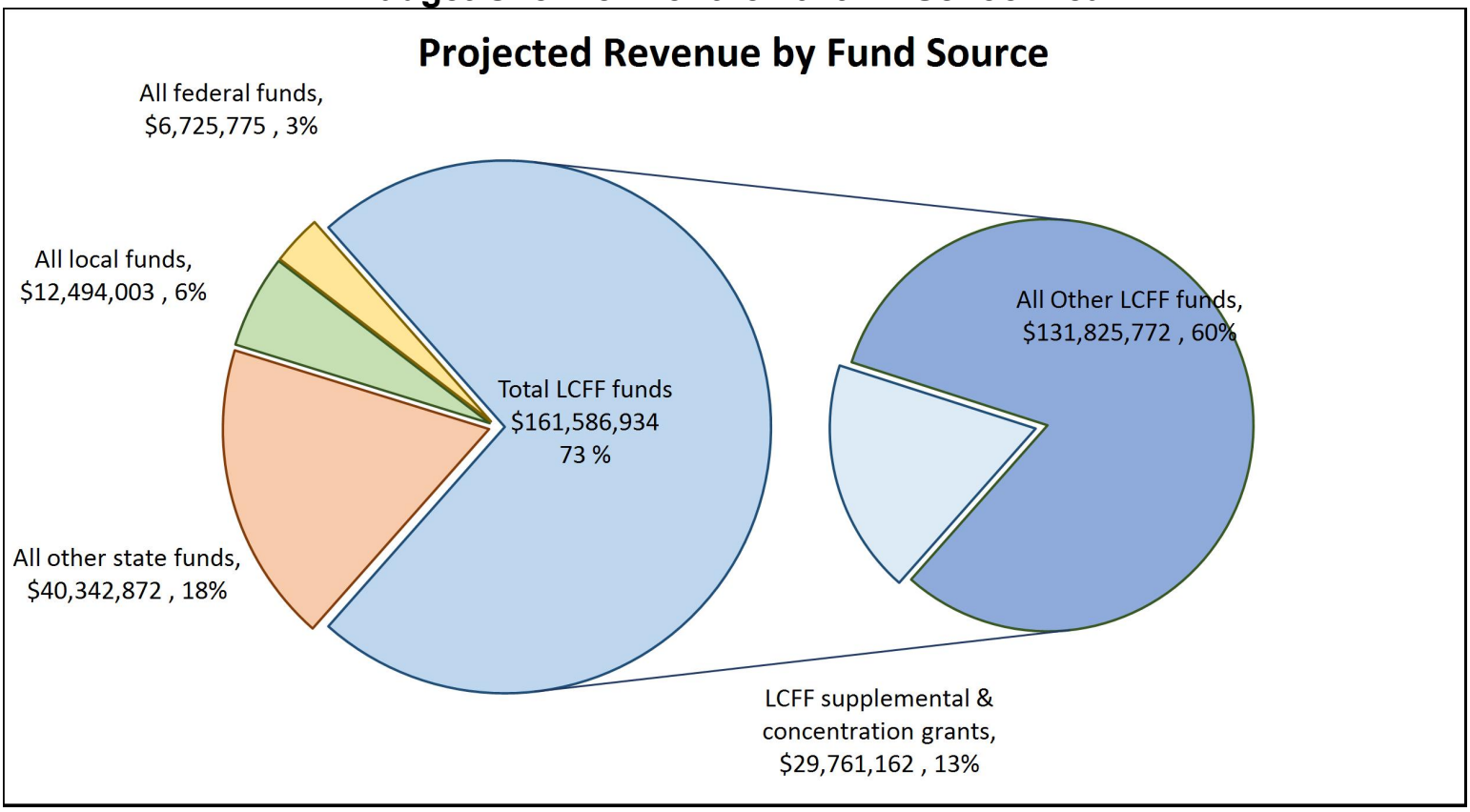
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Covina-Valley Unified School District
CDS Code: 19-64436-6012447
School Year: 2026-27
LEA contact information:
Josie Paredes, Ed.D.
Assistant Superintendent, Educational Services
jparedes@c-vusd.org
626-974-7000

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

Budget Overview for the 2026-27 School Year

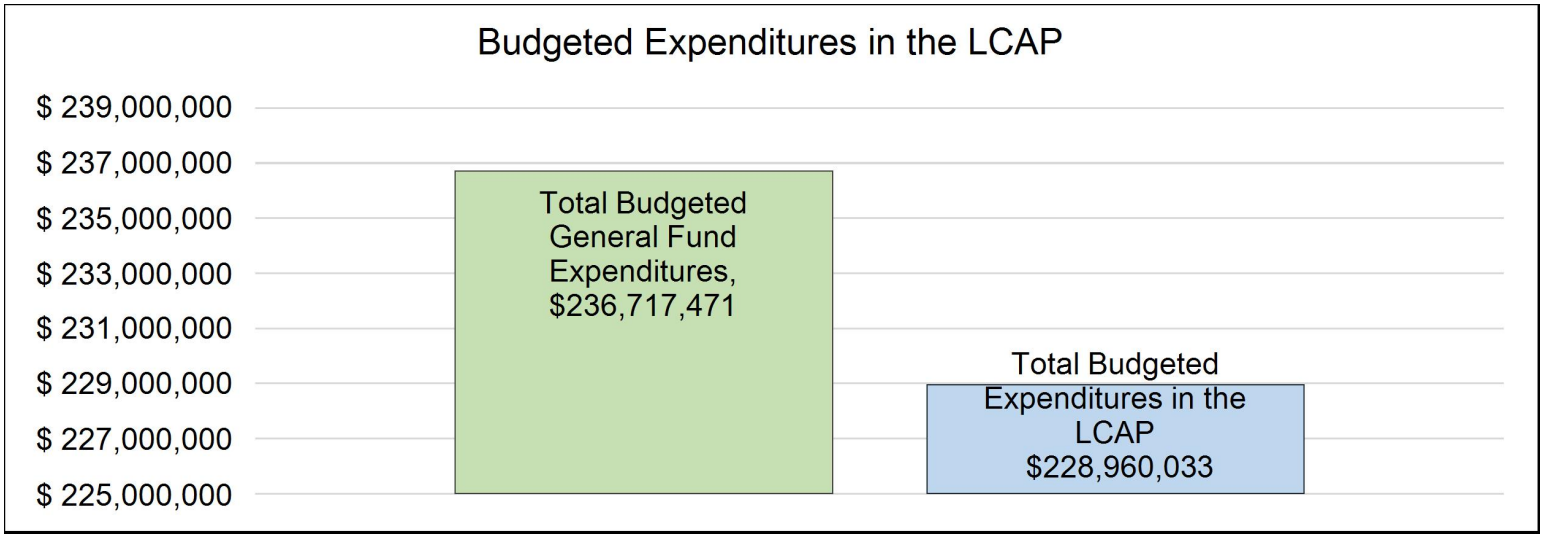


This chart shows the total general purpose revenue Covina-Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Covina-Valley Unified School District is $221,149,584, of which $161,586,934.00 is Local Control Funding Formula (LCFF), $40,342,872.00 is other state funds, $12,494,003.00 is local funds, and $6,725,775.00 is federal funds. Of the $161,586,934.00 in LCFF Funds, $29,761,162.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Covina-Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Covina-Valley Unified School District plans to spend $236,717,471.00 for the 2026-27 school year. Of that amount, $228,960,033.00 is tied to actions/services in the LCAP and $7,757,438 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

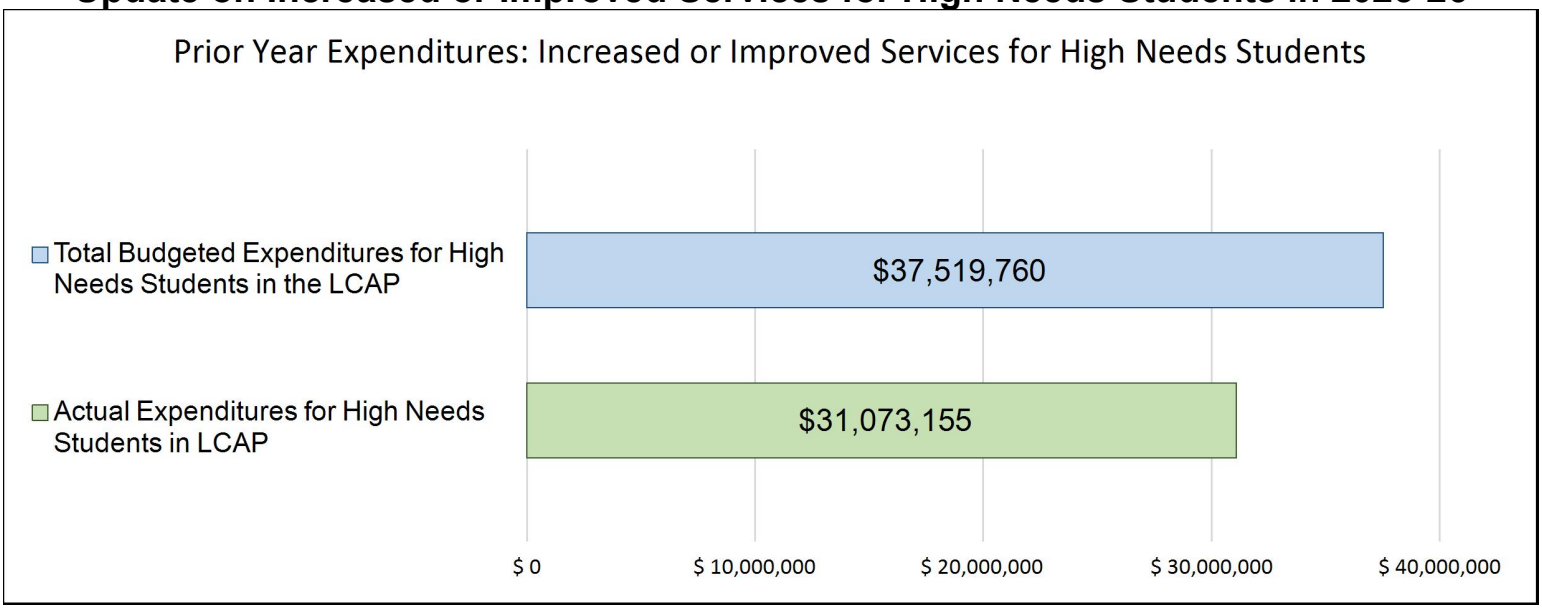
Covina-Valley Unified School District is the Administrative Unit for the SELPA, the District records all expenditures for the SELPA, tuition paid for students attending other district Special Education programs or other county programs.

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

In 2026-27, Covina-Valley Unified School District is projecting it will receive $29,761,162.00 based on the enrollment of Foster Youth, English learner, and low-income students. Covina-Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Covina-Valley Unified School District plans to spend $34,687,343.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Covina-Valley Unified School District's LCAP budgeted $37,519,760.00 for planned actions to increase or improve services for high needs students. Covina-Valley Unified School District actually spent $31,073,155.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,446,605 had the following impact on Covina-Valley Unified School District's ability to increase or improve services for high needs students:

Despite this material difference between the total actual expenditures and the total budgeted expenditures for actions and services aimed at increasing or improving services for high-needs students in 2025-26, Covina-Valley Unified School District implemented the planned actions as intended. The district had budgeted $37,519,760, but actual expenditures totaled $31,073,155, representing a difference of $4,926,181, primarily due to minor variations in contract and material costs across multiple actions and services aimed at increasing or improving services for high-need students.

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
Covina-Valley Unified School District	Josie Paredes, Ed.D. Assistant Superintendent, Educational Services	jparedes@c-vusd.org 626-974-7000

Plan Summary [2026-27]

General Information

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

For more than a century, the Covina-Valley Unified School District has been a cornerstone of educational excellence, diligently serving the communities of Covina, West Covina, Glendora, San Dimas, and Irwindale. Established with a commitment to providing quality education, the District has played a vital role in shaping the academic and personal journeys of countless students.

The enrollment data for C-VUSD reveals a diverse student body with varying racial and ethnic backgrounds. The largest proportion of students is Hispanic or Latino, accounting for 79.4% of the total enrollment. Asian students make up a significant portion of the student body, accounting for 8%, followed by White students at 5%. African American students represent 2.6%, while American Indian or Alaska Native students and Pacific Islanders each make up 0.4%. Additionally, Filipino students contribute 2.7%, and those identifying with Two or More Races account for 1.5%. A small percentage, 0.6%, chose not to report their racial or ethnic background. The enrollment data for C-VUSD not only highlights diversity in racial and ethnic backgrounds but also provides insights into various student groups. Among these groups, English Learners constitute 9.7%, while Foster Youth and Homeless students make up 0.5% and 4.9%, respectively. Students with Disabilities account for a significant portion of the student body, comprising 14.7%. Additionally, a substantial majority, 73.4%, fall under the category of Socioeconomically Disadvantaged. This comprehensive overview of student group data, alongside the racial and ethnic distribution, emphasizes the inclusivity and varied needs of the student population in C-VUSD.

Covina-Valley boasts a comprehensive array of instructional programs designed to meet the diverse needs of its student population. These programs are strategically offered across nine elementary schools (TK-5), three middle schools (6-8), three comprehensive high schools (9-12), one alternative education high school, and an online learning academy. Covina-Valley extends its commitment to education by including

the Covina-Valley Children's Center, which serves preschool children, and by recognizing the importance of lifelong learning through Adult Education. The District's outstanding educational programs cater to a diverse range of students, benefiting over 11,055 students in TK-12th grade. While C-VUSD is a large district with just over 1,400 employees, families receive the personalized care and culture typical of a smaller district.

Over the years, the District and its schools, from elementary to high school, have earned several awards that distinguish Covina-Valley Unified on both the state and national levels. The State of California has recognized Covina-Valley for its Distinguished Schools, Gold Ribbon Schools, Pivotal Practices, Inclusive Practices, California School of Character, and Model Continuation School. All Covina-Valley schools have also been recognized by the California Business for Education Excellence. The District has been recognized nationally for Title 1 Academic Achievement, Schools to Watch, and for excellence by US News and World Report, AVID, and the College Board for our Advanced Placement Program. The International Baccalaureate and Western Association of Schools and Colleges have also validated C-VUSD's strong academic programs.

In the Covina-Valley Unified School District, the focus on maintaining or increasing enrollment and overall student achievement is evident through strategic initiatives. These encompass enhancing social-emotional learning and mental health services, promoting innovative programs and practices, advancing ELA, Math, and enrichment programs, improving college eligibility and readiness initiatives, integrating the arts, and ongoing facility enhancements. The District's commitment to addressing the needs of the whole child is reflected in the goals, actions, and services outlined in the Local Control Accountability Plan.

Fairvalley High School and Covina-Valley Learning Options Academy will benefit from the Equity Multiplier, which allocates additional funding to schools that met the non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. Fairvalley High School reports a Non-Stability Rate of 35.1%, reflecting the percentage of students experiencing mobility, and a socioeconomically disadvantaged rate of 87.8%. Similarly, Covina Valley Learning Options Academy, another recipient of Equity Multiplier funding, has a Non-Stability Rate of 39.3% and a socioeconomically disadvantaged rate of 91.2%. This funding is earmarked for evidence-based services and supports, ensuring equitable educational opportunities for students facing challenges in these schools.

Reflections: Annual Performance

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

Covina-Valley has made notable progress in implementing its 2025–26 Local Control and Accountability Plan (LCAP), with key successes in college and career readiness, social-emotional support, access to technology, and family engagement. Graduation rates remain strong, with many students meeting UC/CSU a–g requirements and being college and career-ready due to expanded opportunities in Career and Technical Education (CTE), Dual Language, International Baccalaureate (IB), Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), and AVID programs. These efforts continue to support high school completion and post-secondary preparation.

The District strengthened mental health and SEL support through expanded counseling services, the Health and Wellness Center, and staff training. CTE offerings have also expanded, providing students with hands-on pathways and internships across multiple industries, as well as stronger partnerships with local businesses. Technology access has remained successful through district-wide 1:1 device implementation and the integration of academic software, while instructional quality has improved through ongoing professional development and PLC collaboration. At-risk students have benefited from targeted supports, including tutoring, restorative practices, and credit recovery. Despite

substantial progress, C-VUSD encountered some challenges during the year. Chronic absenteeism persisted among certain student groups, disrupting engagement and slowing academic progress. As the District continues to pursue continuous improvement, it remains a challenge to balance the urgency of new initiatives with the thoughtful planning and rollout needed for long-term success. Additionally, while new supports were introduced, their impact may take time to appear in outcome data, underscoring the importance of sustained implementation.

Covina-Valley Unified School District continues to demonstrate progress across key academic and engagement indicators, as reflected in the 2025 California School Dashboard and state reporting tools. The District's graduation rate reached 97.1%, outperforming the statewide average of 87.8%. Based on the 2025 CA Dashboard, graduation outcomes for key student groups remain strong, with rates of 90.9% for English Learners, 84.6% for Foster Youth, 99.0% for Homeless students, and 97.5% for Socioeconomically Disadvantaged students. College and career readiness continues to improve, with 61.0% of graduates placed in the "Prepared" level, an increase from 53.8% in 2024. The percentage of seniors meeting a–g course requirements reached 68.3%, significantly exceeding state rates, though gaps remain for English Learners (60.9%) and Students with Disabilities (49.6%).

In English language development, 56.3% of English Learners are making progress toward English language proficiency, reflecting a 8.2% increase and surpassing the statewide rate of 46.4%. Covina-Valley also met all local performance indicators related to school conditions and climate, including appropriate teacher assignments, student access to standards-aligned materials, and safe school facilities. The District continues to prioritize parent engagement, with 96% of families reporting they feel welcomed and respected when visiting schools.

Additional 2025 Dashboard indicators show areas of continued focus:
Chronic Absenteeism: Orange (15.6%)
Mathematics: Yellow (36.9 points below standard)
Suspension Rate: Green (2.5%)
English Language Arts: Green (3.7 points above standard)

The actions and services outlined in Covina-Valley's 2026-27 Local Control and Accountability Plan (LCAP) will continue to build on these successes and increase access to college and career coursework, enrichment activities, intervention strategies, and consistent support systems for all students. The achievements described above directly result from the goals, actions, and services the District provides its students.

The 2023 California School Dashboard data below indicates areas of need and focus across multiple schools and student groups, and is the baseline for the actions and services in the LCAP:

District-Wide Red Indicators:

- Chronic absenteeism for English Learners
- High suspension rates for Foster Youth
- Chronic absenteeism for Homeless Students
- Chronic absenteeism for Two or More Races

Barranca Elementary:

- English Learner Progress Indicator (ELPI) for English Learners (EL) and ELA challenges and Students with Disabilities (SWD), respectively, signaling the need for enhanced language support and specialized instruction.

Ben Lomond Elementary:
- Chronic Absenteeism affecting multiple student groups (ALL, EL, Hispanic, Socioeconomically Disadvantaged-SED, SWD), highlighting a critical need for engagement and support strategies at the school.

Covina High:
- Challenges in ELPI for English Learners and college/career readiness for SWD point to the necessity for targeted academic and career planning services and supports.

Covina-Valley Learning Options Academy:
- Displays red indicators in math and ELA for socioeconomically disadvantaged (SED) students, and in math for all student groups and Hispanic students. Additionally, chronic absenteeism is prevalent among all students, underscoring the pressing need for comprehensive academic support and targeted attendance interventions.

Cypress Elementary:
- Chronic absenteeism is prevalent across all student groups (ALL, EL, Hispanic, SED, SWD, White), requiring broad-based strategies to improve attendance and school connectivity.

Fairvalley High School:
- Significant concerns with graduation rates and college/career readiness for ALL students, particularly Hispanic and SED groups, indicating an urgent need for enhanced guidance and support programs.

Grovecenter Elementary:
- Chronic absenteeism occurs across multiple student groups (ALL, EL, Hispanic, SED, White), emphasizing the necessity for targeted attendance and engagement initiatives.

Las Palmas Middle:
- Encounters high suspension rates and chronic absenteeism for ELs, with the need for behavioral interventions and supportive school climate strategies.

Manzanita Elementary:
- Chronic absenteeism is pervasive across EL, Hispanic, SED, and SWD groups, indicating a significant need for regular school attendance interventions.

Merwin Elementary:
- Experiences academic challenges with red indicators in ELPI for ELs, ELA, and math for SWD, alongside chronic absenteeism, highlighting the need for comprehensive academic support and specialized instructional strategies.

Northview High:

- Shows challenges with ELPI for English Learners and both math achievement and suspension rates for SWD, underscoring the need for tailored instructional and behavioral support systems.

- Rowland Avenue Elementary:

Chronic absenteeism affects all students (ALL, Hispanic, SED, SWD), indicating a systemic issue that needs addressing through community engagement and support programs.

Sierra Vista Middle:

- Red indicators in ELA for both ELs and SWDs, coupled with chronic absenteeism, suggest a need for enhanced instructional support and strategies to improve school engagement.

South Hills High:

- Has concerns in ELA, math, and college/career readiness for SWD, emphasizing the need for targeted academic support and post-secondary preparation strategies.

Traweek Middle:

- Reports high suspension rates for Hispanic, SED, and SWD groups, along with chronic absenteeism for SWD and White students, and a red indicator for English Learners in ELA, highlighting the need for academic and behavioral interventions and inclusivity programs.

Workman Avenue Elementary:

- Exhibits chronic absenteeism across multiple student groups (ALL, EL, Hispanic, SWD) and academic challenges in math and ELA for SWD, pointing to the need for enhanced academic support and attendance interventions.

This comprehensive review underscores the need for district-wide strategic actions to support identified needs, focusing on improving attendance (Actions 3.6, 3.7, and 3.8), reducing suspension rates (Action 3.5 and 3.7), enhancing academic achievement (Actions 1.13, 2.11, 2.12, 2.14, and 2.19), improving English language progress (2.1 and 2.17) and improving college and career readiness and graduation rates (Action 1.2 and 1.4) principally directed towards unduplicated student groups and additionally supporting all student groups identified with the lowest performance level on the CA Dashboard indicators.

The 2023 Smarter Balanced Summative Assessments and additional metrics provide a comprehensive overview of academic performance among various student groups within a school district. Here's a summary and analysis of the key data points:

ELA Performance:

- Met or Exceeded Standard: 52.85% of all students met or exceeded the standard in ELA, with noticeable disparities among student groups. English Learners (EL) performed significantly lower, with only 8.72% meeting standards, while Socioeconomically Disadvantaged (SED) students and Foster Youth (FY) also lagged behind the district average with 47.43% and 38.46%, respectively.

- Distance from Standard: The District's average was 1.3 points above the standard, but all student groups except the general population were below, with ELs facing the largest deficit at 49.2 points below the standard. This indicates a critical need for targeted interventions in language arts, particularly for English Learners and other vulnerable groups.

Math Performance:
- Met or Exceeded Standard: Overall, 35.41% of students met or exceeded standards in math, with ELs again showing significantly lower performance at 13.34%. SED and FY students also showed lower performances at 30.20% and 20.00%, respectively.
- Distance from Standard: The deficits were more pronounced in math, with the general student population 43.2 points below standard and English Learners 66 points below. Homeless students and FY had even larger gaps at 73 and 103.1 points below standard, respectively, highlighting severe challenges in math achievement across these groups.

Science Performance:
- Met or Exceeded Standard: Only 27.02% of all students met or exceeded the standard in science, with the lowest performance among ELs at just 2.27%. SED, Homeless, and FY students also struggled significantly in this area.

English Learner Progress Indicator:
- 50.1% of ELs are making progress towards English language proficiency, indicating that just over half of the EL population is on track in their language acquisition.

Graduation Rates:
- The overall graduation rate is high at 95.8%, but there are disparities among student groups. ELs and FY have lower graduation rates at 86.3% and 73.3%, respectively, indicating that these groups might face additional barriers to completing high school within the standard four-year period.

UC/CSU Eligibility:
- While 65.1% of all students meet UC/CSU requirements, only 40.9% of ELs and 36.4% of FY students meet these criteria, suggesting lower college readiness among these groups.

Overall, the 2023 baseline data reveal academic achievement gaps between the general student population and unduplicated student groups, including English Learners, Socioeconomically Disadvantaged students, and Foster Youth. These disparities are evident in ELA, math, science proficiency, and college-readiness metrics. The District will continue prioritizing educational support and resources tailored to these groups to improve equity in academic outcomes. The District remains focused on addressing all growth areas through ongoing collaboration, data-informed practices, and support systems that elevate student outcomes.

Unexpended Learning Recovery Emergency Block Grant (LREBG) funds continue to be allocated to Action 2.14 (Multi-Tiered System of Supports) and Action 3.9 (Parent Education and Outreach) to address critical areas of student need identified through the District’s comprehensive needs assessment. Action 2.14 was selected to strengthen academic interventions, particularly in mathematics, as data from recent assessments indicated a significant percentage of students performing below grade level. Hiring additional math intervention teachers will provide targeted, small-group instruction and daily intensive support, particularly for students who have experienced unfinished learning due to the pandemic. Action 3.9 was selected based on feedback from educational partners and a demonstrated need for stronger school–

family partnerships. Outreach Liaisons help improve student attendance, engagement, and access to learning recovery resources, especially for unduplicated students.

Both actions are consistent with the allowable use of LREBG funds, which may be used to accelerate academic progress and address social-emotional needs resulting from the COVID-19 pandemic. Funding math intervention aligns with allowable expenditures for academic interventions and learning supports, while sustaining Outreach Liaisons aligns with allowable expenditures for expanding family engagement and student support services. These actions directly target needs identified in the District's needs assessment, including significant learning loss in mathematics and a need for increased student engagement and family communication. The MTSS math supports will help close achievement gaps and improve academic outcomes. At the same time, the work of Outreach Liaisons will ensure students and families are connected with services that promote attendance, well-being, and academic recovery.

