                                                                            | Fall 2023<br>100%                                                                                                                            | Fall 2024<br>100%                                                                                                                            | Fall 2025<br>100%                                                                                                                            | 100% | Goal Met<br>Difference = 0% |

|   |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Standards-aligned Curriculum: Recently Adopted Academic Standards and/or Curriculum Frameworks Core Content Based on the results of level 5 on the Local Indicators survey | <p>2023-2024</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 4</li> </ul> <p>Recently Adopted instructional Materials:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 4</li> </ul> | <p>2024-2025</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 4</li> </ul> <p>Recently Adopted instructional Materials:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 5</li> </ul> | <p>2025-2026</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 5</li> </ul> <p>Recently Adopted instructional Materials:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 5</li> </ul> | <p>Professional Learning:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 5</li> </ul> <p>Recently Adopted instructional Materials:</p> <ul style="list-style-type: none"> <li>• English Language Arts (ELA) – Common Core State Standards for ELA - 5</li> <li>• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5</li> <li>• Mathematics – Common Core State Standards for Mathematics -5</li> <li>• Next Generation Science Standards - 5</li> <li>• History-Social Science - 5</li> </ul> | Professional Learning: Target met for ELA, ELD, Mathematics, and Next Generation Science Standards; Increase by 1 level in History-Social Science<br>Recently Adopted Instructional Materials: 0% Difference for all Content Areas |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 5 | Parent Input in Decision Making as measured by meeting sign-in sheets and parent representative lists by school site                                                                                          | <p>2023-2024<br/>School Site Council or Parent Advisory Committee at Each School Site: 100%</p> <p>LCAP/LEAP Parent Advisory Committee Representation from Each School Site: 100%</p> <p>English Learner Parent Advisory Committee Representation from Each School Site: 100%</p> | <p>2024-2025<br/>School Site Council or Parent Advisory Committee at Each School Site: 100%</p> <p>LCAP/LEAP Parent Advisory Committee Representation from Each School Site: 100%</p> <p>English Learner Parent Advisory Committee Representation from Each School Site: 100%</p> | <p>2025-2026<br/>School Site Council or Parent Advisory Committee at Each School Site: 100%</p> <p>LCAP/LEAP Parent Advisory Committee Representation from Each School Site: 100%</p> <p>English Learner Parent Advisory Committee Representation from Each School Site: 100%</p> | <p>School Site Council or Parent Advisory Committee at Each School Site: 100%</p> <p>LCAP/LEAP Parent Advisory Committee Representation from Each School Site: 100%</p> <p>English Learner Parent Advisory Committee Representation from Each School Site: 100%</p> | Goal Met<br>Difference = 0% |
| 6 | Parental participation in programs for UDPs: Parent workshops for unduplicated pupils to support access in instructional programs as evidenced by site calendar of events/workshops and parent sign in sheets | <p>2023-2024<br/>100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.</p>                                                                                                                                    | <p>2024-2025<br/>100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.</p>                                                                                                                                    | <p>2025-2026<br/>100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.</p>                                                                                                                                    | <p>100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.</p>                                                                                                                                    | Goal Met<br>Difference = 0% |

## Goal Analysis for 2025-2026

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

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

The overall implementation of goal one, along with its accompanying actions, was a success. We were able to implement all of goal actions entirely in support of students and providing optimal conditions for learning. The following actions were completely implemented: Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18. Goal 1 aimed to ensure optimal learning conditions through basic services, state standards implementation, and course access to support students' college and career success. Here's a breakdown of each action and its implementation successes:

1. Conditions for Student Learning at School Sites:

Implementation: Site General Fund Allocations ensured all schools maintained basic services, implemented standards, and provided course access.

Successes: All schools consistently maintained optimal learning environments, leading to improved student engagement and performance.

2. Textbook and Curriculum School Allocations:

Implementation: Schools purchased necessary textbooks and curriculum to implement core academic standards.

Successes: Uniform access to updated instructional materials enhanced academic achievement and standardized learning experiences.

3. General Staffing:

Implementation: The district hired and retained fully credentialed teachers and staff, supporting the educational program and meeting state requirements.

Successes: High retention rates of qualified staff contributed to sustained educational quality and a positive work environment.

4. Facilities and Maintenance:

Implementation: Routine maintenance ensured facilities met state requirements and remained in good repair.

Successes: Safe and well-maintained facilities enhanced the overall learning experience and student well-being.

5. Core Curricular Materials:

Implementation: Ongoing evaluation and provision of appropriate core textbooks and resources aligned with California Standards.

Successes: Students had consistent access to high-quality materials, supporting their mastery of core subjects.

6. Supplemental Instructional Materials:

Implementation: Purchase of supplemental materials tailored to grade-level and student-specific needs.

Successes: Targeted instructional support led to improved academic outcomes and more personalized learning experiences.

7. English Learners (EL) Curriculum, Instruction, and Program:

Implementation: Provision of rigorous, research-based curriculum through structured English immersion or dual language immersion programs.

Successes: Enhanced language acquisition and content mastery for EL students, evidenced by improved assessment scores.

8. Supplemental ELA Materials for Low-Income Students:

Implementation: Provision of materials to support English-Language Arts standards and increase achievement.

Successes: Increased literacy and writing proficiency among low-income students, closing the achievement gap.

9. Supplemental Mathematics Materials for Low-Income Students:

Implementation: Provision of materials to support Mathematics standards.

Successes: Improved mathematical skills and higher achievement levels for low-income students.

10. Expanded VAPA Opportunities for Low-Income Students:

Implementation: Expansion of Visual and Performing Arts (VAPA) courses at all school levels.

Successes: Increased student participation in VAPA, fostering creativity and diverse talents.

11. Robust AP and AP Capstone Program Offerings for Low-Income Students:

Implementation: Expanded AP course offerings and necessary professional development for teachers.

Successes: Higher enrollment in AP courses and increased college preparatory coursework among low-income students.

12. Expand IB Continuum for Low-Income Students:

Implementation: Support for the IB Programme to offer a globally rigorous curriculum.

Successes: Enhanced critical thinking skills and global awareness among low-income students.

13. Increase IB Programme Participation for Low-Income Students:

Implementation: Provision of units of inquiry and research-based curriculum.

Successes: Increased participation and success rates in IB programs.

14. Supplemental IB Instructional Materials and Professional Development:

Implementation: Provision of necessary materials and teacher training.

Successes: Improved college preparatory opportunities and student readiness for higher education.

15. Expanded Instructional Program Options through WCOLA:

Implementation: Online learning management system for core and supplemental curriculum.

Successes: Flexibility and accessibility in learning, accommodating diverse student needs.

16. Improved Access to Technology Support:

Implementation: Enhanced technology access and support for low-income students.

Successes: Increased technology usage and academic achievement.

17. Access to Improved Instruction and Intervention through Technology Maintenance:

Implementation: Maintenance of technology infrastructure, providing one-to-one devices and necessary software.

Successes: Consistent access to digital resources, enhancing instructional quality and student engagement.

18. California Teacher Induction Program:

Implementation: Support for new teacher induction requirements and associated fees.

Successes: Well-supported new teachers contributed to higher instructional quality and retention rates.

These actions collectively ensured that students had the necessary conditions for effective learning, supporting their academic and career success. The successes demonstrated our district's commitment to providing equitable access to high-quality education.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures in goal one are as follows:

Less than 15% of the budgeted amount for action 6 was expensed due to fewer supplemental instructional materials needed for the school year than anticipated.

More than 15% of the budgeted amount for action 4 was expensed due to increased costs associated with facilities and maintenance.

More than 15% of the budgeted amount for action 5 was expensed due to an increase in supplemental curriculum and instruction needed for English Learners.

More than 15% of the budgeted amount for action 8 was expensed due to additional supplemental materials purchased for English Language Arts.

More than 15% of the budgeted amount for action 17 was expensed due to rollout and implementation of a new district-wide technology plan with increased costs to maintain and replace one-to-one technology for students and teachers.

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

The actual implementation of goal one actions effectively met the ongoing, evolving needs of our student population during the second year of the 2024-27 LCAP cycle. Continued monitoring and adaptation ensured that the services provided were relevant and impactful, leading to improved academic and social outcomes. The goal was to ensure that the conditions for learning, including basic services, implementation of state standards, and course access, support the college and career success of students. This was based on the necessity for optimal staffing, materials, technology, facilities, curriculum, and strong, core instruction across all content areas and grade levels.

\*Actions 1, 3, and 4 were effective in ensuring that conditions for learning at all school sites were optimal as measured by having fully credentialed & appropriately assigned teachers (Human Resources), 100% of students having access to standards-aligned curriculum (Williams Settlement Standards as reported to the Local Governing Board), and school facilities in "good repair" or clean, safe, and functional as determined by Facility Inspection Tool (FIT).

\*Actions 2, 5, and 6 were effective in ensuring that 100% of our students had standards-aligned materials (Williams Settlement Standards as reported to Local Governing Board). Having access to standards-aligned materials, contributed to gains in CAASPP ELA scores for All Students (+8.9 from baseline) and CAASPP Math scores for All Students (+7.9 from baseline).

\*Action 7 was effective in supporting English learners with making progress toward English proficiency as measured by an improvement in the reclassification rate (+2.4% from baseline) and gains in CAASPP ELA (+3.6 from baseline) and CAASPP Math scores (+13 from baseline). Although ELA growth for English learners was less than that of All Students (+8.9 percentage points), mathematics growth exceeded that of All Students (+7.9 percentage points), suggesting that the services and supports provided through this action contributed to improved outcomes for English learners.

\*Actions 8, 9, 15, 16, and 17 effectively supported low-income students in making academic progress, as shown by gains of +10.3 from baseline in CAASPP ELA scores and +10.3 from baseline in CAASPP Math scores. These increases exceeded the gains achieved by All Students in ELA (+8.9 percentage points) and Math (+7.9 percentage points), indicating that these actions contributed to accelerated academic growth for low-income students. Additionally, chronic absenteeism among low-income students improved by 1.0 percentage point from baseline. While this improvement did not exceed the districtwide improvement for All Students (+9.5 percentage points), the reduction in chronic absenteeism reflects positive progress in supporting student attendance and engagement.

\*Action 10 effectively increased visual and performing arts opportunities for low-income students from elementary through high school, as evidenced by master and instructional schedules and reflected in a +7.6 percentage-point improvement from baseline on the College/Career Indicator. This increase exceeded the improvement demonstrated by All Students (+6.8 percentage points), indicating stronger growth in college and career readiness outcomes for low-income students. The action also supports the district's CTE performing arts pathway by providing students with early access to visual and performing arts experiences that build foundational skills and preparation for more specialized coursework at the secondary level. By strengthening the TK–12 continuum of arts opportunities, students are better positioned to access CTE performing arts courses and career-connected learning experiences in high school, supporting continued progress toward college and career readiness.

\*Actions 11, 12, 13, 14 were effective in supporting low income students with increased college preparatory opportunities as measured by the College/Career Indicator (+7.6 from baseline). This increase exceeded the improvement demonstrated by All Students (+6.8 percentage points), indicating that these actions contributed to stronger growth in college and career readiness outcomes for low-income students.

\*Action 18 was effective in making progress toward supporting new teachers with induction requirements as measured by successful completion of induction requirements by newly hired teachers.

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.

The following changes were made to the planned actions for the coming year based on reflections on prior practice. They are as follows:

Action 1 - Increase in the projected amount to address rising costs associated with site general fund allocations needed to maintain basic services, implement academic standards, and ensure student access to courses and programs.

Action 2 - Eliminated and combined with the site allocation in action 1.

Action 3 - Increase in the projected amount to allow for increases in costs associated with facilities and maintenance.

Action 4 - Increase in the projected amount due to planned core curriculum purchases.

Action 5 - Decrease in the projected amount due to supplemental materials being purchased with other grant funding sources.

Action 7 - Increase in the projected amount to allow for an increase in supplemental Writing/English Language Arts instructional materials

Action 8 - Increase in the projected amount to allow for an increase in supplemental Mathematics instructional materials.

Action 13 - Increase in the projected amount due to an increase in planned professional development.

Action 16 - Increase in the projected amount to allow for increased costs due to the implementation of an updated technology plan for the use of devices and other instructional technology needed by students, teachers, and staff.

**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        | Conditions for Student Learning at School Sites                            | Conditions for Student Learning at School Sites: Site General Fund allocations are provided to all school sites to maintain basic services, implementations of standards, and course access for optimal learning conditions for all students.                                                                                                                                                                                                                                                                                                                                                                                                                      | \$1,627,330.00  | No           |
| 2        | General Staffing                                                           | General Staffing: Continue to hire and retain fully credentialed teachers, staff, and administration to implement the educational program effectively and to meet all state requirements. Implementing an effective educational program includes providing classified personnel to support teachers and maintain facilities, providing materials and supplies teachers need, paying utilities, and other such expenditures. All of these expenditures contribute to making WCUSD a desirable place to work and thus contribute to retaining fully credentialed and highly qualified teachers.                                                                      | \$77,204,571.00 | No           |
| 3        | Facilities and Maintenance                                                 | Facilities and Maintenance: Ensure that each district facility meets appropriate state requirements. Provide routine maintenance to ensure facilities are in good repair.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | \$7,373,460.00  | No           |
| 4        | Core Curricular Materials                                                  | Core Curricular Materials: Continue to evaluate and provide appropriate core textbooks and resources for all students allowing them to fully access California Standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | \$634,024.00    | No           |
| 5        | Supplemental Instructional Materials                                       | Supplemental Instructional Materials: Purchase supplemental instructional materials aligned to California Standards and the specific needs of each grade level and student group to support teachers' instructional practices.                                                                                                                                                                                                                                                                                                                                                                                                                                     | \$30,146.00     | No           |
| 6        | Provide English Learners (EL) with Supplemental Curriculum and Instruction | Provide English Learners (EL) with Supplemental Curriculum and Instruction: EL students will be provided with supplemental materials and instruction to further support the core language acquisition program containing a rigorous, research-based curriculum aligned to California State English Language Arts & Literacy, Mathematics Standards, and NGSS. District language acquisition programs that are offered to EL students are structured English immersion or dual language immersion. In either program, teachers will incorporate designated and integrated ELD to support mastery of English and access to content standards. This action allows for | \$62,000.00     | Yes          |

|    |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |     |
|----|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
|    |                                                                                                                                   | supplemental curriculum and instruction to further support EL progress above the base program.                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |
| 7  | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts: Supplemental materials to support implementation of English-Language Arts standards, including writing, and increase student achievement for low income students.                                                                                                                                                                                                                               | \$150,000.00   | Yes |
| 8  | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics                   | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics: Supplemental materials to support implementation of Mathematics standards and increase student achievement for low income students                                                                                                                                                                                                                                                                                | \$300,000.00   | Yes |
| 9  | Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students                                          | Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students:<br>-Expand VAPA courses through the West Covina High School (WCHS) Performing Arts Academy for high school students<br>-Expand VAPA at the elementary, middle school, and high school levels                                                                                                                                                                                                                                             | \$647,865.00   | Yes |
| 10 | Provide Robust AP and AP Capstone Program Offerings for Low Income Students                                                       | Provide Robust AP and AP Capstone Program Offerings for Low Income Students: Provide robust AP course offerings to low income students across the curriculum for increased college preparatory coursework. Provide the required professional development to teachers to implement the two-year (junior and senior year) AP Capstone Program.                                                                                                                                                                                       | \$16,000.00    | Yes |
| 11 | Expand IB Continuum Academic Support                                                                                              | Expand International Baccalaureate (IB) Continuum academic support for low income students for increased college preparatory opportunities.                                                                                                                                                                                                                                                                                                                                                                                        | \$1,776,439.00 | Yes |
| 12 | Increase IB Programme Continuum Participation                                                                                     | Increase IB Programme Continuum Participation for Low Income Students to provide a globally rigorous curriculum design based on units of inquiry and research to foster critical thinking skills.                                                                                                                                                                                                                                                                                                                                  | \$104,237.00   | Yes |
| 13 | Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development                               | Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development to improve college preparatory opportunities for low income students.                                                                                                                                                                                                                                                                                                                                                          | \$40,000.00    | Yes |
| 14 | Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)                                    | Expanded Instructional Program Options for Low Income Students through the West Covina Online Learning Academy (WCOLA): Provide students and families with an online learning management system that provides core curriculum comparable to in-person instruction for participating students. Additionally, the learning management system also provides supplemental instructional materials that teachers can utilize to enhance instruction. The Imagine Edgenuity platform will be used for elementary and secondary students. | \$903,490.00   | Yes |
| 15 | Provide Improved Access to Technology Support                                                                                     | Provide Improved Access to Technology Support for Low Income Students to increase technology usage and increase achievement.                                                                                                                                                                                                                                                                                                                                                                                                       | \$2,295,889.00 | Yes |
| 16 | Access to Improved Instruction and Intervention through Technology Maintenance                                                    | Access to Improved Instruction and Intervention for Low Income Students through Technology Maintenance: Maintain current technology infrastructure to accommodate and support educational goals. Provide students with one-to one technology. Add/replace student Chromebooks and accessories as needed. Add/replace student iPads and accessories as needed to ensure curriculum access. Provide necessary software applications and digital resources.                                                                           | \$4,300,000.00 | Yes |
| 17 | California Teacher Induction Program                                                                                              | California Teacher Induction Program: Support new teacher induction requirements<br>-Consortium Fee<br>-Participant Fee                                                                                                                                                                                                                                                                                                                                                                                                            | \$887,700.00   | No  |



# Goal

| Goal # | Description                                                                                                           | Type of Goal |
|--------|-----------------------------------------------------------------------------------------------------------------------|--------------|
| 2      | Student Outcomes: Prepare students to achieve success in college, career, and life in a globally competitive economy. | Broad Goal   |

State priorities addressed by this goal.

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| 4, 8 |
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An explanation of why the LEA has developed this goal.

WCUSD developed Goal 2 to ensure that all students achieve academic success and are prepared for postsecondary opportunities through access to rigorous, relevant, and equitable instruction. This goal responds to state priorities on Pupil Achievement (Priority 4) and Other Pupil Outcomes (Priority 8), as well as local educational partner input emphasizing the importance of college and career readiness for all students. Educational partners, including families, students, staff, and community members, have consistently voiced support for expanding opportunities that prepare students for success beyond high school. In response, Goal 2 prioritizes the delivery of high-quality instruction and equitable access to advanced coursework, early college programs, and culturally and linguistically sustaining pathways. These include sustainment and the continued growth of Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and the Mt. SAC Early College Academy at West Covina. WCUSD continues to expand its Dual Language Immersion pathways, creating greater opportunities for students to develop bilingualism, biliteracy, and cross-cultural competence from elementary school through high school. Over the past several years, WCUSD has steadily grown both its Spanish and Mandarin Dual Language programs, with elementary cohorts now advancing into secondary grade levels.

The actions and metrics grouped under Goal 2 are designed to support and measure student progress and performance through aligned systems of curriculum, assessment, and targeted intervention. These actions include monitoring student achievement data, strengthening assessment practices, expanding differentiated supports, and increasing access to rigorous academic and career pathways. Metrics such as SBAC scores, reclassification rates for English learners, AP/IB/CTE enrollment and completion, A-G completion, and participation in dual enrollment and early college programs provide multiple measures to monitor outcomes and inform ongoing improvement. Together, these actions and indicators ensure that students are not only meeting grade-level expectations but are also equipped with the skills, credentials, and experiences needed for success in college, career, and life.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|

|   |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | CAASPP: English Language Arts SBAC (Gr. 3-8, and 11) Average Distance from Level 3 for All Students as per the CA Dashboard                           | <p>Spring 2023</p> <p>All Students: 16.1 pts below</p> <p>Unduplicated Students: English Learners: 46.5 pts below</p> <p>Long-Term English Learners: 116.4 pts below</p> <p>Foster Youth: 76.6 pts below</p> <p>Socioeconomically Disadvantaged: 28.5 pts below</p> <p>Targeted Students: Homeless: 33.5 pts below</p> <p>Students with Disabilities: 102.0 pts below</p> <p>African American: 43.8 pts below</p> <p>Hispanic: 30.0 pts below</p> | <p>Spring 2024</p> <p>All Students: 12.9 pts below</p> <p>Unduplicated Students: English Learners: 42.4 pts below</p> <p>Long-Term English Learners: 118.6 pts.</p> <p>Foster Youth: 71.5 pts below</p> <p>Socioeconomically Disadvantaged: 24.0 pts below</p> <p>Targeted Students: Homeless: 25.5 pts below</p> <p>Students with Disabilities: 102.2 pts below</p> <p>African American: 27.5 pts below</p> <p>Hispanic: 28.4 pts below</p> | <p>Spring 2025</p> <p>All Students: 7.2 pts below</p> <p>Unduplicated Students: English Learners: 42.9 pts below</p> <p>Long-Term English Learners: 122.3 pts.</p> <p>Foster Youth: 84.4 pts below</p> <p>Socioeconomically Disadvantaged: 18.2 pts below</p> <p>Targeted Students: Homeless: 21.4 pts below</p> <p>Students with Disabilities: 95.9 pts below</p> <p>African American: 9.5 pts below</p> <p>Hispanic: 21.8 pts below</p> | <p>All Students: 10.1 pts below</p> <p>Unduplicated Students: English Learners: 40.5 pts below</p> <p>Long-Term English Learners: 110.4 pts below</p> <p>Foster Youth: 70.6 pts below</p> <p>Socioeconomically Disadvantaged: 22.5 pts below</p> <p>Targeted Students: Homeless: 27.5 pts below</p> <p>Students with Disabilities: 87.0 pts below</p> <p>African American: 37.8 pts below</p> <p>Hispanic: 24.0 pts below</p> | <p>All Students: Improved by 8.9 pts</p> <p>Unduplicated Students: English Learners: Improved by 3.6 pts</p> <p>Long-Term English Learners: Declined by 5.9 pts</p> <p>Foster Youth: Declined by 7.8 pts</p> <p>Socioeconomically Disadvantaged: Improved by 10.3 pts</p> <p>Targeted Students: Homeless: Improved by 12.1 pts</p> <p>Students with Disabilities: Improved by 6.1 pts</p> <p>African American: Improved by 34.3 pts</p> <p>Hispanic: Improved by 8.2 pts</p> |
| 2 | CAASPP: ELA/Literacy California Alternative Assessment (Gr. 3-8 and 11) Percentage of Students by Achievement Level as per the CAASPP Results website | <p>Spring 2023</p> <p>Level 3 - Understanding: 15%</p> <p>Level 1 - Limited Understanding: 54%</p>                                                                                                                                                                                                                                                                                                                                                | <p>Spring 2024</p> <p>Level 3 - Understanding: 16%</p> <p>Level 1 - Limited Understanding: 40%</p>                                                                                                                                                                                                                                                                                                                                           | <p>Spring 2025</p> <p>Level 3 - Understanding: 9%</p> <p>Level 1 - Limited Understanding: 49%</p>                                                                                                                                                                                                                                                                                                                                         | <p>Level 3 - Understanding: 30%</p> <p>Level 1 - Limited Understanding: 39%</p>                                                                                                                                                                                                                                                                                                                                               | <p>Spring 2024</p> <p>Level 3 - Declined by 6%</p> <p>Level 1 - Improved by 5%</p>                                                                                                                                                                                                                                                                                                                                                                                           |

|   |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Reading Skills: i-Ready Reading Overall Score (K-11th grade) at or above grade level as measured on the i-Ready Diagnostic Results Report | 2023-2024<br>Kindergarten: 66%<br>Gr 1: 45%<br>Gr 2: 47%<br>Gr 3: 57%<br>Gr 4: 42%<br>Gr 5: 43%<br>Gr 6: 35%<br>Gr 7: 36%<br>Gr 8: 40%                                                                                                                                                                                                                                                                          | 2024-2025<br>Kindergarten: 70%<br>Gr 1: 45%<br>Gr 2: 50%<br>Gr 3: 55%<br>Gr 4: 37%<br>Gr 5: 47%<br>Gr 6: 35%<br>Gr 7: 39%<br>Gr 8: 36%                                                                                                                                                                                                                                                                         | 2025-2026<br>Kindergarten: 69%<br>Gr 1: 45%<br>Gr 2: 48%<br>Gr 3: 60%<br>Gr 4: 38%<br>Gr 5: 40%<br>Gr 6: 40%<br>Gr 7: 39%<br>Gr 8: 39%                                                                                                                                                                                                                                                                          | Kindergarten: 69%<br>Gr 1: 48%<br>Gr 2: 50%<br>Gr 3: 60%<br>Gr 4: 45%<br>Gr 5: 46%<br>Gr 6: 38%<br>Gr 7: 39%<br>Gr 8: 43%                                                                                                                                                                                                                                                                       | Kindergarten: Improved by 3%<br>Gr 1: Stayed the same<br>Gr 2: Improved by 1%<br>Gr 3: Improved by 3%<br>Gr 4: Declined by 4%<br>Gr 5: Declined by 3%<br>Gr 6: Improved by 5%<br>Gr 7: Improved by 3%<br>Gr 8: Declined by 1%                                                                                                                                                                                                                  |
| 4 | CAASPP: Math SBAC (Gr. 3-8, and 11) Average Distance from Level 3 for All Students as reported on the CA Dashboard                        | Spring 2023<br>All Students: 50.2 pts below<br><br>Unduplicated Students: English Learners: 66.0 pts below<br>Long-Term English Learners: 179.7 pts below<br>Foster Youth: 103.6 pts below<br>Socioeconomically Disadvantaged: 63.3 pts below<br><br>Targeted Students: Homeless: 69.0 pts below<br>Students with Disabilities: 133.0 pts below<br>African American: 85.7 pts below<br>Hispanic: 68.5 pts below | Spring 2024<br>All Students: 46.1 pts below<br><br>Unduplicated Students: English Learners: 56.4 pts below<br>Long-Term English Learners: 182.2 pts below<br>Foster Youth: 96.2 pts below<br>Socioeconomically Disadvantaged: 57.5 pts below<br><br>Targeted Students: Homeless: 64.3 pts below<br>Students with Disabilities: 127.3 pts below<br>African American: 66.3 pts below<br>Hispanic: 66.6 pts below | Spring 2025<br>All Students: 42.3 pts below<br><br>Unduplicated Students: English Learners: 53.0 pts below<br>Long-Term English Learners: 177.1 pts below<br>Foster Youth: 136.4 pts below<br>Socioeconomically Disadvantaged: 53.0 pts below<br><br>Targeted Students: Homeless: 64.1 pts below<br>Students with Disabilities: 124.5 pts below<br>African American: 52.9 pts below<br>Hispanic: 64.1 pts below | All Students: 35.2 pts below<br><br>Unduplicated Students: English Learners: 51.0 pts below<br>Long-Term English Learners: 164.7 pts below<br>Foster Youth: 88.6 pts below<br>Socioeconomically Disadvantaged: 48.3 pts below<br><br>Targeted Students: Homeless: 54.0 pts below<br>Students with Disabilities: 103.0 pts below<br>African American: 70.7 pts below<br>Hispanic: 53.5 pts below | All Students: Improved by 7.9 pts<br><br>Unduplicated Students: English Learners: Improved by 13.0 pts<br>Long-Term English Learners: Improved by 2.6 pts<br>Foster Youth: Declined by 32.8 pts<br>Socioeconomically Disadvantaged: Improved by 10.3 pts<br><br>Targeted Students: Homeless: Improved by 4.9 pts<br>Students with Disabilities: Improved by 8.5 pts<br>African American: Improved by 32.8 pts<br>Hispanic: Improved by 4.4 pts |