Research strongly supports the implementation of Multi-Tiered System of Supports (MTSS) as an effective framework for improving academic outcomes through data-driven decision-making, targeted interventions, and tiered supports (Fuchs & Fuchs, 2006). Studies show that small-group, targeted instruction, particularly in math, can significantly improve student achievement, especially when aligned with formative assessment data (Gersten et al., 2009). Similarly, research on family engagement has shown that strong home–school partnerships are associated with improved attendance, enhanced academic performance, and increased student motivation (Henderson & Mapp, 2002). Outreach Liaisons serve as a bridge between families and schools, helping remove barriers to student success by fostering trust, providing consistent communication, and connecting families to essential academic and social-emotional supports. Together, these research-based strategies provide a comprehensive approach to accelerating learning and improving outcomes for students who have been most impacted by the pandemic.

The District will monitor the impact of Action 2.14 using Smarter Balanced Math Assessment scores (Metric 2.2) and student group performance data (including EL, SED, and Foster Youth). For Action 3.9, impact will be monitored using attendance rates (Metric 3.1), chronic absenteeism rates (Metric 3.4), parent and staff survey responses (Metrics 3.5 and 3.7), and documented participation in family outreach and education activities. These metrics will help evaluate the effectiveness of the actions in improving academic outcomes and strengthening student–family engagement.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, Covina-Valley Unified School District qualified for Differentiated Assistance (DA) for two student groups: long-term English Learners (LTELs) and Students with Disabilities (SWD). The LTEL group met DA criteria by receiving a "Red" performance level on three state indicators: Suspension Rate, English Language Arts (ELA), and Mathematics. Similarly, the SWD group received a "Red" rating on ELA, Mathematics, and the College/Career Indicator (CCI).

Based on the 2025 California School Dashboard, C-VUSD qualified for Differentiated Assistance (DA) for two student groups: Foster Youth (FY) and Students with Disabilities (SWD). The FY group met DA criteria by receiving a "Red" performance level on two state indicators: Chronic Absenteeism and Suspension Rate. The SWD group received a "Red" rating on ELA, Mathematics, and Chronic Absenteeism.

The Technical Assistance process provided C-VUSD with a structured opportunity and external support to focus on improving outcomes for its LTEL and SWD students. The work focused not just on compliance but on building systemic capacity for continuous improvement for these student groups.

To support LTELs, the District is strengthening Designated and Integrated English Language Development (ELD) by ensuring dedicated instructional time focused on advanced academic language and embedding support within core content areas (Action 2.18 Increased Instructional Minutes). Strategies include explicit instruction in vocabulary, sentence structures, and discipline-specific discourse across subjects (Action 2.4 Writing and Literacy Instruction and Assessment and 2.7 Critical Thinking and Creative Analysis - Thinking Maps). Teachers are receiving targeted professional development, often through coaching cycles, as outlined in Actions 2.9 Professional Development Release Day and 2.13 Summer Professional Development, and supported by the English Learner Support Services (2.1) and the English Learner Support Team (2.17). and collaborative planning time (Actions 1.13 Professional Learning Communities and 2.11 Professional Learning Community Support), to implement these ELD practices effectively and to utilize assessment data more strategically to differentiate instruction based on students' language acquisition needs and academic progress. The refinement of monitoring LTEL progress through the Ellevation program is ongoing, aiming to achieve more precise identification of students ready for reclassification and to ensure that reclassified students continue to receive appropriate academic language support to succeed in mainstream classes (Action 1.12 Assessment Development and Progress Monitoring of Unduplicated Students). The District also adopted a new ELD curriculum for grades 6–12, which is being rolled out and supported with professional development focused on effective implementation (Action 3.2 High Quality Learning Environments-Staff & Materials).

For Students with Disabilities, efforts underway include the expanded use of Universal Design for Learning (UDL) principles to proactively design lessons and environments accessible to all learners from the outset (Action 2.14 Multi-Tiered System of Supports). This involves providing multiple means of representation, engagement, and action and expression in classrooms. The District is also enhancing co-teaching models by providing training and structured planning time for general and special education teachers to effectively collaborate in delivering grade-level content with appropriate supports and accommodations (Actions 1.13 Professional Learning Communities and 2.11 Professional Learning Community Support). A significant focus remains on developing high-quality, standards-aligned IEP goals that are measurable and truly address students' unique needs, coupled with strengthened processes to ensure fidelity in implementing the services and accommodations outlined in IEPs. Collaboration among educators and between educators and families is being emphasized and supported through structured meeting protocols and ongoing communication strategies during the IEP process. All case carriers received additional training to support these goals and improve IEP development and implementation (Actions 2.9 Professional Development Release Day and 2.13 Summer Professional Development). The two hired Special Education Teachers on Special Assignment (TOSAs) are actively providing embedded, ongoing coaching and support to school sites and special education teams, assisting with instructional strategies and behavior supports (Action 3.2 High Quality Learning Environments-Staff & Materials).

For Foster Youth, the District is strengthening support through targeted professional development and a districtwide MTSS framework to address academic, behavioral, and social-emotional needs (Actions 2.8, Capacity Building and Program Support; 2.9 Professional Development Release Day; 2.14 Multi-Tiered System of Supports - MTSS). Efforts to improve engagement and stability include restorative practices, enhanced behavior and attendance supports, and a comprehensive attendance program (Actions 3.5 Positive Campus Climates, 3.7 Positive Behavior and Attendance Support, 3.8 Comprehensive Attendance Program). Foster Youth also benefit from extended learning opportunities, extracurricular activities, and innovation resources that promote connection and achievement (Actions 3.6, Saturday School and Extended School Day Interventions; 3.11, Innovation Resources; 3.12, Extra and Co-Curricular Engagement Activities). Additionally, the

District is expanding parent outreach and mental health services to support overall well-being (Actions 3.9 Parent Education & Outreach, 3.15 Mental Health and Well Being).

This technical assistance work remains a central focus for the District, driving continuous improvement efforts and informing ongoing planning and resource allocation, as reflected in the implementation of School Plans for Student Achievement and the Local Control Accountability Plan. The District is also actively engaging parents of students with disabilities through a dedicated Special Education Parent Advisory Committee, which meets monthly throughout 2025-2026 to build capacity and strengthen home-school collaboration. Additionally, based on feedback from the District English Learner Advisory Committee, the District is conducting targeted transition meetings for parents of English learners. These meetings provide crucial information regarding the reclassification criteria for Long-Term English Learners and outline the academic program expectations and available supports for students once they have been reclassified, ensuring a smooth transition and continued academic success. The District is also providing targeted parent education and outreach for Foster Youth families to strengthen engagement, build understanding of available supports, and promote student success.

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
Teachers and Other School Personnel	LCAP metrics were reviewed and analyzed at monthly teacher and classified staff meetings as part of the engagement process for teachers and other school personnel. Input on goals, actions, and services was collected through collaborative discussions and feedback activities, ensuring staff insights and perspectives were integrated into the LCAP development. Additionally, in March 2026, all certificated and classified staff received surveys to provide their insights and recommendations for the district's goals and actions.
Principals and Administrators	LCAP metrics were reviewed and analyzed at monthly principal meetings as part of the engagement process for principals and administrators in LCAP development. Feedback on goals, actions, and services was gathered through interactive discussions and structured feedback activities. Site principals regularly met with the Educational Services and Business Services teams to review budget expenditures for LCAP actions and services, ensuring alignment with identified priorities and effective resource allocation. Additionally, in March 2026, all certificated management received surveys to provide their insights and recommendations for the district's goals and actions.
Local Bargaining Units	Association Consultation Meeting Dates- March 3, 2026: California School Employees Association (CSEA) March 4, 2026: Covina-Valley Association School Psychologists (CVASP) March 12, 2026: Covina Unified Educators Association (CUEA)

Educational Partner(s)	Process for Engagement
	During meetings with Local Bargaining Units, participants shared their insights, challenges, and recommendations regarding the LCAP. This engagement process included reviews of the LCAP with open feedback. These sessions provided a platform for union representatives to voice their members' perspectives, ensuring that the needs and priorities of teachers, classified staff, and psychologists were accurately reflected in the LCAP development. Through this collaborative approach, bargaining unit members contributed valuable input on goals, actions, and services.
Students	LCAP Student Advisory Council Meeting Dates- February 4, 2026: South Hills High School February 10, 2026: Covina High School February 12, 2026: Northview High School February 12, 2026: Las Palmas Middle School February 18, 2026: Sierra Vista Middle School February 19, 2026: Traweek Middle School February 24, 2026: Fairvalley High School The engagement process for LCAP development with student advisory councils involved multiple meetings to ensure meaningful student participation. Students reviewed LCAP metrics during these meetings and discussed their overall school experience. Facilitated discussions allowed students to share their perspectives on current challenges and potential solutions. Feedback activities included interactive advisory sessions, surveys, and brainstorming sessions, during which students provided input on initiatives and priorities. This input was crucial for identifying areas directly impacting student engagement and success. Additionally, surveys were distributed to students in grades 5, 7, 9, and 11 during March and April 2026 to collect their perspectives. By incorporating student voices, the LCAP development process became more aligned with the actual needs and priorities of the student body.
LCAP Parent Advisory Committee	Advisory Dates- October 15, 2025: LCAP Overview November 12, 2025: LCAP Goal 1 Metrics Data/Actions/Services/Budget Input and Feedback

Educational Partner(s)	Process for Engagement
	January 14, 2026: LCAP Goal 2 Metrics Data/Actions/Services/Budget Input and Feedback February 18, 2026: LCAP Goal 3 Metrics Data/Actions/Services/Budget Input and Feedback The LCAP Parent Advisory Committee actively participated in regular meetings, thoroughly exploring LCAP metrics and offering insights and feedback on goals and strategies through interactive sessions, targeted surveys, and breakout sessions focusing on specific topics or goals within the LCAP.
District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC)	Advisory Dates- October 10, 2025: LCAP Overview January 7, 2026: LCAP Goals Input and Feedback March 18, 2026: LCAP Actions & Services Priorities Input and Feedback May 13, 2026: LCAP Goals, Actions, and Services Updates and Adjustments At the DAC/DELAC LCAP advisory meetings, participants analyzed data related to student performance, attendance, and other key metrics, which helped identify areas of need and prioritize actions within the LCAP. Attendees reviewed draft sections of the LCAP and provided feedback on specific actions, goals, and metrics. The engagement process involved collaborative discussions to ensure a comprehensive approach to addressing the identified needs and implementing effective strategies.
Parents	Parents were actively involved in developing the LCAP through participation in the LCAP Parent Advisory Committee and DAC/DELAC, where they contributed their perspectives and recommendations. Additionally, a survey was sent to all parents to gather their feedback and input on goals and actions. Principals also shared this information with parents and then provided the gathered insights to the Educational Services team for further consideration.
Special Education Local Plan Area (SELPA)	SELPA Consultation Meeting Date- March 2, 2026
Board of Education and Community	November 20, 2025: LCAP Data Presentation February 12, 2026: LCAP Mid-Year Update Presentation

Educational Partner(s)	Process for Engagement
	May 14, 2026: LCAP Survey and Feedback Data Presentation June 25, 2026: LCAP Public Hearing June 29, 2026: LCAP Board Approval & Local Indicator Presentation Community Advisory Meetings- February 26, 2026: South Hills High School March 19, 2026: Covina High School April 2, 2026: Northview High School Additionally, surveys were sent to parents and community members in March 2026 to gather their feedback and input on district goals and actions.
Covina-Valley Learning Options Academy and Fairvalley Continuation High School Educational Partners (Equity Multiplier)	Advisory Dates- January 6, 2026, January 20, 2026, and February 17, 2026 (Teachers, Staff, and Administrators) February 24, 2026 (Student Advisory) February 18, 2026 (Parent and Community Advisory) March 3, 2026: California School Employees Association (CSEA) March 4, 2026: Covina-Valley Association School Psychologists (CVASP) March 12, 2026: Covina Unified Educators Association (CUEA) The engagement process for the Equity Multiplier focus goal and the use of Equity Multiplier funds with C-VLOA and Fairvalley educational partners involved meetings to discuss equity needs and fund allocation. Data and insights were shared during these meetings, breakout sessions facilitated focused discussions, and input was gathered through feedback activities and surveys.

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

The process for engaging educational partners involved several steps. Initially, the District identified and reached out to a diverse range of partners, including parents, community organizations, staff, and students. These partners participated in advisory groups and surveys and provided feedback on the District's goals and proposed actions. Subsequently, the District reviewed input from educational partners and used it to refine and improve the proposed goals and actions in the LCAP. This feedback also identified new strategies or initiatives to support student success. Finally, the District considered input from educational partners during the LCAP review process. This included ensuring that the plan's goals and actions were aligned with state and federal requirements, feasible, and supported by available resources. Overall, engaging educational partners was a critical part of the LCAP process, as it helped ensure that the plan reflected the needs and priorities of

the broader community and would effectively support student learning and success.

During meetings, teachers, principals, administrators, other school personnel, local bargaining units, parents, and students engaged in the development of the LCAP in the following ways:

- Collaborative Discussions: During these meetings, participants engaged in structured discussions to share their insights, challenges, and recommendations regarding the LCAP. This collaborative approach ensured diverse perspectives were considered.
- Review and Feedback: Attendees reviewed draft sections of the LCAP and provided feedback on specific actions, goals, and metrics. This iterative process allowed for continuous plan refinement based on collective input.
- Data Analysis: Educational partners analyzed data related to student performance, attendance, and other key metrics. This analysis helped identify areas of need and prioritize actions within the LCAP.
- Breakout Sessions: During the meetings, breakout sessions focused on specific topics or goals within the LCAP. These smaller groups facilitated more in-depth discussions and allowed for targeted input.
- School Site Council Participation: Principals played a key role in School Site Council meetings, facilitating discussions on the LCAP and ensuring alignment with school improvement plans.

In addition to attending meetings, educational partners were engaged through surveys to gather their input and suggestions. Specific focus groups were organized to dive deeper into particular areas of the LCAP, ensuring detailed feedback from various staff members was collected. Including the above educational partners ensured that all voices within the school community were heard, providing a comprehensive view of the needs and priorities across different roles. These comprehensive engagement strategies ensured that the LCAP development was inclusive, data-driven, and reflective of the needs and priorities of the entire school community.

Feedback from the SELPA consultation confirmed that the LCAP is fully aligned with our special education objectives. As the host district for the SELPA, C-VUSD maintains a collaborative relationship with its staff. Moving forward, we will continue to work closely with the SELPA to ensure our LCAP goals, actions, and services effectively drive increased achievement for our special education students.

Fairvalley and Covina-Valley Learning Options Academy (C-VLOA) collaborated with educational partners to develop the LCAP's required focus goal for each eligible school. This partnership ensured that the goals established reflected the unique needs and contexts of the schools, generating Equity Multiplier funds and fostering a more equitable and inclusive educational environment. Educational partners were consulted through meetings, surveys, and public forums, ensuring their feedback was incorporated into the development of the LCAP Equity Multiplier. Fairvalley and Covina-Valley Learning Options Academy collaborated closely with these partners to establish a focus goal tailored to their unique needs. This collaborative process involved reviewing data, identifying priorities, and leveraging Equity Multiplier funds to enhance support services and improve educational outcomes. In line with feedback from educational partners, Fairvalley and C-VLOA are committed to providing evidence-based services and support for students. Additional support and student workshops will be provided on campus to support students' college and career readiness, addressing staffing changes and reinstating an assistant principal position. Educational partners have emphasized leveraging Equity Multiplier funds to enhance C-VLOA's online curriculum. In response, a focused goal to improve the virtual learning experience was developed in this LCAP. This includes providing evidence-based services and support tailored to our online platform to increase achievement.

Input and feedback from educational partners have significantly informed and strengthened the Covina-Valley Unified School District's Local Control and Accountability Plan (LCAP), directly influencing the actions and services designed to support student success. The District's

overarching LCAP goals reflect a deep commitment to the achievement of every student through a comprehensive set of strategies, actions, and services. These were shaped in close collaboration with educational partners and aim to foster positive student outcomes.

Educational partners played a vital role in developing the following actions and services aligned with the District's LCAP goals:

Goal 1: Ensure all students are prepared for college and careers.

- Expanding and increasing Career Technical Education (CTE) Pathways to provide industry certifications and workplace skills, such as financial literacy
- Offering rigorous academic programs, including AVID, Pre-AP, and the International Baccalaureate (IB) Program to prepare students for college-level coursework
- Providing access to college readiness exam waivers (PSAT, SAT, AP, and IB) to eliminate testing costs barriers for low income students
- Delivering a guidance program and comprehensive counseling to support academic, social-emotional, and postsecondary planning
- Developing college and community partnerships to expose students to professional environments
- Utilizing assessments and progress monitoring to track student growth and guide targeted instruction
- Providing college readiness supports for English learners, including leadership conferences and college field trips

Goal 2: Provide a high-quality, engaging, and supportive learning environment.

- Implementing summer school enrichment and intervention programs to provide additional academic support and engagement during breaks
- Integrating technology resources and 1:1 devices, while providing specific training on the appropriate use of AI tools
- Offering targeted math, science, and literacy interventions through specialized training and tools like Thinking Maps
- Expanding Dual Language Immersion (DLI) and early elementary support to build foundational literacy and bilingualism
- Providing Professional Development for certificated and classified staff to enhance instructional practices and support student needs
- Delivering a Multi-Tiered System of Supports (MTSS) and specialized assistance for students with disabilities in regular classroom settings
- Expanding learning access through extended library hours and academic tutoring

Goal 3: Foster a safe, healthy, and inclusive school climate.

- Prioritizing mental health and well-being by hiring and retaining nurses, social workers, and counselors
- Maintaining high-quality facilities that are safe, clean, and functional, with a focus on working restrooms
- Expanding arts education and enrichment, including elementary music and performing arts opportunities
- Promoting Science, Technology, Engineering, and Mathematics (STEM) through hands-on learning and an integrated curriculum
- Fostering community engagement and parent outreach through workshops, academies, and targeted marketing to help families support learning at home
- Increasing extra and co-curricular engagement, such as athletics, field trips, and college campus visits for all grade levels
- Strengthening positive campus climates through staff training in restorative practices and social-emotional learning (SEL)

Goal 4: Enhance operational capacity and infrastructure to support student learning and well-being.

- Continuing support for strengthening targeted student and staff support

- Ensuring a clean and safe campus environment for all students, teachers, and staff.
- Enhancing on-campus engagement facilities to provide improved student activities and interaction spaces.
- Providing comprehensive college and career readiness support embedded within the school environment.
- Implementing a standards-aligned online curriculum to offer flexible and accessible learning opportunities.

Covina-Valley consulted with the advisory groups listed above on the stated dates to review and plan the LCAP/Annual Review and Analysis. All educational partner meetings and activities provided insight and direction for the LCAP goals, actions, and services. Before finalizing the LCAP, all feedback was collected, analyzed, shared, and considered.

The LCAP plan was presented to the District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) on May 13, 2026.

The advisory committees provided positive feedback on the work done within the presented plan, and the Superintendent responded in writing to all comments from the DAC/DELAC. Before the public hearing, our educational partners, including the community, were notified that the plan draft was available for review. Educational partners, including the community, were provided opportunities and instructions to submit written comments on specific actions and expenditures in the LCAP. On June 25, 2026, a public hearing was held to solicit recommendations and comments from the public on the specific actions and expenditures proposed for inclusion in the LCAP annual update. The public hearing was advertised in writing and online in English and Spanish. School sites advertised the public hearing to their families, and the District advertised district-wide. DAC/DELAC members were personally invited to attend the hearing. The LCAP plan was adopted at the board meeting following the public hearing. Local indicator results were reported to the Board of Education on June 29, 2026, at the same meeting at which the LCAP was adopted. The 2026-2027 budget was also adopted at the June 29, 2026, Board Meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Our District will guarantee all students are eligible and prepared for college and careers upon graduation. Progress will be measured by CA Dashboard Academic Indicators, graduation rate, and graduates meeting UC/CSU or a-g completion requirements.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Covina-Valley Unified School District developed Goal #1, "Our District will guarantee all students are eligible and prepared for college and careers upon graduation," in response to several key factors and educational imperatives:

The District recognizes the imperative to ensure that all students, regardless of background or personal circumstances, have equal access to opportunities for higher education and successful careers. By setting this goal, the District aims to bridge the gap between students who traditionally have more resources and support for post-secondary pathways and those who may face barriers to accessing such opportunities. In today's rapidly evolving economy, a high school diploma alone may not be sufficient for students to secure stable and fulfilling careers. The District recognizes the increasing demand for skilled workers across industries and the importance of preparing students to meet these workforce needs. The District is committed to equipping students with the knowledge, skills, and experiences necessary to thrive in the 21st-century job market by emphasizing college and career readiness. State and national standards emphasize college and career readiness as essential outcomes of K-12 education. By aligning its goals with these standards, the Covina-Valley Unified School District ensures its educational priorities align with broader educational objectives and expectations.

The District developed this goal with input from parents, educators, and community members. The District recognizes a shared commitment to prioritizing college and career readiness by strengthening community engagement to support individual student success and long-term community growth. Ultimately, the District recognizes that preparing students for college and careers is not just about immediate outcomes upon graduation but also about setting them on a path toward long-term success. By establishing this goal, the District demonstrates its commitment to empowering students to pursue higher education, confidently enter the workforce, and contribute meaningfully to society.

According to the 2025 California School Dashboard, Covina-Valley Unified School District (C-VUSD) demonstrated significant improvement

in academic performance, though performance gaps remain among student groups. In English Language Arts (ELA), the District moved above the state standard for the first time in several years, reaching 3.7 points above standard, an 11.5-point increase from 2024. Despite this districtwide success, Socioeconomically Disadvantaged students remained 9.4 points below standard, while English Learners and Homeless students were 38.1 and 28.3 points below, respectively. Foster Youth remained the furthest behind at 66.9 points below standard, though they showed a 6.0-point improvement over the previous year. In Mathematics, all student groups showed progress, with the District overall performing 36.9 points below standard, a 5.3-point increase. Challenges persist for vulnerable populations in Math: English Learners were 57.0 points below, Foster Youth were 84.1 points below, Socioeconomically Disadvantaged students were 49.9 points below, and Homeless students were 72.9 points below. Science is now reported as 52.8 points above standard districtwide, with English Learners (44.3 points above) and Socioeconomically Disadvantaged students (51.0 points above) also performing above the standard. These results indicate a positive upward trend while highlighting a continued need for targeted interventions for Foster Youth and English Learners.

In 2025, Covina-Valley Unified reached a record-high Four-Year Adjusted Cohort Graduation Rate of 97.1% for all students, a 2.2% increase from the previous year. Success was notable among Homeless students, who achieved a 99.0% graduation rate, while Socioeconomically Disadvantaged students reached 97.5%. English Learners improved to 90.9%, and Foster Youth reached 84.6%, both showing significant gains but remaining below the district average. C-VUSD demonstrated notable growth in the percentage of students meeting UC/CSU a–g requirements between 2024 and 2025. Districtwide, the completion rate rose from 65.6% to 68.3%. The most significant progress occurred among English Learners, whose completion rate increased substantially from 32.1% in 2024 to 60.9% in 2025. Other vulnerable student populations also showed improvement in their completion rates, with Homeless students increasing from 43.6% in 2024 to 47.4% in 2025, and Foster Youth completion rates rising from 25.0% to 30.0%. These trends signal a continuing need for strategic academic counseling, access to rigorous coursework, and extended learning supports for vulnerable student populations. The 2025 College/Career Indicator showed a substantial jump in post-secondary readiness, with 61.0% of all students now classified as "Prepared," up from 53.8% in 2024. Socioeconomically Disadvantaged students followed closely at 58.9%. Preparation rates for other groups also saw marked increases: English Learners rose to 44.8% and Homeless students to 38.5%. These improvements reflect the District’s focus on expanded access to dual enrollment and CTE pathways, and on a seven-period day to increase flexibility for rigorous coursework.

Participation in Career Technical Education (CTE) increased districtwide in 2025, with 36.8% of students in the combined graduation rate completing at least one pathway, up from 32.3% in 2024. Socioeconomically Disadvantaged students were near the district average at 36.1%, while English Learners had a lower participation rate at 26.3%
Homeless students recorded a completion rate of 28.6%. Disparities remain for other student groups, such as Foster Students (15.4%) and Students with Disabilities (32.2%), indicating that access alone is not sufficient and that targeted support is essential to ensure full pathway completion for all student populations.

Data highlights disparities in performance and achievement among unduplicated student groups, indicating the presence of barriers to success for these populations. The actions and services in Goal 1 are primarily directed toward these unduplicated populations.

By guaranteeing that all students are eligible and prepared for college and careers upon graduation, the District aims to provide every student with the opportunities and support they need to thrive in an increasingly complex and competitive world. Additional support for the development of this goal and actions was determined with input from all educational partners in Covina-Valley Unified, including:

- Expanding and increasing college and career opportunities for students
- Offering academic programs, including AVID, Pre-AP, AP, and IB

- Offering and expanding Career Technical Education pathways
- Offering college readiness exams such as PSAT/SAT, AP, and IB, including study materials and curriculum
- Providing comprehensive counseling support
- increasing English language arts and mathematics achievement

Through data analysis conducted with educational partners, Covina-Valley uses various metrics to assess progress toward Goal 1. These include performance on Smarter Balanced Summative Assessments to evaluate proficiency in core subjects and the Four-Year Adjusted Cohort Graduation Rate to measure graduation success. The District also tracks Graduates Meeting UC/CSU Requirements, CTE Pathway Completion, and the College Career Index (CCI) to ensure students are prepared for post-secondary education and careers. PSAT and SAT Participation and Scores are closely monitored to further assess college readiness. These assessments provide critical data on students' readiness for college-level work, benchmarked against national standards, and help identify areas where students may need additional support to improve their performance. Advanced Placement and International Baccalaureate pass rates indicate the level of rigor and college readiness, while the English Learner Progress Indicator (ELPI) monitors language acquisition progress. Additionally, FAFSA Application rates through the California Student Aid Commission are a local indicator of college readiness. Parent Involvement & Family Engagement are assessed through local surveys. Basic Services, such as teacher quality, instructional materials, and facilities, are evaluated using data from the CA Dashboard and local indicators. These metrics collectively provide insights into Covina-Valley's efforts to support student achievement, college and career readiness, and family engagement, guiding strategies for continuous improvement aligned with Goal 1 objectives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Four-Year Adjusted Cohort Graduation Rate (DataQuest-CDE)	C-VUSD 2023 Cohort Rate 95.8% (All Students) 95.0% (SED) 86.3% (EL) 91.3% (Homeless) 73.3% (FY) Fairvalley High 2023 Cohort Rate 67.3% (All Students) 66.7% (HI)	C-VUSD 2024 Cohort Rate 95.1% (All Students) 94.9% (SED) 86.7% (EL) 94.9% (Homeless) 80.0% (FY) Fairvalley High 2024 Cohort Rate 86.4% (All Students) 87.0% (HI)	C-VUSD 2025 Cohort Rate 97.2% (All Students) 97.6%% (SED) 90.6% (EL) 99.0% (Homeless) 83.3% (FY) Fairvalley High 2025 Cohort Rate 98.7% (All Students) 100% (HI)	C-VUSD 2026 Cohort Rate 97.3% (All Students) 96.5% (SED) 87.8% (EL) 96.0% (Homeless) 82.0% (FY) Fairvalley High 2026 Cohort Rate 88.0% (All Students) 89% (HI)	C-VUSD +1.4% (All Students) +2.6% (SED) +4.3% (EL) +7.7% (Homeless) +10.0% (FY) Fairvalley High +31.4% (All Students) +33.3% (HI)
1.2	Graduates Meeting UC/CSU or a-g	2023 Cohort Rate 65.1% (All Students)	2024 Cohort Rate	2025 Cohort Rate	2026 Cohort Rate	C-VUSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Completion Requirements (DataQuest-CDE)	60.7% (SED) 40.9% (EL) 52.1% (Homeless) 36.4% (FY)	65.6% (All Students) 62.2% (SED) 32.1% (EL) 43.6% (Homeless) 25.0% (FY)	68.3% (All Students) 65.6% (SED) 60.9% (EL) 47.4% (Homeless) 33.0% (FY)	66.6% (All Students) 62.2% (SED) 42.4% (EL) 53.6% (Homeless) 37.9% (FY)	+3.2% (All Students) +4.9% (SED) +20.0% (EL) -4.7% (Homeless) -3.4% (FY)
1.3	College/Career Indicator (CA Dashboard)	2023 C-VUSD 51.9% Prepared (All Students) 47.5% Prepared (SED) 30.2% Prepared (EL) 36.7% Prepared (Homeless) 13.3% Prepared (FY) Covina High 5.6% Prepared (SWD) Fairvalley High 0% Prepared (All Students) 0% Prepared (HI) 0% Prepared (SED) South Hills High 8.8% Prepared (SWD)	2024 C-VUSD 53.8% Prepared (All Students) 49.6% Prepared (SED) 17.6% Prepared (EL) 30.3% Prepared (Homeless) 3.3% Prepared (FY) Covina High 12.8% Prepared (SWD) Fairvalley High 4.5% Prepared (All Students) 5.6% Prepared (HI) 4.6% Prepared (SED) South Hills High 12.0% Prepared (SWD)	2025 C-VUSD 61.0% Prepared (All Students) 58.9% Prepared (SED) 44.8% Prepared (EL) 38.5% Prepared (Homeless) 16.7% Prepared (FY) Covina High 31% Prepared (SWD) Fairvalley High 2.2% Prepared (All Students) 2.4% Prepared (HI) 2.2% Prepared (SED) South Hills High 16.3% Prepared (SWD)	2026 C-VUSD 57.9% Prepared (All Students) 53.5% Prepared (SED) 36.2% Prepared (EL) 42.7% Prepared (Homeless) 19.3% Prepared (FY) Covina High 14.8% Prepared (SWD) Fairvalley High 6% Prepared (All Students) 6% Prepared (HI) 6% Prepared (SED) South Hills High 14.8% Prepared (SWD)	C-VUSD +9.1% (All Students) +11.4% (SED) +14.6% (EL) +1.8% (Homeless) +3.4% (FY) Covina High +25.4% (SWD) Fairvalley High +2.2% (All Students) +2.4% (HI) +2.2% (SED) South Hills High +7.5% (SWD)
1.4	CTE Pathway Completion (CA Dashboard-CTE	Completed at Least One Career Technical	Completed at Least One Career Technical	Completed at Least One Career Technical	Completed at Least One Career Technical	+6.3% (All Students) +7.0% (SED)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pathway Completion Report)	Education (CTE) Pathway 2023 30.5% (All Students) 29.1% (SED) 16.1% (EL) 25.3% (Homeless) 12.5% (FY)	Education (CTE) Pathway 2024 37.1% (All Students) 36.0% (SED) 22.6% (EL) 37.0% (Homeless) * (FY) *Student group consists of 1-10 students which is below the minimum size for any reporting.	Education (CTE) Pathway 2025 36.8% (All Students) 36.1% (SED) 26.3% (EL) 28.6% (Homeless) 15.4% (FY)	Education (CTE) Pathway 2026 39.1% (All Students) 38.0% (SED) 24.6% (EL) 39.0% (Homeless) 18% (FY)	+10.2% (EL) +3.3% (Homeless) +2.9% (FY)
1.5	CTE & a-g Completion (CA Dashboard-Met UC/CSU Requirements and CTE Pathway Completion Report)	Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2023 22.5% (All Students) 20.3% (SED) 10.7% (EL) 17.7% (Homeless) 6.3% (FY)	Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2024 29.2% (All Students) 26.2% (SED) 9.7% (EL) 22.2% (Homeless) * (FY) *Student group consists of 1-10 students which is below the minimum size for any reporting.	Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2025 29.8% (All Students) 28.6% (SED) 20.2% (EL) 17.3% (Homeless) 0.0% (FY)	Met UC/CSU Requirements AND Completed at Least One CTE Pathway 2026 31.2% (All Students) 28.2% (SED) 15.2% (EL) 24.2% (Homeless) 10.8% (FY)	+7.3% (All Students) +8.3% (SED) +9.5% (EL) -0.4% (Homeless) -6.3% (FY)
1.6	FAFSA Application (California Student Aid	Total Financial Aid Applications 2023:	Total Financial Aid Applications 2024:	Total Financial Aid Applications 2025:	Total Financial Aid Applications 2026:	-140 (All Students) -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Commission-Local Indicator)	923/1119 (All Students) 82%	807/1148 (All Students) 70%	783/1052 (All Students) 74%	930/1104 (All Students) 84%	
1.7	English Learner Progress Indicator (CA Dashboard)	2023 C-VUSD 50.1% Making Progress Towards English Language Proficiency Barranca Elementary 43.2% Making Progress Towards English Language Proficiency Covina High 31.3% Making Progress Towards English Language Proficiency Merwin Elementary 34.1% Making Progress Towards English Language Proficiency Northview High 35.4% Making Progress Towards English Language Proficiency	2024 C-VUSD 48.2% Making Progress Towards English Language Proficiency Barranca Elementary 58.1% Making Progress Towards English Language Proficiency Covina High 36.9% Making Progress Towards English Language Proficiency Merwin Elementary 45.3% Making Progress Towards English Language Proficiency Northview High 42.7% Making Progress Towards English Language Proficiency	2025 C-VUSD 56.3% Making Progress Towards English Language Proficiency Barranca Elementary 63.3% Making Progress Towards English Language Proficiency Covina High 54.3% Making Progress Towards English Language Proficiency Merwin Elementary 61.8% Making Progress Towards English Language Proficiency Northview High 48.6% Making Progress Towards English Language Proficiency	2026 C-VUSD 56.1% Making Progress Towards English Language Proficiency Barranca Elementary 60.1% Making Progress Towards English Language Proficiency Covina High 37.3% Making Progress Towards English Language Proficiency Merwin Elementary 47.3% Making Progress Towards English Language Proficiency Northview High 44.7% Making Progress Towards English Language Proficiency	C-VUSD +6.2% Making Progress Barranca Elementary +20.1% Making Progress Covina High +23.0% Making Progress Merwin Elementary +27.7% Making Progress Northview High +13.2% Making Progress
1.8	Advanced Placement (College Board) and	2023 46% (AP-All Students)	2024	2025	2026	8% (AP-All Students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	International Baccalaureate (International Baccalaureate) - Score of 3 or higher	70% (IB-All Students)	48.48% (AP-All Students) 70% (IB-All Students)	54% (AP-All Students) 70% (IB-All Students)	49% (AP-All Students) 73% (IB-All Students)	0% (IB-All Students)
1.9	PSAT and SAT Participation and Scores (College Board)	2023 PSAT Participation: 1,837 Mean Score: 858 2023 SAT Participation: 898 Mean Score: 926	2024 PSAT Participation: 1,785 Mean Score: 833 2024 SAT Participation: 811 Mean Score: 901	2025 PSAT Participation: 1,666 Mean Score: 847 2025 SAT Participation: 906 Mean Score: 899	2026 PSAT Participation: 1,858 Mean Score: 873 2026 SAT Participation: 1,010 Mean Score: 941	PSAT Participation: -171 Mean Score: -11 SAT Participation: +8 Mean Score: -27
1.10	Parent Satisfaction (Local Survey)	2023 My overall satisfaction with my student's academic preparation: 89% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 80% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 80% Agree/Strongly Agree	2024 My overall satisfaction with my student's academic preparation: 92% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 81% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources	2025 My overall satisfaction with my student's academic preparation: 96% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 90% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources	2026 My overall satisfaction with my student's academic preparation: 94% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 86% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources	+7% My overall satisfaction with my student's academic preparation +10% C-VUSD schools provide the necessary academic support to students who are struggling +14% Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and/or ideas for supporting my student: 83% Agree/Strongly Agree	and/or ideas for supporting my student: 94% Agree/Strongly Agree	and/or ideas for supporting my student: 86% Agree/Strongly Agree	
1.11	Smarter Balanced Summative Assessments - ELA (ETS-CDE)	Met or Exceeded Standard for ELA (2023) C-VUSD 52.85% (All Students) 47.43% (SED) 8.72% (EL) 38.10% (Homeless) 38.46% (FY) 2.94% (LTEL) Barranca Elementary 15.14% (SWD) C-VLOA 30.95% (SED) Merwin Elementary 9.31% (SWD) Sierra Vista Middle 3.85% (EL) 11.23% (SWD) South Hills High 15.55% (SWD) Traweek Middle 5.56% (EL) Workman Elementary	Met or Exceeded Standard for ELA (2024) C-VUSD 49.26% (All Students) 44.82% (SED) 10.79% (EL) *% (Homeless) 47.62% (FY) 4.35% (LTEL) *data is suppressed because fewer than 11 students tested Barranca Elementary 8.16% (SWD) C-VLOA 36.36% (SED) Merwin Elementary 7.14% (SWD) Sierra Vista Middle 0% (EL)	Met or Exceeded Standard for ELA (2025) C-VUSD 53.35% (All Students) 48.35% (SED) 9.21% (EL) 41.44% (Homeless) *% (FY) 4.76% (LTEL) *data is suppressed because fewer than 11 students tested Barranca Elementary 20.0% (SWD) C-VLOA 31.26% (SED) Merwin Elementary 18.92% (SWD) Sierra Vista Middle	Met or Exceeded Standard for ELA (2026) C-VUSD 58.85% (All Students) 53.43% (SED) 14.72% (EL) 44.1% (Homeless) 49.62% (FY) 8.35% (LTEL) Barranca Elementary 21.14% (SWD) C-VLOA 36.95% (SED) Merwin Elementary 15.31% (SWD) Sierra Vista Middle 9.85% (EL) 17.23% (SWD) South Hills High 30.95% (SWD) Traweek Middle	Met or Exceeded Standard for ELA C-VUSD +0.5% (All Students) +0.92% (SED) +0.49% (EL) +3.34% (Homeless) No difference can be calculated (FY) +1.82% (LTEL) Barranca Elementary +4.86% (SWD) C-VLOA +0.31% (SED) Merwin Elementary +9.61% (SWD) Sierra Vista Middle -3.85% (EL) +1.77% (SWD) South Hills High -1.27% (SWD)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.22% (SWD) Distance From Standard for ELA (2023) C-VUSD 1.3 points above (All Students) 13.1 points below (SED) 49.2 points below (EL) 35.6 points below (Homeless) 41.4 points below (FY) Not Available (LTEL) Barranca Elementary 109.8 points below standard (SWD) C-VLOA 85.1 points below standard (SED) Merwin Elementary 114.1 points below standard (SWD) Sierra Vista Middle 91.6 points below standard (EL) 110.7 points below standard (SWD) South Hills High	14.13% (SWD) South Hills High 28.95% (SWD) Traweek Middle 0.0% (EL) Workman Elementary 14.64% (SWD) Distance From Standard for ELA (2024) C-VUSD 7.9 points below (All Students) 20.8 points below (SED) 50.2 points below (EL) 35.8 points below (Homeless) 72.9 points below (FY) 126.3 points below (LTEL) Barranca Elementary 99 points below standard (SWD) C-VLOA	0% (EL) 13.0% (SWD) South Hills High 14.28% (SWD) Traweek Middle 0.0% (EL) Workman Elementary 9.09% (SWD) Distance From Standard for ELA (2025) C-VUSD 3.7 points above standard (All Students) 9.4 points below (SED) 38.1 points below (EL) 28.3 points below (Homeless) 66.9 points below (FY) 129.2 points below (LTEL) Barranca Elementary 86.1 points below standard (SWD)	11.56% (EL) Workman Elementary 19.22% (SWD) Distance From Standard for ELA (2026) C-VUSD 16.3 points above (All Students) 1.9 points above (SED) 34.2 points below (EL) 20.6 points below (Homeless) 26.4 points below (FY) 116.3 points below (LTEL) Barranca Elementary 94.8 points below standard (SWD) C-VLOA 17 points below standard (SED) Merwin Elementary 73.3 points below standard (SWD)	Traweek Middle -5.56% (EL) Workman Elementary -4.13% (SWD) Distance From Standard for ELA C-VUSD +2.4 points (All Students) +3.7 points (SED) +11.1 points (EL) +7.3 points (Homeless) -25.5 points (FY) -2.9 points (LTEL) Barranca Elementary +23.7 (SWD) C-VLOA +47.1 points (SED) Merwin Elementary +50.7 points (SWD) Sierra Vista Middle +22.3 points (EL) +8.0 points (SWD) South Hills High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		117.5 points below standard (SWD) Traweek Middle 71.3 points below standard (EL) Workman Elementary 116.1 points below standard (SWD)	27 points below standard (SED) Merwin Elementary 83.3 points below standard (SWD) Sierra Vista Middle 114.6 points below standard (EL) 106.2 points below standard (SWD) South Hills High 56.4 points below standard (SWD) Traweek Middle 83.8 points below standard (EL) Workman Elementary 122.7 points below standard (SWD)	C-VLOA 38 points below standard (SED) Merwin Elementary 63.4 points below standard (SWD) Sierra Vista Middle 69.3 points below standard (EL) 102.7 points below standard (SWD) South Hills High 124.6 points below standard (SWD) Traweek Middle 71.9 points below standard (EL) Workman Elementary 131.7 points below standard (SWD)	Sierra Vista Middle 76.6 points below standard (EL) 95.7 points below standard (SWD) South Hills High 46.4 points below standard (SWD) Traweek Middle 56.3 points below standard (EL) Workman Elementary 101.1 points below standard (SWD)	-7.1 points (SWD) Traweek Middle -0.6 points (EL) Workman Elementary -15.6 points (SWD)
1.12	Smarter Balanced Summative Assessments - Math (ETS-CDE)	Met or Exceeded Standard for Math (2023) C-VUSD 35.41% (All Students) 30.20% (SED) 13.34% (EL) 34.79% (Homeless)	Met or Exceeded Standard for Math (2024) C-VUSD 36.73% (All Students) 32.92% (SED) 16.15% (EL)	Met or Exceeded Standard for Math (2025) C-VUSD 39.01% (All Students) 34.39% (SED) 13.41% (EL)	Met or Exceeded Standard for Math (2026) C-VUSD 41.73% (All Students) 34.20% (SED) 21.15% (EL)	Met or Exceeded Standard for Math C-VUSD +3.6% (All Students) +4.19% (SED) +0.07% (EL)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20.00% (FY) 5.88% (LTEL) C-VLOA 14.52% (All Students) 9.76% (SED) 11.32% (HI) Northview High 3.23% (SWD) South Hills High 2.22% (SWD) Workman Elementary 17.78% (SWD) Distance From Standard for Math (2023) C-VUSD 43.2 points below (All Students) 56.6 points below (SED) 66 points below (EL) 73 points below (Homeless) 103.1 points below (FY) Not Available (LTEL) C-VLOA 133.6 points below standard (All Students) 160.5 points below standard (SED)	*% (Homeless) 28.58% (FY) 1.10% (LTEL) *data is suppressed because fewer than 11 students tested C-VLOA 30.24% (All Students) 18.18% (SED) 30.0% (HI) Northview High 2.38% (SWD) South Hills High 8.34% (SWD) Workman Elementary 4.88% (SWD) Distance From Standard for Math (2024) C-VUSD 42.2 points below (All Students) 53.7 points below (SED) 65 points below (EL)	28.51% (Homeless) *% (FY) 6.02% (LTEL) *data is suppressed because fewer than 11 students tested C-VLOA 31.58% (All Students) 28.13% (SED) 31.43% (HI) Northview High 2.63% (SWD) South Hills High 2.33% (SWD) Workman Elementary 15.91% (SWD) Distance From Standard for Math (2025) C-VUSD 36.9 points below (All Students) 116.3 points below (SED)	28.79% (Homeless) 30.58% (FY) 11.10% (LTEL) C-VLOA 45.52% (All Students) 28.18% (SED) Northview High 9.23% (SWD) South Hills High 18.34% (SWD) Workman Elementary 23.78% (SWD) Distance From Standard for Math (2026) C-VUSD 28.2 points below (All Students) 41.6 points below (SED) 51 points below (EL) 58 points below (Homeless) 88.1 points below (FY) 146 points below (LTEL)	-6.28% (Homeless) No difference can be calculated (FY) +0.14% (LTEL) C-VLOA +17.06% (All Students) +18.37% (SED) +20.11% (HI) Northview High -0.6% (SWD) South Hills High +0.11% (SWD) Workman Elementary -1.87% (SWD) Distance From Standard for Math C-VUSD +6.3 points (All Students) -59.7 points (SED) +9.0 points (EL) +0.1 points (Homeless) +19.0 points (FY) -19.9 points (LTEL) C-VLOA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		121.9 points below standard (HI) Northview High 233.4 points below standard (SWD) South Hills High 204 points below standard (SWD) Workman Elementary 125.2 points below standard (SWD)	71.8 points below (Homeless) 89.5 points below (FY) 160 points below (LTEL) C-VLOA 46.9 points below standard (All Students) 55.5 points below standard (SED) 49 points below standard (HI) Northview High 206.2 points below standard (SWD) South Hills High 161.4 points below standard (SWD) Workman Elementary 137.7 points below standard (SWD)	57 points below (EL) 72.9 points below (Homeless) 84.1 points below (FY) 179.9 points below (LTEL) C-VLOA 41.6 points below standard (All Students) 48.2 points below standard (SED) 39.7 points below standard (HI) Northview High 231.1 points below standard (SWD) South Hills High 210.3 points below standard (SWD) Workman Elementary 122.6 points below standard (SWD)	C-VLOA 39.9 points below standard (All Students) 41.5 points below standard (SED) Northview High 218.4 points below standard (SWD) South Hills High 147.4 points below standard (SWD) Workman Elementary 110.2 points below standard (SWD)	+92.0 points (All Students) +112.3 points (SED) +82.2 points (HI) Northview High +2.3 points (SWD) South Hills High -6.3 points (SWD) Workman Elementary +2.6 points (SWD)
1.13	Smarter Balanced Summative Assessments - Science (ETS-CDE)	Met or Exceeded Standard for Science (2023) 27.02% (All Students) 21.61% (SED) 2.27% (EL) 18.18% (Homeless)	Met or Exceeded Standard for Science (2024) 27.73% (All Students) 24.48% (SED) 3.41% (EL)	Met or Exceeded Standard for Science (2025) 31.17% (All Students) 28.42% (SED) 1.88% (EL)	Met or Exceeded Standard for Science (2026) 34% (All Students) 29% (SED) 10% (EL) 26% (Homeless)	Met or Exceeded Standard for Science +4.15% (All Students) +6.81% (SED) -0.39%% (EL)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15.38% (FY)	*% (Homeless) *% (FY) *data is suppressed because fewer than 11 students tested	21.10% (Homeless) *% (FY) *data is suppressed because fewer than 11 students tested	23% (FY)	+2.92% (Homeless) No difference can be calculated (FY)
1.14	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA (ETS-CDE)	11th Grade 2023 22.01% Standard Exceeded (Ready) 33.20% Met (Conditionally Ready)	11th Grade 2024 19.36% Standard Exceeded (Ready) 30.48% Met (Conditionally Ready)	11th Grade 2025 25.59% Standard Exceeded (Ready) 33.24% Met (Conditionally Ready)	11th Grade 2026 28% Standard Exceeded (Ready) 39% Met (Conditionally Ready)	+3.58% (Standard Exceeded - Ready) +0.04% (Met - Conditionally Ready)
1.15	Early Assessment Program (EAP) - Percentage of Students Prepared for College – Math (ETS-CDE)	11th Grade 2023 8.57% Standard Exceeded (Ready) 14.53% Met (Conditionally Ready)	11th Grade 2024 6.08% Standard Exceeded (Ready) 17.22% Met (Conditionally Ready)	11th Grade 2025 7.70% Standard Exceeded (Ready) 18.42% Met (Conditionally Ready)	11th Grade 2026 15% Standard Exceeded (Ready) 21% Met (Conditionally Ready)	-0.87% (Standard Exceeded - Ready) +3.89% (Met - Conditionally Ready)
1.16	Basic Services: Teachers (CA Dashboard/Local Indicator)	2023 Appropriately Assigned Teachers: 84.4% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	2024 Appropriately Assigned Teachers: 84.5% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	2025 Appropriately Assigned Teachers: 81.9% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	2026 Appropriately Assigned Teachers: 90% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	-2.5% (Appropriately Assigned)
1.17	Basic Services: Instructional Materials (CA Dashboard/Local Indicator)	2023 Access to Standards Aligned Materials: 100% as measured by	2024 Access to Standards Aligned Materials: 100% as measured by	2025 Access to Standards Aligned Materials: 100% as measured by	2026 Access to Standards Aligned Materials: 100% as measured by	0% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Williams Legislation Survey	Williams Legislation Survey	Williams Legislation Survey	Williams Legislation Survey	
1.18	Basic Services: Facilities (CA Dashboard/Local Indicator)	2023 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	2024 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	2025 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	2026 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	0% Difference

Goal Analysis [2025-26]

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

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

Covina-Valley Unified School District remains committed to ensuring all students graduate eligible and prepared for college and career success. Goal 1 actions were strategically designed to influence key indicators, including academic performance, graduation rates, and college eligibility. The implementation of Goal 1 involved various actions to increase college and career readiness for all students, with a focus on unduplicated student groups, including English Learners, Low-Income students, and Foster Youth.

The district maintained Certificated Staffing Assignments (Action 1.1) and Classified Support Staffing (Action 1.15) to provide the essential personnel support across schools for academic recovery and a positive school environment. These foundational actions were critical in maintaining student stability and success, contributing to strong graduation results and improved stability for vulnerable student populations. Classified staff supported positive school environments and academic recovery, ensuring all students had access to instructional support.

The District continued to fully implement and expand Career Technical Education (CTE) offerings (Action 1.3) and Career Readiness Competencies (Action 1.16), resulting in an overall increase in pathway completion. Highlights included the opportunities for C-VUSD students to participate in 24 pathways, including a new Construction pathway and the Summer REACH business camp (Action 1.11), which provided additional hands-on experiences for unduplicated students. Another difference in this year's implementation was the addition of CTE student certifications, and 100% of our CTE pathways had industry partners for the first time. These actions proved highly effective in preparing students for career pathways.

The District fully implemented its TK–12 college and career readiness counseling system through the Strategic Guidance Program (Action 1.2) and Counseling Support (Action 1.4). Targeted leadership development was provided via EL Leadership opportunities (Action 1.8), College Campus Visits (Action 1.14), and Partnerships (Action 1.11), and it also increased post-secondary exposure. A key success was the continued implementation of inclusionary college campus field trips for students in specific grade levels (3rd, 7th, and 10th) across the district. Additionally, implementation saw a growing emphasis on financial literacy and soft-skill development at the secondary level. In addition, C-VUSD had over 200 students receive paid internships through our partnership with the American Jobs Center of California. All of

C-VUSD's Patient Care Medical Assistant pathway students participated in clinicals with East Valley Community Hospital, another industry partner.

Secondary schools continued implementing AVID (Action 1.5), Pre-AP (Action 1.6), and the International Baccalaureate (Action 1.10) program to provide access to rigorous college-preparatory coursework. These efforts were supported by Supplemental Instructional Materials (Action 1.9) and by providing students with free access to College Readiness Exams (Action 1.7). Covina-Valley implemented new district-wide systems to remove barriers and align AVID student recruitment and selection, professional development, and the tutorial model to strengthen support for college and career readiness and to close opportunity gaps. While these programs strengthened students' preparation for higher education, a key challenge was a decline in engagement and participation in college-readiness exams, particularly the SAT.

Instructional Leadership Teams and Professional Learning Communities (PLCs) utilized Assessment Development and Progress Monitoring (Action 1.12) and Professional Learning Communities (Action 1.13) to establish systems for data analysis and collaborative planning. These actions provided important infrastructure for instructional improvement. With continued implementation, involving more targeted instructional shifts, the goal will be to produce more consistent gains for unduplicated student groups.

The implementation of Goal 1 successfully expanded opportunities that promote college and career readiness, with strong execution of planned actions across CTE, academic readiness, counseling, and data-driven instruction. Notable successes included robust CTE pathway offerings, increased access to college field trips, and the integration of financial literacy. While the District maintained fidelity to its planned actions, continued efforts are needed to ensure equitable outcomes for English Learners, Low-Income, and Foster Youth students. Challenges remain regarding core academic proficiency gaps. Sustained implementation will be essential to fully realize the long-term impact of these actions.