|   |                                                                                                                                               |                                                                                                                                                |                                                                                                                                                |                                                                                                                                                |                                                                                                                                   |                                                                                                                                                                                                                                        |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | CAASPP: Math California Alternative Assessment (Gr. 3-8 and 11) Percentage of Students by Achievement Level as per the CAASPP Results website | Spring 2023<br>Level 3 - Understanding: 8%<br>Level 1 - Limited Understanding: 65%                                                             | Spring 2024<br>Level 3 - Understanding: 9%<br>Level 1 - Limited Understanding: 68%                                                             | Spring 2025<br>Level 3 - Understanding: 4%<br>Level 1 - Limited Understanding: 69%                                                             | Level 3 - Understanding: 23%<br>Level 1 - Limited Understanding: 50%                                                              | Level 3 - Understanding: Declined by 4%<br>Level 1 - Limited Understanding: Declined by 4%                                                                                                                                             |
| 6 | Math Skills: i-Ready Math Overall Score (K-8th grade) at or above grade level as measured by the i-Ready Diagnostic Results Report            | 2023-2024<br>Kindergarten: 54%<br>Gr. 1: 32%<br>Gr. 2: 31%<br>Gr. 3: 43%<br>Gr. 4: 45%<br>Gr. 5: 42%<br>Gr. 6: 36%<br>Gr. 7: 28%<br>Gr. 8: 28% | 2024-2025<br>Kindergarten: 54%<br>Gr. 1: 31%<br>Gr. 2: 35%<br>Gr. 3: 39%<br>Gr. 4: 45%<br>Gr. 5: 46%<br>Gr. 6: 38%<br>Gr. 7: 28%<br>Gr. 8: 29% | 2025-2026<br>Kindergarten: 57%<br>Gr. 1: 33%<br>Gr. 2: 41%<br>Gr. 3: 45%<br>Gr. 4: 43%<br>Gr. 5: 42%<br>Gr. 6: 39%<br>Gr. 7: 31%<br>Gr. 8: 30% | Kindergarten: 69%<br>Gr. 1: 47%<br>Gr. 2: 46%<br>Gr. 3: 58%<br>Gr. 4: 60%<br>Gr. 5: 57%<br>Gr. 6: 51%<br>Gr. 7: 43%<br>Gr. 8: 43% | Kindergarten: Improved by 3%<br>Gr. 1: Improved by 1%<br>Gr. 2: Improved by 10%<br>Gr. 3: Improved by 2%<br>Gr. 4: Declined by 2%<br>Gr. 5: Stayed the same<br>Gr. 6: Improved by 3%<br>Gr. 7: Improved by 3%<br>Gr. 8: Improved by 2% |
| 7 | CAASPP: Science (Gr. 5, 8, and High School) Percentage of Students Met or Exceeded Standard as reported in the CAASPP Test Results            | Spring 2023<br>All Students: 26.55%<br>Gr. 5: 33.20%<br>Gr. 8: 17.11%<br>High School: 29.08%                                                   | Spring 2024<br>All Students: 28.06%<br>Gr. 5: 34.93%<br>Gr. 8: 25.58%<br>High School: 25.26%                                                   | Spring 2025<br>All Students: 32.26%<br>Gr. 5: 40.43%<br>Gr. 8: 23.57%<br>High School: 33.95%                                                   | All Students: 29.55%<br>Gr. 5: 36.20%<br>Gr. 8: 20.11%<br>High School: 32.08%                                                     | All Students: Improved by 5.71%<br>Gr. 5: Improved by 7.23%<br>Gr. 8: Improved by 6.46%<br>High School: Improved by 4.87%                                                                                                              |
| 8 | Percentage of High School Graduates Prepared on the College/Career Indicator as reported on the CA Dashboard                                  | 2022-2023<br>All Students: 44.8%<br><br>Students with Disabilities: 9.7%<br>Hispanic: 38.5%<br>Socioeconomically Disadvantaged: 40.0%          | 2023-2024<br>All Students: 47.3%<br><br>Students with Disabilities: 9.1%<br>Hispanic: 41.8%<br>Socioeconomically Disadvantaged: 43.6%          | 2024-2025<br>All Students: 51.6%<br><br>Students with Disabilities: 6.4%<br>Hispanic: 45.7%<br>Socioeconomically Disadvantaged: 47.6%          | All Students: 47.8%<br><br>Students with Disabilities: 12.7%<br>Hispanic: 41.5%<br>Socioeconomically Disadvantaged: 43.0%         | All Students: Improved by 6.8%<br><br>Students with Disabilities: Declined by 3.3%<br>Hispanic: Improved by 7.2%<br>Socioeconomically Disadvantaged: Improved by 7.6%                                                                  |

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|----|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 9  | College and Career Ready: Percentage of Graduates with UC/CSU Required Courses as reported on DataQuest                                    | 2022-2023<br>Percent of Students A-G Eligible: 47.1%                          | 2023-2024<br>Percent of Students A-G Eligible: 45.7%                          | 2024-2025<br>Percent of Students A-G Eligible: 46.0%                                | Percent of Students A-G Eligible: 53.1%                       | Percent of Students A-G Eligible: Declined by 1.1%                                            |
| 10 | CTE Courses: Percent of Seniors Completing a CTE pathway as reported on the CA Dashboard Additional Reports and Data                       | Spring 2023<br>27.5%                                                          | Spring 2024<br>32.4%                                                          | Spring 2025<br>34.1%                                                                | 31.50%                                                        | Improved by 6.6%                                                                              |
| 11 | A-G and CTE: Percent of seniors who successfully completed A-G and CTE Pathway as reported on the CA Dashboard Additional Reports and Data | Spring 2023<br>13.8%                                                          | Spring 2024<br>14.2%                                                          | Spring 2025<br>16.2%                                                                | 19.8%                                                         | Improved by 2.4%                                                                              |
| 12 | English Language Proficiency as reported by the ELPAC Results website                                                                      | Spring 2023<br>Level 4 - Well Developed: 18%<br>Level 1 -Beginning Stage: 16% | Spring 2024<br>Level 4 - Well Developed: 20%<br>Level 1 -Beginning Stage: 21% | Spring 2025<br>Level 4 - Well Developed: 16.50%<br>Level 1 -Beginning Stage: 25.44% | Level 4 - Well Developed: 24%<br>Level 1 -Beginning Stage: 7% | Level 4 - Well Developed: Decreased by 1.50%<br>Level 1 - Beginning Stage: Increased by 9.44% |

|    |                                                                                                                                                                                |                                                                                          |                                                                                          |                                                                                          |                                                                           |                                                                                                             |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 13 | English Learner Reclassification Rate as measured by local Student Information System                                                                                          | 2023-2024<br>16.1%                                                                       | 2024-2025<br>17.5%                                                                       | 2025-2026<br>16.7%                                                                       | 19.1%                                                                     | Improved by 0.6%                                                                                            |
| 14 | English Learner Progress: Increase percent of students making progress towards English language proficiency as reported on the CA Dashboard English Learner Progress Indicator | 2022-2023<br>51.7%                                                                       | 2023-2024<br>50.8%                                                                       | Spring 2025<br>48.0%                                                                     | 57.7%                                                                     | Declined by 3.7%                                                                                            |
| 15 | Students who Pass an AP Exam with a score of 3 or higher as reported by the College Board                                                                                      | 2022-2023<br>AP Exam: 49%                                                                | 2023-2024<br>AP Exam: 57%                                                                | 2024-2025<br>AP Exam: 67%                                                                | AP Exam: 55%                                                              | Improved by 18%                                                                                             |
| 16 | Students Who Pass an IB Exam as reported by the IBO                                                                                                                            | 2022-2023<br>All Students: 57%                                                           | 2023-2024<br>IB Exam: 88%                                                                | 2024-2025<br>IB Exam: 57%                                                                | All Students: 66%                                                         | Difference: 0.00%                                                                                           |
| 17 | Pupils prepared for college by the ELA EAP (Gr. 11 SBAC Standard Met or Exceeded) as reported on the CAASPP Test Results website                                               | Spring 2023<br>All Students: 46.02%<br>Standard Exceeded: 18.46%<br>Standard Met: 27.56% | Spring 2024<br>All Students: 47.20%<br>Standard Exceeded: 20.40%<br>Standard Met: 26.80% | Spring 2025<br>All Students: 57.32%<br>Standard Exceeded: 27.37%<br>Standard Met: 29.95% | All Students: 52.02%<br>Standard Exceeded: 21.46%<br>Standard Met: 30.56% | All Students: Improved by 11.30%<br>Standard Exceeded: Improved by 8.91%<br>Standard Met: Improved by 2.39% |

|    |                                                                                                                              |                                                                                         |                                                                                         |                                                                                          |                      |                                                                                                             |
|----|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------|
| 18 | Pupils prepared for college by the Math EAP (Gr. 11 SBAC Standard Met or Exceeded) as reported by the CAASPP Results website | Spring 2023<br>All Students: 28.08%<br>Standard Exceeded: 8.59%<br>Standard Met: 19.49% | Spring 2024<br>All Students: 23.30%<br>Standard Exceeded: 8.92%<br>Standard Met: 14.38% | Spring 2025<br>All Students: 28.22%<br>Standard Exceeded: 13.84%<br>Standard Met: 14.38% | All Students: 34.08% | All Students: Improved by 0.14%%<br>Standard Exceeded: Improved by 5.25%<br>Standard Met: Declined by 5.11% |
|----|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------|

## Goal Analysis for 2025-2026

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

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

The overall implementation of goal two, along with accompanying actions, was a success. All in all, WCUSD implemented actions to prepare students to achieve success in college, career, and life in a globally competitive economy. The following actions were completely implemented:

Action 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, and 35.

Goal 2 aimed to prepare students for success in college, career, and life in a globally competitive economy. Below is a detailed description of the implementation of each action and the successes achieved:

1. Personalized Learning in Transitional Kindergarten:

Implementation: Adjusted Transitional Kindergarten student-to-teacher ratios below the required 10:1 ratio, as needed, to support personalized learning and foundational skill development through one-on-one and small-group instruction.

Successes: Improved student engagement and foundational skill mastery in early education. The action also supported the continued implementation of full-day Transitional Kindergarten programs at all participating school sites.

2. Enhancement of Career and Technical Education (CTE) Programming:

Implementation: Enhanced CTE programs at the high school level for low-income students.

Successes: Increased student enrollment in CTE programs, leading to better preparedness for technical careers.

3. District-Wide Supplemental Academic Support and Intervention:

Implementation: Provided additional academic support through Teachers on Special Assignments (TOSAs) in Math, ELA, and Literacy, supporting Professional Learning Communities.

Successes: Enhanced student achievement through targeted interventions and collaborative teacher support.

4. Elementary School Academic and Instructional Support:

Implementation: Deployed eight TOSAs to provide interventions, serve as Foster Youth Liaisons, assist with EL reclassification, and support parents.

Successes: Improved academic outcomes for foster youth and EL students, with better tracking and support mechanisms in place.

5. Reading Intervention for Low-Income Students:

Implementation: Part-time teachers provided research-based reading interventions for students below grade level.

Successes: Significant improvements in reading proficiency among targeted students.

6. Data for Continuous Improvement:

Implementation: Disaggregated data for academic achievement and college/career readiness analysis, supported by a Coordinator of Data and Assessment and consultants.

Successes: Better-informed decision-making and targeted interventions based on detailed data analysis.

7. Monitoring Progress for Foster Youth and EL Students:

Implementation: Utilized data and assessment platforms like Edulastic to monitor progress and provide interventions as needed.

Successes: Improved academic outcomes and timely interventions for foster youth and EL students.

8. Professional Development Across Content Areas:

Implementation: Provided ongoing professional development and coaching on effective instructional practices.

Successes: Enhanced teacher effectiveness and student engagement across various content areas.

9. Summer Expanded Learning Opportunities:

Implementation: Provide intervention and enrichment for high needs students during the summer.

Successes: Reading improvements and increased connectedness during the summer break.

10. Academic Assessment and Intervention Resources:

Implementation: Provided resources and professional development for personalized assessment and intervention in ELA.

Successes: Enhanced reading skills and progress monitoring for low-income students.

11. Highly Qualified Paraprofessionals:

Implementation: Employed paraprofessionals to provide personalized instruction to EL students.

Successes: Improved language acquisition and support for EL students in their primary language.

12. Supplemental ELD Materials and Services for Newcomers:

Implementation: Purchased ELD materials for newcomers.

Successes: Improved English proficiency and integration for newcomer EL students.

13. Student Achievement in ELA and Math:

Implementation: Allocated Title I funds to supplement ELA and Math programs in elementary and middle schools.

Successes: Increased achievement in ELA and Math through targeted interventions.

14. Provide MTSS for ELs, Foster Youth, and Low-Income Students:

Implementation: Enhanced MTSS with additional materials and professional development.

Successes: Improved academic performance and socioemotional support.

15. ELA & Math Intervention Resources:

Implementation: Used software like i-Ready for ELA and Math interventions.

Successes: Enhanced performance in low-performing students through tailored digital interventions.

16. English Learner Coordinator:

Implementation: Designated EL Coordinators at each site to support EL strategies and reclassification.

Successes: Better EL support and increased reclassification rates.

17. Designated ELD Curriculum:

Implementation: Implemented standards-based ELD curriculum at middle and high schools.

Successes: Improved language development and content mastery for EL students.

18. Enhance Science and History-Social Science Instruction:

Implementation: Provided supplemental Science and History-Social Science materials.

Successes: Increased science achievement for low-income and EL students.

19. Provide ELs and L-TEs Increased Differentiated Language Support:

Implementation: Ensured teachers participated in professional development/collaboration for EL strategies.

Successes: Improved instructional practices and EL student outcomes.

20. Supplemental Software for English Language Acquisition:

Implementation: Used software like Ellevation to support EL students.

Successes: Enhanced language proficiency tracking and support.

21. Dual Language Immersion Teachers:

Implementation: Employed teachers trained in effective dual language instructional practices.

Successes: Better language development and academic performance in dual immersion classrooms.

22. Professional Development for Dual Language Staff:

Implementation: Provided professional development for dual language teachers.

Successes: Increased teacher effectiveness and student language acquisition.

23. Instructional Resources for Dual Language Development:

Implementation: Provided software, materials, and books for dual language programs.

Successes: Improved dual language development and academic achievement.

24. District Technology Committee:

Implementation: Maintained a teacher technology committee for best practices and professional development.

Successes: Improved technology integration and curriculum alignment.

25. Provide Increased Technology Support:

Implementation: Provided site technology coaches for low-income students.

Successes: Enhanced technology use and academic performance.

26. Technology Professional Development and Tools:

Implementation: Offered professional development and tools for educational technology.

Successes: Improved digital literacy and instructional practices.

27. Enhanced Services for College and Career Readiness:

Implementation: Employed a Coordinator of College and Career Pathways to provide staff development.

Successes: Better student preparedness for college and career pathways.

28. Summer Math and ELA Skills Courses:

Implementation: Offered additional summer courses for high school students to meet A-G requirements.

Successes: Increased graduation rates and college readiness.

29. Supports to Understand and Meet A-G Requirements:

Implementation: Provided counseling, programs, and informational nights for A-G requirements.

Successes: Increased student enrollment in A-G courses and college applications.

30. Advancement Via Individual Determination (AVID) Program:

Implementation: Implemented AVID to enhance achievement and college readiness.

Successes: Improved academic performance and college enrollment for low-income students.

31. Career Pathways:

Implementation: Expanded and supported CTE/ROP Pathways.

Successes: Better career readiness and technical skills development.

32. PSAT-Taking Opportunity:

Implementation: Provided PSAT opportunities for grades 8-11 during school.

Successes: Increased college readiness and scholarship opportunities.

33. College Advisement Partnership:

Implementation: Partnered with USC to provide college advisors.

Successes: Enhanced college-going culture and support.

34. AP and IB Assessment Opportunities:

Implementation: Provided AP and IB assessment opportunities.

Successes: Improved college and career readiness through rigorous coursework.

35. Academic Counseling:

Implementation: Provided additional counselors for unduplicated students.

Successes: Better academic guidance and support for targeted student groups.

Through these actions, WCUSD ensured students were well-prepared for future academic and career challenges, leading to significant improvements in various student outcomes.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

Less than 15% of the budgeted amount for action 11 was expensed due to difficulty finding qualified staff to serve additional newcomer students.

Less than 15% of the budgeted amount for action 18 was expensed due to fewer quantities needed than anticipated.

Less than 15% of the budgeted amount for action 30 was expensed due to lower fees associated with the AVID program.

Less than 15% of the budgeted amount for action 34 was expensed due to fewer IB and AP assessments than anticipated.

More than 20% of the budgeted amount for action 17 was expensed due to an increase in resources needed to replenish ELD materials at the middle and high school levels

More than 20% of the budgeted amount for action 32 was expensed due to an increase in students taking the PSAT.

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

The specific actions within Goal 2 were largely effective in making progress toward the goal of preparing students for college and career readiness. The district's flexibility in focusing on urgent needs such as intervention, mental health, and technology support was key to addressing the challenges. Continued focus on improving access to technology, expanding program offerings, and enhancing instructional materials and support will be essential in making additional progress. There was progress made toward goal two as a result of the implementation of our actions. Overall reading scores as measured by i-Ready improved and overall mathematics scores as measured by i-Ready improved. We will continue to focus on our actions to reach our desired outcomes in reading and mathematics.

\*Action 1 was effective in making progress toward student outcomes. Reduced student-to-teacher ratios in Transitional Kindergarten provided increased opportunities for personalized learning and support. During the reporting period, chronic absenteeism for low-income students improved by 5.9 percentage points compared to the prior year, exceeding the improvement demonstrated by All Students (+5.4 percentage points). These results suggest that the action contributed to improved attendance outcomes for low-income students. Educational partners continue to identify smaller class sizes in the primary grades as an important priority.

\*Actions 2 and 34 were effective in supporting improved outcomes for low-income students. The low-income student group improved by 7.6 percentage points from baseline on the College/Career Indicator, exceeding the improvement demonstrated by All Students (+6.8 percentage points).

\*Actions 3, 6, and 18 were effective in supporting academic achievement for low-income students. Low-income students improved by 10.3 percentage points from baseline on both the CAASPP ELA and CAASPP Math assessments. These increases exceeded the improvements demonstrated by All Students in ELA (+8.9 percentage points) and Math (+7.9 percentage points), indicating that these actions contributed to accelerated academic growth for low-income students.

\*Action 4 demonstrated mixed effectiveness in making progress toward the goal. English learners improved by 3.6 points on the CAASPP ELA Indicator; however, this growth was below the 8.9 point improvement demonstrated by All Students. Additionally, the English Learner Progress Indicator declined by 3.7 percentage points, indicating that additional support is needed to accelerate progress toward English language proficiency. Outcomes for foster youth also indicate a need for improvement, as foster youth declined by 7.8 points on the CAASPP ELA Indicator, compared with the 8.9 point improvement for All Students. Overall, the results indicate some progress in ELA achievement for English

learners, while continued targeted supports and monitoring are needed to accelerate ELA and English language development outcomes for English learners and improve ELA outcomes for foster youth.

\*Actions 5, 10, 25, and 26 were effective in supporting academic achievement for low-income students. Low-income students improved by 10.3 percentage points from baseline on the CAASPP ELA assessment, exceeding the improvement demonstrated by All Students (+8.9 percentage points). These results indicate that the actions contributed to stronger academic growth in English Language Arts for low-income students.

\*Actions 7, 14, 17, 19, and 20 were effective in supporting academic progress for English learners and low-income students. English learners improved by 3.6 points from baseline on the CAASPP ELA assessment and by 13 points on the CAASPP Mathematics assessment. While ELA growth was lower than that demonstrated by All Students (+8.9 points), English learners exceeded the growth of All Students in Mathematics (+7.9 points), indicating positive academic progress. Results for Long-Term English Learners (LTELs) were mixed, with a decline of 5.9 points in CAASPP ELA and an improvement of 2.6 points in CAASPP Mathematics. These results indicate a continued need to monitor LTEL outcomes and strengthen supports to accelerate academic achievement, particularly in English Language Arts. Low-income students also demonstrated strong growth, improving by 10.3 points from baseline in both CAASPP ELA and Mathematics, exceeding the growth demonstrated by All Students in both subject areas. Results for foster youth were less favorable, with declines of 7.8 points in ELA and 32.8 points in Mathematics. The district will continue to monitor foster youth outcomes and evaluate the effectiveness of current supports to identify additional strategies needed to improve academic achievement for this student group.

\*Actions 8, 13, 15, 24, and 31 were effective in supporting all students in making academic achievement progress as measured by gains in CAASPP ELA scores(+8.9 from baseline) and CAASPP Math scores (+7.9 from baseline).

\*Actions 9 and 33 were effective in supporting college and career readiness through the district's college partnership programs. All Students improved by 6.8 percentage points on the College/Career Indicator, demonstrating progress toward increased postsecondary preparedness.

\*Actions 11, 12, 16, 21, 22, and 23 were effective in supporting academic achievement for English learners. English learners improved by 3.6 percentage points from baseline on the CAASPP ELA assessment. Although this growth did not exceed the improvement demonstrated by All Students (+8.9 percentage points), the increase reflects continued progress in English Language Arts achievement for English learners and suggests that the actions contributed to positive academic outcomes for this student group.

\*Actions 27, 29, 30, 32, and 34 were effective in supporting increased college preparatory opportunities for low-income students. The low-income student group improved by 7.6 percentage points from baseline on the College/Career Indicator, exceeding the improvement demonstrated by All Students (+6.8 percentage points) and indicating stronger growth in college and career readiness among low-income students.

\*Action 28 was effective in supporting low income students and foster youth in recovering credits and improving the high school dropout rate. The rate for low income students improved by 0.5% from baseline (1.9%). While specific data for foster youth, a subgroup of low income students, is not publicly reported due to small group size and confidentiality protections, their inclusion in targeted credit recovery efforts ensures they received the support needed to stay on track toward graduation.

\*Action 35 was effective in supporting low-income students with increased college preparatory opportunities, as measured by a 7.6 point gain from baseline on the College/Career Indicator. Foster youth, who are a subgroup of the low income student population, were included in the supports provided through this action. Although their specific data is not publicly reported due to small group size and confidentiality protections, foster youth had equitable access to the college readiness opportunities offered. ELs experienced a 17.7% increase on the College/Career Indicator as compared to last year, demonstrating the effectiveness of such actions.

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

There were a few changes made to the planned actions for the coming year that resulted from reflections on prior practice. They are as follows:

Metrics 1 and 4 - Long Term English Learners were added as a student group.

Action 1 - Increase in projected amount due to additional personnel projected.

Action 7 - Increase in the projected amount due to the addition of a new data platform.

Action 14 - Increase in projected amount due to additional support services planned for high needs groups across the district.

Action 17 - Increase in projected amount to allow for additional ELD materials needed.

Action 18 - Increase in projected amount to allow for purchase of additional supplemental instructional materials to enhance and differentiate instructional strategies.

Action 22 - Increase in projected amount to allow for additional staff development to strengthen dual immersion instructional programs.

Action 26 - Increase in projected amount due to additional educational technology opportunities, including implementation of AI districtwide plan.

Action 30 - Increase in projected amount due to the expansion of AVID.

Action 32 - Increase in projected amount due to an increase in students taking the PSAT.

Action 14 - Unexpended Learning Recovery Emergency Block Grant (LREBG) funds will be added to Action 14 to further strengthen the district's Multi-Tiered Systems of Support (MTSS) framework. LREBG funds will support professional learning and systems designed to improve literacy and mathematics achievement through PLC at Work coaching, Global PD for Teams, Equitable Grading professional development, AVID membership, and AVID Summer Conference training opportunities.