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

Actions and services under Goal 1, which is focused on ensuring that all students graduate eligible and prepared for college and career, were implemented as planned; however, a few material differences of 15% or more were noted between budgeted and estimated actual expenditures. Actions 1.6 (Pre-Advanced Placement Program), 1.7 (College Readiness Exams – PSAT, SAT, AP & IB), 1.8 (College Readiness Supports through EL Leadership), 1.9 (College Preparation and Supplemental Instructional Materials), 1.12 (Assessment Development and Progress Monitoring of Unduplicated Students), and 1.14 (College Campus Visits) were overbudgeted. Although these actions were fully implemented to support student needs, actual expenditures were lower than projected because material costs, transportation, and contracted service expenses were less than originally anticipated.

In contrast, Actions 1.5 (Advancement Via Individual Determination (AVID)) and 1.10 (International Baccalaureate) were underbudgeted due to increases in the number of course sections offered and the number of unduplicated students served beyond original projections. Additional expenditures were necessary to ensure all participating students received the planned instructional support and program services, including teacher professional development and training for additional staff needed to support the expansion of these programs, as well as supplemental instructional materials needed to support the expansion of these programs.

Despite these material differences, all planned services and supports were provided based on the identified needs of students. The budgeted expenditures have been updated accordingly for the 2026–27 LCAP, and any unspent funds will be carried over to continue supporting and enhancing these actions in the upcoming year.

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

Covina-Valley Unified School District remains committed to ensuring all students graduate eligible and prepared for college and career success. Goal 1 actions were strategically designed to influence key indicators, including academic performance, graduation rates, a–g completion, and the College/Career Indicator (CCI). Implementation efforts included strengthening Career and Technical Education (CTE) pathways, enhancing counseling and support systems, broadening access to rigorous coursework, and offering college readiness exams. A comparison between the baseline and Year 2 Outcome data reveals that while several core initiatives are highly effective, others require deeper instructional shifts and refinements.

Highly Effective Actions: Career Pathways, Counseling, College Exposure, and Partnerships
Career Technical Education Pathways (Action 1.3) was effective for English Learners, Low Income students, and Foster Youth, as evidenced by the aligned metrics of College/Career Indicator and CTE Pathway Completion. CTE Pathway Completion increased to 36.8% for all students (+6.3%), 36.1% for Low Income students (+7.0%), 26.3% for English Learners (+10.2%), and 15.4% for Foster Youth (+2.9%) (Metric 1.4). CCI also improved for Low Income students to 58.9% Prepared (+11.4%), English Learners to 44.8% Prepared (+14.6%), and Foster Youth to 16.7% Prepared (+3.4%) (Metric 1.3).

College and Career Readiness Counseling and Support (Action 1.4) was effective for English Learners, Low Income students, and Foster Youth, as evidenced by Graduation Rate, a–g completion, and CCI. Graduation increased for Low Income students to 97.6% (+2.6%), English Learners to 90.6% (+4.3%), and Foster Youth to 83.3% (+10.0%), compared to all students whose graduation rate was 97.2% (+1.4%) (Metric 1.1). A–g completion increased for Low Income students to 65.6% (+4.9%) and English Learners to 60.9% (+20.0%), while Foster Youth declined to 33.0% (-3.4%), compared to All students whose a–g completion rate was 68.3% (+3.2%) (Metric 1.2). CCI improved for Low Income students to 58.9% Prepared (+11.4%), English Learners to 44.8% Prepared (+14.6%), and Foster Youth to 16.7% Prepared (+3.4%), compared to all students who improved to 61.0% Prepared (+9.1%) (Metric 1.3). Counseling and support afforded our English learners, Low Income students Foster Youth gains to support them in their college and career readiness. Although Foster Youth declined in a-g completion rate, the supports in action 1.3 were instrumental in increasing their graduation rate and CCI preparedness.

College and Community Partnerships (Action 1.11) and College Campus Visits (Action 1.14) were effective, as indicated by CCI, the only aligned metric for both actions. Low Income students increased to 58.9% Prepared (+11.4%), English Learners increased to 44.8% Prepared (+14.6%), and Foster Youth increased to 16.7% Prepared (+3.4%) compared to all students whose a-g rate was 66.6% (+3.2%), compared to all students who improved to 61.0% Prepared (+9.1%) (Metric 1.3). These results show that partnerships and college exposure are contributing to improved readiness, with continued support needed for Foster Youth.

Effective with Continued Monitoring: AVID, Pre-AP, IB, and Supplemental Instructional Materials
AVID (Action 1.5) was effective for Low Income students based on Graduation Rate, a–g completion, CCI, and AP pass rates. Low Income students reached a 97.6% graduation rate (+2.6%) compared to all students at 97.2% (+1.4%) (Metric 1.1); 65.6% a–g completion (+4.9%),

compared to all students at 68.3% (+3.2%) (Metric 1.2); and 58.9% Prepared on the CCI (+11.4%), compared to all students at 61.0% Prepared (+9.1%) (Metric 1.3). AP pass rates increased overall to 54%, an +8% increase from baseline (Metric 1.8).

Pre-Advanced Placement Program (Action 1.6) was effective for Low Income students based on a–g completion, CCI, AP pass rates, and EAP ELA/Math. Low Income students improved in a–g completion to 65.6% (+4.9%), compared to all students at 68.3% (+3.2%) (Metric 1.2), and CCI to 58.9% Prepared (+11.4%), compared to all students at 61.0% Prepared (+9.1%) (Metric 1.3). AP pass rates increased overall to 54%, an +8% increase from baseline (Metric 1.8). EAP results showed growth in ELA Standard Exceeded, increasing to 25.59% (+3.58%) (Metric 1.14), and Math Met/Conditionally Ready, increasing to 18.42% (+3.89%) (Metric 1.15).

International Baccalaureate (Action 1.10) was effective for Low Income students, as evidenced by IB pass rates, PSAT/SAT participation and scores, a–g completion, and CCI. The IB pass rate remained stable at 70% (Metric 1.8), while Low Income students improved in a–g completion to 65.6% (+4.9%), compared to all students at 68.3% (+3.2%) (Metric 1.2), and CCI to 58.9% Prepared (+11.4%), compared to all students at 61.0% Prepared (+9.1%) (Metric 1.3). However, PSAT/SAT participation and scores remain an area for continued monitoring, as PSAT participation declined to 1,666 students (-171), PSAT mean score declined to 847 (-11), and SAT mean score declined to 899 (-27), although SAT participation increased to 906 students (+8) (Metric 1.9).

College Preparation and Supplemental Instructional Materials (Action 1.9) showed moderate effectiveness for Low Income students, as measured by SBAC ELA, Math, Science, and EAP ELA/Math. Low Income students improved in ELA proficiency to 48.35% met or exceeded standard (+0.92%), compared to All students at 53.35% (+0.5%) (Metric 1.11); Math to 34.39% met or exceeded standard (+4.19%), compared to all students at 39.01% (+3.6%) (Metric 1.12); and Science to 28.42% met or exceeded standard (+6.81%), compared to all students at 31.17% (+4.15%) (Metric 1.13). EAP results also showed growth, with EAP ELA Standard Exceeded increasing to 25.59% (+3.58%) (Metric 1.14) and EAP Math Met/Conditionally Ready increasing to 18.42% (+3.89%) (Metric 1.15). These results show progress, though continued support is needed to accelerate academic proficiency.

Significant Turnaround: Counseling, EL Leadership, Career Readiness, and Data-Driven Instruction
Strategic Guidance Program (Action 1.2) and College Readiness Supports through EL Leadership (Action 1.8) showed a significant turnaround in effectiveness by Year 2. While initial data suggested these actions had a more limited impact, the Year 2 outcomes demonstrate stronger effectiveness in supporting college and career readiness. The College/Career Indicator (CCI) increased districtwide to 61.0% Prepared, a +9.1% increase from baseline, with English Learners showing substantial growth to 44.8% Prepared, a +14.6% increase (Metric 1.3). This improvement is also reflected in Parent Satisfaction, where overall satisfaction with students' academic preparation increased to 96%, a +7% increase from baseline (Metric 1.10).

Career Readiness Competency (Action 1.16), along with the District's continued investment in CTE pathways, demonstrated sustained effectiveness in preparing students for specialized career pathways. CTE Pathway Completion increased to 36.8% for all students (+6.3%), with English Learners increasing to 26.3% (+10.2%) (Metric 1.4). In addition, the percentage of students meeting both a–g requirements and completing at least one CTE pathway increased to 29.8% for all students (+7.3%), 28.6% for Low Income students (+8.3%), and 20.2% for English Learners (+9.5%) (Metric 1.5). These outcomes indicate that career readiness actions are helping unduplicated students make progress toward both college eligibility and career preparation.

Mixed Effectiveness: College Readiness Exams

College Readiness Exams (Action 1.7) showed mixed effectiveness for Low Income students and Foster Youth based on AP/IB pass rates, PSAT/SAT participation and scores, a–g completion, and CCI. AP pass rates increased overall to 54%, an +8% increase from baseline, and IB pass rates remained stable at 70% (Metric 1.8). Low Income students improved in a–g completion to 65.6% (+4.9%), while Foster Youth declined to 33.0% (-3.4%), compared to all students at 68.3% (+3.2%) (Metric 1.2). Low Income students also improved on CCI to 58.9% Prepared (+11.4%), and Foster Youth improved to 16.7% Prepared (+3.4%), compared to all students at 61.0% Prepared (+9.1%) (Metric 1.3). PSAT participation declined to 1,666 students (-171), PSAT mean score declined to 847 (-11), and SAT mean score declined to 899 (-27), although SAT participation increased to 906 students (+8) (Metric 1.9). These data indicate that the action is supporting some readiness outcomes but requires refinement to improve college exam participation and performance.

Effective but Mixed by Student Group: Assessment Development and PLCs
Assessment Development and Progress Monitoring of Unduplicated Students (Action 1.12) and Professional Learning Communities (Action 1.13) showed effectiveness for English Learners and Low Income students, with mixed outcomes for Foster Youth. English Learner Progress increased to 56.3%, a +6.2% increase from baseline (Metric 1.7). English Learners improved by +11.1 points in ELA Distance From Standard, compared to all students who improved by +2.4 points (Metric 1.11), and +9.0 points in Math Distance From Standard, compared to All students who improved by +6.3 points (Metric 1.12); however, proficiency gains remained limited, with English Learners at 9.21% in ELA (+0.49%), compared to all students at 53.35% (+0.5%) (Metric 1.11); 13.41% in Math (+0.07%), compared to All students at 39.01% (+3.6%) (Metric 1.12); and 1.88% in Science (-0.39%), compared to All students at 31.17% (+4.15%) (Metric 1.13).

Low Income students also showed progress in academic achievement, increasing to 48.35% met or exceeded standard in ELA (+0.92%), compared to all students at 53.35% (+0.5%) (Metric 1.11); 34.39% in Math (+4.19%), compared to all students at 39.01% (+3.6%) (Metric 1.12); and 28.42% in Science (+6.81%), compared to All students at 31.17% (+4.15%) (Metric 1.13). Foster Youth outcomes were mixed. Foster Youth improved by +19.0 points in Math Distance From Standard, compared to all students who improved by +6.3 points (Metric 1.12), but declined by -25.5 points in ELA Distance From Standard, compared to all students who improved by +2.4 points (Metric 1.11), and some proficiency data could not be calculated due to suppression.

Basic Services: Foundation for Progress
The District’s commitment to foundational services (Action 1.1 and 1.15) remains steady, though there was a slight decline in Basic Services: Teachers (Metric 1.16), with appropriately assigned teachers dropping by -2.5%. Instead of using Basic Services: Instructional Materials and Facilities as the primary effectiveness measures for these staffing actions, overall CAASPP outcomes provide a stronger connection to the effectiveness of having instructional personnel in place. All students increased in ELA proficiency to 53.35% met or exceeded standard (+0.5%) (Metric 1.11) and Math proficiency to 39.01% met or exceeded standard (+3.6%) (Metric 1.12). Low Income students also increased in ELA to 48.35% (+0.92%) and Math to 34.39% (+4.19%), while English Learners improved by +11.1 points in ELA Distance From Standard and +9.0 points in Math Distance From Standard (Metrics 1.11 and 1.12). These results suggest that foundational staffing supports continue to contribute to academic progress and highlight the need for sustained instructional focus to accelerate proficiency outcomes for unduplicated student groups.

Overall, Goal 1 implementation shows that the District’s investments in foundational services, career pathways, counseling, and rigorous academic opportunities are helping move students closer to college and career readiness, particularly in graduation, CTE completion, CCI, and English Learner progress. At the same time, the outcome data make clear that continued attention is needed in areas where growth has been more limited, particularly in ELA proficiency, FAFSA completion, and participation in college-readiness exams. Moving forward, the

District will build on the actions that demonstrate the strongest impact while refining targeted academic and postsecondary supports to ensure that more students not only graduate but also do so fully prepared with the knowledge, skills, and opportunities needed for future success.

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 reflection on prior implementation, a review of current data, and feedback from educational partners, the goal description has been revised to better reflect ongoing implementation needs, current outcome data, and input gathered during this year's development process.

Metric 1.6 has been updated to report the percentage of seniors completing financial aid applications for the baseline, Year 1 outcome, Year 2 outcome, and targeted outcome. This revision provides a more accurate way to monitor progress over time, particularly in response to declining enrollment, rather than relying only on the number of completed applications.

Budget adjustments for Actions 1.1, 1.2, 1.5, 1.7, 1.9, 1.10, and 1.15 between 2025–26 and 2026–27 reflect a decrease in overall available revenue and the need to align expenditures with projected funding levels. Adjustments were also informed by educational partner input, with available resources prioritized toward programs, services, and supports identified as having the greatest impact on student needs and District goals.

No changes have been made to the actions and services for the coming year, as the District determined that the existing goal structure remains appropriate and should remain unchanged for the final implementation year of the three-year cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staffing Assignments	The Personnel Department will prioritize hiring fully credentialed teachers and appropriately assigning them. The Personnel and Educational Services Departments will train administrators on credentialing, assignment procedures, and scheduling. Both departments will monitor schedules and assignments to optimize staff placement and ensure subject expertise for all students. (LCFF Base)	$89,206,477.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Strategic Guidance Program	All Covina-Valley schools will maintain guidance programs, monitoring outcomes yearly for TK-12 students. Comprehensive counseling services will be provided to all TK-12 students. Counselors will provide tailored support to students and align resources for families as needed, ensuring progress toward college and career goals for all students. (LCFF Base)	$2,577,365.00	No
1.3	Career Technical Education (CTE) Pathways	The District will employ Career Technical Education CTE teachers to implement and refine Career Pathways for grades 6-12. Students will enroll in multi-year pathways to prepare for post-graduation success. The Educational Services Department will expand CTE pathways to provide access for English Learners, Low Income and Foster Youth students, focusing on various fields. These pathways will enhance trade-specific skills, increasing employment opportunities for unduplicated students upon graduation. Courses will be offered outside the traditional core instructional day. (4412 and CTEIG)	$3,183,079.00	Yes
1.4	College and Career Readiness Counseling and Support	The district will create a comprehensive TK-12 plan to provide English Learners, Foster Youth, and Low Income students with personalized academic, college, and career self-discovery, exploration, and readiness. The plan will include grade-level actions, career assessments, and individual college and career plans. The individual college and career plans will be created before students transition to high school. (4407)	$1,230,718.00	Yes
1.5	Advancement Via Individual Determination (AVID)	The Advancement Via Individual Determination (AVID) program and strategies will be implemented to enhance college and career readiness for Low Income students. This will involve training teachers in AVID methodologies, introducing AVID elective classes at the secondary level,	$1,981,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and integrating AVID strategies schoolwide. Support and resources will be provided to ensure effective implementation. (4401)		
1.6	Pre-Advanced Placement Program	Access to the Pre-Advanced Placement (Pre-AP) program and materials will be provided for all Low Income students in grades 9 and 10 to prepare them for Advanced Placement (AP) courses and enhance their readiness for college and careers. (4404)	$73,625.00	Yes
1.7	College Readiness Exams (PSAT, SAT, AP & IB)	The district will facilitate college entry exam preparation by providing free administration of the PSAT 8/9, PSAT, and SAT during the school day for students in grades 8-12. Additionally, AP and IB waivers will be offered to Low Income and Foster Youth in grades 9-12. (4406)	$140,400.00	Yes
1.8	College Readiness Supports through EL Leadership	Site administration and ELD teachers will expand leadership opportunities and amplify the voices of English Learners by providing enrichment activities and leadership opportunities. ELD teachers will work with EL students to identify and meet their specific needs, while students will actively engage with school programs, college, and careers, ensuring support for EL students. (Title III)	$41,160.00	No
1.9	College Preparation and Supplemental Instructional Materials	Secondary department teams will identify, obtain, and implement standards and SBAC-aligned supplemental instructional materials to increase academic performance in college preparation coursework and assessments for Low Income students.	$306,279.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(4411)		
1.10	International Baccalaureate	The District will implement the International Baccalaureate (IB) Diploma Program, specifically targeting Low-Income students to enhance their educational opportunities. This initiative will provide them with rigorous coursework and the chance to earn college credits through IB examinations, boosting their acceptance rates to prestigious colleges. This effort ensures equitable access to transformative educational experiences for Low-Income students, preparing them for advanced higher education opportunities. (4422)	$676,252.00	Yes
1.11	College and Community Partnership	High school counselors will devise, execute, and broaden College and Community collaborations to prepare Low Income, English Learners, and Foster Youth students for collegiate and career paths. They will offer Summer REACH opportunities tailored for unduplicated students, including involvement in a business-focused summer camp at the University of LaVerne. Counselors will actively engage students intrigued by the business field, prioritizing unduplicated students during recruitment efforts. (4414)	$5,000.00	Yes
1.12	Assessment Development and Progress Monitoring of Unduplicated Students	Site Instructional Leadership Teams will develop formative assessments and data analysis protocols to close the achievement gap for Low Income, Foster Youth, and English Learners. This includes identifying long-term English Learners and setting reclassification targets. Assessment cycles will guide classroom interventions. (4415)	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Professional Learning Communities	Low Income, English Learners, and Foster Youth will receive targeted instruction based on individualized needs through the Professional Learning Community (PLC) process. Site administration and PLC leaders will establish effective Achievement Teams to use student data for instructional decision-making, ensuring that teaching practices align with the needs of unduplicated students. These teams will facilitate collaborative reflection among teachers, enabling the selection of research-based instructional approaches to close achievement gaps, enrich learning, and improve practices for unduplicated students. Stipend positions will be allocated for PLC leads, Engagement, and Enrichment roles. (4416)	$1,086,622.00	Yes
1.14	College Campus Visits	The district will provide elementary, middle, and high school students with exposure to college campuses, fostering a college-going culture and increasing awareness of post-secondary education options for Low Income, English Learners, and Foster Youth. (4423)	$48,604.00	Yes
1.15	Classified Support Staffing	The district will employ non-certificated classified staff to ensure college and career readiness, implement innovative, research-based programs for academic achievement, and create engaging environments to connect students to learning both inside and outside the classroom. These support staff will work directly with all students and families. (LCFF Base)	$16,660,695.00	No
1.16	Career Readiness Competency	The district will integrate financial literacy education and essential soft skills training into the appropriate curriculum to enhance career readiness. This will enable students to enter the workforce as well-rounded, competent individuals who can contribute effectively to their workplaces and manage their financial affairs.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		(Repeated Expenditure 1.1 and 3.2)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students. Progress will be measured by student achievement data and progress monitoring.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Covina-Valley Unified School District developed Goal #2, "Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students," as a response to several key factors and considerations:

C-VUSD strives for the highest level of achievement for all students. It will provide programs, skills, and knowledge that meet the needs of the whole child. The district aims to maintain educational excellence by implementing innovative, research-based programs that ensure every student receives the best possible education to thrive in college, career, and life. Education evolves constantly, requiring continuous improvement. C-VUSD's goal of implementing innovative programs reflects its commitment to staying knowledgeable of new research and best practices. This ensures that teaching methods and curriculum remain up-to-date and aligned with the latest evidence-based approaches, facilitating the development of critical thinking, collaboration, and problem-solving skills. Addressing equity and inclusion is essential to achieving the highest level of achievement for all students. This means providing resources, support, and opportunities for every student, regardless of their background, abilities, or circumstances. By implementing innovative programs and practices, C-VUSD can better meet the diverse needs of its student population and create a more inclusive learning environment. The mission and vision statements in Covina-Valley emphasize the overarching goal of preparing students for college, career, and life success. By ensuring the highest level of achievement for all students through innovative and research-based approaches, C-VUSD equips students with the essential skills and knowledge they need to confidently navigate various paths after graduation and thrive in diverse settings.

In 2025, Covina-Valley Unified School District’s data showed overall academic progress across several Goal 2 metrics, while also indicating continued achievement gaps for specific student groups. Data from the Smarter Balanced Summative Assessments, English Learner Progress Indicator, Long-Term English Learner rate, Four-Year Adjusted Cohort Graduation Rate, and college and career readiness measures reflect areas of growth as well as areas requiring continued targeted support.

For the English Learner Progress Indicator, 56.3% of English Learners in Covina-Valley Unified School District made progress toward

English language proficiency in 2025, an increase of 6.2% from the 2023 baseline. The Long-Term English Learner rate decreased to 5.7% in 2025, reflecting a 1.8% improvement from the baseline. In addition, the English Learner annual reclassification rate increased to 23%, a 2.9% improvement from the 2023 baseline.

Graduation data continued to show overall strength. In 2025, the Four-Year Adjusted Cohort Graduation Rate was 97.2% for all students, an increase of 1.4% from the baseline. Socioeconomically Disadvantaged students graduated at a rate of 97.6%, English Learners at 90.6%, Homeless students at 99.0%, and Foster Youth at 83.3%. While Foster Youth improved by 10% from the baseline, the rate remains below the districtwide average, indicating a continued need for focused support.

The percentage of graduates meeting University of California/California State University a–g requirements also improved. Districtwide, 68.3% of graduates met a–g requirements in 2025, an increase of 3.2% from the baseline. English Learners showed notable growth, rising to 60.9%, a 20 percentage-point improvement from the baseline. The proportion of Socioeconomically Disadvantaged students increased to 65.6%. However, Homeless students declined to 47.4%, and Foster Youth declined to 33.0%, indicating that college-readiness gaps remain for some vulnerable student groups.

Results from the California Smarter Balanced Summative Assessments showed growth in English Language Arts, Math, and Science. In English Language Arts, 53.35% of all students met or exceeded standards in 2025, an increase of 0.5% from the baseline. Socioeconomically Disadvantaged students increased to 48.35%, English Learners increased to 9.21%, Homeless students increased to 41.44%, and Long-Term English Learners increased to 4.76%. In Math, 39.01% of all students met or exceeded standards, an increase of 3.6% from the baseline. Socioeconomically Disadvantaged students increased to 34.39%, while English Learners remained nearly unchanged at 13.41%. Homeless students declined to 28.51%, indicating a continued need for targeted math support. In Science, 31.17% of all students met or exceeded standards, an increase of 0.71% from the baseline. Socioeconomically Disadvantaged students increased to 28.42%, and English Learners remained low at 1.88%, reflecting a continued need to strengthen access to rigorous science instruction and academic language support.

Overall, 2025 data shows improvement in several key areas, including English Learner progress, reclassification, graduation rates, a–g completion, and overall performance in ELA, Math, and Science. At the same time, persistent gaps for English Learners, Homeless students, Foster Youth, and other student groups demonstrate the need for continued implementation of targeted academic interventions, English language development supports, and college and career readiness strategies.

These findings underscore the need for targeted support and strategic interventions to address the unique challenges faced by these student groups, ensuring equitable opportunities for all students to achieve academic and life success.

By implementing innovative, research-based programs and practices to ensure the highest level of achievement for all students, the district aims to cultivate a dynamic learning environment that fosters academic excellence, encourages critical thinking, and promotes holistic development. Additional support for the development of this goal and actions was determined with input from all educational partners in Covina-Valley Unified, including:
Goal 2:

- Implementing and expanding Next Generation Science Standards support and Science, Technology, Engineering, and Mathematics (STEM)

- Providing additional English Learner support services
- Implementing additional targeted interventions and supports (including support for students with disabilities)
- Providing tutoring and enrichment opportunities during and after school (including summer enrichment opportunities)
- Providing foundational literacy and numeracy support in the primary grades.
- Providing professional development for teachers and staff (including coaches and mentors for new teachers in developing strong instructional practice)
- Providing focused assistance to improve math and science achievement
- Providing Dual Language Immersion

Through collaborative data analysis with educational partners, Covina-Valley evaluates various metrics to assess progress toward Goal 2, which focuses on implementing innovative, research-based programs and practices to ensure the highest level of achievement for all students. These metrics include performance on Smarter Balanced Summative Assessments to gauge proficiency in core subjects. Additionally, the district examines the English Learner Progress Indicator (ELPI) to track language acquisition progress, annual English Learner Reclassification Rates, and Long-Term English Learners (LTEL) data to assess the effectiveness of language support programs. Ensuring English Learner (EL) access to the English Language Arts Common Core State Standards (ELA CCSS) and English Language Development (ELD/ELA) Standards is prioritized, along with evaluating the implementation of the Common Core State Standards. Covina-Valley also measures access to a broad course of study to provide students with diverse educational opportunities.

The district also monitors the Four-Year Adjusted Cohort Graduation Rate to track the percentage of students who graduate within four years and the percentage of graduates who meet UC/CSU requirements, reflecting readiness for postsecondary education in California's public university systems. The College/Career Indicator is reviewed to assess students' preparedness for postsecondary opportunities, based on criteria such as completion of career-technical education pathways and dual enrollment courses. Additionally, parent satisfaction is assessed through a local survey, which provides insights into community perceptions and satisfaction with the district's educational experience. These metrics collectively inform the district's efforts to implement evidence-based strategies and innovative approaches to foster the academic success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced Summative Assessments - ELA (ETS-CDE)	Met or Exceeded Standard for ELA (2023) C-VUSD 52.85% (All Students) 47.43% (SED) 8.72% (EL) 38.10% (Homeless)	Met or Exceeded Standard for ELA (2024) C-VUSD 49.26% (All Students) 44.82% (SED) 10.79% (EL)	Met or Exceeded Standard for ELA (2025) C-VUSD 53.35% (All Students) 48.35% (SED) 9.21% (EL)	Met or Exceeded Standard for ELA (2026) C-VUSD 58.85% (All Students) 53.43% (SED) 14.72% (EL)	Met or Exceeded Standard for ELA C-VUSD +0.5% (All Students) +0.92% (SED) +0.49% (EL)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38.46% (FY) 2.94% (LTEL) Barranca Elementary 15.14% (SWD) C-VLOA 30.95% (SED) Merwin Elementary 9.31% (SWD) Sierra Vista Middle 3.85% (EL) 11.23% (SWD) South Hills High 15.55% (SWD) Traweek Middle 5.56% (EL) Workman Elementary 13.22% (SWD) Distance From Standard for ELA (2023) C-VUSD 1.3 points above (All Students) 13.1 points below (SED) 49.2 points below (EL)	*% (Homeless) 47.62% (FY) 4.35% (LTEL) *data is suppressed because fewer than 11 students tested Barranca Elementary 8.16% (SWD) C-VLOA 36.36% (SED) Merwin Elementary 7.14% (SWD) Sierra Vista Middle 0% (EL) 14.13% (SWD) South Hills High 28.95% (SWD) Traweek Middle 0.0% (EL) Workman Elementary 14.64% (SWD)	41.44% (Homeless) *% (FY) 4.76% (LTEL) *data is suppressed because fewer than 11 students tested Barranca Elementary 20.0% (SWD) C-VLOA 31.26% (SED) Merwin Elementary 18.92% (SWD) Sierra Vista Middle 0% (EL) 13.0% (SWD) South Hills High 14.28% (SWD) Traweek Middle 0.0% (EL) Workman Elementary 9.09% (SWD)	44.1% (Homeless) 49.62% (FY) 8.35% (LTEL) Barranca Elementary 21.14% (SWD) C-VLOA 36.95% (SED) Merwin Elementary 15.31% (SWD) Sierra Vista Middle 9.85% (EL) 17.23% (SWD) South Hills High 30.95% (SWD) Traweek Middle 11.56% (EL) Workman Elementary 19.22% (SWD) Distance From Standard for ELA (2026) C-VUSD 16.3 points above (All Students)	+3.34% (Homeless) No difference can be calculated (FY) +1.82% (LTEL) Barranca Elementary +4.86% (SWD) C-VLOA +0.31% (SED) Merwin Elementary +9.61% (SWD) Sierra Vista Middle -3.85% (EL) +1.77% (SWD) South Hills High -1.27% (SWD) Traweek Middle -5.56% (EL) Workman Elementary -4.13% (SWD) Distance From Standard for ELA C-VUSD +2.4 points (All Students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		35.6 points below (Homeless) 41.4 points below (FY) Not Available (LTEL) Barranca Elementary 109.8 points below standard (SWD) C-VLOA 85.1 points below standard (SED) Merwin Elementary 114.1 points below standard (SWD) Sierra Vista Middle 91.6 points below standard (EL) 110.7 points below standard (SWD) South Hills High 117.5 points below standard (SWD) Traweek Middle 71.3 points below standard (EL) Workman Elementary 116.1 points below standard (SWD)	Distance From Standard for ELA (2024) C-VUSD 7.9 points below (All Students) 20.8 points below (SED) 50.2 points below (EL) 35.8 points below (Homeless) 72.9 points below (FY) 126.3 points below (LTEL) Barranca Elementary 99 points below standard (SWD) C-VLOA 27 points below standard (SED) Merwin Elementary 83.3 points below standard (SWD) Sierra Vista Middle 114.6 points below standard (EL) 106.2 points below standard (SWD)	Distance From Standard for ELA (2025) C-VUSD 3.7 points above standard (All Students) 9.4 points below (SED) 38.1 points below (EL) 28.3 points below (Homeless) 66.9 points below (FY) 129.2 points below (LTEL) Barranca Elementary 86.1 points below standard (SWD) C-VLOA 38 points below standard (SED) Merwin Elementary 63.4 points below standard (SWD) Sierra Vista Middle 69.3 points below standard (EL)	1.9 points above (SED) 34.2 points below (EL) 20.6 points below (Homeless) 26.4 points below (FY) 116.3 points below (LTEL) Barranca Elementary 94.8 points below standard (SWD) C-VLOA 17 points below standard (SED) Merwin Elementary 73.3 points below standard (SWD) Sierra Vista Middle 76.6 points below standard (EL) 95.7 points below standard (SWD) South Hills High 46.4 points below standard (SWD) Traweek Middle	+3.7 points (SED) +11.1 points (EL) +7.3 points (Homeless) -25.5 points (FY) -2.9 points (LTEL) Barranca Elementary +23.7 (SWD) C-VLOA +47.1 points (SED) Merwin Elementary +50.7 points (SWD) Sierra Vista Middle +22.3 points (EL) +8.0 points (SWD) South Hills High -7.1 points (SWD) Traweek Middle -0.6 points (EL) Workman Elementary -15.6 points (SWD)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			South Hills High 56.4 points below standard (SWD) Traweek Middle 83.8 points below standard (EL) Workman Elementary 122.7 points below standard (SWD)	102.7 points below standard (SWD) South Hills High 124.6 points below standard (SWD) Traweek Middle 71.9 points below standard (EL) Workman Elementary 131.7 points below standard (SWD)	56.3 points below standard (EL) Workman Elementary 101.1 points below standard (SWD	
2.2	Smarter Balanced Summative Assessments - Math (ETS-CDE)	Met or Exceeded Standard for Math (2023) C-VUSD 35.41% (All Students) 30.20% (SED) 13.34% (EL) 34.79% (Homeless) 20.00% (FY) 5.88% (LTEL) C-VLOA 14.52% (All Students) 9.76% (SED) 11.32% (HI) Merwin Elementary 16.28% (SWD) Northview High 3.23% (SWD)	Met or Exceeded Standard for Math (2024) C-VUSD 36.73% (All Students) 32.92% (SED) 16.15% (EL) *% (Homeless) 28.58% (FY) 1.10% (LTEL) *data is suppressed because fewer than 11 students tested C-VLOA 30.24% (All Students)	Met or Exceeded Standard for Math (2025) C-VUSD 39.01% (All Students) 34.39% (SED) 13.41% (EL) 28.51% (Homeless) *% (FY) 6.02% (LTEL) *data is suppressed because fewer than 11 students tested C-VLOA	Met or Exceeded Standard for Math (2026) C-VUSD 41.73% (All Students) 34.20% (SED) 21.15% (EL) 28.79% (Homeless) 30.58% (FY) 11.10% (LTEL) C-VLOA 45.52% (All Students) 28.18% (SED) 32.0% (HI) Merwin Elementary	Met or Exceeded Standard for Math C-VUSD +3.6% (All Students) +4.19% (SED) +0.07% (EL) -6.28% (Homeless) No difference can be calculated (FY) +0.14% (LTEL) C-VLOA +17.06% (All Students) +18.37% (SED) +20.11% (HI) Merwin Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		South Hills High 2.22% (SWD) Workman Elementary 17.78% (SWD) Distance From Standard for Math (2023) C-VUSD 43.2 points below (All Students) 56.6 points below (SED) 66 points below (EL) 73 points below (Homeless) 103.1 points below (FY) Not available (LTEL) C-VLOA 133.6 points below standard (All Students) 160.5 points below standard (SED) 121.9 points below standard (HI) Merwin Elementary 113.3 points below standard (SWD) Northview High 233.4 points below standard (SWD)	18.18% (SED) 30.0% (HI) Merwin Elementary 16.66% (SWD) Northview High 2.38% (SWD) South Hills High 8.34% (SWD) Workman Elementary 4.88% (SWD) Distance From Standard for Math (2024) C-VUSD 42.2 points below (All Students) 53.7 points below (SED) 65 points below (EL) 71.8 points below (Homeless) 89.5 points below (FY) 160.0 points below (LTEL) C-VLOA	31.58% (All Students) 28.13% (SED) 31.43% (HI) Merwin Elementary 18.92% (SWD) Northview High 2.63% (SWD) South Hills High 2.33% (SWD) Workman Elementary 15.91% (SWD) Distance From Standard for Math (2025) C-VUSD 36.9 points below (All Students) 116.3 points below (SED) 57 points below (EL) 72.9 points below (Homeless) 84.1 points below (FY) 179.9 points below (LTEL)	22.28% (SWD) Northview High 9.23% (SWD) South Hills High 18.34% (SWD) Workman Elementary 23.78% (SWD) Distance From Standard for Math (2026) C-VUSD 28.2 points below (All Students) 41.6 points below (SED) 51 points below (EL) 58 points below (Homeless) 88.1 points below (FY) 146 points below (LTEL) C-VLOA 39.9 points below standard (All Students) 41.5 points below standard (SED)	+2.64% (SWD) Northview High -0.6% (SWD) South Hills High +0.11% (SWD) Workman Elementary -1.87% (SWD) Distance From Standard for Math C-VUSD +6.3 points (All Students) -59.7 points (SED) +9.0 points (EL) +0.1 points (Homeless) +19.0 points (FY) -19.9 points (LTEL) C-VLOA +92.0 points (All Students) +112.3 points (SED) +82.2 points (HI) Merwin Elementary +17.2 points (SWD)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		South Hills High 204 points below standard (SWD) Workman Elementary 125.2 points below standard (SWD)	46.9 points below standard (All Students) 55.5 points below standard (SED) 49 points below standard (HI) Merwin Elementary 105.1 points below standard (SWD) Northview High 206.2 points below standard (SWD) South Hills High 161.4 points below standard (SWD) Workman Elementary 137.7 points below standard (SWD)	C-VLOA 41.6 points below standard (All Students) 48.2 points below standard (SED) 39.7 points below standard (HI) Merwin Elementary 96.1 points below standard (SWD) Northview High 231.1 points below standard (SWD) South Hills High 210.3 points below standard (SWD) Workman Elementary 122.6 points below standard (SWD)	30.0 points below standard (HI) Merwin Elementary 90 points below standard (SWD) Northview High 218.4 points below standard (SWD) South Hills High 147.4 points below standard (SWD) Workman Elementary 110.2 points below standard (SWD)	Northview High +2.3 points (SWD) South Hills High -6.3 points (SWD) Workman Elementary +2.6 points (SWD)
2.3	Smarter Balanced Summative Assessments - Science (ETS-CDE)	Met or Exceeded Standard for Science (2023) 27.02% (All Students) 21.61% (SED) 2.27% (EL) 18.18% (Homeless) 15.38% (FY)	Met or Exceeded Standard for Science (2024) 27.73% (All Students) 24.48% (SED) 3.41% (EL) *% (Homeless) *% (FY)	Met or Exceeded Standard for Science (2025) 31.17% (All Students) 28.42% (SED) 1.88% (EL) 21.10% (Homeless) *% (FY)	Met or Exceeded Standard for Science (2026) 34% (All Students) 29% (SED) 10% (EL) 26% (Homeless) 23% (FY)	Met or Exceeded Standard for Science +6.98% (All Students) +6.81% (SED) -0.39% (EL) +2.92% (Homeless) No difference can be calculated (FY)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*data is suppressed because fewer than 11 students tested	*data is suppressed because fewer than 11 students tested		
2.4	Four-Year Adjusted Cohort Graduation Rate (DataQuest-CDE)	C-VUSD 2023 Cohort Rate 95.8% (All Students) 95.0% (SED) 86.3% (EL) 91.3% (Homeless) 73.3% (FY) Fairvalley High 2023 Cohort Rate 67.3% (All Students) 66.7% (HI)	C-VUSD 2024 Cohort Rate 95.1% (All Students) 94.9% (SED) 86.7% (EL) 94.9% (Homeless) 80.0% (FY) Fairvalley High 2024 Cohort Rate 86.4% (All Students) 87.0% (HI)	C-VUSD 2025 Cohort Rate 97.2% (All Students) 97.6%% (SED) 90.6% (EL) 99.0% (Homeless) 83.3% (FY) Fairvalley High 2025 Cohort Rate 98.7% (All Students) 100% (HI)	C-VUSD 2026 Cohort Rate 97.3% (All Students) 96.5% (SED) 87.8% (EL) 96.0% (Homeless) 82.0% (FY) Fairvalley High 2026 Cohort Rate 88.0% (All Students) 89% (HI)	C-VUSD +1.4% (All Students) +2.6% (SED) +4.3% (EL) +7.7% (Homeless) +10.0% (FY) Fairvalley High +31.4% (All Students) +33.3% (HI)
2.5	Graduates Meeting UC/CSU or a-g Requirements (DataQuest-CDE)	2023 Cohort Rate 65.1% (All Students) 60.7% (SED) 40.9% (EL) 52.1% (Homeless) 36.4% (FY)	2024 Cohort Rate 65.6% (All Students) 62.2% (SED) 32.1% (EL) 43.6% (Homeless) 25.0% (FY)	2025 Cohort Rate 68.3% (All Students) 65.6% (SED) 60.9% (EL) 47.4% (Homeless) 33.0% (FY)	2026 Cohort Rate 66.6% (All Students) 62.2% (SED) 42.4% (EL) 53.6% (Homeless) 37.9% (FY)	C-VUSD +3.2% (All Students) +4.9% (SED) +20.0% (EL) -4.7% (Homeless) -3.4% (FY)
2.6	College/Career Indicator (CA Dashboard)	2023 C-VUSD 51.9% Prepared (All Students) 47.5% Prepared (SED) 30.2% Prepared (EL) 36.7% Prepared (Homeless) 13.3% Prepared (FY) Covina High	2024 C-VUSD 53.8% Prepared (All Students) 49.6% Prepared (SED) 17.6% Prepared (EL) 30.3% Prepared (Homeless)	2025 C-VUSD 61.0% Prepared (All Students) 58.9% Prepared (SED) 44.8% Prepared (EL) 38.5% Prepared (Homeless)	2026 C-VUSD 57.9% Prepared (All Students) 53.5% Prepared (SED) 36.2% Prepared (EL) 42.7% Prepared (Homeless)	C-VUSD +9.1% (All Students) +11.4% (SED) +14.6% (EL) +1.8% (Homeless) +3.4% (FY) Covina High +25.4% (SWD)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.6% Prepared (SWD) Fairvalley High 0% Prepared (All Students) 0% Prepared (HI) 0% Prepared (SED) South Hills High 8.8% Prepared (SWD)	3.3% Prepared (FY) Covina High 12.8% Prepared (SWD) Fairvalley High 4.5% Prepared (All Students) 5.6% Prepared (HI) 4.6% Prepared (SED) South Hills High 12.0% Prepared (SWD)	16.7% Prepared (FY) Covina High 31% Prepared (SWD) Fairvalley High 2.2% Prepared (All Students) 2.4% Prepared (HI) 2.2% Prepared (SED) South Hills High 16.3% Prepared (SWD)	19.3% Prepared (FY) Covina High 14.8% Prepared (SWD) Fairvalley High 6% Prepared (All Students) 6% Prepared (HI) 6% Prepared (SED) South Hills High 14.8% Prepared (SWD)	Fairvalley High +2.2% (All Students) +2.4% (HI) +2.2% (SED) South Hills High +7.5% (SWD)
2.7	Access to Broad Course of Study (CALPADS)	2023 CTE Course Participation (9-12): 45%	2024 CTE Course Participation (9-12): 46.7%	2025 CTE Course Participation (9-12): 47.3%	2026 CTE Course Participation (9-12): 49.5%	+2.3%
2.8	Access to Standards-Aligned Instructional Materials (Williams' Textbook Sufficiency Report)	2023 TK-5: 100% 6-8: 100% 9-12: 100%	2024 TK-5: 100% 6-8: 100% 9-12: 100%	2025 TK-5: 100% 6-8: 100% 9-12: 100%	2026 TK-5: 100% 6-8: 100% 9-12: 100%	TK-5: 0% Difference 6-8: 0% Difference 9-12: 0% Difference
2.9	Implementation of Common Core State Standards (Local Survey)	2023 What is your overall comfort level in implementing the California Standards that you are responsible for teaching?: 90% Very Comfortable/Comfortable	2024 What is your overall comfort level in implementing the California Standards that you are responsible for teaching?: 97%	2025 What is your overall comfort level in implementing the California Standards that you are responsible for teaching?: 97%	2026 What is your overall comfort level in implementing the California Standards that you are responsible for teaching?: 98%	+7% What is your overall comfort level in implementing the California Standards that you are responsible for teaching?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		My school's instructional practices and activities facilitate access for diverse student needs.: 90% Strongly Agree/Agree I receive sufficient professional development/training to effectively perform the duties of my job assignment?: 90% Strongly Agree/Agree	Very Comfortable/Comfortable My school's instructional practices and activities facilitate access for diverse student needs.: 94% Strongly Agree/Agree I receive sufficient professional development/training to effectively perform the duties of my job assignment?: 84% Strongly Agree/Agree	Very Comfortable/Comfortable My school's instructional practices and activities facilitate access for diverse student needs.: 94% Strongly Agree/Agree I receive sufficient professional development/training to effectively perform the duties of my job assignment?: 84% Strongly Agree/Agree	Very Comfortable/Comfortable My school's instructional practices and activities facilitate access for diverse student needs.: 95% Strongly Agree/Agree I receive sufficient professional development/training to effectively perform the duties of my job assignment?: 93% Strongly Agree/Agree	+4% My school's instructional practices and activities facilitate access for diverse student needs. -6% I receive sufficient professional development/training to effectively perform the duties of my job assignment?
2.10	Long-Term English Learners Rate (CDE-DataQuest)	2023 7.5% (of English Learners)	2024 8.2% (of English Learners)	2025 5.7% (of English Learners)	2026 4.5% (of English Learners)	-1.8% (of English Learners)
2.11	English Learner Annual Reclassification Rate (CALPADS)	2023 20.1%	2024 15.6%	2025 23%	2026 23%	+2.9%
2.12	English Learner Progress Indicator (CA Dashboard)	2023 C-VUSD 50.1% Making Progress Towards English Language Proficiency Barranca Elementary	2024 C-VUSD 48.2% Making Progress Towards English Language Proficiency Barranca Elementary	2025 C-VUSD 56.3% Making Progress Towards English Language Proficiency Barranca Elementary	2026 C-VUSD 56.1% Making Progress Towards English Language Proficiency Barranca Elementary	C-VUSD +6.2% Making Progress Barranca Elementary +20.1% Making Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		43.2% Making Progress Towards English Language Proficiency Covina High 31.3% Making Progress Towards English Language Proficiency Merwin Elementary 34.1% Making Progress Towards English Language Proficiency Northview High 35.4% Making Progress Towards English Language Proficiency	58.1% Making Progress Towards English Language Proficiency Covina High 36.9% Making Progress Towards English Language Proficiency Merwin Elementary 45.3% Making Progress Towards English Language Proficiency Northview High 42.7% Making Progress Towards English Language Proficiency	63.3% Making Progress Towards English Language Proficiency Covina High 54.3% Making Progress Towards English Language Proficiency Merwin Elementary 61.8% Making Progress Towards English Language Proficiency Northview High 48.6% Making Progress Towards English Language Proficiency	60.1% Making Progress Towards English Language Proficiency Covina High 37.3% Making Progress Towards English Language Proficiency Merwin Elementary 47.3% Making Progress Towards English Language Proficiency Northview High 44.7% Making Progress Towards English Language Proficiency	Covina High +23.0% Making Progress Merwin Elementary +27.7% Making Progress Northview High +13.2% Making Progress
2.13	Parent Satisfaction (Local Survey)	2023 My overall satisfaction with my student's academic preparation: 89% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support to students who are struggling: 80% Agree/Strongly Agree	2024 My overall satisfaction with my student's academic preparation: 92% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support	2025 My overall satisfaction with my student's academic preparation: 96% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support	2026 My overall satisfaction with my student's academic preparation: 95% Satisfied/Very Satisfied C-VUSD schools provide the necessary academic support	+7% My overall satisfaction with my student's academic preparation +10% C-VUSD schools provide the necessary academic support to students who are struggling

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 80% Agree/Strongly Agree	to students who are struggling: 81% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 83% Agree/Strongly Agree	to students who are struggling: 90% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 94% Agree/Strongly Agree	to students who are struggling: 86% Agree/Strongly Agree Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student: 86% Agree/Strongly Agree	+14% Covina-Valley Unified and its schools provide me with resources and/or ideas for supporting my student

Goal Analysis [2025-26]

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

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

Goal 2 has been implemented in 2025–26 through the continued use of innovative, research-based programs designed to improve academic achievement for all students, with a focused emphasis on English Learners, Low Income students, Foster Youth, and other student groups needing additional support. The District continues to fully implement actions that expand academic support, strengthen classroom instruction, increase access to technology and instructional materials, support English Learner progress, and provide additional learning opportunities across schools.

Technology integration continues through student device access and academic software programs (Actions 2.2, 2.5, 2.6). Staff received ongoing support to use these tools effectively, with continued attention on consistent classroom integration and using technology to support instruction, intervention, and student engagement.

Early elementary support continued to be strengthened through additional support materials, small-group reading intervention, and enrichment focused on foundational literacy skills (Action 2.3). Early literacy development continues to be supported through small-group instruction and targeted intervention strategies.

Full implementation of Professional development remained a major focus in 2025–26. The District continued to provide training connected to science, English Language Development, standards-aligned instruction, curriculum implementation, and instructional practices (Actions 2.8,

2.9, 2.13, 2.20). Summer and ongoing professional learning opportunities continue to build teacher capacity in AP, IB, AVID, reading strategies, mathematics curriculum, and other areas aligned to student needs. New teachers continued to receive structured induction support, and classified staff continued to participate in professional development related to literacy, behavior support, and student engagement (Action 2.10).

The District also continued implementation of the Multi-Tiered System of Supports (MTSS) (Action 2.14). District leaders, counselors, and site teams are working to strengthen academic, behavioral, and social-emotional support systems. During the 2025-26 school year, MTSS was a focus during each principal's collaboration to ensure that this work helps build a more consistent structure for identifying student needs, providing interventions, and monitoring progress across schools.

Professional Learning Communities (PLCs) and progress monitoring systems continued to support data-informed instruction (Actions 2.11, 2.12). Teachers continue to use modified days to review assessment results, benchmark data, and classroom evidence to identify student needs, plan responsive instruction, and provide targeted supports, especially in math and literacy, and in standards-based instruction. This was implemented uniformly across the district thanks to our modified schedules, with built-in, agreed-upon PLC time.

Additional academic supports continued to expand access to intervention and enrichment. Extended library hours, tutoring, and academic support provide students with additional time for support (Action 2.15). Summer school programming continues to offer intervention and enrichment opportunities (Action 2.19). Increased instructional minutes through the 7-period day bell schedule continue to provide greater access to core academic courses, electives, English Language Development, and college-preparatory options (Action 2.18).

English Learner supports continue through the EL Support Team, which provides coaching, teacher training, parent education, and support for reclassification and language development (Action 2.1, 2.17). Dual Language Immersion programs continue to expand through staffing, resources, enrichment opportunities, and program development (Action 2.16). These efforts support both language acquisition and academic achievement for multilingual learners.

The Covina-Valley Learning Options Academy continues to provide an alternative pathway for students with specialized academic or personal needs through online instruction and individualized counseling support (Action 2.21). College and career readiness efforts also continue through expanded academic pathways, counseling support, and opportunities designed to prepare students for postsecondary success (Action 2.22).

Overall, Goal 2 was implemented in 2025–26 with strong alignment to the District’s LCAP priorities and equity-focused strategies. Implementation successes include continued early literacy support, expanded academic time and access, ongoing professional development, strengthened English Learner and Dual Language supports, and continued development of MTSS structures. The District is also continuing to address implementation challenges, including the need for more consistent technology integration, stronger data-informed instructional practices, deeper site-level intervention systems, and ongoing monitoring of program impact. These actions require continued investment and refinement to close achievement gaps and improve outcomes for all learners.

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

Actions and services under Goal 2, which are focused on implementing innovative, research-based programs and practices to ensure the highest level of achievement for all students, were generally implemented as planned; however, a few material differences of 15% or more were noted between budgeted and estimated actual expenditures. Actions 2.5 (Technology Integration – Students), 2.6 (Innovative Software), 2.7 (Critical Thinking and Creative Analysis – Thinking Maps), 2.8 (Capacity Building and Program Support), 2.10 (Professional Development - Classified Support Staff), and 2.20 (New Teacher Induction, Development, and Support) were overbudgeted. Although these actions were fully implemented to support student achievement and staff development, actual expenditures were lower than projected because material costs and contracted service expenses were less than originally anticipated.

In contrast, Actions 2.13 (Summer Professional Development) and 2.14 (Multi-Tiered System of Supports (MTSS) were underbudgeted due to expanded professional development offerings and increased MTSS support services for unduplicated students, including additional intervention sections. Expenditures also increased as the District provided professional development aligned to topics and areas of need identified by teachers and staff through the annual LCAP survey process. Additionally, Action 2.19 (Summer School Enrichment and Intervention) was affected by updated Expanded Learning Opportunities Program (ELOP) requirements for Rate 1-funded LEAs, which require districts to offer ELO Program services to all TK–6 classroom-based pupils and to provide access upon a parent's or guardian's request. As a result, ELOP funds were used to support intersession summer enrichment and intervention programs, reducing the expenditures charged to this action. However, the budgeted amount was exceeded, with the additional ELOP funds, C-VUSD's summer school enrichment and intervention program was expanded, and services were increased.

Despite these material differences, all planned services and supports were provided based on the identified needs of students and staff. The budgeted expenditures have been updated accordingly for the 2026–27 LCAP, and any unspent funds from the 2025–26 budget will be carried over to continue supporting and enhancing these actions in the upcoming year.