**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        | Provide Personalized Learning to Strengthen Student Achievement | Provide personalized learning to strengthen student achievement for low income students through reduced student to teacher ratios and a full day of instruction in transitional kindergarten classes. Smaller class sizes and a increased instructional time will provide personalized learning of needed foundational skills, including one-to-one and small group instruction.                                                                                  | \$1,938,612.00 | Yes          |
| 2        | Enhancement of Career and Technical Education                   | Enhancement of Career and Technical Education programming at the high school level for low income students through staffing of technically qualified individuals.                                                                                                                                                                                                                                                                                                 | \$2,560,820.00 | Yes          |
| 3        | District-Wide Supplemental Academic Support and Intervention    | District-Wide Supplemental Academic Support and Intervention: Low income students will be provided with additional academic support and intervention aligned with the California State Standards by Teachers on Special Assignments (TOSAs) to support various subject areas. TOSAs will support Professional Learning Communities with grade level, course, or department colleagues on a regular basis through early release, late start, and non student days. | \$492,829.00   | Yes          |
| 4        | Elementary School Academic and Instructional Support            | Elementary School Academic and Instructional Support:<br>-Eight Elementary TOSAs<br>-Provide academic interventions for students failing to meet California Standards including English Language Development.<br>-Serve as the Foster Youth Liaison for elementary students.                                                                                                                                                                                      | \$1,388,577.00 | Yes          |

|    |                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |     |
|----|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
|    |                                                                                 | -Deploy Comprehensive support Plans for foster youth and individual learning plans for targeted students that address appropriate interventions for academic needs.<br>-Assist with reclassification and monitoring of English learners (EL) in collaboration with other staff to increase EL progress.                                                                                                                                                                                |                |     |
| 5  | Provide Needed Intervention for Students Reading Below Grade Level              | Provide Needed Intervention for Low Income Students Reading Below Grade Level: Staff part-time (19.5 hours per week) certificated teachers to provide additional research-based reading intervention for students not yet at grade level.                                                                                                                                                                                                                                              | \$568,389.00   | Yes |
| 6  | Data for Continuous Improvement                                                 | Data for Continuous Improvement:<br>-Disaggregation of data, to allow enhanced analysis beyond the base program in the areas of academic achievement and college and career readiness for low income students.<br>-Coordinator of Data and Assessment<br>-Consultant services                                                                                                                                                                                                          | \$119,586.00   | Yes |
| 7  | Monitor Student Progress and Achievement for Improved Academic Outcomes         | Monitor Student Progress and Achievement for Improved Academic Outcomes for Foster Youth and English Learners through use of Data and Assessment Platform.<br>-Utilize Edulastic and other pertinent platforms to support the accessibility of formative and summative data and assessment to support continuous improvement beyond the base.<br>-Monitor progress of targeted students each quarter to determine achievement gains and provide additional interventions as necessary. | \$200,000.00   | Yes |
| 8  | Professional Development Across Content Areas                                   | Professional Development Across Content Areas:<br>-Provide a TOSA to provide ongoing professional development and coaching in the area of effective instructional practices to meet the needs of diverse student populations.                                                                                                                                                                                                                                                          | \$355,648.00   | No  |
| 9  | Summer Expanded Learning Opportunities                                          | Staff will provide intervention and enrichment opportunities for prioritized pupils during the summer.                                                                                                                                                                                                                                                                                                                                                                                 | \$795,721.00   | No  |
| 10 | Provide Academic Assessment and Intervention Resources in English Language Arts | Provide Academic Assessment and Intervention Resources in English Language Arts for Low Income Students:<br>Resources and professional development to support personalized assessment, instruction, intervention, and progress monitoring for students.<br>-DIBELS 8<br>-95% Group Materials<br>-Sonday System<br>-Develop trainer of teacher model in teaching students with reading difficulties                                                                                     | \$33,870.00    | Yes |
| 11 | Provide Highly Qualified Paraprofessionals                                      | Provide highly qualified paraprofessionals to provide personalized support to EL students:<br>-Provide training to instructional assistants in the most effective strategies to support EL students<br>-Support implementation of effective instructional strategies                                                                                                                                                                                                                   | \$260,812.00   | Yes |
| 12 | Supplemental ELD Materials and Services for Newcomer ELs                        | Supplemental ELD Materials and Services for Newcomer ELs:<br>-Purchase ELD materials and services to support newcomers ELs.<br>-Inside the USA and other needed books and supplies.                                                                                                                                                                                                                                                                                                    | \$35,000.00    | Yes |
| 13 | Student Achievement in English Language Arts and Math                           | Student Achievement in English Language Arts and Math: Title I Allocations to elementary and middle schools to supplement the base program to increase achievement in ELA and math.                                                                                                                                                                                                                                                                                                    | \$1,220,250.00 | No  |
| 14 | Provide Expanded Multi-Tiered Systems of Support                                | Provide expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELS Foster Youth, and Low Income Students for Improved Student Achievement:                                                                                                                                                                                                                                                                                                                                         | \$3,880,105.00 | Yes |

|    |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |     |
|----|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
|    | (MTSS) to ELs, L-TELS, Foster Youth, and Low Income Students for Improved Student Achievement | <ul style="list-style-type: none"> <li>-Enhance MTSS model at all grade levels to identify and support the targeted needs of students above the base program.</li> <li>-Supplemental ELA, Math, and Content Area materials to provide needed interventions to fill in academic gaps.</li> <li>-Professional development provided to site staff in a variety of content areas to implement MTSS.</li> <li>-Social and emotional learning programs and materials needed to support improved services</li> <li>-This action includes the use of \$625,152 in Learning Recovery Emergency Block Grant (LREBG) funds to expand and strengthen MTSS for English Learners, Long-Term English Learners (L-TELS), Foster Youth, and Low-Income students. Research supports the implementation of MTSS as an effective framework for identifying student needs early, providing targeted academic and behavioral interventions, and improving student outcomes through a continuum of supports. Research also demonstrates that timely intervention, high-quality instruction, progress monitoring, and social-emotional supports can accelerate learning recovery and improve achievement for students experiencing academic gaps. The impact of this action will be monitored through CAASPP ELA results.</li> </ul> |                |     |
| 15 | Student Intervention and Assessment Resources for ELA & Literacy and Math                     | Student Intervention and Assessment Resources for ELA & Literacy and Math: <ul style="list-style-type: none"> <li>-Software to increase the performance of low-performing students in the areas of ELA and math.</li> <li>*i-Ready math and reading (K-8)</li> <li>*Supplemental resources and materials</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | \$209,228.00   | No  |
| 16 | English Learner Coordinator                                                                   | English Learner Coordinator: <ul style="list-style-type: none"> <li>-Designated person at each site to serve as an expert in effective use of EL and L-TEL strategies.</li> <li>-District-wide collaborative meetings to be held five to six times a year for professional development.</li> <li>-Assist with reclassification and student monitoring</li> <li>-Meet with parents/guardians of English learners and L-TELS to update and monitor Individual Learning Plans.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$66,118.00    | Yes |
| 17 | Designated ELD for Middle and High School                                                     | Designated ELD for Middle and High School: <ul style="list-style-type: none"> <li>-This action provides standards-based Designated ELD instruction during the school day for middle and high school English Learners using National Geographic Inside and Edge, along with other language supports.</li> <li>-Instruction is differentiated to meet the specific language development needs of Long-Term English Learners (LTELs) through targeted scaffolds, vocabulary support, and extended oral and written practice to accelerate English proficiency and support reclassification.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | \$8,586.00     | No  |
| 18 | Enhance Science, History-Social Science, and Other Core Content Instruction                   | Provide Low-Income Students with Supplemental California Standards-Based Instructional Materials in Science, History-Social Science, and Other Core Content Areas: Supplemental materials to enhance and differentiate instructional strategies aligned to California Standards and increase student achievement for low-income students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$500,000.00   | Yes |
| 19 | Provide ELs and L-TELS Increased Differentiated Language Support                              | Provide ELs and LTELs increased differentiated language support by ensuring teachers participate in professional development to support EL language development and achievement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$20,000.00    | Yes |
| 20 | Supplemental Software for English Language Acquisition                                        | Supplemental Software for English Language Acquisition: <ul style="list-style-type: none"> <li>-Ellevation to support mastery of instruction in addition to core instructional materials</li> <li>-Monitor English language proficiency progress</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$25,929.00    | No  |
| 21 | Provide Additional Dual Language Immersion Teachers to Support EL                             | Provide Additional Dual Language Immersion Teachers to Support EL Achievement: <ul style="list-style-type: none"> <li>-Utilize research-based instructional practices effective for ELs enrolled in Spanish and Mandarin dual language classrooms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | \$2,847,408.00 | Yes |

|    |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |     |
|----|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|
|    | Achievement                                                                                                 | -Allows for personalized learning across our four schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |     |
| 22 | Strengthen Dual Immersion Instructional Program                                                             | Strengthen Dual Immersion Instructional Program through teacher collaboration time and professional development for teachers and staff to support instructional practices that increase language acquisition above the base program. Provide qualified and trained dual language immersion staff to support the targeted language needs of ELs.<br>-Spanish and Mandarin Dual Language Immersion programs                                                                                                                                                                                                  | \$20,000.00  | Yes |
| 23 | Provide English Learners with Instructional Resources for Dual Language Development and Achievement         | Provide English Learners with Instructional Resources for Dual Language Development and Achievement:<br>-Instructional software and materials to be used at school and at home.<br>-Classroom/library materials<br>-Spanish and Mandarin Dual Language Immersion programs                                                                                                                                                                                                                                                                                                                                  | \$30,000.00  | Yes |
| 24 | District Technology Committee                                                                               | District Technology Committee: Maintain a teacher technology committee to ensure that best practices, curriculum alignment, and development, appropriate resources, and professional development are provided to students, staff, and parents.                                                                                                                                                                                                                                                                                                                                                             | \$2,000.00   | No  |
| 25 | Provide Increased Technology Support                                                                        | Provide increased technology support for low income students from site technology coaches. Technology coaches will increase technology implementation, and help troubleshoot technology challenges                                                                                                                                                                                                                                                                                                                                                                                                         | \$23,601.00  | Yes |
| 26 | Technology Professional Development and Tools                                                               | Technology Professional Development and Tools for Low Income Students:<br>-Coordinator of Educational Technology<br>-Professional Development<br>-Train teachers to be Google Certified<br>-Train teachers of all grade levels to incorporate technology into instruction and provide 21st Century skills to students.<br>-Train related service providers to utilize digital assessment tools                                                                                                                                                                                                             | \$597,372.00 | Yes |
| 27 | Enhanced Services for Student College and Career Readiness                                                  | Enhanced Services for Student College and Career Readiness: Coordinator of College and Career Pathways will provide professional development to staff on college and career options so that enhanced services are provided to low income students beyond the base program.                                                                                                                                                                                                                                                                                                                                 | \$116,431.00 | Yes |
| 28 | Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses | Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses to acquire additional credits to meet A-G requirements and increase the graduation rate.                                                                                                                                                                                                                                                                                                                                                                                                       | \$10,000.00  | Yes |
| 29 | Provide Low Income Students with Supports to Understand and Meet A-G Requirements                           | Provide Low Income Students with Supports to Understand and Meet A-G Requirements:<br>-Provide students and parents with counseling services, programs, and College Information Nights that support student selection of courses necessary to meet A-G requirements.<br>-Provide counselor support to assist secondary students in choosing A-G requirements.<br>-Provide summer seminar opportunities on writing college applications to high school students to increase the number of students applying to four-year colleges.<br>-Utilize Parchment to maintain to official electronic A-G transcripts | \$56,715.00  | Yes |
| 30 | Provide the AVID program                                                                                    | Provide the Advancement Via Individual Determination (AVID) program to increase achievement and college and career readiness for low income students.                                                                                                                                                                                                                                                                                                                                                                                                                                                      | \$100,000.00 | Yes |
| 31 | Career Pathways                                                                                             | Career Pathways:<br>-Continue to expand and support CTE/ROP Pathways.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | \$503,506.00 | No  |

|    |                                                                  |                                                                                                                                                                                                                               |              |     |
|----|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|
|    |                                                                  | -CTE Pathways Expansion: K-8                                                                                                                                                                                                  |              |     |
| 32 | Provide PSAT-Taking Opportunity for College Readiness            | Provide Low Income Students with PSAT-Taking Opportunity for College Readiness: Students in grades 8-11 will take the PSAT during the school day as a practice for the SAT and as an opportunity to qualify for scholarships. | \$12,519.00  | Yes |
| 33 | College Advisement Partnership                                   | College Advisement Partnership: Provide three college advisors (USC partnership) to support college going.                                                                                                                    | \$113,430.00 | No  |
| 34 | Provide AP and IB Assessment Opportunities for College Readiness | Provide Low Income Students with AP and IB Assessment-Taking Opportunities for Improved College and Career Readiness: High school students will take AP and IB Assessments at designated times during the school year.        | \$202,402.00 | Yes |
| 35 | Academic Counseling                                              | Academic Counseling: Provide additional counselors to meet the needs of low income students, foster youth, and English learners.                                                                                              | \$691,356.00 | Yes |

# Goal

| Goal # | Description                                                                                                                             | Type of Goal |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 3      | Engagement: Foster a positive school climate through various means that engages parents and students for increased student achievement. | Broad Goal   |

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

WCUSD developed Goal 3 in response to both state and local priorities emphasizing the critical importance of student engagement, school climate, and meaningful parent and family involvement in fostering student success. Specifically, this goal addresses State Priorities 3 (Parental Involvement), 5 (Pupil Engagement), and 6 (School Climate). Input from students, families, and staff through surveys, advisory groups, and school site meetings has consistently highlighted the need to promote inclusive, supportive, and connected school environments. At the heart of this goal is WCUSD's commitment to sustaining a positive and empowering community of learners. Students are supported not only academically but also socially and emotionally, with a focus on helping them become safe, responsible, and respectful members of their school communities. Mental wellness services, behavioral supports, and opportunities for family involvement are essential components of this vision. The actions and metrics associated with Goal 3 are designed to work together to promote whole-child development and community engagement. These include expanding access to school-based counseling and mental health resources, implementing positive school climate and behavior supports, providing leadership and engagement opportunities for students, and strengthening parent and family outreach through workshops, events, communication tools, and advisory structures. Metrics such as attendance rates, chronic absenteeism, suspension data, parent participation in surveys and meetings, and student responses to school climate surveys provide meaningful indicators of progress. Together, these efforts create the conditions for students and families to feel welcomed, supported, and actively engaged in their school communities.

## Measuring and Reporting Results

| Metric # | Metric                                                               | Baseline                          | Year 1 Outcome                    | Year 2 Outcome                    | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------|----------------------------------|
| 1        | Attendance Rates as reported in the local Student Information System | 2023-2024<br>All Students: 94.83% | 2024-2025<br>All students: 95.58% | 2025-2026<br>All students: 96.11% | All Students: 96.33%      | All Students: Improved by 1.28%  |

|   |                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Chronic Absenteeism Rate as reported on the CA Dashboard<br>Chronic Absenteeism Indicator | <p>2022-2023<br/>All Students: 19.9%</p> <p>Unduplicated Students:<br/>Foster: 31.6%<br/>English Learners: 16.2%<br/>Homeless: 18.8%<br/>Socioeconomically Disadvantaged: 22.1%</p> <p>Target Groups:<br/>Asian: 6.1%<br/>Hispanic: 22.6%<br/>White: 26.4%<br/>Students with Disabilities: 30.4%</p> | <p>2023-2024<br/>All Students: 15.7%</p> <p>Unduplicated Students:<br/>Foster: 34.5%<br/>English Learners: 12.9%<br/>Homeless: 16.8%<br/>Socioeconomically Disadvantaged: 17.4%</p> <p>Target Groups:<br/>Asian: 4.6%<br/>Hispanic: 18.5%<br/>White: 17.8%<br/>Students with Disabilities: 26.5%</p> | <p>2024-2025<br/>All Students: 10.4%</p> <p>Unduplicated Students:<br/>Foster: 18.6%<br/>English Learners: 6.7%<br/>Homeless: 16.3%<br/>Socioeconomically Disadvantaged: 11.6%</p> <p>Target Groups:<br/>Asian: 1.7%<br/>Hispanic: 12.3%<br/>White: 13.0%<br/>Students with Disabilities: 18.9%</p> | <p>All Students: 18.4%</p> <p>Unduplicated Students:<br/>Foster: 30.1%<br/>English Learners: 14.7%<br/>Homeless: 17.3%<br/>Socioeconomically Disadvantaged: 20.6%</p> <p>Target Groups:<br/>Asian: 4.6%<br/>Hispanic: 21.1%<br/>White: 24.9%<br/>Students with Disabilities: 28.9%</p> | <p>All Students: Improved by 9.5%</p> <p>Unduplicated Students:<br/>Foster: Improved by 13.0%<br/>English Learners: Improved by 9.5%<br/>Homeless: Improved by 2.5%<br/>Socioeconomically Disadvantaged: Improved by 10.5%</p> <p>Target Groups:<br/>Asian: Improved by 4.4%<br/>Hispanic: Improved by 10.3%<br/>White: Improved by 13.4%<br/>Students with Disabilities: Improved by 11.5%</p> |
| 3 | Middle School Dropout Rate as reported in CALPADS                                         | <p>2022-2023<br/>All Students: 0%</p>                                                                                                                                                                                                                                                                | <p>2023-2024<br/>All Students: 0%</p>                                                                                                                                                                                                                                                                | <p>2024-2025<br/>All Students: 0%</p>                                                                                                                                                                                                                                                               | <p>All Students: 0%</p>                                                                                                                                                                                                                                                                | <p>Goal Met<br/>Difference = 0%</p>                                                                                                                                                                                                                                                                                                                                                             |
| 4 | High School Dropout Rate as reported on DataQuest                                         | <p>2022-2023<br/>All Students: 2.1%</p> <p>English Learners: 7.0%<br/>Foster Youth: N/A<br/>Socioeconomically Disadvantaged: 2.4%<br/>Students with Disabilities: 8.5%<br/>African American: 0.0%<br/>Hispanic: 2.0%</p>                                                                             | <p>2023-2024<br/>All Students: 1.9%</p> <p>English Learners: 10.4%<br/>Foster Youth: N/A<br/>Socioeconomically Disadvantaged: 1.9%<br/>Students with Disabilities: 5.2%<br/>African American: 0.0%<br/>Hispanic: 2.1%</p>                                                                            | <p>2024-2025<br/>All Students: 1.9%</p> <p>English Learners: 8.4%<br/>Foster Youth: N/A<br/>Socioeconomically Disadvantaged: 1.9%<br/>Students with Disabilities: 1.9%<br/>African American: 5.3%<br/>Hispanic: 1.6%</p>                                                                            | <p>All Students: 0.6%</p> <p>English Learners: 5.5%<br/>Foster Youth: N/A<br/>Socioeconomically Disadvantaged: 0.9%<br/>Students with Disabilities: 7.0%<br/>African American: 0.0%<br/>Hispanic: 0.5%</p>                                                                             | <p>All Students: Improved by 0.2%</p> <p>English Learners: Declined by 1.4%<br/>Foster Youth: N-size does not allow to calculate difference<br/>Socioeconomically Disadvantaged: Improved by 0.5%<br/>Students with Disabilities: Improved by 6.6%<br/>African American: Declined by 5.3%<br/>Hispanic: Improved by 0.4%</p>                                                                    |
| 5 | High School Graduation Rate as reported on the CA Dashboard<br>Graduation Rate Indicator  | <p>2022-2023<br/>All Students: 97%</p> <p>Students with Disabilities: 85%</p>                                                                                                                                                                                                                        | <p>2023-2024<br/>All Students: 97%</p> <p>Students with Disabilities: 89%</p>                                                                                                                                                                                                                        | <p>2024-2025<br/>All Students: 97%</p> <p>Students with Disabilities: 88%</p>                                                                                                                                                                                                                       | <p>All Students: 98.5%</p> <p>Students with Disabilities: 91%</p>                                                                                                                                                                                                                      | <p>All Students: Stayed the same</p> <p>Students with Disabilities: Improved by 3%</p>                                                                                                                                                                                                                                                                                                          |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                           |                                                                                                                                                |                                                                                                                                                |                                                                                                                                                                                         |                                                                                                                                                                                                     |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | Suspension Rate as reported on the CA Dashboard<br>Suspension Rate Indicator                                                                                                                                                                                                                                                                                                                                   | 2022-2023<br>All Students: 1.1%<br>Students with Disabilities: 2.5%<br>African American: 3.2%<br>Hispanic: 1.3%<br>Two/+ Race: 2.1%                                                                                                       | 2023-2024<br>All Students: 0.6%<br>Students with Disabilities: 1.6%<br>African American: 1.2%<br>Hispanic: 0.8%<br>Two/+ Race: 1.0%            | 2024-2025<br>All Students: 0.4%<br>Students with Disabilities: 0.9%<br>African American: 0.0%<br>Hispanic: 0.6%<br>Two/+ Race: 0%              | All Students: 0.2%<br>Students with Disabilities: 1.6%<br>African American: 2.3%<br>Hispanic: 0.4%<br>Two/+ Race: 1.2%                                                                  | All Students: Improved by 0.7%<br>Students with Disabilities: Improved by 1.6%<br>African American: Improved by 3.2%<br>Hispanic: Improved by 0.7%<br>Two/+ Race: Improved by 2.1%                  |
| 7 | Expulsion Rate as reported on DataQuest                                                                                                                                                                                                                                                                                                                                                                        | 2022-2023<br>All Students: 0.00%                                                                                                                                                                                                          | 2023-2024<br>All Students: 0.00%                                                                                                               | 2024-2025<br>All Students: 0.00%                                                                                                               | All Students: 0.00%                                                                                                                                                                     | Goal Met<br>Difference = 0%                                                                                                                                                                         |
| 8 | Safety and School Connectedness as measured by a Local School Climate with the following items:<br>Safety<br>Students: My school is safe.<br>Parents: My child's school is safe.<br>Teachers: My school is safe.<br><br>Connectedness<br>Students: I have a good relationship with at least one teacher/staff member.<br>Parents: I am welcomed at my child's school.<br>Teachers: I am welcomed at my school. | 2023-2024<br>Safety:<br>Students: Less than 80% (78%)<br>Parents: At least 80% (91%)<br>Teachers: At least 80% (92%)<br><br>Connectedness:<br>Students: At least 80% (88%)<br>Parents: At least 80% (95%)<br>Teachers: At least 80% (93%) | 2024-2025<br>Safety:<br>Students: 81%<br>Parents: 94%<br>Teachers: 95%<br><br>Connectedness:<br>Students: 92%<br>Parents: 95%<br>Teachers: 95% | 2025-2026<br>Safety:<br>Students: 83%<br>Parents: 94%<br>Teachers: 96%<br><br>Connectedness:<br>Students: 92%<br>Parents: 96%<br>Teachers: 97% | Safety:<br>Students: At least 80%<br>Parents: At least 80%<br>Teachers: At least 80%<br><br>Connectedness:<br>Students: At least 80%<br>Parents: At least 80%<br>Teachers: At least 80% | Safety:<br>Students: Improved by 5%<br>Parents: Improved by 3%<br>Teachers: Improved by 4%<br><br>Connectedness:<br>Students: Improved by 4%<br>Parents: Improved by 1%<br>Teachers: Improved by 4% |

|   |                                                                                                                                                                                                                                                                                                                       |                                                      |                                              |                                              |                                         |                          |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------|----------------------------------------------|-----------------------------------------|--------------------------|
| 9 | Broad Course of Study: Students have access and enrolled in a broad course of study (i.e. social science, science, PE, VAPA, foreign language) as well as in AP courses, IB courses, dual enrollment classes, CTE courses, and AVID classes as measured by master schedule, class lists, and instructional schedules. | 2023-2024<br>100%<br># Students in CTE courses: 1914 | 2024-2025<br># Students in CTE courses: 1858 | 2025-2026<br># Students in CTE courses: 1618 | 100%<br># Students in CTE courses: 2000 | Declined by 296 students |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------|----------------------------------------------|-----------------------------------------|--------------------------|

## Goal Analysis for 2025-2026

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

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

The overall implementation of goal three, along with accompanying actions, was a great success. By incorporating different forms of engagement for students and parents, expanding communication tools, and offering mental health and social-emotional support services for students, WCUSD fostered a positive and engaging district-wide climate. The following actions were completely implemented:

Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21

Goal 3 aimed to foster a positive school climate that engaged both parents and students. Below is a detailed description of the implementation of each action and the successes achieved:

1. Transportation:

Implementation: Provided transportation for low-income students to ensure attendance and participation in school activities, including transportation for foster youth to their school of origin.

Successes: Increased attendance and participation rates among low-income and foster youth students.

2. Enhanced Student Services for Social Emotional Needs:

Implementation: The Director of Student Services coordinated with the Family Resource Center, provided professional development, and offered interventions for chronic

absenteeism.

Successes: Improved student attendance and reduced absenteeism, with better social-emotional support for students.

3. LCAP District Advisory Committee:

Implementation: Ensured representation of parents of unduplicated students by holding accessible meetings with lunch and translation services.

Successes: Increased parent participation and input in decision-making processes.

4. Foster Youth Committee:

Implementation: Maintained a committee to address the needs of foster youth with input from staff, students, foster parents, and community agencies.

Successes: Enhanced support and resources for foster youth, leading to better academic and social outcomes.

5. Family Resource Center:

Implementation: Provided resources and support through a Family Resource Center, including social workers and support staff for foster youth and their families.

Successes: Increased access to resources and individualized support for foster youth and their families, improving their well-being and academic engagement.

6. Enhanced Communications:

Implementation: Used ParentSquare, website platforms, social media, and public relations to improve home-school connections.

Successes: Strengthened communication between schools and families, leading to better parent engagement.

7. Monitoring and Data Analysis of Student Engagement:

Implementation: The Coordinator of Data and Assessment disaggregated engagement data to improve attendance, suspension, and graduation rates.

Successes: More targeted interventions and strategies based on detailed data analysis, leading to improved student engagement.

8. College and Career Readiness Activities:

Implementation: The Coordinator of College and Career Pathways organized workshops and events for parents to support college and career readiness.

Successes: Increased parent involvement in their children's college and career planning.

9. English Learner Parent Advisory Committee/DELAC:

Implementation: Improved participation by holding mid-morning meetings with breakfast and translation services.

Successes: Enhanced engagement and participation of EL parents in advisory committees.

10. Interpretation and Translation Services:

Implementation: Provided interpretation and translation services for EL students and their families.

Successes: Improved communication and support for EL families.

11. School-Based Programs to Promote Safe Schools and Engagement:

Implementation: Implemented programs to improve school connectedness, anti-bullying, attendance, and alternatives to suspension.

Successes: Reduced dropout rates, improved attendance, and a more positive school climate.

12. Community Organization Partnerships:

Implementation: Engaged in partnerships with community organizations to provide students with expanded opportunities and civic engagement.

Successes: Increased student involvement in community projects and improved school-community relations.

13. Mental Health and Well-being Programs:

Implementation: Established mental health clubs, summits, festivals, and provided Care Solace services.

Successes: Improved mental health awareness and support among students, contributing to better overall well-being.

14. Parent Involvement:

Implementation: Allocated funds to engage parents through workshops and educational sessions on school curriculum and services.

Successes: Increased parent involvement and understanding of their children's education.

15. Safe Technology Use:

Implementation: Supported safe and effective use of technology through digital citizenship instruction and infrastructure improvements.

Successes: Enhanced digital literacy and safe technology practices among students and staff.

16. Parent University Workshops:

Implementation: Provided workshops on various educational topics, including college readiness, anti-bullying, and technology use.

Successes: Empowered parents with knowledge and skills to support their children's academic and socio-emotional development.

17. Safety and Training:

Implementation: Assigned School Resource Officers, provided training on restorative justice and district policies, and ensured a safe school environment.

Successes: Reduced suspensions/expulsions and improved school safety and climate.

18. Clinical Social Worker Services:

Implementation: Provided mental health services and supervised counseling interns to support students' social and emotional needs.

Successes: Enhanced mental health support and reduced behavioral issues impacting school participation.

19. Enrichment Opportunities:

Implementation: Offered school day enrichment programs, before/after school activities, and summer programs to support engagement and academic success.

Successes: Increased student engagement and participation in extracurricular activities.

20. Edmentum Platform for Credit Recovery:

Implementation: Used the Edmentum platform to help foster youth and low-income students recover credits and meet graduation requirements.

Successes: Improved graduation rates and academic achievement through targeted credit recovery programs.

21. Social and Emotional Support for Positive Participation:

Implementation: Provided social/emotional counseling and mental health assessments to help students handle situations impacting their school behavior.