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

Covina-Valley Unified School District remains committed to providing high-quality, research-based programs and supports that improve academic outcomes for all students. Goal 2 actions were designed to strengthen classroom instruction, access to technology, professional learning, English Learner progress, targeted interventions, and alternative learning options. Based on the IIS alignment, the effectiveness of each action is evaluated only using the specific metrics listed for that action.

Highly Effective Actions: MTSS, Increased Instructional Minutes, Summer Intervention, and Targeted Academic Support
Multi-Tiered System of Supports (Action 2.14), Increased Instructional Minutes (Action 2.18), Summer School Enrichment and Intervention (Action 2.19), and Extended Library Hours, Academic Tutoring, and Intervention (Action 2.15) were highly effective in supporting English Learners, Low Income students, and Foster Youth. These actions align with SBAC ELA, Math, and Science; English Learner progress metrics; graduation rate; and a–g completion.

Graduation increased for Low Income students to 97.6% (+2.6%), English Learners to 90.6% (+4.3%), and Foster Youth to 83.3% (+10.0%), compared to all students whose graduation rate was 97.2% (+1.4%) (Metric 2.4). A–g completion increased for Low Income students to 65.6% (+4.9%) and English Learners to 60.9% (+20.0%), while Foster Youth declined to 33.0% (-3.4%), compared to all students whose a–g

completion rate was 68.3% (+3.2%) (Metric 2.5). These outcomes indicate that expanded instructional time, intervention opportunities, tutoring, and summer learning supports are contributing to stronger student outcomes, particularly for English Learners and Low Income students. Although Foster Youth improved in graduation and Math Distance From Standard, their decline in a–g completion and ELA Distance From Standard indicates the need for continued targeted monitoring and support.

Academic outcomes also show evidence of effectiveness. Low Income students improved in ELA to 48.35% met or exceeded standard (+0.92%), compared to all students at 53.35% (+0.5%) (Metric 2.1). Low Income students improved in Math to 34.39% met or exceeded standard (+4.19%), compared to all students at 39.01% (+3.6%) (Metric 2.2). Low Income students also improved in Science to 28.42% met or exceeded standard (+6.81%), compared to all students at 31.17% (+4.15%) (Metric 2.3). Foster Youth Math Distance From Standard improved by +19.0 points, compared to all students who improved by +6.3 points (Metric 2.2), while Foster Youth ELA Distance From Standard declined by -25.5 points, compared to all students who improved by +2.4 points (Metric 2.1). These results show that the actions are supporting academic progress, while also highlighting the need for continued focus on Foster Youth ELA outcomes.

Significant Turnaround: English Learner Support, EL Support Team, Writing and Literacy, and Multilingual Learner Programs
English Learner Support Services (Action 2.1), Writing and Literacy Instruction and Assessment (Action 2.4), Multilingual Learner Programs and Support (Action 2.16), and the English Learner Support Team (Action 2.17) showed a significant turnaround in effectiveness by Year 2. While initial data suggested these actions required continued development, the Year 2 outcomes demonstrate stronger effectiveness in supporting English Learner language development, reclassification, and academic progress.

English Learner Progress increased to 56.3%, a +6.2% increase from baseline (Metric 2.12). The English Learner annual reclassification rate increased to 23% (+2.9%) (Metric 2.11), and the Long-Term English Learner rate decreased to 5.7% (-1.8%) (Metric 2.10). Site-level ELPI growth was also notable, with Barranca Elementary increasing to 63.3% making progress (+20.1%), Covina High increasing to 54.3% (+23.0%), Merwin Elementary increasing to 61.8% (+27.7%), and Northview High increasing to 48.6% (+13.2%) (Metric 2.12). These outcomes demonstrate that the District's English Learner support systems, including coaching, teacher training, parent education, language development supports, and reclassification monitoring, are contributing to improved language acquisition outcomes.

English Learners also improved by +11.1 points in ELA Distance From Standard, compared to all students who improved by +2.4 points (Metric 2.1), and by +9.0 points in Math Distance From Standard, compared to all students who improved by +6.3 points (Metric 2.2). However, English Learner proficiency remained limited, with 9.21% meeting or exceeding standard in ELA (+0.49%), compared to all students at 53.35% (+0.5%) (Metric 2.1); 13.41% in Math (+0.07%), compared to all students at 39.01% (+3.6%) (Metric 2.2); and 1.88% in Science (-0.39%), compared to all students at 31.17% (+4.15%) (Metric 2.3). These results show that English Learner supports are effective in accelerating language progress and reducing the distance from standard. At the same time, continued refinement is needed to increase academic proficiency across content areas, especially Science.

Effective with Continued Monitoring: Technology Integration, Innovative Software, and Alternative Learning Options
Technology Integration–Staff (Action 2.2), Technology Integration–Students (Action 2.5), Innovative Software (Action 2.6), and Covina-Valley Learning Options Academy (Action 2.21) were effective with continued monitoring. These actions support access to instructional technology, academic software, online learning options, and individualized support for English Learners, Low Income students, and Foster Youth.

Low Income students improved in ELA to 48.35% met or exceeded standard (+0.92%), compared to all students at 53.35% (+0.5%) (Metric2.1); Math to 34.39% (+4.19%), compared to all students at 39.01% (+3.6%) (Metric 2.2); and Science to 28.42% (+6.81%), compared to all students at 31.17% (+4.15%) (Metric 2.3). Foster Youth also demonstrated academic growth after Year 1, increasing by 9.16% in ELA and 8.58% in Math. Publicly reported Year 2 data are suppressed because the Foster Youth student group included fewer than 11 students. English Learners also showed progress in language development, with ELPI increasing to 56.3% (+6.2%) (Metric 2.12), reclassification increasing to 23% (+2.9%) (Metric 2.11), and the LTEL rate decreasing to 5.7% (-1.8%) (Metric 2.10). Parent satisfaction also improved, with 96% of parents satisfied or very satisfied with their student's academic preparation (+7%), 90% agreeing that schools provide the necessary academic support to students who are struggling (+10%), and 94% agreeing that the District provides resources and ideas for supporting their student (+14%) (Metric 2.13). These outcomes suggest that access to technology, software support, and alternative learning options is contributing to academic access, intervention, and positive family perceptions. Continued monitoring is needed to ensure these tools are consistently integrated into instruction and result in stronger proficiency outcomes for English Learners and Foster Youth.

Effective but Mixed by Student Group: Early Elementary Support, PLCs, Teacher Support, and Writing/Literacy
Early Elementary Support (Action 2.3), Professional Learning Community Support (Action 2.11), New Teacher Induction, Development, and Support (Action 2.20), and Writing and Literacy Instruction and Assessment (Action 2.4) were effective but mixed by student group. These actions support foundational literacy, data-driven collaboration, teacher development, and instructional practices designed to improve academic achievement for English Learners, Low Income students, and Foster Youth.

Low Income students showed growth across all three tested academic areas, increasing to 48.35% met or exceeded standard in ELA (+0.92%), compared to all students at 53.35% (+0.5%) (Metric 2.1); 34.39% in Math (+4.19%), compared to all students at 39.01% (+3.6%) (Metric 2.2); and 28.42% in Science (+6.81%), compared to all students at 31.17% (+4.15%) (Metric 2.3). English Learners improved in ELA and Math Distance From Standard and showed strong gains in ELPI, reclassification, and LTEL reduction. However, English Learner proficiency remained low in ELA, Math, and Science compared to all students (Metrics 2.1, 2.2, and 2.3). Foster Youth outcomes were mixed, with Math Distance From Standard improving by +19.0 points, compared to all students who improved by +6.3 points (Metric 2.2), while ELA Distance From Standard declined by -25.5 points, compared to all students who improved by +2.4 points (Metric 2.1). These data suggest that early literacy, PLCs, teacher induction, and writing/literacy supports are contributing to progress, particularly for Low Income students and English Learners, but continued refinement is needed to strengthen proficiency and address uneven outcomes among Foster Youth.

Mixed Effectiveness: Professional Learning, Capacity Building, Thinking Maps, and Math/Science Supports
Critical Thinking and Creative Analysis–Thinking Maps (Action 2.7), Capacity Building and Program Support (Action 2.8), Professional Development Release Day (Action 2.9), Professional Development–Classified Support Staff (Action 2.10), Targeted Math and Science Interventions and Supports (Action 2.12), and Summer Professional Development (Action 2.13) showed mixed effectiveness. These actions are intended to build staff capacity, strengthen instructional practice, improve academic language and critical thinking, and support targeted instruction in ELA, Math, and Science.

The strongest evidence of effectiveness is reflected in the growth of Low Income students and the language development of English Learners. Low Income students improved in ELA to 48.35% (+0.92%), Math to 34.39% (+4.19%), and Science to 28.42% (+6.81%), compared to all students at 53.35% in ELA (+0.5%), 39.01% in Math (+3.6%), and 31.17% in Science (+4.15%) (Metrics 2.1, 2.2, and 2.3). English Learners improved in ELPI to 56.3% (+6.2%) (Metric 2.12), reclassification to 23% (+2.9%) (Metric 2.11), and LTEL rate to 5.7% (-

1.8%) (Metric 2.10). However, English Learner proficiency remained limited in ELA at 9.21% (+0.49%), Math at 13.41% (+0.07%), and Science at 1.88% (-0.39%), compared to all students at 53.35% in ELA, 39.01% in Math, and 31.17% in Science (Metrics 2.1, 2.2, and 2.3). Foster Youth demonstrated academic growth after Year 1, increasing by 9.16% in ELA and 8.58% in Math (Metrics 2.1 and 2.2). Publicly reported Year 2 data are suppressed because the Foster Youth student group included fewer than 11 students. These results indicate that professional learning and instructional support actions are contributing to progress, particularly in language development and Low Income student outcomes, but the impact on academic proficiency remains uneven.

The implementation of the Common Core State Standards also shows positive staff-reported outcomes associated with professional learning and capacity-building actions. Staff comfort in implementing the California Standards remained strong at 97%, a +7% increase from baseline, and 94% of staff agreed that instructional practices and activities facilitate access for diverse student needs, a +4% increase (Metric 2.9). However, staff agreement that they receive sufficient professional development or training to perform their duties effectively was 84%, a -6% decrease from baseline (Metric 2.9). This suggests that while staff confidence and inclusive instructional practices remain strong, continued attention is needed to ensure professional development is perceived as sufficient, targeted, and directly connected to student outcome needs.

Access and Conditions for Learning: Standards-Aligned Materials, Broad Course Access, and College/Career Readiness
Access to standards-aligned instructional materials and broad course access continued to support Goal 2 implementation. The District maintained 100% access to standards-aligned instructional materials in TK–5, 6–8, and 9–12, with 0% difference from baseline (Metric 2.8). Access to a broad course of study also improved, with CTE course participation increasing to 47.3%, a +2.3% increase from baseline (Metric 2.7). These results indicate that students continue to have access to the instructional materials and course opportunities necessary to support academic achievement and college and career readiness.

College and career readiness efforts referenced in the Goal 2 implementation narrative also contributed to positive outcomes. The College/Career Indicator increased to 61.0% Prepared for all students (+9.1%), with Low Income students increasing to 58.9% Prepared (+11.4%), English Learners increasing to 44.8% Prepared (+14.6%), and Foster Youth increasing to 16.7% Prepared (+3.4%) (Metric 2.6). These results suggest that expanded course access, academic pathways, counseling, and readiness supports are helping students move closer to postsecondary readiness. However, continued support is needed for Foster Youth and English Learners to close remaining gaps.

Overall, Goal 2 implementation shows progress in graduation, a–g completion, English Learner progress, reclassification, LTEL reduction, academic outcomes for Low Income students, technology access, intervention supports, and parent satisfaction. The strongest evidence of effectiveness is seen in MTSS, increased instructional minutes, summer intervention, technology/software supports, and alternative learning options. Continued refinement is needed to improve English Learner proficiency, especially in Science; strengthen Foster Youth ELA and a–g outcomes; and ensure all contributing actions have clearly identified IIS metrics for future effectiveness determinations.

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.

Reflecting on prior implementation, educational partner feedback, and current data, the goal description has been revised to better reflect ongoing implementation needs, current outcome data, and input from additional educational partners engaged during this year’s development process.

Metric 2.1 baseline data for the C-VUSD LTEL student group has been changed to “Not Available” because LTELs were not recognized as a student group on the 2023 California Dashboard. The 2024 LTEL data had been added to the baseline year in error.

Metric 2.2 has been updated to include Merwin Elementary data for percent proficient and distance from standard in the Year 1 outcome and Year 3 target. Hispanic student group data for C-VLOA was also added for percent proficient and distance from standard in the Year 3 target. In addition, the baseline data for the C-VUSD LTEL student group has been changed to “Not Available” because LTELs were not recognized as a student group on the 2023 California Dashboard. The 2024 LTEL data had been added to the baseline year in error.

Action 2.16 title and description have been updated to reflect feedback from advisory committees regarding Multilingual Learner programs and supports. The revised action includes expanding access to enriched language development and opportunities that promote bilingualism, biliteracy, and bicultural competence.

Action 2.19 has been updated to include ELOP funding.

Budget adjustments for Actions 2.2, 2.5, 2.6, 2.12, 2.14, 2.16, 2.19, and 2.20 from 2025–26 to 2026–27 reflect a reduction in overall available revenue and the need to align expenditures with projected funding. These adjustments were also guided by educational partner input, with resources prioritized for programs, services, and supports identified as most responsive to student needs and District goals.

These minor changes reflect a commitment to continuous improvement and high expectations aligned with student progress and educational partner input.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Learner Support Services	The District will enhance support for English Learners through the implementation of C-VUSD's comprehensive Title III plan. A credentialed Teacher on Special Assignment will collaborate with colleagues to enhance English Learner proficiency, facilitate completion of A-G coursework, and deepen the implementation of ELA/ELD standards and frameworks. This support will include providing professional development, implementing the OPTEL (Observational Protocol for Teachers of English Learners), enhancing parent education and communication, and establishing additional long-term English Learner support. Interventions will be offered during the school day and during the summer to support EL students at all academic levels.	$94,783.00	No

Action #	Title	Description	Total Funds	Contributing
		To strengthen outcomes for LTELs specifically, the district will establish collaborative site teams to develop, implement, and monitor comprehensive support plans focused on language development and academic achievement. These plans will include targeted language acquisition strategies and differentiated instruction aligned with the ELD standards. As part of this effort, the newly adopted English 3D curriculum will be implemented at the secondary level, providing research-based instructional routines and scaffolded materials specifically designed to accelerate language development for LTELs. (Title III)		
2.2	Technology Integration - Staff	The District will enhance the utilization of academic software and other technology tools by providing laptops and offering professional development on technology integration for teachers and staff working with unduplicated students. This integration aims to improve access to content and support for English Learners, Foster Youth, and Low Income students through teacher instruction and support. Teachers' expertise will be leveraged to ensure the successful implementation of 1:1 student devices and improve access to content. (2201)	$505,652.00	Yes
2.3	Early Elementary Support	Covina-Valley Unified School District will enhance early education across all elementary schools, focusing on early intervention to support English Learners, Low Income students, and Foster Youth. This action includes instructional and enrichment activities designed to improve language acquisition for English Learners and foundational skills for targeted groups. Additionally, the district will increase small group reading instruction and interventions in TK-3rd grade. This initiative will be supported by employing instructional aides and teachers and ongoing professional development for teachers and aides. The goal is to facilitate a smoother and more successful transition into the early stages of education and ensure that students are reading at grade level by the third grade.	$2,690,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(2204)		
2.4	Writing and Literacy Instruction and Assessment	The district will increase the percentage of English Learners successfully meeting or exceeding standards on the Smarter Balanced Assessment Consortium (SBAC) exams, specifically targeting writing and literacy instruction to close gaps in understanding and elevate academic achievement in English Language Arts. English teachers will be provided additional release/collaboration time to develop common formative expository, narrative, and persuasive writing assessments, calibrate scoring, and plan data-driven instruction, focusing on helping EL students, including Long-Term English Learners (LTELs), support claims with valid reasoning and evidence while analyzing texts. Particular attention will be given to the needs of Long-Term English Learners (LTELs) by integrating scaffolds that build academic vocabulary, sentence frames, and modeling to strengthen their ability to support claims with valid reasoning and evidence. To further differentiate support, the district will use Ellevation not only for monitoring progress and guiding reclassification efforts (as outlined in 2.1) but also to analyze student language proficiency data to tailor instruction for LTELs. This includes identifying individual language needs, setting specific language acquisition goals, and tracking their development across academic content areas. (2205)	$30,805.00	Yes
2.5	Technology Integration - Students	The district will maintain access to essential technology like Chromebooks for Low Income students and provide targeted professional development for teachers on integrating this technology effectively. Classroom instruction will focus on using these tools to help students meet grade-level standards and enhance their understanding of content, aiming to improve educational outcomes and ensure equitable technology access district-wide. (2206)	$2,374,413.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Innovative Software	The district will deploy innovative software programs to accelerate learning for English Learners, Foster Youth, and Low Income students. Teachers will be critical in facilitating these programs and monitoring student progress. These software programs are designed to provide extended support and targeted interventions, enhancing these vulnerable student groups' educational experiences and outcomes. (2208)	$975,170.00	Yes
2.7	Critical Thinking and Creative Analysis - Thinking Maps	The district plans to increase the critical thinking and creative analysis skills of English Learners by expanding the use of Thinking Maps. These are graphic organizers linked to eight specific cognitive processes designed to support learning across all content areas. The district will ensure that teachers are well-trained in the methodologies of Thinking Maps, enabling them to effectively implement these strategies in their classrooms to support both content acquisition and language development for English Learners. (2209)	$22,305.00	Yes
2.8	Capacity Building and Program Support	Educational Services will improve academic outcomes for Low Income students, English Learners, and Foster Youth by strengthening the capacity of administrators, teachers, and staff through implementing comprehensive professional development opportunities and program support designed to provide the skills and knowledge necessary to implement instructional best practices and support programs for students effectively. (2210)	$850,000.00	Yes
2.9	Professional Development Release Day	The district will implement a district-wide professional development day for all teachers and counselors. During this day, targeted strategies will be developed for Low Income students, English Learners, and Foster Youth, utilizing best practices strategically planned to meet their specific needs as identified by each site. As a result, unduplicated students will benefit from	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction, interventions, and enrichment activities designed to support their educational needs, which will be aligned with LCAP goals. (2211)		
2.10	Professional Development - Classified Support Staff	The district Educational Services Team will offer professional development opportunities for classified staff, focusing on enhancing support for Low Income students, English Learners, and Foster Youth. This training will encompass a variety of topics, including but not limited to reading strategies, the Common Core State Standards, Thinking Maps, Google tools, AVID methodologies, Restorative Practices, Positive Behavior Support Intervention, and additional programs aimed at boosting student engagement and achievement. (2212)	$246,990.00	Yes
2.11	Professional Learning Community Support	The district will improve student achievement and enhance student engagement by implementing a dedicated time for PLC team meetings at the elementary level. Certificated staff will provide PLC teams with time to utilize data-driven strategies to optimize daily instruction and boost achievement for C-VUSD students. Through targeted interventions and enrichment based on detailed data analysis, PLC teams will assess and address the educational needs of Low Income, English Learners, and Foster Youth students. (2213)	$875,649.00	Yes
2.12	Targeted Math and Science Interventions and Supports	Through specialized training, teachers will create math and science lessons rooted in academic standards, develop assessments aligned with the CAASPP and CAST, and utilize effective instructional strategies. This initiative aims to boost mathematics and science achievement principally directed towards English Learners, Foster Youth, Low Income students. (2217)	$169,601.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Summer Professional Development	The Educational Services team will conduct summer professional development sessions for teachers and staff, focusing on enhancing instruction and curriculum to boost academic performance among English Learners, Foster Youth, and Low Income students. The training will include programs like Advanced Placement (AP), International Baccalaureate (IB), AVID, collaborations with the University of California, Irvine (UCI), specialized training in English Language Development and reading strategies, as well as training on technology tools and software. Funding for this initiative will cover teacher salaries, educational materials, and fees for external trainers. (2218)	$50,000.00	Yes
2.14	Multi-Tiered System of Supports (MTSS)	The Educational Services team will develop and implement a comprehensive Multi-Tiered System of Support (MTSS) program to close the achievement gap. This MTSS program will be executed and monitored at each site, principally directed toward English Learners, Foster Youth, and Low Income students. Tier 1 will involve teachers using an assessment and monitoring system to inform instruction, identify "at-risk" students, and provide core instruction. Tier II will offer targeted intervention through small group instruction or remediation through credit recovery or parallel classes to support student success in core subjects. Tier III will provide intensive daily intervention for students significantly below grade level to bridge academic performance gaps, as measured and monitored by Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3). Research strongly supports the implementation of Multi-Tiered System of Supports (MTSS) as an effective framework for improving academic outcomes through data-driven decision-making, targeted interventions, and tiered supports (Fuchs & Fuchs, 2006). Studies show that small-group, targeted instruction, particularly in math, can significantly improve student achievement, especially when aligned with formative assessment data (Gersten et al., 2009). (2225 & LREBG)	$580,018.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	Extended Library Hours, Academic Tutoring, and Intervention	Qualified staff will provide tutoring and homework assistance for Low Income, Foster Youth, and English Learners before, during, and after school to enhance academic achievement in core and elective courses. Additionally, library hours will be extended to offer additional support for homework help, tutoring, and targeted interventions. (2226)	$268,002.00	Yes
2.16	Multilingual Learner Programs and Support	The district will strengthen Dual Language and English Learner programs to better support and serve multilingual learners, including English Learners, by expanding access to enriched language development and opportunities that promote bilingualism, biliteracy, and bicultural competence. This action includes funding a Coordinator of Multilingual Programs, additional teachers above the staffing required by the district's standard teacher-to-student ratio, and instructional aides to provide targeted support, support program development and enrichment, and help reduce class sizes when needed. This action also may include specialized teacher stipends, supplemental instructional materials, and professional development beyond what is provided through LCFF base funding. These supplemental services are intended to help multilingual learners develop academic language in English and the target language, strengthen bilingualism, biliteracy, and biculturalism, increase access to grade-level instruction, and improve academic achievement, student engagement, and school connectedness. (2228)	$1,710,764.00	Yes
2.17	English Learner Support Team	The District will enhance support for English Learners through additional teacher coaching, teacher training, parent education sessions, and individualized support and assessments. These services will be delivered collaboratively by the English Learner support team and school site personnel.	$228,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(2229 & Title III)		
2.18	Increased Instructional Minutes	The district has implemented a standardized bell schedule to ensure that all Low Income, English Learners, and Foster Youth have equitable learning opportunities at each site. This new schedule increases instructional minutes across the LEA by an average of 1800 minutes, exceeding the minimum requirements. This increase allows for an additional period in the day for grades 6-12, enabling English Learner students to take extra elective and college preparatory courses alongside their designated English Language Development (ELD) period. Low Income and Foster Youth students will have access to an additional college or career preparatory or intervention course. The extended minutes also facilitate modified days dedicated to professional development at every school, providing staff time to engage in vertical and horizontal collaboration to analyze and act on student data effectively. (2250)	$5,828,291.00	Yes
2.19	Summer School Enrichment and Intervention	The district will expand its summer school programs and enrichment opportunities LEA-wide to enhance intervention and enrichment for all Low Income, English Learners, Foster Youth. This initiative aims to improve grade-level performance by providing targeted learning experiences that address academic gaps and foster educational advancement throughout the district. (2215 and ELOP)	$807,184.00	Yes
2.20	New Teacher Induction, Development, and Support	To enhance the effectiveness and retention of new educators, C-VUSD will implement a new teacher induction, development, and support program. This initiative will include mentorship, professional development, and essential teaching tools, equipping new teachers with a research-based toolkit and strategies to maximize support and achievement for Low Income students, English Learners, and Foster Youth. (2223)	$1,451,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.21	Covina-Valley Learning Options Academy	The district will enhance support for Low Income, English Learners, and Foster Youth who have distinct educational needs through the Covina-Valley Learning Options Academy, an alternative online learning program. Through this program, students will receive both instructional and counseling services in a virtual setting tailored to accommodate their diverse needs. (2251)	$617,181.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning. Progress will be measured by overall engagement and school climate data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Covina-Valley Unified School District developed Goal #3, "Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning," as a response to several key factors and considerations:

C-VUSD prioritizes addressing students' comprehensive needs, encompassing academic progress and their social, emotional, and physical well-being. This approach involves creating nurturing environments inside and outside the classroom to support students' holistic development. Establishing a comprehensive program of engagement across the school is essential for fostering strong connections between students and their learning environment. This initiative acknowledges the significance of involving students in various aspects of school life, both in and out of class, to enrich their educational experiences. By building a sense of belonging within the school community, students are more likely to feel motivated, engaged, and ultimately successful in their academic pursuits. Ensuring a safe and healthy learning atmosphere is a fundamental commitment for C-VUSD. This objective considers the importance of cultivating positive surroundings that safeguard students' well-being and actively contribute to their overall success. It involves addressing factors such as the school climate, providing social-emotional support, and promoting student engagement in various aspects of school life. Recognizing the critical role parents play in their child's education, C-VUSD acknowledges the importance of educating parents about multiple elements of engagement. This includes providing resources and opportunities for parents to understand the school's programs and curriculum and how they can support their child's learning at home. By involving parents in the educational process and fostering their understanding of school activities, C-VUSD aims to strengthen the partnership between home and school, ultimately enhancing student engagement and success.

The 2025 Suspension Rate data shows overall improvement for the Covina-Valley Unified School District. The suspension rate for All Students decreased from the 2023 baseline of 2.6% to 2.5% in 2025, a slight improvement of 0.1%. Socioeconomically Disadvantaged students also improved, decreasing from 3.1% to 3.0% (-0.1), and English Learners decreased from 2.5% to 2.2% (-0.3). Long-Term English Learners also showed improvement from the 2024 Year 1 outcome of 9.6% to 7.2% in 2025, a 2.4% decrease. These reductions suggest progress toward more inclusive, preventive approaches to student behavior.

However, the data also show continued areas of need. Homeless students increased from 4.7% at baseline to 5.3% in 2025 (+0.6), and Foster Youth increased from 9.6% to 10.7% (+1.1). Site-level student group data also remains an area for continued focus. Las Palmas Middle School's English Learner suspension rate decreased significantly from the baseline of 13.8% to 5.7% in 2025. Traweek Middle School also improved across identified student groups, including Hispanic students, decreasing from 8.7% to 7.1%, Socioeconomically Disadvantaged students, decreasing from 9.5% to 6.8%, and Students with Disabilities, decreasing from 15.4% to 10.6%. Northview High School's suspension rate for students with disabilities increased slightly from 8.7% to 9.4%. These results highlight both meaningful progress and the need for continued targeted support for student groups still experiencing higher suspension rates.

The Expulsion Rate remained very low overall. In 2025, the expulsion rate for All Students remained at 0.0%, unchanged from the 2023 baseline. English Learners also remained at 0.0%. Data for Socioeconomically Disadvantaged students, Homeless students, and Foster Youth were suppressed in 2025, so differences from baseline could not be calculated for those groups. Overall, the expulsion data reflect continued success in minimizing exclusionary discipline practices, while the suspension data reinforce the need to continue strengthening restorative, inclusive, and supportive behavior practices, particularly for Homeless students, Foster Youth, and Students with Disabilities at identified sites.

By creating a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning, the district aims to promote a comprehensive approach to student well-being and academic success. Additional support for continuing this goal and actions was determined with input from all educational partners in Covina-Valley Unified, including:

- Providing safe, clean, and functional school facilities
- Providing students with various extra and co-curricular engagement activities
- Providing qualified staff and appropriate instructional resources
- Providing social-emotional support, mental health programs, and services
- Building stronger partnerships and communication between schools, families, and the community
- Creating partnerships for Career Technology Education and enhancing pathways
- Providing arts education and enrichment opportunities
- Providing hands-on learning and skills in STEM fields

Through collaborative data analysis with educational partners, Covina-Valley assesses various metrics to gauge progress toward Goal 3, which aims to establish a school-wide program of engagement to cultivate innovative, positive environments both inside and outside the classroom, ultimately fostering a stronger connection between students and their learning environment. These metrics encompass Basic Services such as teacher quality, instructional materials, and facilities, as indicated by data from the CA Dashboard and local indicators. Additionally, the district evaluates Parental Involvement & Engagement through local surveys, alongside Pupil Engagement, School Connectedness, and Safety, which are also assessed through local surveys. Furthermore, Covina-Valley tracks Chronic Absenteeism, Suspension Rates, Expulsion Rate, and Dropout Rates using data from DataQuest-CDE/Dashboard. These comprehensive metrics provide insights into the effectiveness of the district's efforts to create a supportive and engaging educational environment conducive to student success and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Basic Services: Teachers (CA Dashboard/Local Indicator)	2023 Appropriately Assigned Teachers: 84.4% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	2024 Appropriately Assigned Teachers: 84.5% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	2025 Appropriately Assigned Teachers: 81.9% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	2026 Appropriately Assigned Teachers: 90% as measured by Teaching Assignment Monitoring Outcomes (TAMO)	-2.5% Appropriately Assigned Teachers
3.2	Basic Services: Instructional Materials Dashboard/Local Indicator)	2023 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey	2024 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey	2025 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey	2026 Access to Standards Aligned Materials: 100% as measured by Williams Legislation Survey	0% Difference
3.3	Basic Services: Facilities (CA Dashboard/Local Indicator)	2023 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	2024 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	2025 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	2026 Facilities in "Good" Repair as measured by Facility Inspection Tool: 100%	0% Difference
3.4	Chronic Absenteeism (DataQuest-CDE/Dashboard)	2023 C-VUSD 21.9% (All Students) 25.4% (SED) 23.4% (EL) 42.1% (Homeless) 35.6% (FY) 25.3% (MR) Ben Lomond Elementary 21.2% (All Students)	2024 C-VUSD 15.7% (All Students) 17.8% (SED) 12.9% (EL) 28.9% (Homeless) 19.7% (FY) 17.8% (MR) Ben Lomond Elementary	2025 C-VUSD 15.6% (All Students) 18.6% (SED) 14.9% (EL) 26.3% (Homeless) 21.3% (FY) 12.9% (MR) Ben Lomond Elementary	2026 C-VUSD 13.7% (All Students) 15.8% (SED) 10.9% (EL) 26.9% (Homeless) 17.7 (FY) 15.8% (MR) Ben Lomond Elementary	C-VUSD -6.3% (All Students) -6.8% (SED) -8.5% (EL) -15.8% (Homeless) -14.3% (FY) -12.4% (MR) Ben Lomond Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27.1% (EL) 23.5% (HI) 26.5% (SED) 39% (SWD) C-VLOA 26.8% (All Students) Cypress Elementary 31.5% (All Students) 31.6% (EL) 31.5% (HI) 35.4% (SED) 34.5% (SWD) 45.9% (WH) Grovecenter Elementary 25.6% (All Students) 20.9% (EL) 28.6% (HI) 29.2% (SED) 38.2% (WH) Las Palmas Middle 27.8% (EL) Manzanita Elementary 24.5% (EL) 21.2% (HI) 22.7% (SED) 22.8% (SWD) Merwin Elementary 22.2% (SWD) Rowland Elementary	13.5% (All Students) 11.9% (EL) 14.6% (HI) 16.2% (SED) 20% (SWD) C-VLOA 18.6% (All Students) Cypress Elementary 24.6% (All Students) 17.4% (EL) 26.0% (HI) 27.9% (SED) 31.9% (SWD) 23.3% (WH) Grovecenter Elementary 11.6% (All Students) 9.3% (EL) 12.5% (HI) 13.1% (SED) 9.7% (WH) Las Palmas Middle 22.8% (EL) Manzanita Elementary 4.5% (EL) 3.9% (HI)	23.8% (All Students) 24.1% (EL) 26.4% (HI) 28.1% (SED) 34.8% (SWD) C-VLOA 21.2% (All Students) Cypress Elementary 24.1% (All Students) 23.2% (EL) 25.5% (HI) 27.6% (SED) 35.9% (SWD) 22.6% (WH) Grovecenter Elementary 8.2% (All Students) 7.2% (EL) 9.2% (HI) 9.1% (SED) 3.6% (WH) Las Palmas Middle 22.9% (EL) Manzanita Elementary 1.4% (EL) 1.8% (HI)	11.5% (All Students) 9.9% (EL) 12.6% (HI) 14.2% (SED) 18.0% (SWD) C-VLOA 16.6% (All Students) Cypress Elementary 22.6% (All Students) 15.4% (EL) 25.5% (HI) 25.9% (SED) 28.5% (SWD) 21.3% (WH) Grovecenter Elementary 9.6% (All Students) 7.3% (EL) 10.5% (HI) 11.1% (SED) 7.7% (WH) Las Palmas Middle 21.8% (EL) Manzanita Elementary 3.5% (EL) 2.9% (HI)	+2.6% (All Students) -3.0% (EL) +2.9% (HI) +1.6% (SED) -4.2% (SWD) C-VLOA -5.6% (All Students) Cypress Elementary -7.4% (All Students) -8.4% (EL) -6.0% (HI) -7.8% (SED) +1.4% (SWD) -23.3% (WH) Grovecenter Elementary -17.4% (All Students) -13.7% (EL) -19.4% (HI) -20.1% (SED) -34.6% (WH) Las Palmas Middle -4.9% (EL) Manzanita Elementary -23.1% (EL) -19.4% (HI)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27.9% (All Students) 31.1% (HI) 30.1% (SED) 36.5% (SWD) Sierra Vista Middle 34.2% (EL) 39.1% (SWD) Traweek Middle 34.5% (SWD) 25.8% (WH) Workman Elementary 26.1% (All Students) 22.8% (EL) 27% (HI) 28.9% (SWD)	4.9% (SED) 5.2% (SWD) Merwin Elementary 9.6% (SWD) Rowland Elementary 9.6% (All Students) 10.8% (HI) 11.0% (SED) 11.1% (SWD) Sierra Vista Middle 23.1% (EL) 35.5% (SWD) Traweek Middle 31.5% (SWD) 20.7% (WH) Workman Elementary 22% (All Students) 15.1% (EL) 21.8% (HI) 26% (SWD)	3% (SED) 1.7% (SWD) Merwin Elementary 9.5% (SWD) Rowland Elementary 6.6% (All Students) 7.5% (HI) 8% (SED) 18.4% (SWD) Sierra Vista Middle 21.3% (EL) 33.9% (SWD) Traweek Middle 35.4% (SWD) 32% (WH) Workman Elementary 21% (All Students) 15.2% (EL) 23% (HI) 24.2% (SWD)	3.9% (SED) 4.2% (SWD) Merwin Elementary 7.6% (SWD) Rowland Elementary 7.6% (All Students) 8.8% (HI) 9.0% (SED) 9.1% (SWD) Sierra Vista Middle 21.1% (EL) 33.1% (SWD) Traweek Middle 28.5% (SWD) 19.8% (WH) Workman Elementary 20.1% (All Students) 13.1% (EL) 21% (HI) 22.9% (SWD)	-19.7% (SED) -21.1% (SWD) Merwin Elementary -12.7% (SWD) Rowland Elementary -21.3% (All Students) -23.6% (HI) -22.1% (SED) -18.1% (SWD) Sierra Vista Middle -12.9% (EL) -5.2% (SWD) Traweek Middle +0.9% (SWD) +6.2% (WH) Workman Elementary -5.1% (All Students) -7.6% (EL) -4.0% (HI) -4.7% (SWD)
3.5	School Connectedness (CA Healthy Kids Survey and Local Survey)	2023 Student School Connectedness (items-HKS)	2024 Student School Connectedness (items-HKS)	2025 Student School Connectedness (items-HKS)	2026 Student School Connectedness (5 items-HKS)	Student School Connectedness 5th Grade: +1% 7th Grade: +2% 9th Grade: +2% 11th Grade: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do you feel close to people at/from this school? Are you happy to be at/with this school? Do you feel like you are part of this school? Do teachers treat students fairly? 5th Grade-70% 7th Grade-56% 9th Grade-55% 11th Grade-57% Staff School Connectedness: My school(s)/worksite is/are a place where staff members feel that they "belong." 83% Strongly Agree/Agree Parent School Connectedness: I feel welcomed and treated with respect when I come to my student's school(s). 94% Strongly Agree/Agree	Do you feel close to people at/from this school? Are you happy to be at/with this school? Do you feel like you are part of this school? Do teachers treat students fairly? 5th Grade-71% 7th Grade-54% 9th Grade-56% 11th Grade-59% Staff School Connectedness: My school(s)/worksite is/are a place where staff members feel that they "belong." 90% Strongly Agree/Agree Parent School Connectedness: I feel welcomed and treated with respect when I come to my student's school(s). 96% Strongly Agree/Agree	Do you feel close to people at/from this school? Are you happy to be at/with this school? Do you feel like you are part of this school? Do teachers treat students fairly? 5th Grade-71% 7th Grade-58% 9th Grade-57% 11th Grade-60% Staff School Connectedness: My school(s)/worksite is/are a place where staff members feel that they "belong." 90% Strongly Agree/Agree Parent School Connectedness: I feel welcomed and treated with respect when I come to my student's school(s). 96% Strongly Agree/Agree	Do you feel close to people at/from this school? Are you happy to be at/with this school? Do you feel like you are part of this school? Do teachers treat students fairly? Do you feel safe at school? 5th Grade-76% 7th Grade-62% 9th Grade-61% 11th Grade-63% Staff School Connectedness: My school(s)/worksite is/are a place where staff members feel that they "belong." 92% Strongly Agree/Agree Parent School Connectedness: I feel welcomed and treated with respect when I come to my student's school(s). 97%	Staff School Connectedness: +7% Parent School Connectedness: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Strongly Agree/Agree	
3.6	School Safety (CA Healthy Kids Survey & Local Survey)	2023 Feel safe at school-- 5th Grade-81% 7th Grade-58% 9th Grade-56% 11th Grade-58% Staff-87% Parents/Community-79%	2024 Feel safe at school-- 5th Grade-76% 7th Grade-54% 9th Grade-59% 11th Grade-64% Staff-92% Parents/Community-92%	2025 Feel safe at school-- 5th Grade-77% 7th Grade-61% 9th Grade-64% 11th Grade-71% Staff-92% Parents/Community-92%	2026 Feel safe at school-- 5th Grade-81% 7th Grade-58% 9th Grade-61% 11th Grade-66% Staff-94% Parents/Community-94%	5th Grade: -4% 7th Grade: +3% 9th Grade: +8% 11th Grade: +13% Staff: +5% Parents/Community: +13%
3.7	Parental Involvement & Engagement-Participation (Local Survey)	2023 Participation in Back to School Night: 75% Participation in Open House/Showcase: 64% Participation in Parent Conferences: 52% Participation in Family Nights: 51%	2024 Participation in Back to School Night: 63% Participation in Open House/Showcase: 56% Participation in Parent Conferences: 49% Participation in Family Nights: 48%	2025 Participation in Back to School Night: 68% Participation in Open House/Showcase: 60% Participation in Parent Conferences: 53% Participation in Family Nights: 52%	2026 Participation in Back to School Night: 81% Participation. in Open House/Showcase: 70% Participation in Parent Conferences: 52% Participation in Family Nights: 57%	Participation in Back to School Night:-7% Participation in Open House/Showcase:-4% Participation in Parent Conferences: +1% Participation in Family Nights: +1%
3.8	Parental Involvement & Engagement-Decision Making (Local Documentation: School Site Council and District Advisory Compliance)	2023 School Site Councils at all Schools: 100% English Language Advisory Council at all schools: 100%	2024 School Site Councils at all Schools: 100% English Language Advisory Council	2025 School Site Councils at all Schools: 100% English Language Advisory Council	2026 School Site Councils at all Schools: 100% English Language Advisory Council	School Site Councils at all Schools: No Difference English Language Advisory Council

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100%	at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100%	at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100%	at all schools: 100% District Advisory Council with representatives from all schools: 100% District English Language Advisory Council with representatives from all schools: 100%	at all schools: No Difference District Advisory Council with representatives from all schools: No Difference District English Language Advisory Council with representatives from all schools: No Difference
3.9	Attendance Rate (Aeries)	2023 Second Principal Apportionment (P-2) Reporting 93.52%	2024 Second Principal Apportionment (P-2) Reporting 94.63%	2025 Second Principal Apportionment (P-2) Reporting 95.68%	2026 Second Principal Apportionment (P-2) Reporting 96.52%	+2.16%
3.10	Middle School Dropout Rate (CALPADS)	2023 0.045% (1 student)	2024 0% (0 students)	2025 0.88% (20 students)	2026 0% (0 students)	+0.835%
3.11	High School Drop Out Rates (DataQuest-CDE)	2023 2.6% (All Students) 3.2% (SED) 5.9% (EL) 6.3% (Homeless) 26.7% (FY)	2024 2.3% (All Students) 2.3% (SED) 4.4% (EL) 0.0% (Homeless) 10.0% (FY)	2025 2.1% (All Students) 1.7% (SED) 5.2% (EL) 1.0% (Homeless) 16.7% (FY)	2026 1.1% (All Students) 1.7% (SED) 4.4% (EL) 0.0% (Homeless) 6.0% (FY)	-0.5% (All Students) -1.5% (SED) -0.7% (EL) -5.3% (Homeless) -10% (FY)
3.12	Suspension Rates (DataQuest-CDE/Dashboard)	2023 C-VUSD 2.6% (All Students) 3.1% (SED) 2.5% (EL)	2024 C-VUSD 3.1% (All Students) 3.6% (SED)	2025 C-VUSD 2.5% (All Students) 3.0% (SED)	2026 C-VUSD 1.6% (All Students) 2.1% (SED)	C-VUSD -0.1% (All Students) -0.1% (SED) -0.3% (EL)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4.7% (Homeless) 9.6% (FY) Not Available (LTEL) Las Palmas Middle 13.8% (EL) Traweek Middle 8.7% (HI) 9.5% (SED) 15.4% (SWD) Northview High 8.7% (SWD)	3.5% (EL) 4.0% (Homeless) 10.2% (FY) 9.6% (LTEL) Las Palmas Middle 5.2% (EL) Traweek Middle 13.1% (HI) 13.6% (SED) 22.1% (SWD) Northview High 10.2% (SWD)	2.2% (EL) 5.3% (Homeless) 10.7% (FY) 7.2% (LTEL) Las Palmas Middle 5.7% (EL) Traweek Middle 7.1% (HI) 6.8% (SED) 10.6% (SWD) Northview High 9.4% (SWD)	1.5% (EL) 3.7% (Homeless) 6.6% (FY) 8.6% (LTEL) Las Palmas Middle 4.2% (EL) Traweek Middle 5.7% (HI) 6.5% (SED) 10.9% (SWD) Northview High 5.7% (SWD)	+0.6% (Homeless) +1.1% (FY) -2.4% (LTEL) (From Year 1 to Year 2) Las Palmas Middle -8.1% (EL) Traweek Middle -1.6% (HI) -2.7% (SED) -4.8% (SWD) Northview High +0.7% (SWD)
3.13	Expulsion Rate (Dataquest-CDE)	2023 0.0% (All Students) 0.1% (SED) 0.0% (EL) 0.4% (Homeless) 0.0% (FY)	2024 0.0% (All Students) 0.0% (SED) 0.1% (EL) 0.2% (Homeless) 0.0% (FY)	2025 0.0% (All Students) Data Suppressed (SED) 0.0% (EL) Data Suppressed (Homeless) Data Suppressed (FY)	2026 0.0% (All Students) 0.0% (SED) 0.0% (EL) 0.0% (Homeless) 0.0% (FY)	0% Difference (All Students) Unable to Calculate (SED) 0% Difference (EL) Unable to Calculate (Homeless) Unable to Calculate (FY)

Goal Analysis [2025-26]

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

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

Goal 3 fosters a school-wide program of engagement designed to support the whole child academically, socially, and emotionally, while strengthening school connectedness for Low-Income students, English Learners, Foster Youth, and Homeless students. During the year, the District implemented Goal 3 actions to support high-quality learning environments, positive campus climates, student attendance, family engagement, enrichment opportunities, career readiness, and mental health and well-being.

The District continued to fully implement actions that support high-quality learning environments by ensuring students had access to appropriately assigned teachers, standards-aligned instructional materials, and safe, clean, and functional school facilities (Actions 3.1, 3.2, 3.3). These foundational actions were implemented as planned and supported the District's broader efforts to create conditions where students can learn, participate, and feel connected to school.

The District also implemented multiple actions to promote positive campus climates and improve student attendance and behavior. Communication and community engagement efforts continued to highlight district programs, school opportunities, and supports available to students and families (Action 3.4). Restorative practices and PBIS continued to be implemented through staff training and site-based supports to strengthen relationships, improve student behavior, and reduce the use of exclusionary discipline (Action 3.5). Saturday school and extended-day programs provided additional opportunities for academic intervention, enrichment, and attendance recovery (Action 3.6). Additional staff supported behavior intervention, attendance, and student wellness needs across school sites (Action 3.7). The District also continued its comprehensive attendance program through monitoring, outreach, and recognition systems designed to encourage improved attendance and reduce chronic absenteeism (Action 3.8).

Family engagement remained an important part of Goal 3 implementation. The District continued parent education and outreach efforts through over 25 new workshops, resources, advisory meetings, and school-based opportunities designed to help families support student learning, wellness, attendance, and college and career readiness (Action 3.9). The District developed a new parent education calendar to provide families with ongoing learning opportunities throughout the school year. Sessions focused on academic support, college and career readiness, special education, health and wellness, student behavior, school engagement, and family resources. Topics included college applications and financial aid, IEPs, ELPAC/reclassification, homework support, reading and math strategies, Dual Enrollment, CTE, IB, AP, AVID, suicide prevention, emotional well-being, substance awareness, and autism/social skills supports. This calendar strengthened family engagement by offering timely, relevant workshops to help parents better support their children at home and at school. The District offered a new parent education series designed specifically for Spanish-speaking families. These sessions provided families with helpful information and resources to better navigate school systems, access student supports, and stay connected to important opportunities. Topics included Aeries and ParentSquare, attendance, school safety, wellness, community resources, MTSS, and college- and career-readiness opportunities such as CTE pathways, AVID, Dual Enrollment, Dual Language Immersion, AP, and IB. Sessions were offered throughout the year in Spanish and were led by Spanish-speaking District staff and presenters to strengthen communication, engagement, and partnership with families. While parent participation varied by topic, timing, and format, the District continued to refine communication and access to enable families to engage in ways that better met their needs.

The District expanded opportunities designed to increase student engagement and enrichment. STEM education and innovation efforts continued to provide students with access to hands-on learning, technology, and opportunities for creative problem-solving (Actions 3.10, 3.11). Extracurricular and co-curricular activities, including athletics, clubs, GATE opportunities, field trips, and other enrichment experiences, supported student connection and participation beyond the regular instructional day (Action 3.12). Arts education and enrichment also continued to grow through expanded opportunities in visual and performing arts, including additional course offerings and activities designed to increase student access to creative learning experiences (Action 3.13).

Career readiness continued to be strengthened through partnerships, pathway development, and real-world learning opportunities (Action 3.14). The District supported ongoing connections with community and industry partners to expand student exposure to career pathways, job

skills, guest speakers, certification opportunities, and hands-on experiences aligned to future workforce needs. These efforts helped students make stronger connections between classroom learning and future college and career options. Through expanded career exploration, work-based learning experiences, and access to industry-aligned opportunities, students were able to better understand potential career fields, build practical skills, and identify pathways that support their postsecondary goals.

Mental health and wellness remained a significant area of investment and full implementation (Action 3.15). The District continued to provide support through nurses, counselors, social workers, mental health professionals, and site-based wellness teams. These services supported students' physical, social-emotional, and behavioral health needs and were especially important for students experiencing trauma, housing instability, attendance concerns, or other barriers to school engagement.

Overall, the District implemented the planned Goal 3 actions with fidelity, and there were no major substantive differences between planned actions and actual implementation. Successes included continued support for safe, well-maintained learning environments, expanded attendance and behavior supports, increased enrichment opportunities, continued growth in STEM and arts access, strengthened career-readiness partnerships, and sustained investment in mental health and wellness. Challenges included ensuring consistent participation in extended-day and Saturday programs, increasing family engagement across all schools and formats, and continuing to strengthen behavior and attendance supports for students with the greatest needs. Moving forward, the District will continue refining implementation, personalizing outreach, monitoring participation, and sustaining actions that help every student feel safe, supported, connected, and prepared for success.

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

Actions and services under Goal 3, which are focused on promoting positive school climates, student engagement, and meaningful family involvement, were generally implemented as planned; however, a few material differences of 15% or more were noted between budgeted and estimated actual expenditures. Actions 3.4 (Community Engagement), 3.5 (Positive Campus Climates), 3.7 (Positive Behavior and Attendance Support), 3.8 (Comprehensive Attendance Program), 3.9 (Parent Education), and 3.10 (Science, Technology, Engineering, and Mathematics (STEM)) were overbudgeted. Although these actions were fully implemented to support student engagement, attendance, school climate, and parent involvement, actual expenditures were lower than projected because material costs and contracted service expenses were less than originally anticipated.

Specifically, for Action 3.5 (Positive Campus Climates), the District had budgeted for Yale RULER training, including travel costs for school teams to attend training sessions. However, the training was ultimately provided within the District, significantly reducing travel and related expenses. For Actions 3.7 (Positive Behavior and Attendance Support) and 3.8 (Comprehensive Attendance Program), material costs and contracted service expenses were lower than originally anticipated, resulting in reduced expenditures while all planned services and supports were still fully implemented. For Action 3.9 (Parent Education), the District offered more parent education opportunities than ever before; however, instead of utilizing contracted parent education and support platforms such as PIQE, the District used C-VUSD teachers and staff to facilitate workshops and trainings, resulting in lower costs than originally budgeted. Additionally, for Action 3.10 (STEM), the District's focus on implementing the newly adopted mathematics curriculum across all schools included professional development, which was covered by curriculum adoption costs. As a result, typical STEM integration and mathematics support funds were not fully utilized during the year.

Despite these material differences, all planned services and supports were provided based on the identified needs of the student, family, and staff. The budgeted expenditures have been updated accordingly for the 2026–27 LCAP, and any unspent funds from the 2025–26 budget will be carried over to continue supporting and enhancing these actions in the upcoming year.

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

A comparison of baseline, Year 2 outcome, and current difference from baseline data shows that Goal 3 actions were generally effective in supporting safe, engaging, inclusive, and well-maintained learning environments. The strongest evidence of effectiveness is reflected in improved chronic absenteeism outcomes, increased CTE pathway completion, maintained access to instructional materials and facilities, stronger student and parent connectedness, and continued low expulsion rates. However, the data also show areas requiring continued refinement, including certificated staffing assignments, suspension outcomes for Homeless students and Foster Youth, Students with Disabilities at Northview High School, and participation in some traditional parent engagement activities.

Highly Effective Actions: Attendance, Expanded Opportunities, Enrichment, and Career Readiness
Saturday School and Extended School Day Interventions (Action 3.6), Comprehensive Attendance Program (Action 3.8), Science, Technology, Engineering, and Mathematics/STEM (Action 3.10), Innovation Resources (Action 3.11), Extra and Co-Curricular Engagement Activities (Action 3.12), Arts Education and Enrichment for Low Income students (Action 3.13), and Career Technical Education/Work-Based Learning Opportunities (Action 3.14) were effective in supporting student engagement, attendance, and connection to school.

Chronic absenteeism improved for all students, declining to 15.6% (-6.3%). Low Income students declined to 18.6% (-6.8%), English Learners declined to 14.9% (-8.5%), Homeless students declined to 26.3% (-15.8%), Foster Youth declined to 21.3% (-14.3%), and students reporting two or more races declined to 12.9% (-12.4%) (Metric 3.4). These results show that attendance intervention, extended-day opportunities, enrichment, STEM, innovation, arts, and career/work-based learning supports are contributing to improved attendance outcomes, with all identified student groups showing improvement from baseline.

Attendance rate also increased to 95.68%, a +2.16% increase from baseline (Metric 3.9). This supports the effectiveness of the District's attendance, engagement, and enrichment actions in helping students remain connected to school.