Successes: Better behavioral outcomes and increased positive participation in school activities.

These actions collectively created a supportive and engaging school climate, enhancing the academic and social-emotional well-being of students and fostering stronger connections with parents. The successes highlighted our district's commitment to inclusive and holistic education.

**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.**

Less than 15% of the budgeted amount for action 10 was expensed due to lower costs associated with translation consultants.

Less than 15% of the budgeted amount for action 11 was expensed due to lower costs associated with said professional development for the year.

More than 15% of the budgeted amount for action 5 was expensed due to an increase in personnel costs for additional staff.

More than 15% of the budgeted amount for action 12 was expensed due to an increase in membership costs.

More than 15% of the budgeted amount for action 15 was expensed due to increased costs for technology platforms.

More than 15% of the budgeted amount for action 21 was expensed due to increased costs associated with counseling interns.

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

The district's actions under Goal 3 were largely effective in fostering a positive school climate. Improvements in attendance rates, reductions in chronic absenteeism, and positive survey responses on school safety and connectedness demonstrate the success of the implemented actions. The district continued to successfully adapt its actions to meet the evolving needs of students, particularly in the areas of mental wellness and communication with families. These adjustments were crucial in maintaining progress toward the goal. The specific actions within Goal 3 were effective in making progress toward fostering a positive school climate that engages parents and students.

\*Actions 1, 2, and 13 were effective in contributing to increased student engagement for low-income students. Chronic absenteeism for low-income students improved by 10.5 percentage points from baseline, exceeding the improvement demonstrated by All Students (+9.5 percentage points). Foster youth demonstrated year-over-year improvement in chronic absenteeism; however, performance remains below baseline levels (-13.0 percentage points). The district will continue to monitor outcomes and refine supports for foster youth students.

\*Action 3 was effective in increasing parent involvement and engagement opportunities, particularly for low-income students, foster youth, and English learners, as evidenced by

ongoing parent meeting attendance and a 96% parent connectedness response on the district climate survey. Student achievement data also demonstrated areas of progress among these student groups. Low-income students improved by 10.3 points in both ELA and Mathematics on the CAASPP, while English learners improved by 3.6 points in ELA and 13 points in Mathematics. Foster youth outcomes will also be monitored through disaggregated CAASPP ELA and Mathematics data to evaluate progress for this student group. Overall, the engagement and student outcome data indicate that the action is contributing to progress toward the goal, while continued monitoring of disaggregated achievement data will help identify areas where additional engagement and support are needed.

\*Actions 4, 5, 20, and 21 were effective in contributing to increased student engagement for foster youth. Foster youth demonstrated year-over-year improvement in chronic absenteeism, improving by 15.9 percentage points on the Dashboard. However, foster youth performance remains below baseline levels (-13.0 percentage points), while All Students improved by 9.5 percentage points from baseline. The district will continue to monitor attendance outcomes and refine supports to further improve engagement and attendance for foster youth students. Chronic absenteeism for low-income students improved by 10.5 percentage points from baseline, exceeding the improvement demonstrated by All Students (+9.5 percentage points).

\*Actions 6, 7, 16, and 18 were effective in contributing to increased student engagement for low-income students. Chronic absenteeism for low-income students improved by 10.5 percentage points from baseline, exceeding the improvement demonstrated by All Students (+9.5 percentage points).

\*Action 8 was effective in supporting increased college preparatory opportunities for low-income students. The low-income student group improved by 7.6 percentage points from baseline on the College/Career Indicator, exceeding the improvement demonstrated by All Students (+6.8 percentage points), indicating stronger growth in college and career readiness among low-income students.

\*Actions 9 and 10 were effective in increasing parent involvement and engagement opportunities for parents of English learners as measured by school year parent meeting representation from each school site, meeting attendance, and the district climate survey parent connectedness response at 96%.

\*Action 11 was effective in supporting low-income students, foster youth, and English learners by providing enhanced mental wellness supports and fostering student engagement. Engagement improved as reflected by the Dashboard Chronic Absenteeism Indicator, with low-income students improving by 10.5 percentage points from baseline, exceeding the improvement demonstrated by All Students (+9.5 percentage points). English learners also improved by 9.5 percentage points from baseline, matching the improvement demonstrated by All Students. Foster youth demonstrated year-over-year improvement in chronic absenteeism; however, performance remained 13.0 percentage points below baseline levels. The district will continue to monitor attendance outcomes and refine supports to further improve engagement and attendance for foster youth students.

\*Action 12 was effective in making progress toward engagement as measured by our local climate survey; 92% of students surveyed reported feelings of connectedness to their schools/community.

\*Action 14, particularly for low income, foster youth and English learners, as measured by school year parent meeting representation from each school site, meeting attendance, and the district climate survey parent connectedness response at 96%.

\*Actions 15 and 17 were effective in making progress toward improved safety as measured by parent responses on our local climate survey; 94% (+3 percent from baseline) of parents surveyed agreed or strongly agreed that WCUSD schools are safe.

\*Action 19 was effective in providing a vast array of enrichment and expanded learning opportunities for all students across the district, especially at the TK-8th grade levels, before school, after school, and during the summer. Our educational partners, especially parents and teachers, and staff, expressed their strong desire to continue with expanded learning opportunities as a means to further engage students in school. Ninety-six percent of parents expressed school connectedness as a strong attribute of our schools as

measured by our local climate survey.

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.

As Goal 3 has been largely effective, there were no significant changes to the planned goal, metrics, desired outcomes, or actions for the coming year. However, adjustments to projected funding were made to specific actions to reflect anticipated needs and planned services for the upcoming year.

Action 11 - Increase in projected amount due to additional student support services and programs planned to promote safe schools and positive student engagement.

Action 12 - Increase in projected amount due to expanded partnerships with community organizations to support student civic engagement.

Action 13 - Increase in projected amount due to additional programs and services planned to support student mental wellness.

Action 15 - Increase in projected amount due to anticipated increases in purchases related to technology safety and digital citizenship.

Action 16 - Increase in projected amount due to additional costs associated with planned parent workshops.

Action 19 - Increase in projected amount due to expanded learning opportunities and enrichment for 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 |
|----------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 1        | Transportation                                                                                              | Transportation: Provide transportation to and from school for low income students to prevent barriers to school attendance and other school-related activities. This is an enhanced service beyond the base program because it supports those student groups that have limited access to transportation and increases school attendance and participation in other school-related activities. This action allows foster youth to be transported to their school of origin.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | \$1,603,122.00 | Yes          |
| 2        | Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs | Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs:<br>-Director of Student Services (.50 FTE)<br>-Coordinates with Family Resource Center to provide direct services to unduplicated students.<br>-Provides professional development to staff on attendance, suspension, expulsion, and student safety.<br>-Collaborates with school level staff to proactively respond to the social/emotional needs of students<br>-Intervention for Chronic Absenteeism<br>-Administer a consistent policy and procedure for the identification of frequently absent students.<br>-Provide intern counselors through the district's Comprehensive Counseling Program, and/or referrals for out-of-district services.<br>-Undertake initial assessments to determine whether academic or social concerns are influencing absences, and provide appropriate interventions as well as referrals through the district's Family Resource Center. | \$238,833.00   | Yes          |
| 3        | Local Control Accountability Plan (LCAP) District Advisory Committee                                        | Local Control Accountability Plan (LCAP) District Advisory Committee:<br>-Ensure adequate representation of parents and guardians of low income, foster youth, and English learner students by making committee meetings more accessible and accommodating to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$1,211.00     | Yes          |

|    |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |     |
|----|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|
|    |                                                                                                        | <p>increase participation.</p> <ul style="list-style-type: none"> <li>-Meetings held during lunch time and lunch provided.</li> <li>-Translation services available at each meeting.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |     |
| 4  | Foster Youth Committee                                                                                 | Foster Youth Committee: Maintain a committee of staff, students, foster parents, and community agencies to evaluate and address the needs of foster youth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$200.00     | Yes |
| 5  | Family Resource Center                                                                                 | <p>Family Resource Center:</p> <ul style="list-style-type: none"> <li>-Maintain a Family Resource Center to provide resources, referrals, and services to foster youth and their families.</li> <li>-Provide a foster youth/homeless care clinical social worker to work with and support homeless foster youth and their families in navigating educational process.</li> <li>-Provide a clerk to support access to parents and students to the resources available in the center.</li> <li>-Provide a social intern, under the supervision of the homeless and foster care, clinical social worker, to support homeless and foster youth.</li> <li>-Maintain Foster Youth Committee of staff, students, foster parents, and community agencies to examine and address the needs of the foster youth that support their wellbeing and academic engagement.</li> <li>-Provide parent learning and support groups including, FedCap Foster Parent training.</li> <li>-Comprehensive Counselors/Social workers will work with students and parents/caregivers to administer assessments, counseling, and academic and psychosocial interventions that support youth at risk of dropping out or being suspended.</li> <li>-Monitor academic progress and provide individualized interventions to address students academic support needs in all subject areas.</li> <li>-Provide differentiated instruction and individualized support through instruction, counseling, and the Family Resource Center for students in all targeted subgroups at risk of academic failure.</li> </ul> | \$418,156.00 | Yes |
| 6  | Provide Enhanced Communications to Improve Home-School Connections                                     | <p>Provide enhanced communications above the base program to improve home-school connections for low income students:</p> <ul style="list-style-type: none"> <li>-ParentSquare</li> <li>-Website platform</li> <li>-Social Media</li> <li>-Public Relations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$263,667.00 | Yes |
| 7  | Increase Monitoring and Data Analysis of Student Engagement                                            | Increase Monitoring and Data Analysis of Student Engagement: Coordinator of Data and Assessment will disaggregate attendance, suspension, expulsion, graduation rate, and school climate data to increase student engagement for low income students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$119,586.00 | Yes |
| 8  | Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities | <p>Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities:</p> <p>Coordinator of College and Career Pathways provides opportunities for parents to engage in workshops and events that support college and career for students. Coordinator supports school sites with the development of actions to support college and career readiness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | \$116,431.00 | Yes |
| 9  | English Learner Parent Advisory Committee/DELAC                                                        | <p>English Learner Parent Advisory Committee/DELAC:</p> <ul style="list-style-type: none"> <li>-Improve participation of parents and guardians of English learners by making committee meetings more accessible and accommodating.</li> <li>-Meetings held mid-morning and breakfast provided.</li> <li>-Translation services available in needed languages at each meeting.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$1,000.00   | Yes |
| 10 | Interpretation                                                                                         | Interpretation: Provide interpretation and translation services for English learners and their                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | \$180,129.00 | Yes |

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|----|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|
|    |                                                                                                  | families above the base requirement per Education Code section 48985.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |     |
| 11 | Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement | Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement<br>-Improve School Connectedness and Anti-Bullying for ELs, Foster Youth, and Low Income students<br>-Increase attendance and decrease dropout rates.<br>-Implement the Alternative to Suspension program to keep students in school for improved opportunities for academic achievement.<br>-Provide Capturing Kids' Hearts PD for staff to strengthen school connectedness for students by enhancing healthy bonds with teachers.<br>-Maintain site level implementation of anti-bullying and positive school climate strategies programs.<br>-Promote and foster positive student relations.                                                   | \$520,000.00 | Yes |
| 12 | Community Organization Partnerships                                                              | Community Organization Partnerships:<br>-Participate as active members in community organizations like Rotary, Kiwanis, and Lions to support student programs and provide students with expanded opportunities.<br>-Provide opportunities, in partnership with city and service organizations, for students to engage in projects that connect the school community to the larger community, including job shadowing and/or career mentoring.<br>-Future Seal of Civic Engagement                                                                                                                                                                                                                                                                  | \$18,413.00  | No  |
| 13 | Provide Programs and Services to Promote Students' Mental Health and Well-being                  | Provide Programs and Services to Promote Low Income and Foster Youth Students' Mental Health and Well-being<br>-Mental Health Clubs at all secondary sites<br>-Mental Health Youth Summit<br>-Mental Health Youth Festival<br>-Care Solace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$788,400.00 | Yes |
| 14 | Parent Involvement                                                                               | Parent Involvement:<br>-Site allocations to all elementary and middle schools to engage parents in their children's education.<br>-Workshops to be held to engage and support parents.<br>-Workshops to educate parents on school curriculum and services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$23,544.00  | No  |
| 15 | Safe Technology Use                                                                              | Safe Technology Use: Support staff and students in using technology safely and effectively for learning.<br>-Instructional: Digital Citizenship<br>-Infrastructure: Securly, Content Keeper, Firewall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$129,552.00 | No  |
| 16 | Increase Student and Parent Engagement through Parent University Workshops                       | Increase Student and Parent Engagement through Parent University Workshops:<br>-Provide Parent University workshops, specifically targeting the needs and conditions of low income families. Topics may include California State Standards (ELA and math), testing, transition expectations, college and career readiness, STEM behavior management and technology.<br>-Provide parents with a variety of workshops (day and evening) to increase their abilities to promote positive academic, social/emotional, and behavioral development of their children, including:<br>-At least 9 college and career readiness workshops.<br>-At least 2 district-wide anti-bullying workshops.<br>-At least 2 series of Love and Logic parenting classes. | \$40,000.00  | Yes |

|    |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |     |
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|    |                                                                                                      | -Provide training for parents on technologies offered to students throughout the district and technology enabling them to access information regarding their child's academic progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |     |
| 17 | Safety and Training                                                                                  | <p>Safety and Training:</p> <p>-Provide one School Resource Officer at each high school to educate and support students to foster a safe school community and reduce the number of suspensions/expulsions.</p> <p>-Train School Resource Officers to support disciplinary interventions and how to work with special needs students.</p> <p>-Provide training in district policies and priorities, primary Restorative Justice strategies, and the district's decision-making chain-of-command for all principals, teachers, campus supervisors, counselors, after school providers, and other staff to ensure that assessment, intervention, youth development, and positive engagement strategies are considered prior to administration of suspension, expulsion, or juvenile justice sanctions.</p> | \$226,000.00   | No  |
| 18 | Provide a Clinical Social Worker to Provide Mental Health Services                                   | Provide a Clinical Social Worker to provide mental health services to low income students and supervise, coordinate and work with a team of counseling interns to provide services to help students handle situations that impact school behavior and their abilities to participate in school in a positive manner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$227,118.00   | Yes |
| 19 | Enrichment Opportunities                                                                             | <p>Enrichment Opportunities:</p> <p>-Provide school day enrichment opportunities that include arts programs, special interest clubs, and extracurricular activities to cultivate school connection and engagement.</p> <p>-Provide access to before, after, and summer school program for grades K-8 to support homework completion, physical fitness, nutrition, and intervention opportunities.</p>                                                                                                                                                                                                                                                                                                                                                                                                   | \$6,650,555.00 | No  |
| 20 | Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements | <p>Utilize the Edmentum platform to increase opportunities for foster youth to recover credits to complete graduation and A-G requirements:</p> <p>-Edmentum fees</p> <p>-Professional development</p> <p>-Provide summer school courses for credit recovery and enrichment to increase graduation rates</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$300,000.00   | Yes |
| 21 | Provide Social and Emotional Support for Students to Positively Participate in School                | <p>Provide Social and Emotional Support for Students to Positively Participate in School:</p> <p>Provide an appropriate intake process and social/emotional counseling administering by a mental health assessment team to help foster youth and low income students handle situations that impact school behavior and their abilities to participate in school in a positive manner.</p>                                                                                                                                                                                                                                                                                                                                                                                                               | \$13,885.00    | Yes |

## Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Type of Goal                 |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 4      | Coronado Equity Multiplier: By the end of the 2026-2027 school year, Coronado Alternative High School will reduce chronic absenteeism (decline by 4%), English Language Arts achievement (increase by 31 points), and college/career readiness (increase by 5%). Through a caring school community that emphasizes social-emotional wellness, student engagement, targeted academic supports, and high-quality instruction, Coronado will improve outcomes for All Students, Low-Income students, and Hispanic students. Progress will be monitored through attendance rates, CAASPP ELA performance, the College/Career Indicator, with annual reviews to assess and adjust strategies as needed. | Equity Multiplier Focus Goal |

State priorities addressed by this goal.

5, 8, 6

An explanation of why the LEA has developed this goal.

Goal 4 addresses pupil engagement, academic achievement, college and career readiness, school climate, and student access to appropriately credentialed teachers at Coronado Alternative High School. The goal was developed to meet the Equity Multiplier requirement. Educational partners were consulted through the LCAP District Advisory Committee (DAC), DELAC, school site meetings, and discussions with Coronado staff, students, and families. A review of local and state data identified areas of need in attendance, English Language Arts achievement, college and career readiness, and access to appropriately credentialed teachers. The lowest-performing groups included All Students, Low-Income students, and Hispanic students on the College/Career Indicator, as well as All Students and Low-Income students in ELA. Additionally, the 2023–24 Teaching Assignment Monitoring Outcomes (TAMO) report showed that 84.9% are appropriately assigned for the alternative school setting. Educational partners determined that improving attendance, student engagement, social-emotional wellness, academic achievement, college and career readiness, and access to appropriately credentialed teachers would help address these identified needs and improve student outcomes for Coronado students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|

|   |                                                                                                                                                                                          |                                                                                                                                                     |                                                                                                                                                     |                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                                                                     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Coronado<br>Alternative High<br>School<br>Attendance -<br>Percent of<br>chronically<br>absent students<br>as recorded in<br>CALPADS                                                      | Percent of students<br>absent 10% or more per<br>CALPADS:<br>All students: 77.84%<br>Socioeconomically<br>Disadvantaged: 79.86%<br>Hispanic: 78.10% | Percent of students<br>absent 10% or more per<br>CALPADS:<br>All students: 88.89%<br>Socioeconomically<br>Disadvantaged: 92.09%<br>Hispanic: 89.05% | Percent of students<br>absent 10% or more per<br>CALPADS:<br>All students: 76.29%<br>Socioeconomically<br>Disadvantaged: 79.58%<br>Hispanic: 76.26% | Percent of students absent<br>10% or more per CALPADS:<br>All students: 72.84%<br>Socioeconomically<br>Disadvantaged: 74.86%<br>Hispanic: 73.10% | Percent of students absent 10% or<br>more per CALPADS:<br>All students improved by 1.55%<br>Socioeconomically Disadvantaged<br>students improved by 0.28%<br>Hispanic students improved by<br>1.84% |
| 2 | CAASPP: English<br>Language Arts<br>SBAC (Gr.11)<br>Average<br>Distance from<br>Level 3 for All<br>Students as per<br>the CA<br>Dashboard                                                | Spring 2023<br>All Students: 132.9 pts<br>below<br>Socioeconomically<br>Disadvantaged: 146.9 pts<br>below                                           | Spring 2024<br>All Students: 141.4 pts<br>below<br>Socioeconomically<br>Disadvantaged: 137.0 pts<br>below                                           | Spring 2025<br>All Students: 157.3 pts<br>below<br>Socioeconomically<br>Disadvantaged: 154.4 pts<br>below                                           | All Students: 126.9 pts below<br>Socioeconomically<br>Disadvantaged: 140.9 pts<br>below                                                          | All Students: Declined by 24.4 pts<br>Socioeconomically Disadvantaged:<br>Declined by 7.5 pts                                                                                                       |
| 3 | College and<br>Career Ready:<br>Percentage of<br>students placed<br>in the<br>"Prepared" level<br>on the<br>College/Career<br>Indicator as<br>reported on the<br>California<br>Dashboard | All students: 0%<br>Socioeconomically<br>Disadvantaged: 0%<br>Hispanic: 0%                                                                          | All students: 10.4%<br>Socioeconomically<br>Disadvantaged: 8.9%<br>Hispanic: 9.1%                                                                   | All students: 0%<br>Socioeconomically<br>Disadvantaged: 0%<br>Hispanic: 0%                                                                          | All students: 5%<br>Socioeconomically<br>Disadvantaged: 5%<br>Hispanic: 5%                                                                       | All students: No change<br>Socioeconomically Disadvantaged:<br>No change<br>Hispanic: No change                                                                                                     |

## Goal Analysis for 2025-2026

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.

This action was successfully implemented. Coronado Alternative High School's Mental Wellness Hub staffed with personnel dedicated to supporting students' social-emotional wellness, provided counseling services, and connected students with additional supports needed for success. These efforts contributed to a more positive school climate, increased student engagement, and strengthened students' sense of belonging on campus. In addition, Career Technical Education (CTE) opportunities, including cosmetology and nursing pathways, were successfully introduced as part of the school's strategy to increase student engagement and attendance. An esports course was also added to further enhance student engagement by providing students with an innovative and highly relevant learning opportunity aligned to their interests. Together, these programs provided meaningful, hands-on experiences connected to future career opportunities, increased school connectedness, and contributed to a more engaging, supportive, and vibrant campus environment.

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

The action was successfully implemented, with no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This action has demonstrated promising effectiveness. Early qualitative feedback from students and staff indicates that the Mental Wellness Hub has had a positive impact on student morale by providing a supportive environment that helps reduce stress, foster connection, and increase students' sense of belonging. Attendance outcomes also improved across the student groups identified in the Equity Multiplier goal, as measured by the percentage of students absent 10% or more per CALPADS. From baseline, All Students improved by 1.55 percentage points, Low-Income students improved by 0.28 percentage points, and Hispanic students improved by 1.84 percentage points. These results indicate positive progress toward improving attendance and engagement for the student groups identified as areas of need. Continued implementation of these strategies is expected to further strengthen attendance, engagement, and school connectedness.

**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.**

As a result of implementation analysis, state guidance, and feedback from site-level educational partners, the goal was revised to align with the timeline of the current three-year LCAP cycle and to more closely reflect the identified areas of need. The attendance metric was revised to measure the percentage of students absent 10% or more per CALPADS, allowing for disaggregation by student group. Attendance data will now be monitored for All Students, Low-Income students, and Hispanic students. Additionally, new metrics were added to monitor English Language Arts achievement and college and career readiness based on the 2025 Dashboard results. The ELA Indicator will be monitored for All Students and Low-Income students, while the College/Career Indicator will be monitored for All Students, Low-Income students, and Hispanic students. Action 1 was refined to more clearly reflect the integrated supports needed to improve student outcomes at Coronado Alternative High School. The action continues to include the Mental Wellness Hub and designated staff to support student wellness, school connectedness, and attendance. It was expanded to include an Attendance Intervention Team to provide more targeted support for students demonstrating attendance concerns. In addition, the action now more explicitly identifies engaging coursework, such as Esports, and Career Technical Education pathways, including Cosmetology and Health Careers, as strategies to increase student engagement, strengthen academic achievement, and expand college and career readiness opportunities. These revisions align Action 1 to the updated Goal 4 metrics for attendance, English Language Arts achievement, and the College/Career Indicator.

**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        | Nurture a Caring Community to Improve Student Outcomes | Nurture a Caring Community to Improve Student Outcomes: A Mental Wellness Hub and designated staff, including an Attendance Intervention Team, will provide counseling, case management, and support services to increase student engagement, academic achievement, school connectedness, and attendance. In addition, engaging coursework, such as Esports, and Career Technical Education (CTE) pathways, including Cosmetology and Health Careers, will serve as key strategies for increasing student engagement, strengthening connections to school, supporting academic success, and expanding college and career readiness opportunities. Through these integrated supports, students will have increased access to meaningful coursework, postsecondary pathways, and the academic interventions necessary to improve outcomes in English Language Arts and college and career preparedness. | \$138,342.00 | No           |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---------------------------------------------------------------|----------------------------------------------------------|
| \$31,574,828.00                                               | \$3,832,845.00                                           |

## 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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 34.74%                                                                          | 0.00%                       | \$0.00                  | 34.74%                                                                      |

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 #(s) | 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                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1, Action 7     | As discussed during meetings with educational partners, our low income students are in need of academic support to bridge gaps in learning to increase their Writing/English Language Arts achievement. Our Dashboard data show that our low income students are performing below standard in the 2023 CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below.) | Our low income students will be supported with supplemental standards-based instructional materials designed to bridge these instructional gaps. This action is intended to improve access to ELA materials and low income students' academic achievement. This action is being provided on an LEA-wide basis because all of our students can benefit from improved access to ELA materials. | The effectiveness of this action will be measured by low income students' progress on the Dashboard ELA CAASPP Indicator (Metric 2.1). |

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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1, Action 8  | Our low-income students need academic support and intervention to bridge gaps in mathematics achievement. Dashboard data (2023) show that low-income students are performing below standard in math (63.3 pts below) as compared with ALL students (50.2 pts below).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teachers will utilize supplemental, high-quality instructional mathematics materials targeted at increasing low-income students' academic achievement. Enhanced math programs will be used to adequately meet the academic and intervention needs of low-income students. This action is being provided on an LEA-wide basis because all of our students can benefit from improved access to math materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The effectiveness of this action will be measured by low income students' progress on the Dashboard Math CAASPP Indicator (Metric 2.4).                                                                                                                                                  |
| Goal 1, Action 9  | Low-income students often experience conditions and life circumstances that result in decreased access to and participation in visual and performing arts (VAPA) opportunities, which can contribute to college and career readiness. This need is evidenced by the lower performance of low-income students on the 2023 College and Career Indicator (40% prepared) compared to the All Students group (44.8% prepared). Educational partners have also requested continued VAPA opportunities for students.                                                                                                                                                                                                                                                      | Participation in VAPA provides low-income students with increased access to a broad course of study and opportunities that support college and career readiness. At the high school level, expanded VAPA offerings include a CTE Performing Arts pathway and UC/CSU A-G coursework, both of which support measures included in the College and Career Indicator. At the elementary and middle school levels, expanded VAPA opportunities provide early access to arts education and prepare students for advanced coursework and pathways in high school. This action is provided on an LEA-wide basis because all students can benefit from expanded VAPA opportunities.                                                                                                                                                                                                                                                             | The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).                                                                                                                                           |
| Goal 1, Action 10 | Low income students in the district have historically faced significant academic obstacles and challenging life circumstances as discussed by our parents and educators through a needs assessment, which often result in decreased access to college and higher education opportunities. This is evidenced by the lower performance of low-income students on the 2023 College and Career Indicator (40% prepared) compared to the All Students group (44.8% prepared). These barriers hinder their ability to enroll in and complete college-level coursework, impacting their long-term educational and career prospects. Our low income students need access to college preparatory courses to overcome academic obstacles and challenging life circumstances. | To address these challenges, the district will provide increased access to Advanced Placement (AP) courses and implement an AP Capstone Program. Participation in AP courses is associated with a higher likelihood of attending and graduating from college within four years, thereby making college education more affordable and attainable for students. By expanding AP course offerings and introducing the AP Capstone Program, the district aims to enhance college-going awareness and opportunities for low-income students. This action is provided on a school-wide basis because all students can benefit from increased access to rigorous coursework, which prepares them for college and careers. Enhancing the overall academic environment with more AP courses and the AP Capstone Program supports the district's goal of fostering a college-going culture and improving educational outcomes for all students. | The effectiveness of this action will be measured by low-income students' progress on the California School Dashboard College/Career Indicator (Metric 2.8) and the percentage of students earning a score of 3 or higher on an AP exam, as reported by the College Board (Metric 2.15). |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1, Action 11 | Low-income students in the district face significant academic obstacles and challenging life circumstances that often result in decreased access to college and higher education opportunities as discussed by our parents and educators through a needs assessment. This is evidenced by the lower performance of low-income students on the 2023 College and Career Indicator (40% prepared) compared to the All Students group (44.8% prepared). Our low income students need access to college preparatory courses to overcome academic obstacles and challenging life circumstances. | To address these challenges, the district will provide direct International Baccalaureate (IB) staffing and support at IB World Schools. Students attending IB World Schools engage in a globally rigorous curriculum designed to improve academic achievement and college preparedness. This action focuses on enhancing services for low-income students by expanding their access to the IB Continuum, which includes the Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). The provision of dedicated IB staffing ensures that these students receive the necessary guidance and resources to succeed in a demanding academic environment. This action is provided on a district-wide basis because all students can benefit from the rigorous and comprehensive curriculum offered by the IB programs. By enhancing the overall academic environment with IB-specific support, the district aims to foster a culture of high expectations and academic excellence, which benefits the entire student body. | The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8). |
| Goal 1, Action 12 | Low-income students face academic obstacles and challenging life circumstances that often result in decreased access to college and higher education as discussed by our parents and educators through a needs assessment. Our low income students are performing lower on the 2023 College and Career Indicator (40% prepared) than our All Students group (44.8%). Our low income students need access to college preparatory courses with a rigorous academic curriculum to overcome academic obstacles and challenging life circumstances.                                            | To address these challenges, the district will provide all components of the International Baccalaureate (IB) Programme Continuum. This includes a rigorous academic curriculum, as well as social and emotional learning curricula. Additionally, both internal and external assessments will be utilized to improve academic achievement and college preparedness. The comprehensive IB Programme fosters strong academic, social, and emotional characteristics in students. This continued action has demonstrated effectiveness in increasing the enrollment and success of low-income students in the IB Programme Continuum. This action is provided on a district-wide basis because all students can benefit from a comprehensive IB curriculum. Offering the IB Programme district-wide ensures that every student has the opportunity to engage in a globally rigorous curriculum, promoting a culture of academic excellence and college readiness throughout the district.                                                                | The effectiveness of this action will be measured by low-income students' progress on the Dashboard College and Career Indicator (Metric 2.8). |

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| Goal 1, Action 13 | Low-income students face academic obstacles and challenging life circumstances that often result in decreased access to college and higher education as discussed by our parents and educators through a needs assessment. Our low income students are performing lower on the 2023 College and Career Indicator (40% prepared) than our All Students group (44.8%). Our low income students need access to supplemental instructional resources to overcome academic obstacles and challenging life circumstances in order to succeed with a rigorous curriculum.                                                                                                                                                      | To address these challenges, the district will provide supplemental instructional resources that support students in succeeding with the International Baccalaureate (IB) Programme curriculum at IB World Schools. This action includes the provision of additional instructional materials, technology, and support services necessary for the rigorous IB curriculum. This continued action has demonstrated success, resulting in increased participation and achievement in IB coursework among low-income students. This action is provided on a school-wide basis because all students can benefit from the enhanced instructional resources that support the IB Programme. By offering these resources to the entire student body, the district promotes a culture of academic excellence and ensures that every student has the opportunity to succeed in a challenging academic environment.                                                                                                                                                                                                                                                                                                | The effectiveness of this action will be measured by low-income students' progress on the California School Dashboard College/Career Indicator (Metric 2.8) and the percentage of students who pass an IB Exam as reported by the IBO (Metric 2.16).                                      |
| Goal 1, Action 14 | Low-income students often experience barriers to consistent school attendance due to family responsibilities, transportation challenges, employment obligations, housing instability, and the demanding or varied work schedules of parents and caregivers, as identified through parent needs assessments and student engagement data. These barriers can negatively impact attendance, course completion, and academic progress. The 2023 California Dashboard reported a chronic absenteeism rate of 22.1% for low-income students compared to the all student group at 19.9%, demonstrating a need for flexible learning options that increase access to instruction and support consistent engagement in learning. | The West Covina Online Learning Academy (WCOLA) provides a flexible instructional option that is principally directed toward addressing the attendance and engagement barriers experienced by low-income students. Through WCOLA, students can access coursework at times and locations that accommodate family schedules, transportation limitations, employment responsibilities, and other circumstances that may interfere with participation in a traditional school setting. The program also allows teachers to provide more individualized support and monitor student progress in a flexible learning environment. The program utilizes the Imagine Edgenuity platform for all students, providing students with access to standards-aligned coursework and multiple pathways for completing academic requirements. Although principally directed toward meeting the needs of low-income students, the program is offered on a districtwide basis because low-income students are enrolled throughout the district and implementing a districtwide online learning option is the most effective way to ensure equitable access to flexible instructional opportunities and support services. | The effectiveness of this action will be measured by low-income students' progress on the California School Dashboard Chronic Absenteeism Indicator (Metric 3.2) and the percentage of students performing at or above grade level in reading, as measured by i-Ready Diagnostic results. |

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1, Action 15 | Low-income students often lack reliable technologies for learning due to financial constraints as discussed by our parents and educators through a needs assessment, causing a barrier to instructional opportunities and standards-aligned resources which contributes to a decrease in academic achievement as shown by low income students' 2023 Math CAASPP scores (63.3 points below standard on the Dashboard) as compared to the all student group (50.2 points below standard). Low income students need to access reliable technologies for learning.                                                                                                                                                                                                   | This action increases services for low-income students by allowing for improved technology usage, support, and integration of instructional resources to support and enhance their academic achievement. Improved access to technology support will result in better instructional opportunities and access to standards-aligned resources. This action is being continued as low-income students continue to make academic gains through increased technological instructional opportunities. This action is being provided on a LEA-wide basis as all students can benefit from increased technology resources and support.                                                                                                                                                                                          | The effectiveness of this action will be measured by an increase in low-income students' Math CAASPP scores (Metric 2.4).                                                                                                                                                                                                                                 |
| Goal 1, Action 16 | Based on input provided by low-income families, our low-income students need increased access to technology, online applications, and digital resources to increase low income students' academic achievement. Our low income student group scored 63.3 points below standard as compared to the all student group at 50.2 points below standard on the 2023 Dashboard on Math CAASPP.                                                                                                                                                                                                                                                                                                                                                                           | This action will provide access to effective educational technology resources, including one-to-one devices, from primary through secondary grade. Enhanced access to technology and technology tools/supports will give low-income students increased opportunities for improvement in academic achievement across a variety of subject areas. This action has been expanded from the prior year to include further technology opportunities since students continue to make gains in academic achievement. This action is being provided on a LEA-wide basis as all students can benefit from increased technology resources and support.                                                                                                                                                                            | The effectiveness of this action will be measured by an increase in low-income students' Math CAASPP scores (Metric 2.4).                                                                                                                                                                                                                                 |
| Goal 2, Action 1  | Our low income students need personalized learning and increased instructional time to fill in any academic gaps due to financial hardships and challenges. Several studies have shown that reducing class size increases student engagement and overall student achievement for younger, disadvantaged children. Additionally, providing a full day of Transitional Kindergarten (TK) instruction further supports early learning and development. To address these needs, it is crucial to have additional teachers to enable smaller class sizes and extend TK instruction to a full day. Our low-income student group has a 22.1% Chronic Absenteeism rate as compared to the 19.9% Chronic Absenteeism rate of the all student group on the 2023 Dashboard. | This action will improve services by enhancing the personalization of learning through smaller class sizes in a full day setting for transitional kindergarten (TK) classes. By maintaining smaller class sizes, teachers can provide more individualized attention and support to each student, thereby increasing engagement and academic achievement. This continued action is based on its proven effectiveness in creating a supportive learning environment where students can thrive. This action is being provided on a district-wide basis because all students can benefit from more personalized learning and increased engagement. Smaller class sizes enable teachers to better address the diverse learning needs of all students, promoting equity and excellence in education throughout the district. | The effectiveness of this action will be measured by tracking low income students' progress on the California School Dashboard Chronic Absenteeism Indicator (Metric 3.2), as well as the percentage of low income TK students meeting end-of-year TK instructional benchmarks in early literacy, as identified in the district's TK Instructional Guide. |

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| Goal 2, Action 2 | We continue to look for ways to improve the college-going rates of our low-income students. Our parents have expressed this as a priority through a needs assessment. CTE (Career and Technical Education) has been proven to help students become college and career ready and reduce college dropout rates, especially among students most at risk of dropping out, including low-income students. Our low income students need access to and engagement with CTE programs to improve college-going rates. Our low income student group scored 40.0% on the 2023 Dashboard College and Career Indicator, lower than our all student group (44.8%). | This action will enhance our CTE programming offerings, providing low-income students with increased access to courses and pathways that prepare them for both college and careers. Specifically, offerings will be enhanced for low-income students by introducing new CTE courses in high-demand fields, providing additional resources such as updated technology and materials, and offering targeted support services including career counseling and internship opportunities. CTE students are more likely to attend college or a postsecondary program, maintain higher GPAs, and persist in their educational endeavors. By offering robust CTE programs, the district aims to equip low-income students with the skills and knowledge necessary for academic and career success. This action is provided on a district-wide basis because all students can benefit from enhanced CTE programming. By expanding these opportunities to the entire student body, the district fosters a comprehensive approach to college and career readiness, ensuring that all students, regardless of their socioeconomic background, have the resources and support needed to succeed. | The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).                                                                                                                                     |
| Goal 2, Action 3 | Our low-income students need additional academic support above and beyond what is offered to all students, as they are performing below standard level on the 2023 Dashboard in math and ELA. Dashboard data show that our low income students are performing below standard in the CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below). Dashboard data show that low-income students are performing below standard in math (63.3 pts below) as compared with ALL students (50.2 pts below).                                                                                                   | This action maintains teacher instructional supports through the staffing of district-level Teachers on Special Assignment (TOSAs) with expertise in particular content areas. TOSAs support classroom teachers through instructional coaching as well as curriculum and assessment development. Studies have shown that coaching positively affects both teaching practice and student achievement, providing additional instructional supports and instruction necessary for continued academic improvement. This action is being provided on a LEA-wide basis as all students can benefit from specialized staff support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Low income students' progress on the Dashboard Math and ELA Indicators will be used to measure academic improvement (Metrics 2.1 and 2.4).                                                                                                                                         |
| Goal 2, Action 4 | Foster youth typically need additional academic support to achieve at grade level. English Learners need constant monitoring of progress and feedback to improve achievement. Foster youth are performing below standard (76.6 pts) in ELA on the 2023 Dashboard as compared to the all student group (16.1 pts below). English Learners need to make sustainable gains on the 2023 English Learner Progress indicator (51.7%).                                                                                                                                                                                                                      | This action maintains teacher instructional supports through the staffing of Teachers on Special Assignment (TOSAs) at all of our elementary schools. TOSAs support classroom teachers through instructional coaching, curriculum development, and assessment development. Studies have shown that coaching positively affects both teaching practice and student achievement. TOSAs work directly with Foster Youth and English Learners (ELs) and their parents/guardians to ensure they receive specifically tailored instructional supports and instruction necessary for continued academic improvements. This action is being provided on a LEA-wide basis as all students can benefit from increased staff support.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The effectiveness of this action will be measured by foster youth and English learner students' progress on the ELA CAASPP Indicator on the California School Dashboard (Metric 2.1), as well as English learner progress on the English Learner Progress Indicator (Metric 2.14). |

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| Goal 2, Action 5  | Parents in low-income families often work multiple jobs, limiting their ability to support their children's development of essential reading skills by providing ample reading opportunities and other supports that may be needed. Our parent group provided this input through a needs assessment. Indeed, low-income students are performing lower on the 2023 Dashboard ELA indicator (28.5 pts below) compared to the All Students group (16.1 pts below). Our low income students need additional academic support and intervention to develop essential reading skills. | This action aims to improve the personalization of learning and instructional opportunities through the implementation of an effective district-wide literacy program for low-income students who are not yet at grade level and in need of intervention. The literacy program includes targeted interventions and support services to help students develop essential reading skills, ensuring they can meet grade-level expectations and improve their academic outcomes. This action is provided on a district-wide basis because all students can benefit from increased staff support and personalized learning opportunities. By implementing a comprehensive literacy program across the district, the school system can ensure that every student receives the necessary resources and support to achieve literacy proficiency, promoting equity and academic excellence. | The effectiveness of this action will be measured by tracking low-income students' progress on the Dashboard ELA Indicator (Metric 2.1). Improvements in ELA performance among low-income students will indicate the success of the literacy interventions and support provided. |
| Goal 2, Action 6  | Our educational partners felt it was essential to closely monitor the progress of our low-income students to determine necessary academic intervention.<br>Dashboard data show that our low income students are performing below standard in the 2023 CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below). Dashboard data show that low-income students are performing below standard in math (63.3 pts below) as compared with ALL students (50.2 pts below).                                                           | This action allows for the staffing of a Coordinator of Data and Assessment to conduct enhanced analysis of Dashboard data. The analysis allows for increased monitoring of progress to provide targeted interventions for low-income students. This action is being provided on a LEA-wide basis as all students can benefit from increased monitoring of academic progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Low income students' progress on the Dashboard Math and ELA Indicators will be used to measure academic improvement (Metrics 2.1 and 2.4).                                                                                                                                       |
| Goal 2, Action 7  | Our foster youth and English Learners need close monitoring and ongoing support to make sustainable gains on the ELA and Math Indicators on the 2023 Dashboard to reach the all student group (ELA: 16.1 pts below and Math: 50.2 pts below). Both foster youth (ELA: 76.6 pts below and Math: 103.6 pts below) and ELs (ELA: 46.5 pts below and Math: 66.0 pts below) are performing below grade level standard.                                                                                                                                                              | The use of Edulastic and other assessment platforms will be employed to monitor progress. This action provides a platform for the accessibility of formative and summative assessment data to support continuous improvement above the base program. This action is being provided on an LEA-wide basis because all of our students can benefit from the close monitoring of assessment and progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Foster youth and EL students' progress on the Dashboard Math and ELA Indicators will be used to measure academic improvement (Metrics 2.1 and 2.4).                                                                                                                              |
| Goal 2, Action 10 | Our low income students are in need of reading intervention support for improved reading/ELA outcomes. Dashboard data (2023) show that our low income students are performing below standard in the CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below).                                                                                                                                                                                                                                                                 | This action provides academic support and specifically reading intervention instructional resources to improve reading/ELA outcomes for low-income students. This is a continuing action as there have been gains in reading achievement over the last few years. This action is being provided on a LEA-wide basis as all students can benefit from reading intervention resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Low income students' progress on the Dashboard ELA Indicator will be used to measure academic improvement (Metric 2.1).                                                                                                                                                          |

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| Goal 2, Action 14 | <p>Education partner input indicated that our ELs (English Learners), LTELs, foster youth, and low income students need targeted multi-tiered systems of support (MTSS) to help them bridge gaps in learning due to their life circumstances, particularly exacerbated by the pandemic. Dashboard data (2023) show that unduplicated pupils are performing below the all student group on the Math Indicator (50.2 points below) and ELA Indicator (16.1 points below). ELs scored 46.5 points below on ELA and 66.0 points below standard on Math; foster youth scored 76.6 points below on ELA and 103.6 points below standard on Math; and low income students scored 28.5 points below on ELA and 63.3 points below standard on Math.</p>                                                                                                                                                                                                                                                                                                                                 | <p>This action provides expanded MTSS supports specific to the academic and social-emotional needs of English learners, foster youth, and low-income students. It allows for the continued development and implementation of targeted supports and interventions for unduplicated pupils beyond the base program. The action also provides professional development for teachers to strengthen their understanding and implementation of best practices within the MTSS framework, opportunities for staff collaboration to identify and respond to student needs, additional support staff, and the implementation of targeted instructional and intervention strategies. This action is provided on an LEA-wide basis, as all students can benefit from a comprehensive MTSS framework while providing additional supports designed to address the identified needs of unduplicated pupils.</p>                                                    | <p>ELs, LTELs, foster youth, and low income students' progress on the Dashboard Math and ELA Indicators will be used to measure the effectiveness of this action (Metrics 2.1 and 2.4).</p>                                                                                                                                                      |
| Goal 2, Action 18 | <p>Educational partners identified a need to provide additional academic support and resources for low-income students to address achievement gaps in Science, History-Social Science, and other core content areas. Research indicates that disparities in academic achievement across content areas emerge early and can impact students' overall academic success, including performance in English Language Arts and Mathematics. Low-income students continue to perform below the All Student group on the 2023 California Dashboard English Language Arts and Mathematics indicators (ELA: 28.5 pts below standard compared to 16.1 pts below for All Students; Mathematics: 63.3 pts below standard compared to 50.2 pts below for All Students), demonstrating a need for additional academic supports and access to high-quality instructional resources. Providing targeted support in these subjects helps ensure that low-income students have equitable access to rigorous instruction and opportunities to achieve academic success across the curriculum.</p> | <p>This action provides supplemental instructional materials aligned to the Next Generation Science Standards (NGSS), History-Social Science Standards, and other core content areas to help address achievement gaps experienced by low-income students. These resources support differentiated instruction, increase access to rigorous grade-level content, and provide additional opportunities for students to build content knowledge and academic skills across multiple subject areas. Strengthening achievement in Science, History-Social Science, and other core content areas supports overall academic success and helps address disparities that can impact performance in English Language Arts and Mathematics. This action is implemented on an LEA-wide basis because low-income students are enrolled throughout the district, and all students can benefit from access to high-quality supplemental instructional resources.</p> | <p>As Science, History-Social Science, and other core content instruction support student achievement across multiple academic areas, low-income students' progress on the Dashboard Math and ELA Indicators (Metrics 2.1 and 2.4), as well as the Science Indicator (Metric 2.7), will be used to measure the effectiveness of this action.</p> |

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| Goal 2, Actions 21, 22, and 23 | English learners benefit from language-appropriate literacy instruction and support. Research demonstrates that multilingual instructional programs can strengthen academic achievement, biliteracy, English language development, and long-term educational outcomes for English learners. Additionally, the English learner student group's performance on the 2023 Dashboard ELA Indicator (46.5 points below standard) as compared to the all student group (16.1 points below standard) demonstrates a need for targeted instructional approaches that support both English language development and academic achievement. Parent surveys and needs assessments also continue to demonstrate strong interest in multilingual educational opportunities. | These actions support the implementation and expansion of the District's Dual Language Immersion (DLI) programs through specialized staffing, instructional materials, professional learning, and program resources. Funding supports additional DLI teaching positions as needed to maintain smaller class sizes, providing increased opportunities for individualized support, language development, student interaction, and differentiated instruction, particularly for English learners. Specialized training and resources also support teachers in implementing research-based bilingual practices that promote biliteracy, English proficiency, and academic achievement. These actions are provided on an LEA-wide basis, as students across the District may participate in a DLI program based on interest, regardless of their school attendance boundary. | EL students' progress on the Dashboard ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1).         |
| Goal 2, Action 25              | Our low-income students face financial constraints that impact their ability to access technologies and resources to support their academic needs. Our teachers and staff shared this information through a needs assessment. Dashboard data (2023) showed that low income students performed significantly below the all student group (16.1 pts below) on the CAASPP ELA Indicator (28.5 pts below). Our low income students need access to essential technologies and academic resources for success.                                                                                                                                                                                                                                                     | This action will provide International Baccalaureate (IB) technology tools and resources specifically targeting the needs of low-income students at our IB World Schools. These resources include devices, software, and other digital tools that are integral to the IB curriculum. By ensuring that low-income students have access to these essential technologies, the district aims to support and enhance their academic achievement and engagement. This action is provided on a district-wide basis because all students can benefit from the support of IB technology tools and resources. By implementing this action across the district at our IB World Schools, we ensure that every student has the necessary technology to fully participate in the IB program and improve their academic outcomes.                                                      | Low income students' progress on the Dashboard ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1). |
| Goal 2, Action 26              | Due to limited resources, low-income students have faced barriers in accessing the technology support needed to increase their technology proficiency and academic achievement. This need has been emphasized by community feedback and supported by student surveys, highlighting the necessity of continuous technology support for these students. Indeed, 2023 Dashboard data showed that low income students performed significantly below the all student group (16.1 pts below) on the CAASPP ELA Indicator (28.25 pts below).                                                                                                                                                                                                                        | This action provides additional technology support staff at each site, including technicians who assist low-income students with accessing and effectively using digital learning tools. Staff provide troubleshooting and direct support to address technology-related barriers that may interfere with students' ability to access instructional resources and participate fully in learning. Our community expressed a strong desire to continue this action, as it has strengthened technology access and usage for low-income students, as evidenced by student surveys and the continued integration of technology into instruction. This action is provided on an LEA-wide basis, as all students can benefit from increased access to technology support and digital learning resources.                                                                        | Low income students' progress on the Dashboard ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1). |

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| Goal 2, Action 27 | Low-income students need targeted support and resources to bridge the gap in meeting the academic requirements necessary for post-secondary opportunities and success. Our teachers have indicated this through a needs assessment. This includes access to rigorous coursework, tutoring, college counseling, and career guidance. Dashboard data (2023) show that our low-income students are performing at lower levels (40.0%) on the College and Career indicator, percentage points below our All Student group (44.8%).                                                                                             | The Coordinator of College Career Pathways staff assignment provides professional development to staff, including school counselors, on college and career options. This allows for enhanced services to be provided to low-income students to further prepare them for college and career. This action is being provided on a LEA-wide basis as all students can benefit from specialized staff support to improve college and career readiness.                                                                                     | The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).    |
| Goal 2, Action 28 | Our educational partners expressed the need to offer low-income and foster youth students increased opportunities for summer math and ELA skills courses to bridge the academic gaps that often lead to increased high school dropout rates. Our low income students' dropout rate is 2.4% per DataQuest (2023) as compared to 2.1% for the all student group. The rate for foster youth is unpublished due to a smaller group size. Our educational partners, especially parents and guardians, expressed a strong desire to provide these additional courses to mitigate credit deficiencies through a needs assessment. | This action provides increased classes to foster youth and low-income students to acquire additional credits and skills in math and ELA to meet A-G requirements and high school graduation requirements. This action is being provided in a LEA-wide basis as all students can benefit from increased opportunities to recover credits.                                                                                                                                                                                              | The effectiveness of this action will be measured by low income and foster youth students' progress on the High School Dropout Rate (Metric 3.4). |
| Goal 2, Action 29 | Due to their life circumstances that often do not allow them exposure to college experiences and requirements, our low-income students need increased support and information to meet college and higher education requirements. This was expressed by teachers and staff through a needs assessment and further supported by the low income student group score of 40.0% on the 2023 Dashboard College and Career Indicator, which is lower than our All Student group (44.8%).                                                                                                                                           | This action provides our low-income students and parents with increased college counseling services, programs, and events. These services help them meet A-G requirements for high school graduation and college and career preparedness. This action is being provided on a LEA-wide basis as all students and parents can benefit from college counseling services and supports.                                                                                                                                                    | The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).    |
| Goal 2, Action 30 | Low-income students face academic obstacles and challenging life circumstances that often result in decreased access to college and higher education and a need for improved college and career readiness experiences and skills. Our parents expressed a desire for increased college readiness experiences through a needs assessment. Further, our 2023 Dashboard data show that our low income students are performing at lower levels (40.0%) compared with the all student group (44.8%) on the College and Career indicator.                                                                                        | This action improves college and career readiness for low-income students through the AVID (Advancement Via Individual Determination) program. AVID students overcome obstacles and achieve success, graduating and attending college at higher rates. The program helps students think critically, collaborate, and set high expectations to confidently conquer challenges; this action is being implemented on a LEA-wide basis as all students can benefit from the increased college and career readiness support AVID provides. | The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).    |

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| Goal 2, Action 32 | Low-income students typically have diminished opportunities for higher education due to their life conditions and circumstances. These students often face financial constraints that limit their ability to afford college application fees, standardized test preparation, and other costs associated with higher education. This was expressed by teachers and staff through a needs assessment and further supported by the low income student group score of 40.0% on the 2023 Dashboard College and Career Indicator, which is lower than our All Student group (44.8%). Our low income students need financial support to overcome barriers to higher education, such as standardized test preparation and other related costs.           | The PSAT is a great primer for the SAT, which is needed for college admissions. This action allows students across the district in grades 8-11, regardless of socioeconomic status or life circumstances, to take the PSAT in preparation for college readiness and admissions tests. This action is being provided on a LEA-wide basis as all students can benefit from the opportunity to take the PSAT for college and career readiness.                                                          | The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8). |
| Goal 2, Action 34 | Low-income students typically have diminished opportunities for higher education due to their life conditions and circumstances. These students often face financial constraints that limit their ability to afford college application fees, standardized test preparation, and other costs associated with higher education. This was expressed by teachers and staff through a needs assessment and further supported by the low income student group score of 40.0% on the 2023 Dashboard College and Career Indicator, which is lower than our All Student group (44.8%). Our low income students need financial support to overcome barriers to higher education, such as affording standardized test preparation and other related costs. | This action allows students across the district in grades 10-12, regardless of socioeconomic status or life circumstances, to take AP and IB assessments at no cost to potentially earn college credits. AP and IB students are more likely to graduate from college in four years, making college more affordable and attainable. This action is being provided on a LEA-wide basis as all students can benefit from participating in AP and IB testing for increased college and career readiness. | The effectiveness of this action will be measured by an improvement on the College and Career Indicator (Metric 2.8).                          |

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| Goal 2, Action 35 | <p>Low-income, foster youth, and English learner students typically have diminished opportunities for higher education due to their life conditions and circumstances. These students often face financial constraints that limit their ability to afford college application fees and other costs associated with higher education. Additionally, they may lack access to necessary resources such as technology, academic support, and extracurricular activities that enhance college readiness. This was expressed by teachers, staff, and parents through a needs assessment and further supported by scores on the 2023 Dashboard College and Career Indicator (low income: 40% prepared, foster youth - not displayed for privacy, and English learners: 32.4%) as compared to our all student group (44.8%). Our low income, foster youth, and English learner students need comprehensive academic support, additional guidance, and resources to overcome barriers to higher education and enhance college readiness.</p> | <p>This action increases access to academic information and supports needed for a successful educational experience in preparation for college and career. It provides additional counselors to meet the academic and guidance needs of unduplicated students above the base program; this action is being provided on a LEA-wide basis as all students can benefit from additional counselors.</p>                                                                                                                                                                      | <p>The effectiveness of this action will be measured by low income, foster youth, and EL students' progress on the Dashboard College and Career Indicator (Metric 2.8).</p> |
| Goal 3, Action 1  | <p>Low-income and foster youth students may lack viable alternatives for getting to school due to current living situations and/or long distances between home and school. Inconsistent attendance is observed among these students. Parents also expressed a need for transportation through a needs assessment. California Dashboard data (2023) show that low-income and foster youth, particularly foster youth, are scoring at high levels on the Chronic Absenteeism Indicator (22.1% and 31.5% respectively) as compared to all students (19.9%).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>This action provides transportation to and from school for low-income and foster youth students to prevent barriers to school attendance. It increases access to academic information and supports needed to deliver an effective education. Providing this increased service allows low-income and foster youth pupils, who might not otherwise get to school consistently, to improve attendance, which can positively influence their learning. This action is being implemented on a LEA-wide basis as all students can benefit from transportation services.</p> | <p>The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income and foster youth students (Metric 3.2).</p>       |

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| Goal 3, Action 2 | Foster youth and low-income pupils often experience adverse, stressful, or traumatic experiences that impact their ability to fully participate in and attend to instruction. These experiences can hinder their attendance and engagement in school as discussed by teachers and other staff through a needs assessment. California Dashboard data (2023) show that low-income and foster youth, particularly foster youth, are scoring at high levels on the Chronic Absenteeism Indicator (22.1% and 31.5% respectively) as compared to all students (19.9%). Our foster youth and low income students need targeted monitoring and support to address the adverse, stressful, or traumatic experiences that negatively impact their school attendance and engagement. | The Director of Student Services will administer, coordinate, and monitor extra services to proactively respond to the social, emotional, and engagement needs of foster youth and low-income students. This includes providing counseling, mental health support, and engagement activities designed to address the unique challenges these students face, thereby supporting their overall well-being and academic success. This action is being provided on a LEA-wide basis as all students can benefit from the array of supports provided by student services.                                                                                                                                          | The effectiveness of this action will be measured by foster youth and low income students' progress on the Dashboard Chronic Absenteeism Indicator (Metric 3.2).                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Goal 3, Action 3 | Educational partners have emphasized the importance of meaningful participation by parents and guardians representing low-income students, English learners, and foster youth in the LCAP development process. While all school sites have maintained representation on the LCAP District Advisory Committee, the district continues to prioritize the recruitment, participation, and engagement of parents representing unduplicated student groups to ensure that LCAP decisions reflect their unique experiences and needs.                                                                                                                                                                                                                                           | The LCAP District Advisory Committee serves as the required LCAP parent advisory committee and is composed of a majority of parents, including parents of low-income students, English learners, and foster youth. To support participation, meetings are held during lunchtime, lunch is provided, and translation services are available. Through the committee, parents have opportunities to review data, provide feedback, and participate in the development and annual review of the LCAP. This action supports the representation and ongoing engagement of parents of unduplicated pupils and is implemented on an LEA-wide basis because these student groups are enrolled throughout the district. | The effectiveness of this action will be measured by the percentage of LCAP District Advisory Committee members who represent low-income students, English learners, and foster youth, as well as attendance records demonstrating ongoing participation throughout the LCAP development process. Effectiveness will also be monitored through disaggregated CAASPP ELA and Mathematics achievement data for low-income students, English learners, and foster youth to assess progress toward improved academic outcomes for the student groups represented through the LCAP engagement process. |
| Goal 3, Action 6 | Our low-income pupils and their families/guardians often experience barriers that can limit communication with schools and contribute to inconsistent student attendance. Educational partners, particularly parents and teachers, have requested increased and improved communication tools to strengthen the home-school connection and support student engagement. The 2023 California Dashboard reported a chronic absenteeism rate of 22.1% for low-income students, compared to 19.9% for the All Student group, demonstrating a need for enhanced communication strategies that help families stay informed, connected, and engaged in supporting regular school attendance.                                                                                       | This action improves services for our low-income students through expanded communication tools and accessible platforms. These tools and platforms increase access to timely school/district news and information needed for improved student engagement and connections to school. This continued action has been expanded to improve and increase communication with our low-income pupils through accessible platforms that deliver important information to families immediately and in multiple languages. This action is being provided on a LEA-wide basis as all students/parents/guardians can benefit from increased home-school connection and communication.                                      | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income students (Metric 3.2).                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 3, Action 7  | Our low income student group has a 22.1% Chronic Absenteeism rate as compared to all students (19.9%). on the 2023 Dashboard. Low income students are often exposed to housing instability, food insecurity, and health issues as shared by our teachers and staff through a needs assessment. These experiences can affect their ability to attend and engage in school consistently, which is reflected in higher chronic absenteeism rates. Our low income students need targeted monitoring and support to address the key factors that contribute to their high Chronic Absenteeism rate and inconsistent school attendance and engagement.                                                                                   | This action allows for the services of a Coordinator of Data and Assessment who will conduct enhanced analysis of low-income student trends and needs in the area of engagement, including monitoring attendance and chronic absenteeism. The coordinator will identify both needs and strengths to determine appropriate interventions, ensuring that targeted support is provided to improve student engagement and attendance. This action is being provided on a district-wide basis as all students can benefit from increased monitoring of attendance and chronic absenteeism rates. By implementing this action across the district, we ensure that all students, regardless of their socioeconomic status, receive the necessary support to improve their school attendance and engagement. | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income students (Metric 3.2).                        |
| Goal 3, Action 8  | Our low-income students face a greater risk of dropping out of school and accessing post-secondary opportunities. Our teachers and staff provided this feedback through a needs assessment. Additionally, 2023 California Dashboard data show that our low-income students scored 40% on the College and Career Indicator as compared to all students at 44.8%. Our low income students need targeted interventions and support that reduce their risk of dropping out and enhance their access to post-secondary opportunities.                                                                                                                                                                                                   | The Coordinator of College Career Pathways staff assignment will provide direct guidance to low-income students and their families. This role includes offering professional development to staff, including school counselors, on how to support low-income students with school connectedness and engagement. The coordinator will assist in creating programs and initiatives that improve college and career readiness for low-income students, helping them navigate the challenges of preparing for higher education and careers. This action is being provided on a LEA-wide basis as all students can benefit from the guidance of College and Career Pathways staff support.                                                                                                                | The effectiveness of this action will be measured by an increase in the College and Career Indicator for low income students (Metric 2.8).                           |
| Goal 3, Action 11 | Foster youth, English learners, and low-income pupils often experience adverse or traumatic childhood experiences that impact their ability to attend, fully participate in and connect to school, feedback shared by teachers and staff through a needs assessment. Further, Chronic Absenteeism rates for all unduplicated pupils as compared to all students (19.9%) on the 2023 Dashboard further indicate a need to improve in this area (foster youth: 31.6%; ELs: 16.2%; low income: 22.1%). Our foster youth, English learners, and low income students need trauma-informed support and interventions that address the adverse childhood experiences impacting their attendance, participation, and connection to school. | This action provides targeted staff development, such as Capturing Kids' Hearts training, PBIS, RTI, school-based programs, services, and tools that promote a safe school environment above the base program to meet the needs of unduplicated pupils. These measures are principally directed towards and effective in meeting goals for unduplicated students. This action is being provided on a LEA-wide basis as all students can benefit from increased programs and services to ensure all students feel connected and engaged with school.                                                                                                                                                                                                                                                  | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth, ELs, and low income students (Metric 3.2). |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 3, Action 13 | Foster youth and low income students often experience adverse or traumatic childhood experiences that impact their ability to attend, fully participate in and connect to school, feedback shared by teachers and staff through a needs assessment. Further, Chronic Absenteeism rates for these unduplicated pupils as compared to all students (19.9%) on the 2023 Dashboard indicate a need to improve in this area (foster youth: 31.6% and low income: 22.1%). Our foster youth and low income students need trauma-informed support and interventions that address the adverse childhood experiences affecting their attendance, participation, and connection to school.           | This action provides for increased school-based services, programs, events, and resources that promote social and emotional learning and mental health, such as mental health clubs and mental wellness events. These measures are principally directed towards and effective in meeting goals for foster youth and low-income students. This action is being provided on a LEA-wide basis as all students can benefit from services, events, and resources that promote a safe school environment in which all students feel connected. | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth and low income students (Metric 3.2). |
| Goal 3, Action 16 | Due to challenging circumstances and conditions experienced by low-income students' and their families, parent educational opportunities, which discuss the importance of regular school attendance, participation, and engagement, are often not possible. Our staff and parents shared these sentiments through needs assessments. Relatedly, our low income student group has a 22.1% Chronic Absenteeism rate as compared to all students (19.9%) on the 2023 Dashboard. Our low income students need increased access to parent educational opportunities that emphasize the importance of regular school attendance and participation, addressing the barriers their families face. | This action provides targeted parent and guardian workshops regarding academic information and supports needed for effective education, which are principally directed toward low income students. This action is being provided on a LEA-wide basis as all parents can benefit from increased parent involvement opportunities.                                                                                                                                                                                                         | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low income students (Metric 3.2).                  |
| Goal 3, Action 18 | Our low income students often experience adverse or traumatic childhood experiences that impact their ability to fully participate in and benefit from instruction without proper support and guidance. Our teachers and staff have provided this feedback through needs assessments. As a likely consequence, our low income student group has a 22.1% Chronic Absenteeism rate as compared to all students (19.9%) on the 2023 Dashboard. Our low income students need support and guidance to help them fully participate in and benefit from instruction.                                                                                                                             | This action provides targeted supports and a nurturing environment for low income pupils. A trained social worker assists low-income students with handling situations that impact school behavior and their ability to participate in school positively. This action is being provided on a LEA-wide basis as all students can benefit from the support of a social worker.                                                                                                                                                             | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income students (Metric 3.2).                  |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                 |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 3, Action 20 | Foster youth may experience traumatic and/or challenging circumstances that result in high rates of mobility, inconsistent attendance, and a risk of credit deficiencies, feedback provided by our staff and guardians through needs assessments. Moreover, our foster youth Chronic Absenteeism Indicator on the 2023 Dashboard is considerable higher than the All Student group (31.6% and 19.9% respectively). Our foster youth need stability-focused interventions and support that address the high mobility, inconsistent attendance, and risk of credit deficiencies they face.                              | This action improves instructional opportunities and additional classes beyond the base program. It increases the opportunities to attain and make up required high school credits for foster youth. This action is being implemented on a LEA-wide basis as all students can benefit from increased opportunities to make up high school credits.                                                                                                 | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth students (Metric 3.2). |
| Goal 3, Action 21 | Foster youth may experience traumatic and/or challenging circumstances that result in high rates of mobility, inconsistent attendance, and difficulty fully participating in instruction, feedback provided by our staff and guardians through needs assessments. Moreover, our foster youth Chronic Absenteeism Indicator on the 2023 Dashboard is considerable higher than the All Student group (31.6% and 19.9% respectively). Our foster youth need targeted support and increased counseling that addresses the high mobility, inconsistent attendance, and difficulties in fully participating in instruction. | This action provides increased counseling services for targeted students by a mental health assessment team. The mental health assessment team is trained and able to assist foster youth with handling situations that impact school behavior and their ability to participate in school positively. This action is being offered on a LEA-wide basis as all students can benefit from the support of a mental health assessment team, if needed. | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth students (Metric 3.2). |

### 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 #(s)                                   | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How the Action(s) are Designed to Address Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Metric(s) to Monitor Effectiveness                                                                                                              |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1: Action 6 and Goal 2: Actions 11, 12, 16 and 19 | Our educational partners across the district provided feedback indicating a need to provide additional supports and curriculum to help our English learners of all grade and language levels. Further, our English learners are performing at considerably lower levels compared with our ALL Student group on the ELA Indicator of the 2023 Dashboard (-46.5 pts and -16.1 pts respectively).                                                                                                                                                                                                                                                                                                                                                            | These actions allow for expanded, supplemental, and differentiated curriculum for ELs, as well as staff to monitor and support ELs and their specialized needs.                                                                                                                                                                                                                                                                                                                                                    | EL students' progress on the Dashboard CAASPP ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1).              |
| Goal 3: Actions 4 and 5                                | Foster youth students often experience adverse or traumatic childhood experiences that impact their ability to attend, fully participate in and connect to school, feedback shared by teachers and staff through a needs assessment. Further, the 2023 Dashboard Chronic Absenteeism Indicator for foster youth at 31.6% shows a need to improve in this area as it is much higher than all students.                                                                                                                                                                                                                                                                                                                                                     | These actions address foster youth's identified needs through communication with guardians and outside providers who support foster youth to determine best practices. These actions also provide support staff and resources specific to the needs of foster youth, such as a social worker and tutors to provide socio-emotional and academic supports.                                                                                                                                                          | The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth students (Metric 3.2). |
| Goal 3: Actions 9 and 10                               | English learners, who represent a variety of cultures and languages, have specialized language and communication needs beyond the base requirements of Education Code Section 48985 in order to fully access information and engage with their schools. Educational partner feedback has consistently emphasized the importance of translated communications and interpretation services to support meaningful family engagement. The 2023 English Learner Progress Indicator showed that 51.7% of English learners were making progress toward English language proficiency, indicating a need for continued efforts to strengthen school-home communication and family partnerships that support English language development and academic achievement. | This action provides translation, interpretation, and multilingual communication supports to increase access to information and strengthen engagement for families of English learners. By improving home-school communication and family participation, the district supports English language development and academic achievement. This action is implemented on an LEA-wide basis because English learners are enrolled throughout the district and benefit from increased access to information and services. | The effectiveness of this action will be measured by English learners' progress on the English Learner Progress Indicator (Metric 2.2).         |

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

N/A

**Additional Concentration Grant Funding**

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

The additional concentration grant add-on funding of \$3,832,845 will be used to retain staff providing direct services to students at our elementary schools and high schools that have a high concentration of foster youth, English learners, and low-income students. This additional amount is reflected in goal two, actions one and two. Action one is regarding personalized learning for transitional kindergarten students. Students will benefit from increased assistance and academic intervention from staff as a result of our full day program at all sites and reduced class sizes below the required 10:1 ratio as needed. Action two consists of enhancement of CTE. Students will benefit from increased staffing for CTE programming.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent           |
|--------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------|
| Staff-to-student ratio of classified staff providing direct services to students     | N/A                                                        | Elementary Schools - 1:32<br>Middle Schools - 1:33<br>High Schools - 1:31 |
| Staff-to-student ratio of certificated staff providing direct services to students   | N/A                                                        | Elementary Schools - 1:24<br>Middle Schools - 1:24<br>High Schools - 1:23 |

# Action Tables

## 2026-2027 Total Planned Expenditures Table

| LCAP Year (Input) | 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 %) |
|-------------------|----------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 2026-2027         | \$90,893,910.00                                    | \$31,574,828.00                                                                  | 34.74%                                                                                              | 0.00%                                                          | 34.74%                                                                                        |

| Totals: | LCFF Funds       | Other State Funds | Local Funds | Federal Funds  | Total Funds      | Total Personnel  | Total Non-personnel |
|---------|------------------|-------------------|-------------|----------------|------------------|------------------|---------------------|
| Totals: | \$118,026,802.00 | \$10,235,000.00   | \$0.00      | \$2,116,313.00 | \$130,378,115.00 | \$103,360,814.00 | \$27,017,301.00     |

| 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        | Conditions for Student Learning at School Sites                                                                                   | All                  | No                                              |          |                               |             | Ongoing   | \$1,581,287     | \$46,043            | \$1,627,330  | \$0               | \$0         | \$0           | \$1,627,330  | 0.00%                                   |
| 1      | 2        | General Staffing                                                                                                                  | All                  | No                                              |          |                               |             | Ongoing   | \$77,204,571    | \$0                 | \$77,204,571 | \$0               | \$0         | \$0           | \$77,204,571 | 0.00%                                   |
| 1      | 3        | Facilities and Maintenance                                                                                                        | All                  | No                                              |          |                               |             | Ongoing   | \$4,764,354     | \$2,609,106         | \$7,373,460  | \$0               | \$0         | \$0           | \$7,373,460  | 0.00%                                   |
| 1      | 4        | Core Curricular Materials                                                                                                         | All                  | No                                              |          |                               |             | Ongoing   | \$0             | \$634,024           | \$0          | \$634,024         | \$0         | \$0           | \$634,024    | 0.00%                                   |
| 1      | 5        | Supplemental Instructional Materials                                                                                              | All                  | No                                              |          |                               |             | Ongoing   | \$0             | \$30,146            | \$0          | \$0               | \$0         | \$30,146      | \$30,146     | 0.00%                                   |
| 1      | 6        | Provide English Learners (EL) with Supplemental Curriculum and Instruction                                                        | English learner (EL) | Yes                                             | Limited  | English learner (EL)          | All Schools | Ongoing   | \$0             | \$62,000            | \$62,000     | \$0               | \$0         | \$0           | \$62,000     | 0.00%                                   |
| 1      | 7        | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts | Low Income           | Yes                                             | LEA-wide | Low Income                    | All Schools | Ongoing   | \$0             | \$150,000           | \$150,000    | \$0               | \$0         | \$0           | \$150,000    | 0.00%                                   |
| 1      | 8        | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics                   | Low Income           | Yes                                             | LEA-wide | Low Income                    | All Schools | Ongoing   | \$0             | \$300,000           | \$300,000    | \$0               | \$0         | \$0           | \$300,000    | 0.00%                                   |

|   |    |                                                                                                     |            |     |            |            |                                                                                              |         |             |             |             |     |     |     |             |       |
|---|----|-----------------------------------------------------------------------------------------------------|------------|-----|------------|------------|----------------------------------------------------------------------------------------------|---------|-------------|-------------|-------------|-----|-----|-----|-------------|-------|
| 1 | 9  | Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students            | Low Income | Yes | LEA-wide   | Low Income | All Schools                                                                                  | Ongoing | \$235,544   | \$412,321   | \$647,865   | \$0 | \$0 | \$0 | \$647,865   | 0.00% |
| 1 | 10 | Provide Robust AP and AP Capstone Program Offerings for Low Income Students                         | Low Income | Yes | Schoolwide | Low Income | Specific Schools, West Covina High School                                                    | Ongoing | \$3,717     | \$12,283    | \$16,000    | \$0 | \$0 | \$0 | \$16,000    | 0.00% |
| 1 | 11 | Expand IB Continuum Academic Support                                                                | Low Income | Yes | LEA-wide   | Low Income | Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School | Ongoing | \$1,776,439 | \$0         | \$1,776,439 | \$0 | \$0 | \$0 | \$1,776,439 | 0.00% |
| 1 | 12 | Increase IB Programme Continuum Participation                                                       | Low Income | Yes | LEA-wide   | Low Income | Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School | Ongoing | \$0         | \$104,237   | \$104,237   | \$0 | \$0 | \$0 | \$104,237   | 0.00% |
| 1 | 13 | Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development | Low Income | Yes | Schoolwide | Low Income | Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School | Ongoing | \$0         | \$40,000    | \$40,000    | \$0 | \$0 | \$0 | \$40,000    | 0.00% |
| 1 | 14 | Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)      | Low Income | Yes | LEA-wide   | Low Income | All Schools                                                                                  | Ongoing | \$866,364   | \$37,126    | \$903,490   | \$0 | \$0 | \$0 | \$903,490   | 0.00% |
| 1 | 15 | Provide Improved Access to Technology Support                                                       | Low Income | Yes | LEA-wide   | Low Income | All Schools                                                                                  | Ongoing | \$0         | \$2,295,889 | \$2,295,889 | \$0 | \$0 | \$0 | \$2,295,889 | 0.00% |

|   |    |                                                                                 |                                    |     |          |                                    |                                   |         |             |             |             |           |     |           |             |       |
|---|----|---------------------------------------------------------------------------------|------------------------------------|-----|----------|------------------------------------|-----------------------------------|---------|-------------|-------------|-------------|-----------|-----|-----------|-------------|-------|
| 1 | 16 | Access to Improved Instruction and Intervention through Technology Maintenance  | Low Income                         | Yes | LEA-wide | Low Income                         | All Schools                       | Ongoing | \$0         | \$4,300,000 | \$4,300,000 | \$0       | \$0 | \$0       | \$4,300,000 | 0.00% |
| 1 | 17 | California Teacher Induction Program                                            | All                                | No  |          |                                    |                                   | Ongoing | \$89,829    | \$797,871   | \$0         | \$887,700 | \$0 | \$0       | \$887,700   | 0.00% |
| 2 | 1  | Provide Personalized Learning to Strengthen Student Achievement                 | Low Income                         | Yes | LEA-wide | Low Income                         | Specific Grade Spans, TK          | Ongoing | \$1,938,612 | \$0         | \$1,938,612 | \$0       | \$0 | \$0       | \$1,938,612 | 0.00% |
| 2 | 2  | Enhancement of Career and Technical Education                                   | Low Income                         | Yes | LEA-wide | Low Income                         | Specific Grade Spans, High School | Ongoing | \$2,560,820 | \$0         | \$2,560,820 | \$0       | \$0 | \$0       | \$2,560,820 | 0.00% |
| 2 | 3  | District-Wide Supplemental Academic Support and Intervention                    | Low Income                         | Yes | LEA-wide | Low Income                         | All Schools                       | Ongoing | \$492,829   | \$0         | \$492,829   | \$0       | \$0 | \$0       | \$492,829   | 0.00% |
| 2 | 4  | Elementary School Academic and Instructional Support                            | English learner (EL), Foster Youth | Yes | LEA-wide | Foster Youth, English learner (EL) | Specific Grade Spans, Elementary  | Ongoing | \$1,388,577 | \$0         | \$1,388,577 | \$0       | \$0 | \$0       | \$1,388,577 | 0.00% |
| 2 | 5  | Provide Needed Intervention for Students Reading Below Grade Level              | Low Income                         | Yes | LEA-wide | Low Income                         | Specific Grade Spans, Elementary  | Ongoing | \$568,389   | \$0         | \$568,389   | \$0       | \$0 | \$0       | \$568,389   | 0.00% |
| 2 | 6  | Data for Continuous Improvement                                                 | Low Income                         | Yes | LEA-wide | Low Income                         | All Schools                       | Ongoing | \$119,586   | \$0         | \$119,586   | \$0       | \$0 | \$0       | \$119,586   | 0.00% |
| 2 | 7  | Monitor Student Progress and Achievement for Improved Academic Outcomes         | English learner (EL), Foster Youth | Yes | LEA-wide | English learner (EL), Foster Youth | All Schools                       | Ongoing | \$0         | \$200,000   | \$200,000   | \$0       | \$0 | \$0       | \$200,000   | 0.00% |
| 2 | 8  | Professional Development Across Content Areas                                   | All                                | No  |          |                                    |                                   | Ongoing | \$355,648   | \$0         | \$0         | \$0       | \$0 | \$355,648 | \$355,648   | 0.00% |
| 2 | 9  | Summer Expanded Learning Opportunities                                          | All                                | No  |          |                                    |                                   | Summer  | \$577,785   | \$217,936   | \$0         | \$795,721 | \$0 | \$0       | \$795,721   | 0.00% |
| 2 | 10 | Provide Academic Assessment and Intervention Resources in English Language Arts | Low Income                         | Yes | LEA-wide | Low Income                         | Specific Grade Spans, Elementary  | Ongoing | \$0         | \$33,870    | \$33,870    | \$0       | \$0 | \$0       | \$33,870    | 0.00% |
| 2 | 11 | Provide Highly Qualified Paraprofessionals                                      | English learner (EL)               | Yes | Limited  | English learner (EL)               | All Schools                       | Ongoing | \$260,812   | \$0         | \$260,812   | \$0       | \$0 | \$0       | \$260,812   | 0.00% |
| 2 | 12 | Supplemental ELD Materials and Services for Newcomer ELs                        | English learner (EL)               | Yes | Limited  | English learner (EL)               | All Schools                       | Ongoing | \$0         | \$35,000    | \$35,000    | \$0       | \$0 | \$0       | \$35,000    | 0.00% |

|   |    |                                                                                                                                                |                                                                           |     |          |                                                |             |         |             |             |             |           |     |             |             |       |
|---|----|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----|----------|------------------------------------------------|-------------|---------|-------------|-------------|-------------|-----------|-----|-------------|-------------|-------|
| 2 | 13 | Student Achievement in English Language Arts and Math                                                                                          | All                                                                       | No  |          |                                                |             | Ongoing | \$215,000   | \$1,005,250 | \$0         | \$0       | \$0 | \$1,220,250 | \$1,220,250 | 0.00% |
| 2 | 14 | Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELS, Foster Youth, and Low Income Students for Improved Student Achievement | Long-term English learner, Low Income, English learner (EL), Foster Youth | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | Ongoing | \$1,605,053 | \$2,275,052 | \$3,254,953 | \$625,152 | \$0 | \$0         | \$3,880,105 | 0.00% |
| 2 | 15 | Student Intervention and Assessment Resources for ELA & Literacy and Math                                                                      | All                                                                       | No  |          |                                                |             | Ongoing | \$0         | \$209,228   | \$0         | \$0       | \$0 | \$209,228   | \$209,228   | 0.00% |
| 2 | 16 | English Learner Coordinator                                                                                                                    | English learner (EL), Long-term English learner                           | Yes | Limited  | English learner (EL)                           | All Schools | Ongoing | \$66,118    | \$0         | \$66,118    | \$0       | \$0 | \$0         | \$66,118    | 0.00% |
| 2 | 17 | Designated ELD for Middle and High School                                                                                                      | English learner (EL), Long-term English learner                           | No  |          |                                                |             | Ongoing | \$0         | \$8,586     | \$0         | \$0       | \$0 | \$8,586     | \$8,586     | 0.00% |
| 2 | 18 | Enhance Science, History-Social Science, and Other Core Content Instruction                                                                    | Low Income                                                                | Yes | LEA-wide | Low Income                                     | All Schools | Ongoing | \$0         | \$500,000   | \$500,000   | \$0       | \$0 | \$0         | \$500,000   | 0.00% |
| 2 | 19 | Provide ELs and L-TELS Increased Differentiated Language Support                                                                               | English learner (EL), Long-term English learner                           | Yes | Limited  | English learner (EL)                           | All Schools | Ongoing | \$0         | \$20,000    | \$20,000    | \$0       | \$0 | \$0         | \$20,000    | 0.00% |
| 2 | 20 | Supplemental Software for English Language Acquisition                                                                                         | English learner (EL)                                                      | No  |          |                                                |             | Ongoing | \$0         | \$25,929    | \$0         | \$0       | \$0 | \$25,929    | \$25,929    | 0.00% |

|   |    |                                                                                                     |                      |     |          |                      |                                                                                                 |           |             |           |             |     |     |     |             |       |
|---|----|-----------------------------------------------------------------------------------------------------|----------------------|-----|----------|----------------------|-------------------------------------------------------------------------------------------------|-----------|-------------|-----------|-------------|-----|-----|-----|-------------|-------|
| 2 | 21 | Provide Additional Dual Language Immersion Teachers to Support EL Achievement                       | English learner (EL) | Yes | LEA-wide | English learner (EL) | Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle, Edgewood High | Ongoing   | \$2,847,408 | \$0       | \$2,847,408 | \$0 | \$0 | \$0 | \$2,847,408 | 0.00% |
| 2 | 22 | Strengthen Dual Immersion Instructional Program                                                     | English learner (EL) | Yes | LEA-wide | English learner (EL) | Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle, Edgewood High | Ongoing   | \$20,000    | \$0       | \$20,000    | \$0 | \$0 | \$0 | \$20,000    | 0.00% |
| 2 | 23 | Provide English Learners with Instructional Resources for Dual Language Development and Achievement | English learner (EL) | Yes | LEA-wide | English learner (EL) | Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle, Edgewood High | Ongoing   | \$0         | \$30,000  | \$30,000    | \$0 | \$0 | \$0 | \$30,000    | 0.00% |
| 2 | 24 | District Technology Committee                                                                       | All                  | No  |          |                      |                                                                                                 | Quarterly | \$0         | \$2,000   | \$2,000     | \$0 | \$0 | \$0 | \$2,000     | 0.00% |
| 2 | 25 | Provide Increased Technology Support                                                                | Low Income           | Yes | LEA-wide | Low Income           | All Schools                                                                                     | Ongoing   | \$23,601    | \$0       | \$23,601    | \$0 | \$0 | \$0 | \$23,601    | 0.00% |
| 2 | 26 | Technology Professional Development and Tools                                                       | Low Income           | Yes | LEA-wide | Low Income           | All Schools                                                                                     | Ongoing   | \$211,116   | \$386,256 | \$597,372   | \$0 | \$0 | \$0 | \$597,372   | 0.00% |
| 2 | 27 | Enhanced Services for Student College and Career Readiness                                          | Low Income           | Yes | LEA-wide | Low Income           | Specific Grade Spans, High School                                                               | Ongoing   | \$116,431   | \$0       | \$116,431   | \$0 | \$0 | \$0 | \$116,431   | 0.00% |

|   |    |                                                                                                             |                                                |     |          |                                                |                                              |           |             |           |             |           |     |           |             |       |
|---|----|-------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----|----------|------------------------------------------------|----------------------------------------------|-----------|-------------|-----------|-------------|-----------|-----|-----------|-------------|-------|
| 2 | 28 | Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses | Low Income, Foster Youth                       | Yes | LEA-wide | Low Income, Foster Youth                       | Specific Grade Spans, High School            | Summer    | \$0         | \$10,000  | \$10,000    | \$0       | \$0 | \$0       | \$10,000    | 0.00% |
| 2 | 29 | Provide Low Income Students with Supports to Understand and Meet A-G Requirements                           | Low Income                                     | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, High School            | Ongoing   | \$0         | \$56,715  | \$56,715    | \$0       | \$0 | \$0       | \$56,715    | 0.00% |
| 2 | 30 | Provide the AVID program                                                                                    | Low Income                                     | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, Middle and High School | Ongoing   | \$0         | \$100,000 | \$100,000   | \$0       | \$0 | \$0       | \$100,000   | 0.00% |
| 2 | 31 | Career Pathways                                                                                             | All                                            | No  |          |                                                |                                              | Ongoing   | \$35,000    | \$468,506 | \$0         | \$503,506 | \$0 | \$0       | \$503,506   | 0.00% |
| 2 | 32 | Provide PSAT-Taking Opportunity for College Readiness                                                       | Low Income                                     | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, Middle and High School | Fall      | \$0         | \$12,519  | \$12,519    | \$0       | \$0 | \$0       | \$12,519    | 0.00% |
| 2 | 33 | College Advisement Partnership                                                                              | All                                            | No  |          |                                                |                                              | Ongoing   | \$0         | \$113,430 | \$0         | \$0       | \$0 | \$113,430 | \$113,430   | 0.00% |
| 2 | 34 | Provide AP and IB Assessment Opportunities for College Readiness                                            | Low Income                                     | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, High School            | Fall      | \$0         | \$202,402 | \$202,402   | \$0       | \$0 | \$0       | \$202,402   | 0.00% |
| 2 | 35 | Academic Counseling                                                                                         | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | Specific Grade Spans, Middle and High School | Ongoing   | \$654,356   | \$37,000  | \$691,356   | \$0       | \$0 | \$0       | \$691,356   | 0.00% |
| 3 | 1  | Transportation                                                                                              | Foster Youth, Low Income                       | Yes | LEA-wide | Foster Youth, Low Income                       | All Schools                                  | Ongoing   | \$1,014,772 | \$588,350 | \$1,603,122 | \$0       | \$0 | \$0       | \$1,603,122 | 0.00% |
| 3 | 2  | Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs | Foster Youth, Low Income, Homeless             | Yes | LEA-wide | Low Income, Foster Youth                       | All Schools                                  | Ongoing   | \$208,833   | \$30,000  | \$238,833   | \$0       | \$0 | \$0       | \$238,833   | 0.00% |
| 3 | 3  | Local Control Accountability Plan (LCAP) District Advisory Committee                                        | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools                                  | Quarterly | \$0         | \$1,211   | \$1,211     | \$0       | \$0 | \$0       | \$1,211     | 0.00% |

|   |    |                                                                                                        |                                                |     |          |                                                |                                   |           |           |             |           |             |     |           |             |       |
|---|----|--------------------------------------------------------------------------------------------------------|------------------------------------------------|-----|----------|------------------------------------------------|-----------------------------------|-----------|-----------|-------------|-----------|-------------|-----|-----------|-------------|-------|
| 3 | 4  | Foster Youth Committee                                                                                 | Foster Youth                                   | Yes | Limited  | Foster Youth                                   | All Schools                       | Quarterly | \$0       | \$200       | \$200     | \$0         | \$0 | \$0       | \$200       | 0.00% |
| 3 | 5  | Family Resource Center                                                                                 | Foster Youth                                   | Yes | Limited  | Foster Youth                                   | All Schools                       | Ongoing   | \$256,645 | \$161,511   | \$418,156 | \$0         | \$0 | \$0       | \$418,156   | 0.00% |
| 3 | 6  | Provide Enhanced Communications to Improve Home-School Connections                                     | Low Income                                     | Yes | LEA-wide | Low Income                                     | All Schools                       | Ongoing   | \$0       | \$263,667   | \$263,667 | \$0         | \$0 | \$0       | \$263,667   | 0.00% |
| 3 | 7  | Increase Monitoring and Data Analysis of Student Engagement                                            | Low Income                                     | Yes | LEA-wide | Low Income                                     | All Schools                       | Ongoing   | \$119,586 | \$0         | \$119,586 | \$0         | \$0 | \$0       | \$119,586   | 0.00% |
| 3 | 8  | Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities | Low Income                                     | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, High School | Ongoing   | \$116,431 | \$0         | \$116,431 | \$0         | \$0 | \$0       | \$116,431   | 0.00% |
| 3 | 9  | English Learner Parent Advisory Committee/DELAC                                                        | English learner (EL)                           | Yes | Limited  | English learner (EL)                           | All Schools                       | Ongoing   | \$0       | \$1,000     | \$1,000   | \$0         | \$0 | \$0       | \$1,000     | 0.00% |
| 3 | 10 | Interpretation                                                                                         | English learner (EL)                           | Yes | Limited  | English learner (EL)                           | All Schools                       | Ongoing   | \$101,036 | \$79,093    | \$180,129 | \$0         | \$0 | \$0       | \$180,129   | 0.00% |
| 3 | 11 | Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement       | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools                       | Ongoing   | \$365,430 | \$154,570   | \$520,000 | \$0         | \$0 | \$0       | \$520,000   | 0.00% |
| 3 | 12 | Community Organization Partnerships                                                                    | All                                            | No  |          |                                                |                                   | Ongoing   | \$0       | \$18,413    | \$18,413  | \$0         | \$0 | \$0       | \$18,413    | 0.00% |
| 3 | 13 | Provide Programs and Services to Promote Students' Mental Health and Well-being                        | Low Income, Foster Youth                       | Yes | LEA-wide | Low Income, Foster Youth                       | All Schools                       | Ongoing   | \$388,400 | \$400,000   | \$788,400 | \$0         | \$0 | \$0       | \$788,400   | 0.00% |
| 3 | 14 | Parent Involvement                                                                                     | All                                            | No  |          |                                                |                                   | Ongoing   | \$0       | \$23,544    | \$0       | \$0         | \$0 | \$23,544  | \$23,544    | 0.00% |
| 3 | 15 | Safe Technology Use                                                                                    | All                                            | No  |          |                                                |                                   | Ongoing   | \$0       | \$129,552   | \$0       | \$0         | \$0 | \$129,552 | \$129,552   | 0.00% |
| 3 | 16 | Increase Student and Parent Engagement through Parent University Workshops                             | Low Income                                     | Yes | LEA-wide | Low Income                                     | All Schools                       | Ongoing   | \$0       | \$40,000    | \$40,000  | \$0         | \$0 | \$0       | \$40,000    | 0.00% |
| 3 | 17 | Safety and Training                                                                                    | All                                            | No  |          |                                                |                                   | Ongoing   | \$0       | \$226,000   | \$226,000 | \$0         | \$0 | \$0       | \$226,000   | 0.00% |
| 3 | 18 | Provide a Clinical Social Worker to Provide Mental Health Services                                     | Low Income                                     | Yes | LEA-wide | Low Income                                     | All Schools                       | Ongoing   | \$0       | \$227,118   | \$227,118 | \$0         | \$0 | \$0       | \$227,118   | 0.00% |
| 3 | 19 | Enrichment Opportunities                                                                               | All                                            | No  |          |                                                |                                   | Ongoing   | \$0       | \$6,650,555 | \$0       | \$6,650,555 | \$0 | \$0       | \$6,650,555 | 0.00% |
| 3 | 20 | Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements   | Foster Youth                                   | Yes | LEA-wide | Foster Youth                                   | All Schools                       | Ongoing   | \$196,550 | \$103,450   | \$300,000 | \$0         | \$0 | \$0       | \$300,000   | 0.00% |

|   |    |                                                                                       |                          |     |          |                          |             |         |          |           |          |           |     |     |           |       |
|---|----|---------------------------------------------------------------------------------------|--------------------------|-----|----------|--------------------------|-------------|---------|----------|-----------|----------|-----------|-----|-----|-----------|-------|
| 3 | 21 | Provide Social and Emotional Support for Students to Positively Participate in School | Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, Low Income | All Schools | Ongoing | \$13,885 | \$0       | \$13,885 | \$0       | \$0 | \$0 | \$13,885  | 0.00% |
| 4 | 1  | Nurture a Caring Community to Improve Student Outcomes                                | All                      | No  |          |                          |             | Ongoing | \$0      | \$138,342 | \$0      | \$138,342 | \$0 | \$0 | \$138,342 | 0.00% |

# 2026-2027 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 |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------|------------------|
| \$90,893,910.00              | \$31,574,828.00                                            | 34.74%                                                                                              | 0.00% - No Carryover                                     | 34.74%                                                                                        | \$31,575,028.00                                        | 0.00%                                               | 34.74%                                                                                                 | Total:            | \$31,575,028.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                        |                                                     |                                                                                                        | LEA-wide Total:   | \$30,475,613.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                        |                                                     |                                                                                                        | Limited Total:    | \$1,043,415.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                        |                                                     |                                                                                                        | Schoolwide Total: | \$56,000.00      |

| 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      | 6        | Provide English Learners (EL) with Supplemental Curriculum and Instruction                                                        | Yes                                             | Limited  | English learner (EL)          | All Schools | \$62,000.00                                               | 0.00%                                       |
| 1      | 7        | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts | Yes                                             | LEA-wide | Low Income                    | All Schools | \$150,000.00                                              | 0.00%                                       |

|   |    |                                                                                                                 |     |            |            |                                                                                              |                |       |
|---|----|-----------------------------------------------------------------------------------------------------------------|-----|------------|------------|----------------------------------------------------------------------------------------------|----------------|-------|
| 1 | 8  | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics | Yes | LEA-wide   | Low Income | All Schools                                                                                  | \$300,000.00   | 0.00% |
| 1 | 9  | Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students                        | Yes | LEA-wide   | Low Income | All Schools                                                                                  | \$647,865.00   | 0.00% |
| 1 | 10 | Provide Robust AP and AP Capstone Program Offerings for Low Income Students                                     | Yes | Schoolwide | Low Income | Specific Schools, West Covina High School                                                    | \$16,000.00    | 0.00% |
| 1 | 11 | Expand IB Continuum Academic Support                                                                            | Yes | LEA-wide   | Low Income | Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School | \$1,776,439.00 | 0.00% |
| 1 | 12 | Increase IB Programme Continuum Participation                                                                   | Yes | LEA-wide   | Low Income | Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School | \$104,237.00   | 0.00% |
| 1 | 13 | Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development             | Yes | Schoolwide | Low Income | Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School | \$40,000.00    | 0.00% |
| 1 | 14 | Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)                  | Yes | LEA-wide   | Low Income | All Schools                                                                                  | \$903,490.00   | 0.00% |
| 1 | 15 | Provide Improved Access to Technology Support                                                                   | Yes | LEA-wide   | Low Income | All Schools                                                                                  | \$2,295,889.00 | 0.00% |

|   |    |                                                                                 |     |          |                                    |                                   |                |       |
|---|----|---------------------------------------------------------------------------------|-----|----------|------------------------------------|-----------------------------------|----------------|-------|
| 1 | 16 | Access to Improved Instruction and Intervention through Technology Maintenance  | Yes | LEA-wide | Low Income                         | All Schools                       | \$4,300,000.00 | 0.00% |
| 2 | 1  | Provide Personalized Learning to Strengthen Student Achievement                 | Yes | LEA-wide | Low Income                         | Specific Grade Spans, TK          | \$1,938,612.00 | 0.00% |
| 2 | 2  | Enhancement of Career and Technical Education                                   | Yes | LEA-wide | Low Income                         | Specific Grade Spans, High School | \$2,560,820.00 | 0.00% |
| 2 | 3  | District-Wide Supplemental Academic Support and Intervention                    | Yes | LEA-wide | Low Income                         | All Schools                       | \$492,829.00   | 0.00% |
| 2 | 4  | Elementary School Academic and Instructional Support                            | Yes | LEA-wide | Foster Youth, English learner (EL) | Specific Grade Spans, Elementary  | \$1,388,577.00 | 0.00% |
| 2 | 5  | Provide Needed Intervention for Students Reading Below Grade Level              | Yes | LEA-wide | Low Income                         | Specific Grade Spans, Elementary  | \$568,389.00   | 0.00% |
| 2 | 6  | Data for Continuous Improvement                                                 | Yes | LEA-wide | Low Income                         | All Schools                       | \$119,586.00   | 0.00% |
| 2 | 7  | Monitor Student Progress and Achievement for Improved Academic Outcomes         | Yes | LEA-wide | English learner (EL), Foster Youth | All Schools                       | \$200,000.00   | 0.00% |
| 2 | 10 | Provide Academic Assessment and Intervention Resources in English Language Arts | Yes | LEA-wide | Low Income                         | Specific Grade Spans, Elementary  | \$33,870.00    | 0.00% |
| 2 | 11 | Provide Highly Qualified Paraprofessionals                                      | Yes | Limited  | English learner (EL)               | All Schools                       | \$260,812.00   | 0.00% |
| 2 | 12 | Supplemental ELD Materials and Services for Newcomer ELs                        | Yes | Limited  | English learner (EL)               | All Schools                       | \$35,000.00    | 0.00% |

|   |    |                                                                                                                                                |     |          |                                                |                                                                                                 |                |       |
|---|----|------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------|------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------|-------|
| 2 | 14 | Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELS, Foster Youth, and Low Income Students for Improved Student Achievement | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools                                                                                     | \$3,254,953.00 | 0.00% |
| 2 | 16 | English Learner Coordinator                                                                                                                    | Yes | Limited  | English learner (EL)                           | All Schools                                                                                     | \$66,118.00    | 0.00% |
| 2 | 18 | Enhance Science, History-Social Science, and Other Core Content Instruction                                                                    | Yes | LEA-wide | Low Income                                     | All Schools                                                                                     | \$500,000.00   | 0.00% |
| 2 | 19 | Provide ELs and L-TELS Increased Differentiated Language Support                                                                               | Yes | Limited  | English learner (EL)                           | All Schools                                                                                     | \$20,000.00    | 0.00% |
| 2 | 21 | Provide Additional Dual Language Immersion Teachers to Support EL Achievement                                                                  | Yes | LEA-wide | English learner (EL)                           | Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle, Edgewood High | \$2,847,408.00 | 0.00% |
| 2 | 22 | Strengthen Dual Immersion Instructional Program                                                                                                | Yes | LEA-wide | English learner (EL)                           | Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle, Edgewood High | \$20,000.00    | 0.00% |
| 2 | 23 | Provide English Learners with Instructional Resources for Dual Language Development and Achievement                                            | Yes | LEA-wide | English learner (EL)                           | Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle, Edgewood High | \$30,000.00    | 0.00% |
| 2 | 25 | Provide Increased Technology Support                                                                                                           | Yes | LEA-wide | Low Income                                     | All Schools                                                                                     | \$23,601.00    | 0.00% |
| 2 | 26 | Technology Professional Development and Tools                                                                                                  | Yes | LEA-wide | Low Income                                     | All Schools                                                                                     | \$597,372.00   | 0.00% |
| 2 | 27 | Enhanced Services for Student College and Career Readiness                                                                                     | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, High School                                                               | \$116,431.00   | 0.00% |

|   |    |                                                                                                             |     |          |                                                |                                              |                |       |
|---|----|-------------------------------------------------------------------------------------------------------------|-----|----------|------------------------------------------------|----------------------------------------------|----------------|-------|
| 2 | 28 | Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses | Yes | LEA-wide | Low Income, Foster Youth                       | Specific Grade Spans, High School            | \$10,000.00    | 0.00% |
| 2 | 29 | Provide Low Income Students with Supports to Understand and Meet A-G Requirements                           | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, High School            | \$56,715.00    | 0.00% |
| 2 | 30 | Provide the AVID program                                                                                    | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, Middle and High School | \$100,000.00   | 0.00% |
| 2 | 32 | Provide PSAT-Taking Opportunity for College Readiness                                                       | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, Middle and High School | \$12,519.00    | 0.00% |
| 2 | 34 | Provide AP and IB Assessment Opportunities for College Readiness                                            | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, High School            | \$202,402.00   | 0.00% |
| 2 | 35 | Academic Counseling                                                                                         | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | Specific Grade Spans, Middle and High School | \$691,356.00   | 0.00% |
| 3 | 1  | Transportation                                                                                              | Yes | LEA-wide | Foster Youth, Low Income                       | All Schools                                  | \$1,603,122.00 | 0.00% |
| 3 | 2  | Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs | Yes | LEA-wide | Low Income, Foster Youth                       | All Schools                                  | \$238,833.00   | 0.00% |
| 3 | 3  | Local Control Accountability Plan (LCAP) District Advisory Committee                                        | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools                                  | \$1,211.00     | 0.00% |
| 3 | 4  | Foster Youth Committee                                                                                      | Yes | Limited  | Foster Youth                                   | All Schools                                  | \$200.00       | 0.00% |
| 3 | 5  | Family Resource Center                                                                                      | Yes | Limited  | Foster Youth                                   | All Schools                                  | \$418,156.00   | 0.00% |

|   |    |                                                                                                        |     |          |                                                |                                   |              |       |
|---|----|--------------------------------------------------------------------------------------------------------|-----|----------|------------------------------------------------|-----------------------------------|--------------|-------|
| 3 | 6  | Provide Enhanced Communications to Improve Home-School Connections                                     | Yes | LEA-wide | Low Income                                     | All Schools                       | \$263,667.00 | 0.00% |
| 3 | 7  | Increase Monitoring and Data Analysis of Student Engagement                                            | Yes | LEA-wide | Low Income                                     | All Schools                       | \$119,586.00 | 0.00% |
| 3 | 8  | Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities | Yes | LEA-wide | Low Income                                     | Specific Grade Spans, High School | \$116,431.00 | 0.00% |
| 3 | 9  | English Learner Parent Advisory Committee/DELAC                                                        | Yes | Limited  | English learner (EL)                           | All Schools                       | \$1,000.00   | 0.00% |
| 3 | 10 | Interpretation                                                                                         | Yes | Limited  | English learner (EL)                           | All Schools                       | \$180,129.00 | 0.00% |
| 3 | 11 | Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement       | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools                       | \$520,000.00 | 0.00% |
| 3 | 13 | Provide Programs and Services to Promote Students' Mental Health and Well-being                        | Yes | LEA-wide | Low Income, Foster Youth                       | All Schools                       | \$788,400.00 | 0.00% |
| 3 | 16 | Increase Student and Parent Engagement through Parent University Workshops                             | Yes | LEA-wide | Low Income                                     | All Schools                       | \$40,000.00  | 0.00% |
| 3 | 18 | Provide a Clinical Social Worker to Provide Mental Health Services                                     | Yes | LEA-wide | Low Income                                     | All Schools                       | \$227,118.00 | 0.00% |
| 3 | 20 | Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements   | Yes | LEA-wide | Foster Youth                                   | All Schools                       | \$300,000.00 | 0.00% |
| 3 | 21 | Provide Social and Emotional Support for Students to Positively Participate in School                  | Yes | LEA-wide | Foster Youth, Low Income                       | All Schools                       | \$13,885.00  | 0.00% |

# 2025-2026 Annual Update Table

|         |                                                      |                                                   |
|---------|------------------------------------------------------|---------------------------------------------------|
| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
| Totals: | \$121,364,712.00                                     | \$123,664,307.00                                  |

| 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                   | Conditions for Student Learning at School Sites                                                                                   | No                                             | \$757,607.00                                   | \$789,600.00                                      |
| 1                 | 2                   | Textbook and Curriculum School Allocations                                                                                        | No                                             | \$311,745.00                                   | \$312,850.00                                      |
| 1                 | 3                   | General Staffing                                                                                                                  | No                                             | \$75,975,806.00                                | \$75,002,326.00                                   |
| 1                 | 4                   | Facilities and Maintenance                                                                                                        | No                                             | \$5,443,394.00                                 | \$7,183,568.00                                    |
| 1                 | 5                   | Core Curricular Materials                                                                                                         | No                                             | \$525,000.00                                   | \$634,024.00                                      |
| 1                 | 6                   | Supplemental Instructional Materials                                                                                              | No                                             | \$140,000.00                                   | \$30,146.00                                       |
| 1                 | 7                   | Provide English Learners (EL) with Supplemental Curriculum and Instruction                                                        | Yes                                            | \$62,000.00                                    | \$60,592.00                                       |
| 1                 | 8                   | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts | Yes                                            | \$50,000.00                                    | \$134,851.00                                      |
| 1                 | 9                   | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics                   | Yes                                            | \$54,000.00                                    | \$54,000.00                                       |
| 1                 | 10                  | Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students                                          | Yes                                            | \$647,865.00                                   | \$647,865.00                                      |
| 1                 | 11                  | Provide Robust AP and AP Capstone Program Offerings for Low Income Students                                                       | Yes                                            | \$16,000.00                                    | \$16,000.00                                       |
|                   |                     |                                                                                                                                   |                                                |                                                |                                                   |

|   |    |                                                                                                     |     |                |                |
|---|----|-----------------------------------------------------------------------------------------------------|-----|----------------|----------------|
| 1 | 12 | Expand IB Continuum Academic Support                                                                | Yes | \$1,706,151.00 | \$1,708,114.00 |
| 1 | 13 | Increase IB Programme Continuum Participation                                                       | Yes | \$104,237.00   | \$100,948.00   |
| 1 | 14 | Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development | Yes | \$16,400.00    | \$16,818.00    |
| 1 | 15 | Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)      | Yes | \$872,904.00   | \$870,168.00   |
| 1 | 16 | Provide Improved Access to Technology Support                                                       | Yes | \$2,199,595.00 | \$2,235,430.00 |
| 1 | 17 | Access to Improved Instruction and Intervention through Technology Maintenance                      | Yes | \$3,500,000.00 | \$4,253,722.00 |
| 1 | 18 | California Teacher Induction Program                                                                | No  | \$929,177.00   | \$887,651.00   |
| 2 | 1  | Provide Personalized Learning to Strengthen Student Achievement                                     | Yes | \$1,714,567.00 | \$1,864,050.00 |
| 2 | 2  | Enhancement of Career and Technical Education                                                       | Yes | \$2,247,391.00 | \$2,462,327.00 |
| 2 | 3  | District-Wide Supplemental Academic Support and Intervention                                        | Yes | \$466,430.00   | \$473,874.00   |
| 2 | 4  | Elementary School Academic and Instructional Support                                                | Yes | \$1,251,148.00 | \$1,335,170.00 |
| 2 | 5  | Provide Needed Intervention for Students Reading Below Grade Level                                  | Yes | \$568,389.00   | \$503,955.00   |
| 2 | 6  | Data for Continuous Improvement                                                                     | Yes | \$115,156.00   | \$114,987.00   |
| 2 | 7  | Monitor Student Progress and Achievement for Improved Academic Outcomes                             | Yes | \$23,000.00    | \$25,560.00    |
| 2 | 8  | Professional Development Across Content Areas                                                       | No  | \$336,253.00   | \$341,969.00   |
| 2 | 9  | Summer Expanded Learning Opportunities                                                              | No  | \$795,721.00   | \$795,721.00   |
|   |    |                                                                                                     |     |                |                |

|   |    |                                                                                                                                                |     |                |                |
|---|----|------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------|----------------|
| 2 | 10 | Provide Academic Assessment and Intervention Resources in English Language Arts                                                                | Yes | \$33,800.00    | \$33,870.00    |
| 2 | 11 | Provide Highly Qualified Paraprofessionals                                                                                                     | Yes | \$260,812.00   | \$211,576.00   |
| 2 | 12 | Supplemental ELD Materials and Services for Newcomer ELs                                                                                       | Yes | \$35,000.00    | \$35,000.00    |
| 2 | 13 | Student Achievement in English Language Arts and Math                                                                                          | No  | \$1,271,581.00 | \$1,297,633.00 |
| 2 | 14 | Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELS, Foster Youth, and Low Income Students for Improved Student Achievement | Yes | \$2,584,578.00 | \$2,410,053.00 |
| 2 | 15 | Student Intervention and Assessment Resources for ELA & Literacy and Math                                                                      | No  | \$226,160.00   | \$209,228.00   |
| 2 | 16 | English Learner Coordinator                                                                                                                    | Yes | \$59,337.00    | \$66,118.00    |
| 2 | 17 | Designated ELD for Middle and High School                                                                                                      | No  | \$4,253.00     | \$8,586.00     |
| 2 | 18 | Enhance Science and History-Social Science Instruction                                                                                         | Yes | \$400,000.00   | \$217,437.00   |
| 2 | 19 | Provide ELs and L-TELS Increased Differentiated Language Support                                                                               | Yes | \$20,000.00    | \$20,000.00    |
| 2 | 20 | Supplemental Software for English Language Acquisition                                                                                         | No  | \$24,645.00    | \$25,929.00    |
| 2 | 21 | Provide Additional Dual Language Immersion Teachers to Support EL Achievement                                                                  | Yes | \$2,632,656.00 | \$2,737,892.00 |
| 2 | 22 | Strengthen Dual Immersion Instructional Program                                                                                                | Yes | \$9,698.00     | \$9,896.00     |
| 2 | 23 | Provide English Learners with Instructional Resources for Dual Language Development and Achievement                                            | Yes | \$30,000.00    | \$30,000.00    |

|   |    |                                                                                                             |     |                |                |
|---|----|-------------------------------------------------------------------------------------------------------------|-----|----------------|----------------|
| 2 | 24 | District Technology Committee                                                                               | No  | \$2,000.00     | \$2,000.00     |
| 2 | 25 | Provide Increased Technology Support                                                                        | Yes | \$21,796.00    | \$23,601.00    |
| 2 | 26 | Technology Professional Development and Tools                                                               | Yes | \$403,615.00   | \$463,119.00   |
| 2 | 27 | Enhanced Services for Student College and Career Readiness                                                  | Yes | \$113,640.00   | \$111,953.00   |
| 2 | 28 | Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses | Yes | \$10,000.00    | \$10,000.00    |
| 2 | 29 | Provide Low Income Students with Supports to Understand and Meet A-G Requirements                           | Yes | \$55,744.00    | \$56,715.00    |
| 2 | 30 | Provide the AVID program                                                                                    | Yes | \$15,552.00    | \$12,318.00    |
| 2 | 31 | Career Pathways                                                                                             | No  | \$555,147.00   | \$503,506.00   |
| 2 | 32 | Provide PSAT-Taking Opportunity for College Readiness                                                       | Yes | \$7,546.00     | \$12,519.00    |
| 2 | 33 | College Advisement Partnership                                                                              | No  | \$110,914.00   | \$113,430.00   |
| 2 | 34 | Provide AP and IB Assessment Opportunities for College Readiness                                            | Yes | \$202,402.00   | \$119,123.00   |
| 2 | 35 | Academic Counseling                                                                                         | Yes | \$654,356.00   | \$641,462.00   |
| 3 | 1  | Transportation                                                                                              | Yes | \$1,452,342.00 | \$1,560,182.00 |
| 3 | 2  | Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs | Yes | \$230,907.00   | \$230,801.00   |
| 3 | 3  | Local Control Accountability Plan (LCAP) District Advisory Committee                                        | Yes | \$1,211.00     | \$1,211.00     |
| 3 | 4  | Foster Youth Committee                                                                                      | Yes | \$200.00       | \$200.00       |
| 3 | 5  | Family Resource Center                                                                                      | Yes | \$337,665.00   | \$408,285.00   |
| 3 | 6  | Provide Enhanced Communications to Improve                                                                  | Yes | \$250,945.00   | \$263,667.00   |

|   |    |                                                                                                        |     |                |                |
|---|----|--------------------------------------------------------------------------------------------------------|-----|----------------|----------------|
|   |    | Home-School Connections                                                                                |     |                |                |
| 3 | 7  | Increase Monitoring and Data Analysis of Student Engagement                                            | Yes | \$115,155.00   | \$114,987.00   |
| 3 | 8  | Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities | Yes | \$113,640.00   | \$111,953.00   |
| 3 | 9  | English Learner Parent Advisory Committee/DELAC                                                        | Yes | \$1,000.00     | \$1,000.00     |
| 3 | 10 | Interpretation                                                                                         | Yes | \$180,129.00   | \$132,150.00   |
| 3 | 11 | Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement       | Yes | \$241,609.00   | \$180,732.00   |
| 3 | 12 | Community Organization Partnerships                                                                    | No  | \$13,150.00    | \$18,413.00    |
| 3 | 13 | Provide Programs and Services to Promote Students' Mental Health and Well-being                        | Yes | \$600,000.00   | \$600,000.00   |
| 3 | 14 | Parent Involvement                                                                                     | No  | \$23,544.00    | \$23,544.00    |
| 3 | 15 | Safe Technology Use                                                                                    | No  | \$77,360.00    | \$129,552.00   |
| 3 | 16 | Increase Student and Parent Engagement through Parent University Workshops                             | Yes | \$2,000.00     | \$2,000.00     |
| 3 | 17 | Safety and Training                                                                                    | No  | \$220,319.00   | \$226,000.00   |
| 3 | 18 | Provide a Clinical Social Worker to Provide Mental Health Services                                     | Yes | \$220,000.00   | \$218,383.00   |
| 3 | 19 | Enrichment Opportunities                                                                               | No  | \$6,173,792.00 | \$6,650,555.00 |
| 3 | 20 | Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements   | Yes | \$282,500.00   | \$297,557.00   |
| 3 | 21 | Provide Social and Emotional Support for Students to Positively Participate in School                  | Yes | \$12,076.00    | \$13,885.00    |
| 4 | 1  | Nurture a Caring                                                                                       | No  | \$240,000.00   | \$240,000.00   |

|  |  |                                                                 |  |  |  |
|--|--|-----------------------------------------------------------------|--|--|--|
|  |  | Community: Improve Social Emotional Wellness and School Climate |  |  |  |
|--|--|-----------------------------------------------------------------|--|--|--|

## 2025-2026 Contributing Actions Annual Update Table

| 6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount): | 4.Total Planned Contributing Expenditures (LCFF Funds) | 7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| \$27,673,230.00                                                                         | \$27,207,144.00                                        | \$27,691,988.00                                                             | (\$484,844.00)                                                                                            | 0.00%                                               | 0.00%                                                       | 0.00% - No Difference                                                                               |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title                                                                                                        | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services(Input Percentage) |
|-------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------|
| 1                 | 7                   | Provide English Learners (EL) with Supplemental Curriculum and Instruction                                                        | Yes                                            | \$62,000.00                                                            | \$60,592.00                                                              | 0.00%                                   | 0.00%                                                              |
| 1                 | 8                   | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts | Yes                                            | \$50,000.00                                                            | \$134,851.00                                                             | 0.00%                                   | 0.00%                                                              |
| 1                 | 9                   | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics                   | Yes                                            | \$54,000.00                                                            | \$8,622.00                                                               | 0.00%                                   | 0.00%                                                              |
| 1                 | 10                  | Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students                                          | Yes                                            | \$647,865.00                                                           | \$426,455.00                                                             | 0.00%                                   | 0.00%                                                              |
| 1                 | 11                  | Provide Robust AP and AP Capstone Program Offerings for Low Income Students                                                       | Yes                                            | \$16,000.00                                                            | \$10,867.00                                                              | 0.00%                                   | 0.00%                                                              |

|   |    |                                                                                                     |     |                |                |       |       |
|---|----|-----------------------------------------------------------------------------------------------------|-----|----------------|----------------|-------|-------|
| 1 | 12 | Expand IB Continuum Academic Support                                                                | Yes | \$1,706,151.00 | \$1,708,114.00 | 0.00% | 0.00% |
| 1 | 13 | Increase IB Programme Continuum Participation                                                       | Yes | \$104,237.00   | \$100,948.00   | 0.00% | 0.00% |
| 1 | 14 | Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development | Yes | \$16,400.00    | \$16,818.00    | 0.00% | 0.00% |
| 1 | 15 | Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)      | Yes | \$872,904.00   | \$870,168.00   | 0.00% | 0.00% |
| 1 | 16 | Provide Improved Access to Technology Support                                                       | Yes | \$2,199,595.00 | \$2,235,430.00 | 0.00% | 0.00% |
| 1 | 17 | Access to Improved Instruction and Intervention through Technology Maintenance                      | Yes | \$3,500,000.00 | \$4,253,722.00 | 0.00% | 0.00% |
| 2 | 1  | Provide Personalized Learning to Strengthen Student Achievement                                     | Yes | \$1,714,567.00 | \$1,864,050.00 | 0.00% | 0.00% |
| 2 | 2  | Enhancement of Career and Technical Education                                                       | Yes | \$2,247,391.00 | \$2,462,327.00 | 0.00% | 0.00% |
| 2 | 3  | District-Wide Supplemental Academic Support and Intervention                                        | Yes | \$466,430.00   | \$473,874.00   | 0.00% | 0.00% |
| 2 | 4  | Elementary School Academic and Instructional Support                                                | Yes | \$1,251,148.00 | \$1,335,170.00 | 0.00% | 0.00% |
| 2 | 5  | Provide Needed Intervention for Students Reading Below Grade Level                                  | Yes | \$568,389.00   | \$503,955.00   | 0.00% | 0.00% |
| 2 | 6  | Data for Continuous Improvement                                                                     | Yes | \$115,156.00   | \$114,987.00   | 0.00% | 0.00% |
| 2 | 7  | Monitor Student Progress and Achievement for Improved Academic Outcomes                             | Yes | \$23,000.00    | \$25,560.00    | 0.00% | 0.00% |
| 2 | 10 | Provide Academic Assessment and Intervention Resources in English Language Arts                     | Yes | \$33,800.00    | \$33,870.00    | 0.00% | 0.00% |
| 2 | 11 | Provide Highly Qualified Paraprofessionals                                                          | Yes | \$260,812.00   | \$211,576.00   | 0.00% | 0.00% |

|   |    |                                                                                                                                                |     |                |                |       |       |
|---|----|------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------|----------------|-------|-------|
| 2 | 12 | Supplemental ELD Materials and Services for Newcomer ELs                                                                                       | Yes | \$35,000.00    | \$0.00         | 0.00% | 0.00% |
| 2 | 14 | Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELS, Foster Youth, and Low Income Students for Improved Student Achievement | Yes | \$2,584,578.00 | \$2,410,053.00 | 0.00% | 0.00% |
| 2 | 16 | English Learner Coordinator                                                                                                                    | Yes | \$59,337.00    | \$66,118.00    | 0.00% | 0.00% |
| 2 | 18 | Enhance Science and History-Social Science Instruction                                                                                         | Yes | \$400,000.00   | \$217,437.00   | 0.00% | 0.00% |
| 2 | 19 | Provide ELs and L-TELS Increased Differentiated Language Support                                                                               | Yes | \$20,000.00    | \$3,712.00     | 0.00% | 0.00% |
| 2 | 21 | Provide Additional Dual Language Immersion Teachers to Support EL Achievement                                                                  | Yes | \$2,632,656.00 | \$2,737,892.00 | 0.00% | 0.00% |
| 2 | 22 | Strengthen Dual Immersion Instructional Program                                                                                                | Yes | \$9,698.00     | \$9,896.00     | 0.00% | 0.00% |
| 2 | 23 | Provide English Learners with Instructional Resources for Dual Language Development and Achievement                                            | Yes | \$30,000.00    | \$18,721.00    | 0.00% | 0.00% |
| 2 | 25 | Provide Increased Technology Support                                                                                                           | Yes | \$21,796.00    | \$23,601.00    | 0.00% | 0.00% |
| 2 | 26 | Technology Professional Development and Tools                                                                                                  | Yes | \$403,615.00   | \$463,119.00   | 0.00% | 0.00% |
| 2 | 27 | Enhanced Services for Student College and Career Readiness                                                                                     | Yes | \$113,640.00   | \$111,953.00   | 0.00% | 0.00% |
| 2 | 28 | Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses                                    | Yes | \$10,000.00    | \$10,000.00    | 0.00% | 0.00% |
| 2 | 29 | Provide Low Income Students with Supports to Understand and Meet A-G Requirements                                                              | Yes | \$55,744.00    | \$56,715.00    | 0.00% | 0.00% |
| 2 | 30 | Provide the AVID program                                                                                                                       | Yes | \$15,552.00    | \$12,318.00    | 0.00% | 0.00% |

|   |    |                                                                                                             |     |                |                |       |       |
|---|----|-------------------------------------------------------------------------------------------------------------|-----|----------------|----------------|-------|-------|
| 2 | 32 | Provide PSAT-Taking Opportunity for College Readiness                                                       | Yes | \$7,546.00     | \$12,519.00    | 0.00% | 0.00% |
| 2 | 34 | Provide AP and IB Assessment Opportunities for College Readiness                                            | Yes | \$202,402.00   | \$119,123.00   | 0.00% | 0.00% |
| 2 | 35 | Academic Counseling                                                                                         | Yes | \$654,356.00   | \$641,462.00   | 0.00% | 0.00% |
| 3 | 1  | Transportation                                                                                              | Yes | \$1,452,342.00 | \$1,560,182.00 | 0.00% | 0.00% |
| 3 | 2  | Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs | Yes | \$230,907.00   | \$230,801.00   | 0.00% | 0.00% |
| 3 | 3  | Local Control Accountability Plan (LCAP) District Advisory Committee                                        | Yes | \$1,211.00     | \$1,211.00     | 0.00% | 0.00% |
| 3 | 4  | Foster Youth Committee                                                                                      | Yes | \$200.00       | \$200.00       | 0.00% | 0.00% |
| 3 | 5  | Family Resource Center                                                                                      | Yes | \$337,665.00   | \$408,285.00   | 0.00% | 0.00% |
| 3 | 6  | Provide Enhanced Communications to Improve Home-School Connections                                          | Yes | \$250,945.00   | \$263,667.00   | 0.00% | 0.00% |
| 3 | 7  | Increase Monitoring and Data Analysis of Student Engagement                                                 | Yes | \$115,155.00   | \$114,987.00   | 0.00% | 0.00% |
| 3 | 8  | Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities      | Yes | \$113,640.00   | \$111,953.00   | 0.00% | 0.00% |
| 3 | 9  | English Learner Parent Advisory Committee/DELAC                                                             | Yes | \$1,000.00     | \$1,000.00     | 0.00% | 0.00% |
| 3 | 10 | Interpretation                                                                                              | Yes | \$180,129.00   | \$132,150.00   | 0.00% | 0.00% |
| 3 | 11 | Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement            | Yes | \$241,609.00   | \$180,732.00   | 0.00% | 0.00% |
| 3 | 13 | Provide Programs and Services to Promote Students' Mental Health and Well-being                             | Yes | \$600,000.00   | \$388,400.00   | 0.00% | 0.00% |
| 3 | 16 | Increase Student and Parent Engagement through Parent University Workshops                                  | Yes | \$2,000.00     | \$2,000.00     | 0.00% | 0.00% |

|   |    |                                                                                                      |     |              |              |       |       |
|---|----|------------------------------------------------------------------------------------------------------|-----|--------------|--------------|-------|-------|
| 3 | 18 | Provide a Clinical Social Worker to Provide Mental Health Services                                   | Yes | \$220,000.00 | \$218,383.00 | 0.00% | 0.00% |
| 3 | 20 | Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements | Yes | \$282,500.00 | \$297,557.00 | 0.00% | 0.00% |
| 3 | 21 | Provide Social and Emotional Support for Students to Positively Participate in School                | Yes | \$12,076.00  | \$13,885.00  | 0.00% | 0.00% |

## 2025-2026 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) |
|----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| \$87,594,683.00                                          | \$27,673,230.00                                                   | 0.00%                                                    | 31.59%                                                                                                          | \$27,691,988.00                                                              | 0.00%                                                       | 31.61%                                                                                     | \$0.00 - No Carryover                                                      | 0.00% - No Carryover                              |

## Federal Funds Detail Report

| Totals: | Title I        | Title II     | Title III   | Title IV     | CSI    | Other Federal Funds |
|---------|----------------|--------------|-------------|--------------|--------|---------------------|
| Totals: | \$1,483,168.00 | \$355,648.00 | \$34,515.00 | \$242,982.00 | \$0.00 | \$0.00              |

| Goal # | Action # | Action Title                                                               | Title I     | Title II | Title III | Title IV | CSI    | Other Federal Funds | Total Funds     |
|--------|----------|----------------------------------------------------------------------------|-------------|----------|-----------|----------|--------|---------------------|-----------------|
| 1      | 1        | Conditions for Student Learning at School Sites                            | \$0.00      | \$0.00   | \$0.00    | \$0.00   | \$0.00 | \$0.00              | \$1,627,330.00  |
| 1      | 2        | General Staffing                                                           | \$0.00      | \$0.00   | \$0.00    | \$0.00   | \$0.00 | \$0.00              | \$77,204,571.00 |
| 1      | 3        | Facilities and Maintenance                                                 | \$0.00      | \$0.00   | \$0.00    | \$0.00   | \$0.00 | \$0.00              | \$7,373,460.00  |
| 1      | 4        | Core Curricular Materials                                                  | \$0.00      | \$0.00   | \$0.00    | \$0.00   | \$0.00 | \$0.00              | \$634,024.00    |
| 1      | 5        | Supplemental Instructional Materials                                       | \$30,146.00 | \$0.00   | \$0.00    | \$0.00   | \$0.00 | \$0.00              | \$30,146.00     |
| 1      | 6        | Provide English Learners (EL) with Supplemental Curriculum and Instruction | \$0.00      | \$0.00   | \$0.00    | \$0.00   | \$0.00 | \$0.00              | \$62,000.00     |
| 1      | 7        | Provide Low                                                                | \$0.00      | \$0.00   | \$0.00    | \$0.00   | \$0.00 | \$0.00              | \$150,000.00    |

|   |    |                                                                                                                       |        |        |        |        |        |        |                |
|---|----|-----------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|----------------|
|   |    | Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts |        |        |        |        |        |        |                |
| 1 | 8  | Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$300,000.00   |
| 1 | 9  | Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students                              | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$647,865.00   |
| 1 | 10 | Provide Robust AP and AP Capstone Program Offerings for Low Income Students                                           | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$16,000.00    |
| 1 | 11 | Expand IB Continuum Academic Support                                                                                  | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,776,439.00 |
| 1 | 12 | Increase IB Programme Continuum Participation                                                                         | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$104,237.00   |
| 1 | 13 | Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development                   | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$40,000.00    |
| 1 | 14 | Expanded Instructional Program Options through the West Covina Online                                                 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$903,490.00   |

|   |    |                                                                                |        |              |        |        |        |        |                |
|---|----|--------------------------------------------------------------------------------|--------|--------------|--------|--------|--------|--------|----------------|
|   |    | Learning Academy (WCOLA)                                                       |        |              |        |        |        |        |                |
| 1 | 15 | Provide Improved Access to Technology Support                                  | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$2,295,889.00 |
| 1 | 16 | Access to Improved Instruction and Intervention through Technology Maintenance | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$4,300,000.00 |
| 1 | 17 | California Teacher Induction Program                                           | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$887,700.00   |
| 2 | 1  | Provide Personalized Learning to Strengthen Student Achievement                | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,938,612.00 |
| 2 | 2  | Enhancement of Career and Technical Education                                  | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$2,560,820.00 |
| 2 | 3  | District-Wide Supplemental Academic Support and Intervention                   | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$492,829.00   |
| 2 | 4  | Elementary School Academic and Instructional Support                           | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,388,577.00 |
| 2 | 5  | Provide Needed Intervention for Students Reading Below Grade Level             | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$568,389.00   |
| 2 | 6  | Data for Continuous Improvement                                                | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$119,586.00   |
| 2 | 7  | Monitor Student Progress and Achievement for Improved Academic Outcomes        | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$200,000.00   |
| 2 | 8  | Professional Development Across Content Areas                                  | \$0.00 | \$355,648.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$355,648.00   |

|   |    |                                                                                                                                                |                |        |            |        |        |        |                |
|---|----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|------------|--------|--------|--------|----------------|
| 2 | 9  | Summer Expanded Learning Opportunities                                                                                                         | \$0.00         | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$795,721.00   |
| 2 | 10 | Provide Academic Assessment and Intervention Resources in English Language Arts                                                                | \$0.00         | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$33,870.00    |
| 2 | 11 | Provide Highly Qualified Paraprofessionals                                                                                                     | \$0.00         | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$260,812.00   |
| 2 | 12 | Supplemental ELD Materials and Services for Newcomer ELs                                                                                       | \$0.00         | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$35,000.00    |
| 2 | 13 | Student Achievement in English Language Arts and Math                                                                                          | \$1,220,250.00 | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$1,220,250.00 |
| 2 | 14 | Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELS, Foster Youth, and Low Income Students for Improved Student Achievement | \$0.00         | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$3,880,105.00 |
| 2 | 15 | Student Intervention and Assessment Resources for ELA & Literacy and Math                                                                      | \$209,228.00   | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$209,228.00   |
| 2 | 16 | English Learner Coordinator                                                                                                                    | \$0.00         | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$66,118.00    |
| 2 | 17 | Designated ELD for Middle and High School                                                                                                      | \$0.00         | \$0.00 | \$8,586.00 | \$0.00 | \$0.00 | \$0.00 | \$8,586.00     |
| 2 | 18 | Enhance Science, History-Social Science, and Other Core Content Instruction                                                                    | \$0.00         | \$0.00 | \$0.00     | \$0.00 | \$0.00 | \$0.00 | \$500,000.00   |

|   |    |                                                                                                             |        |        |             |        |        |        |                |
|---|----|-------------------------------------------------------------------------------------------------------------|--------|--------|-------------|--------|--------|--------|----------------|
| 2 | 19 | Provide ELs and L-TELS Increased Differentiated Language Support                                            | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$20,000.00    |
| 2 | 20 | Supplemental Software for English Language Acquisition                                                      | \$0.00 | \$0.00 | \$25,929.00 | \$0.00 | \$0.00 | \$0.00 | \$25,929.00    |
| 2 | 21 | Provide Additional Dual Language Immersion Teachers to Support EL Achievement                               | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$2,847,408.00 |
| 2 | 22 | Strengthen Dual Immersion Instructional Program                                                             | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$20,000.00    |
| 2 | 23 | Provide English Learners with Instructional Resources for Dual Language Development and Achievement         | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$30,000.00    |
| 2 | 24 | District Technology Committee                                                                               | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$2,000.00     |
| 2 | 25 | Provide Increased Technology Support                                                                        | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$23,601.00    |
| 2 | 26 | Technology Professional Development and Tools                                                               | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$597,372.00   |
| 2 | 27 | Enhanced Services for Student College and Career Readiness                                                  | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$116,431.00   |
| 2 | 28 | Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$10,000.00    |
| 2 | 29 | Provide Low                                                                                                 | \$0.00 | \$0.00 | \$0.00      | \$0.00 | \$0.00 | \$0.00 | \$56,715.00    |

|   |    |                                                                                                             |        |        |        |              |        |        |                |
|---|----|-------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------------|--------|--------|----------------|
|   |    | Income Students with Supports to Understand and Meet A-G Requirements                                       |        |        |        |              |        |        |                |
| 2 | 30 | Provide the AVID program                                                                                    | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$100,000.00   |
| 2 | 31 | Career Pathways                                                                                             | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$503,506.00   |
| 2 | 32 | Provide PSAT-Taking Opportunity for College Readiness                                                       | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$12,519.00    |
| 2 | 33 | College Advisement Partnership                                                                              | \$0.00 | \$0.00 | \$0.00 | \$113,430.00 | \$0.00 | \$0.00 | \$113,430.00   |
| 2 | 34 | Provide AP and IB Assessment Opportunities for College Readiness                                            | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$202,402.00   |
| 2 | 35 | Academic Counseling                                                                                         | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$691,356.00   |
| 3 | 1  | Transportation                                                                                              | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$1,603,122.00 |
| 3 | 2  | Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$238,833.00   |
| 3 | 3  | Local Control Accountability Plan (LCAP) District Advisory Committee                                        | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$1,211.00     |
| 3 | 4  | Foster Youth Committee                                                                                      | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$200.00       |
| 3 | 5  | Family Resource Center                                                                                      | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$418,156.00   |
| 3 | 6  | Provide Enhanced Communications to Improve Home-School Connections                                          | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$263,667.00   |
| 3 | 7  | Increase Monitoring                                                                                         | \$0.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$119,586.00   |

|   |    |                                                                                                        |             |        |        |              |        |        |                |
|---|----|--------------------------------------------------------------------------------------------------------|-------------|--------|--------|--------------|--------|--------|----------------|
|   |    | and Data Analysis of Student Engagement                                                                |             |        |        |              |        |        |                |
| 3 | 8  | Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$116,431.00   |
| 3 | 9  | English Learner Parent Advisory Committee/DELAC                                                        | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$1,000.00     |
| 3 | 10 | Interpretation                                                                                         | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$180,129.00   |
| 3 | 11 | Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement       | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$520,000.00   |
| 3 | 12 | Community Organization Partnerships                                                                    | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$18,413.00    |
| 3 | 13 | Provide Programs and Services to Promote Students' Mental Health and Well-being                        | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$788,400.00   |
| 3 | 14 | Parent Involvement                                                                                     | \$23,544.00 | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$23,544.00    |
| 3 | 15 | Safe Technology Use                                                                                    | \$0.00      | \$0.00 | \$0.00 | \$129,552.00 | \$0.00 | \$0.00 | \$129,552.00   |
| 3 | 16 | Increase Student and Parent Engagement through Parent University Workshops                             | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$40,000.00    |
| 3 | 17 | Safety and Training                                                                                    | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$226,000.00   |
| 3 | 18 | Provide a Clinical Social Worker to Provide Mental Health Services                                     | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$227,118.00   |
| 3 | 19 | Enrichment Opportunities                                                                               | \$0.00      | \$0.00 | \$0.00 | \$0.00       | \$0.00 | \$0.00 | \$6,650,555.00 |

|   |    |                                                                                                      |        |        |        |        |        |        |              |
|---|----|------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|--------|--------------|
| 3 | 20 | Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$300,000.00 |
| 3 | 21 | Provide Social and Emotional Support for Students to Positively Participate in School                | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$13,885.00  |
| 4 | 1  | Nurture a Caring Community to Improve Student Outcomes                                               | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$138,342.00 |

# 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](mailto: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 2025-26, 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 2025-26, 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***

**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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).