School connectedness also improved. Student school connectedness increased to 71% in grade 5 (+1%), 58% in grade 7 (+2%), 57% in grade 9 (+2%), and 60% in grade 11 (+3%). Staff school connectedness increased to 90% (+7%), and parent school connectedness increased to 96% (+2%) (Metric 3.5). School safety also improved for most groups, with 77% of 5th graders reporting they feel safe at school (-4%), 61% of 7th graders (+3%), 64% of 9th graders (+8%), 71% of 11th graders (+13%), 92% of staff (+5%), and 92% of parents/community members (+13%) reporting feeling safe at school (Metric 3.6). These results indicate that engagement, enrichment, STEM, arts, co-curricular, and career-connected opportunities are helping strengthen students' connection to school and perceptions of safety, although 5th-grade safety remains an area for continued attention.

High school dropout rates also improved, with all students decreasing to 2.1% (-0.5%), Low Income students decreasing to 1.7% (-1.5%), English Learners decreasing to 5.2% (-0.7%), Homeless students decreasing to 1.0% (-5.3%), and Foster Youth decreasing to 16.7% (-10.0%) (Metric 3.11). These outcomes suggest that engagement and connection-focused actions are supporting continued school

participation, especially for Homeless students and Foster Youth. However, the middle school dropout rate increased to 0.88% (+0.835%), which requires continued monitoring and targeted prevention (Metric 3.10).

Effective Actions: Basic Conditions, Climate, Behavior, and Engagement Supports
High Quality Learning Environments–Staff and Materials (Action 3.2), High Quality Learning Environments–Facilities (Action 3.3), Community Engagement (Action 3.4), Positive Campus Climates (Action 3.5), and Positive Behavior and Attendance Support (Action 3.7) were effective overall based on Basic Services, chronic absenteeism, school connectedness, school safety, suspension rate, and expulsion rate data.

High Quality Learning Environments–Staff and Materials (Action 3.2) was effective because the District maintained 100% access to standards-aligned instructional materials, with no difference from baseline (Metric 3.2). High Quality Learning Environments–Facilities (Action 3.3) was also effective, as the District maintained 100% of facilities in “good” repair, with no difference from baseline (Metric 3.3). These outcomes demonstrate that all students, including English Learners, Low Income students, Foster Youth, Students with Disabilities, and other student groups, continued to have access to instructional materials and safe, clean, functional facilities needed to support learning.

Community Engagement (Action 3.4), Positive Campus Climates (Action 3.5), and Positive Behavior and Attendance Support (Action 3.7) were also effective, as indicated by improved chronic absenteeism, school connectedness, safety, suspension, and expulsion data. Chronic absenteeism declined for all students to 15.6% (-6.3%), Low Income students to 18.6% (-6.8%), English Learners to 14.9% (-8.5%), Homeless students to 26.3% (-15.8%), and Foster Youth to 21.3% (-14.3%) (Metric 3.4). Parent connectedness increased to 96% (+2%), staff connectedness increased to 90% (+7%), and student connectedness increased across grades 5, 7, 9, and 11 (Metric 3.5). These results show that the District’s learning environment, climate, behavior, attendance, and engagement contributed to stronger school connections and improved attendance.

Discipline data show effectiveness for many groups. Suspension rates decreased for all students to 2.5% (-0.1%), Low Income students to 3.0% (-0.1%), and English Learners to 2.2% (-0.3%) (Metric 3.12). Long-Term English Learners decreased from 9.6% in Year 1 to 7.2% in Year 2, Las Palmas Middle School English Learners decreased by -8.1% from baseline, and Traweek Middle School Hispanic students, Low Income students, and Students with Disabilities decreased by -1.6%, -2.7%, and -4.8%, respectively (Metric 3.12). Expulsion rates remained low, with all students and English Learners at 0.0% (Metric 3.13). However, suspension outcomes increased for Homeless students to 5.3% (+0.6%), Foster Youth to 10.7% (+1.1%), and Students with Disabilities at Northview High School to 9.4% (+0.7%) (Metric 3.12). Overall, these actions were effective, but continued refinement is needed for student groups with elevated suspension outcomes.

Mixed Effectiveness: Parent Outreach, Family Engagement, and Wellness Supports
Parent Education and Outreach (Action 3.9) and Mental Health and Well-Being (Action 3.15) demonstrated mixed effectiveness, as indicated by data on parent participation, parent decision-making, chronic absenteeism, school connectedness, school safety, suspension rate, and expulsion rate.

Parent Education and Outreach (Action 3.9) demonstrated mixed effectiveness, as indicated by data on chronic absenteeism. This suggests that parent education and outreach efforts may be contributing to improved family engagement and attendance awareness. Chronic absenteeism data showed positive progress from the 2023 baseline to 2025. Overall, chronic absenteeism decreased from 21.9% to 15.6%, representing a 6.3% reduction. Socioeconomically Disadvantaged students decreased from 25.4% to 18.6%, a 6.8% reduction. English Learners decreased from 23.4% to 14.9%, an 8.5% reduction. Foster Youth also showed improvement, decreasing from 35.6% to 21.3%, a

14.3% reduction. However, the action demonstrated mixed effectiveness because chronic absenteeism remains above desired levels, particularly for Socioeconomically Disadvantaged students and Foster Youth, and continued parent outreach is needed to strengthen attendance habits and family-school partnerships.

The District maintained 100% participation structures for School Site Councils, English Learner Advisory Councils, District Advisory Council, and District English Learner Advisory Council, with no difference from baseline (Metric 3.8). Parent connectedness also increased to 96% (+2%), showing continued strength in family connection to schools (Metric 3.5). In addition, parent/community perception of school safety increased to 92% (+13%) (Metric 3.6). These outcomes show that parent outreach, family engagement, and wellness supports helped strengthen formal decision-making structures, family connection, and perceptions of safety.

Student outcome data also show areas of effectiveness. Chronic absenteeism declined for all students to 15.6% (-6.3%), Low Income students to 18.6% (-6.8%), English Learners to 14.9% (-8.5%), Homeless students to 26.3% (-15.8%), and Foster Youth to 21.3% (-14.3%) (Metric 3.4). Suspension rates decreased for all students to 2.5% (-0.1%), Low Income students to 3.0% (-0.1%), and English Learners to 2.2% (-0.3%) (Metric 3.12). Expulsion rates remained at 0.0% for all students and English Learners (Metric 3.13). These results suggest that wellness and outreach supports are contributing to improved attendance and connectedness, and to reduced exclusionary discipline, for several student groups.

However, the data also show areas requiring refinement. Participation in traditional parent engagement activities declined for Back to School Night to 68% (-7%) and Open House/Showcase to 60% (-4%), while Parent Conferences increased slightly to 53% (+1%) and Family Nights increased to 52% (+1%) (Metric 3.7). Suspension rates also increased for Homeless students to 5.3% (+0.6%) and Foster Youth to 10.7% (+1.1%) (Metric 3.12). These outcomes show that Parent Education and Outreach and Mental Health and Well-Being supports were effective in maintaining formal involvement structures, improving connectedness, increasing perceptions of safety, and supporting improved attendance outcomes, but require refinement to increase participation in traditional engagement events and improve behavior outcomes for Homeless students and Foster Youth.

Actions Requiring Continued Refinement
Credential Monitoring (Action 3.1) requires continued refinement based on Basic Services data. The Year 2 Outcome for appropriately assigned teachers was 81.9%, which is -2.5% below the 2023 baseline of 84.4% (Metric 3.1). While the District continued to monitor staffing assignments and support basic services, the data do not support a claim of full effectiveness. Continued monitoring and corrective action are needed to improve the percentage of appropriately assigned teachers.

Overall, Goal 3 actions demonstrate effectiveness in supporting positive school environments, strengthening attendance, expanding student opportunities, maintaining parent involvement structures, and reducing exclusionary discipline for many student groups. The strongest evidence of effectiveness is seen in reductions in chronic absenteeism for All Students, Low Income students, English Learners, and Foster Youth; increases in CTE pathway completion for All Students, Low Income students, English Learners, Homeless students, and Foster Youth; increased school connectedness and learning engagement; maintained 100% access to instructional materials and facilities in good repair; and continued 0.0% expulsion rates for All Students and English Learners. At the same time, the data show that continued attention is needed to improve certificated staffing assignments, increase participation in traditional parent engagement events, and improve equitable suspension outcomes for Homeless students, Foster Youth, and Students with Disabilities at Northview High School. Moving forward, the

District will continue to build on actions demonstrating the strongest impact while refining targeted attendance, engagement, behavior, family outreach, and wellness supports to ensure all students experience safe, inclusive, and supportive learning environments.

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 ongoing reflection on prior practice and implementation, the District has made adjustments to the planned goal description. The rationale for this goal was updated to reflect implementation priorities, current student needs, analysis of outcome data, and input from educational partners.

Budget adjustments for Actions 3.2, 3.4, 3.5, 3.7, 3.10, and 3.15 from 2025–26 to 2026–27 reflect reduced available revenue and the need to align expenditures with projected funding levels. Educational partner input also informed these changes, helping prioritize resources for programs, services, and supports that best address student needs and advance District goals.

These updates ensure the goal remains relevant, responsive, and aligned with District progress and areas requiring continued focus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Credential Monitoring	In an effort to attract, support, and retain high-performing, highly qualified credentialed teachers, personnel will meet regularly to monitor the credentialing process and provide ongoing assistance to address any challenges. This will enhance student learning and success. (LCFF Bsse)	$120,998.00	No
3.2	High Quality Learning Environments-Staff & Materials	The district is dedicated to providing high-quality, effective learning environments by equipping all Covina-Valley employees and students with the essential staff, supplies, and services needed to promote success across the LEA. (LCFF Base)	$54,525,511.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	High Quality Learning Environments-Facilities	The district will guarantee high-quality, effective learning environments, ensuring that all facilities are safe, clean, appropriately maintained, and conducive to student learning. This commitment includes providing the necessary staff, supplies, and services to maintain facilities in good repair and create a secure environment for all employees and students. (LCFF Base)	$26,600,799.00	No
3.4	Community Engagement	The district will strengthen community engagement and enhance its appeal to attract and retain students effectively. The district will adopt a targeted communication and marketing strategy that connects with community values and showcases the district's commitment to excellence and innovation, highlighting the unique strengths and opportunities available at C-VUSD. (LCFF Base)	$842,834.00	No
3.5	Positive Campus Climates	The Student Services Department will establish positive campus climates for all Foster Youth by promoting positive relationships through restorative practices. Staff will be trained in restorative techniques to enhance student engagement and attendance and encourage positive behavior. (3304)	$48,763.00	Yes
3.6	Saturday School and Extended School Day Interventions and Activities	The District will offer Saturday enrichment programs, educational opportunities, and extended-day interventions aimed at boosting attendance and engagement among Foster Youth, English Learners, Low Income, and Homeless students. Activities will provide additional academic support specifically for unduplicated students, leading to enhanced educational outcomes. (3306)	$388,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Positive Behavior and Attendance Support	The district will provide additional staff to support positive behavior and attendance, helping Low Income students, English Learners, and Foster Youth develop effective behavior management strategies and address social and emotional challenges. This action will foster a supportive school environment, enhance student engagement, reduce disciplinary issues, and support each student's holistic development. (3307)	$417,950.00	Yes
3.8	Comprehensive Attendance Program	The Student Services Department will enhance the district's comprehensive attendance program to improve engagement and reduce chronic absenteeism for English Learners, Foster Youth and Low Income students. To encourage consistent attendance, students showing improvement throughout the school year will be celebrated, reinforcing positive attendance and promoting ongoing engagement. (3308)	$15,500.00	Yes
3.9	Parent Education & Outreach	The district will support Low Income students, English Learners, and Foster Youth and their families by implementing parent education academies to enhance family engagement and support student learning. These academies will provide workshops on navigating the educational system, digital literacy, and fostering positive educational habits at home, empowering parents to actively participate in their children's education and strengthening the school-family partnership. Additionally, TK–5 Outreach Liaisons will strengthen school–family partnerships by providing referrals to academic support services, learning recovery programs, and resources that address unduplicated students' and their families' academic, social-emotional, and basic needs. Research on family engagement has shown that strong home–school partnerships are associated with improved attendance, enhanced academic performance, and increased student motivation (Henderson & Mapp, 2002). Outreach Liaisons will serve as a bridge between families and schools, helping remove barriers to student success by fostering trust, providing consistent communication, and connecting families to essential academic and social-emotional supports. Impact will be monitored and measured by Parent Involvement and	$531,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Engagement - Survey (Metric 3.7), School Connectedness - Parent (Metric 3.5), and Chronic Absenteeism Rate (Metric 3.4). (3309 & LREBG)		
3.10	Science, Technology, Engineering, and Mathematics (STEM)	The district will enhance Science, Technology, Engineering, and Mathematics (STEM) education by expanding access to an integrated STEM curriculum, increasing student engagement in STEM activities, and improving STEM learning outcomes for Low Income students, English Learners, and Foster Youth across all grade levels. (3310)	$247,987.00	Yes
3.11	Innovation Resources	The district will launch an innovation initiative to enhance resources for Low Income students, English Learners, and Foster Youth and increase student and parent engagement. This initiative includes acquiring specialized educational materials, technologies, and social-emotional resources and providing professional development for educators and parent education to support effective student engagement strategies. Additionally, student enrichment opportunities will be integrated to ensure students are equipped with the tools and support needed to thrive academically and emotionally in enriched learning environments. (3313)	$1,146,631.00	Yes
3.12	Extra and Co-Curricular Engagement Activities	The district will provide English Learners, Foster Youth, and Low Income students with various extracurricular and co-curricular engagement activities, including, but not limited to, athletics, physical education, field trips, coding, world language, science, music, and art. These activities will increase engagement and participation in school. (3315)	$238,007.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.13	Arts Education and Enrichment	The Educational Services Team will expand and maintain Visual and Performing Arts programs, focusing on providing elementary music education to Low Income students. The district will utilize traveling teachers to deliver a district-wide music and performing arts program, broadening access to the arts for Low Income students across the district. (3316)	$986,708.00	Yes
3.14	Partnerships and Expansion for CTE	The Educational Services leadership team will foster partnerships with community-based businesses to enhance CTE pathway courses for English Learners, Foster Youth, and Low Income students. These partnerships will provide valuable internships and work experiences, increasing students' access to career opportunities. These initiatives aim to improve students' chances of securing employment in their chosen fields post-graduation by offering practical experience and direct career opportunities outside the instructional school day. (3322)	$30,000.00	Yes
3.15	Mental Health and Well Being	The district will enhance health and wellness across the LEA by hiring and retaining nurses, social workers, and mental health counselors specifically to support Low Income students, English Learners, and Foster Youth at every school. By focusing on social, emotional, and physical health, the program aims to provide comprehensive support that addresses students' holistic well-being, ensuring they thrive in all aspects of school life. (3324 and California Community Schools Partnership Program: Implementation Grant)	$4,605,923.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured by chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Fairvalley and Covina-Valley Learning Options Academy (C-VLOA) are dedicated to ensuring each student's academic excellence and personal growth. With the support of Equity Multiplier funds, the goal is to intensify student engagement, raise academic performance, and reinforce educators' support and effectiveness. This goal embodies the district's commitment to addressing the comprehensive needs of these unique learning communities.

The district proactively sought the perspectives of a broad range of educational partners through consultative meetings. Teachers, administrators, parents, community members, and students collectively contributed to an understanding of the unique challenges at Fairvalley and C-VLOA. This feedback and input informed the LCAP Equity Multiplier goal, which aligns with the most pressing needs highlighted by Dashboard indicators. Performance data revealed critical gaps in student engagement and academic outcomes, particularly among Socioeconomically Disadvantaged students and Hispanic students, thus prioritizing interventions in these areas.

The 2025 data reflect continued academic and school climate challenges at Fairvalley High School, while also showing strong progress in graduation rates. In English Language Arts, Fairvalley students scored 185.5 points below standard overall, with socioeconomically disadvantaged students scoring 211.4 points below standard. Math performance remained an even greater area of need, with all students 241.7 points below standard and socioeconomically disadvantaged students 250.8 points below standard. These results show the continued need for intensive academic intervention, targeted instructional support, and ongoing progress monitoring. Fairvalley’s College/Career Indicator was also Red, with only 2.2% of students identified as prepared, Hispanic students (2.4% prepared), and Socioeconomically Disadvantaged students (2.2% prepared), reflecting the need for continued college and career readiness support. School climate also remains a concern, as the Suspension Rate was Red, with 10.1% of students suspended at least once, specifically Hispanic students (11.6%) and Socioeconomically Disadvantaged students (11.3%). Despite these challenges, Fairvalley showed significant progress in graduation, with 97.9% of students graduating, an increase of 11.5%, and Hispanic and Socioeconomically Disadvantaged student groups performing in the Blue level for graduation.

At Covina-Valley Learning Options Academy, 2025 data show stronger overall academic outcomes, with continued areas for focus. In English Language Arts, students scored 26.8 points below standard overall, while socioeconomically disadvantaged students scored 38.0 points below standard. In mathematics, students scored 41.6 points below standard overall, and socioeconomically disadvantaged students scored 48.2 points below standard. Math showed improvement, with students increasing by 5.4 points overall and socioeconomically disadvantaged students increasing by 7.3 points. C-VLOA also demonstrated positive school climate results, with a Blue Suspension Rate and 0.0% of students suspended. However, chronic absenteeism remains a significant area of need. The overall chronic absenteeism rate was 21.2%, which increased by 2.6 points, and socioeconomically disadvantaged students were chronically absent at a rate of 20.0%.

Overall, Fairvalley continues to require intensive support in ELA, mathematics, school climate, and college/career readiness, even as graduation outcomes have improved substantially. C-VLOA shows stronger academic and climate outcomes overall, particularly in math growth and suspension rates, but continued attention is needed in ELA performance and chronic absenteeism.

Recognizing the challenges identified by state metrics and local insights, the Equity Multiplier Goal for Fairvalley and Covina-Valley Learning Options Academy is based on a commitment to student and educator support, including:

- Providing additional support for students and staff
- Ensuring a clean and safe campus for all students, teachers, and staff
- Enhancing on-campus engagement facilities
- Providing students with support
- Implementing a standards-aligned online curriculum

Covina-Valley uses multiple metrics, in collaboration with educational partners, to monitor progress toward Goal 4. This includes data from Smarter Balanced Summative Assessments for core subject proficiency, chronic absenteeism, and stability rates. These metrics collectively inform the district's strategies to enhance student achievement and engagement, aligning efforts with the objectives of Goal 4 for continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Smarter Balanced Summative Assessments (ETS-CDE)	Fairvalley High Met or Exceeded Standard for ELA (2023) 15.38% (All Students) 16.67% (SED)	Fairvalley High Met or Exceeded Standard for ELA (2024) 2.27% (All Students) 2.50% (SED)	Fairvalley High Met or Exceeded Standard for ELA (2025) 2.50% (All Students) 0.0% (SED)	Fairvalley High Met or Exceeded Standard for ELA (2026) 24% (All Students) 25% (SED)	Fairvalley High Met or Exceeded Standard for ELA -12.88% (All Students) -16.67% (SED) Distance From Standard for ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Distance From Standard for ELA (2023) 114.6 points below (All Students) 114.2 points below (SED) Met or Exceeded Standard for Math (2023) 0% (All Students) 0% (SED) Distance From Standard for Math (2023) 173.7 points below (All Students) 186.8 points below (SED) C-VLOA Met or Exceeded Standard for ELA (2023) 38.71% (All Students) 30.95% (SED) Distance From Standard for ELA (2023) 63 points below (All Students) 85.1 points below (SED)	Distance From Standard for ELA (2024) 145.5 points below (All Students) 138.9 points below (SED) Met or Exceeded Standard for Math (2024) 2.27% (All Students) 2.50% (SED) Distance From Standard for Math (2024) 222.2 points below (All Students) 216.2 points below (SED) C-VLOA Met or Exceeded Standard for ELA (2024) 46.51% (All Students) 36.36% (SED) Distance From Standard for ELA (2024) 14.8 points below (All Students)	Distance From Standard for ELA (2025) 185.5 points below (All Students) 211.4 points below (SED) Met or Exceeded Standard for Math (2025) 0.0% (All Students) 0.0% (SED) Distance From Standard for Math (2025) 241.7 points below (All Students) 250.8 points below (SED) C-VLOA Met or Exceeded Standard for ELA (2025) 36.84% (All Students) 31.26% (SED) Distance From Standard for ELA (2025) 26.8 points below (All Students)	Distance From Standard for ELA (2026) 84.6 points below (All Students) 84.2 points below (SED) Met or Exceeded Standard for Math (2026) 10% (All Students) 10% (SED) Distance From Standard for Math (2026) 143.7 points below (All Students) 156.8 points below (SED) C-VLOA Met or Exceeded Standard for ELA (2026) 47.71% (All Students) 39.95% (SED) Distance From Standard for ELA (2026) 12.8 points below (All Students) 25.0 points below (SED)	-70.9 points (All Students) -97.2 points (SED) Met or Exceeded Standard for Math 0.0% (All Students) 0.0% (SED) Distance From Standard for Math -68.0 points (All Students) -64.0 points (SED) C-VLOA Met or Exceeded Standard for ELA -1.87% (All Students) +0.31% (SED) Distance From Standard for ELA +36.2 points (All Students) +47.1 points (SED) Met or Exceeded Standard for Math +17.06% (All Students) +18.37% (SED) Distance From Standard for Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Met or Exceeded Standard for Math (2023) 14.52% (All Students) 9.76% (SED) Distance From Standard for Math (2023) 133.6 point below (All Students) 160.5 points below (SED)	27 points below (SED) Met or Exceeded Standard for Math (2024) 30.24% (All Students) 18.18% (SED) Distance From Standard for Math (2024) 46.9 points below (All Students) 55.5 points below (SED)	38 points below (SED) Met or Exceeded Standard for Math (2025) 31.58% (All Students) 28.13% (SED) Distance From Standard for Math (2025) 41.6 points below (All Students) 48.2 points below (SED)	Met or Exceeded Standard for Math (2026) 32.24% (All Students) 18.76% (SED) Distance From Standard for Math (2026) 44.9 point below (All Students) 53.5 points below (SED)	+92.0 points (All Students) +112.3 points (SED)
4.2	Chronic Absenteeism (DataQuest-CDE/Dashboard)	C-VLOA 2023 26.8% (All Students) 25.5% (SED)	C-VLOA 2024 18.6% (All Students) 20.5% (SED)	C-VLOA 2025 21.2% (All Students) 20% (SED)	C-VLOA 2026 16.6% (All Students) 19.5% (SED)	-5.6% (All Students) -5.5% (SED)
4.3	Stability Rate (DataQuest-CDE)	Fairvalley High 2023 47.3% (All Students) 41.9% (SED) C-VLOA 2023 69.7% (All Students) 65.6% (SED)	Fairvalley High 2024 48.2% (All Students) 46.9% (SED) C-VLOA 2024 60.7% (All Students) 63.2% (SED)	Fairvalley High 2025 52.2% (All Students) 51.8% (SED) C-VLOA 2025 64.9% (All Students) 68.7% (SED)	Fairvalley High 2026 57.3% (All Students) 51.9% (SED) C-VLOA 2026 79.7% (All Students) 75.6% (SED)	Fairvalley High +4.9% (All Students) +9.9% (SED) C-VLOA -4.8% (All Students) +3.1% (SED)
4.4	Suspension Rate (Dashboard)	Fairvalley High 2025 10.1%			Fairvalley High 2026 9.1%	No Difference-New Metric

Goal Analysis [2025-26]

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

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

Goal 4 is the District's Equity Multiplier Focus Goal, targeting Fairvalley High School and Covina-Valley Learning Options Academy (C-VLOA). These actions are designed to increase student engagement, strengthen academic outcomes, and improve student support by expanding administrative capacity, providing access to standards-aligned online curriculum, and maintaining high-quality learning environments.

An additional administrator supported both Fairvalley and C-VLOA through curriculum and instruction, student services, data monitoring, intervention planning, and family engagement (Action 4.1). During the first part of the year, this support helped both sites coordinate academic, behavioral, and engagement strategies aligned to student needs. The administrator also supported family communication and strengthened systems for monitoring student progress, attendance, and college and career readiness. However, the assistant principal left in February to pursue another opportunity, and a replacement was not secured for the remainder of the year. As a result, this action was only partially implemented during the second half of the year, highlighting the need to revise the implementation plan for 2026–27 to ensure consistent support across both sites.

The District continued implementing a standards-aligned online curriculum at C-VLOA to provide students with flexible and personalized learning pathways (Action 4.2). This action was implemented as planned and supported students who benefit from an alternative instructional model. The District continues to monitor academic outcomes and student engagement to ensure the curriculum is effective and responsive to student needs.

Maintaining clean, safe, and well-functioning facilities remained a priority at Fairvalley High School (Action 4.3). The District continued to ensure that the campus learning environment supported student engagement and access to instruction. No significant deviations occurred in the implementation of this action.

Fairvalley and C-VLOA also expanded learning and engagement opportunities throughout the year. Students had access to experiences such as ceramics, business capstone projects, college field trips, career-readiness workshops, family engagement events, and a new sports program to increase student connection and participation. Workshops focused on resume writing, applications, interview skills, and postsecondary readiness, while family events were offered in person and through livestream options to increase accessibility. A PTA was also established to strengthen family voice, build community, and increase parent involvement at the sites.

Overall, Goal 4 actions were implemented as intended, with no major substantive differences between planned actions and actual implementation, except for Action 4.1, which was partially implemented after the assistant principal left mid-year and a replacement was not secured for the spring semester. Successes included increased administrative support, continued access to personalized online learning, expanded enrichment and college- and career-readiness opportunities, and maintained high-quality learning environments. Challenges remain in strengthening academic outcomes, improving attendance and engagement, and continuing to provide targeted supports for students with significant academic and personal needs. Moving forward, the District will continue to monitor implementation and refine site-specific supports to improve outcomes for students at Fairvalley and C-VLOA.

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

Actions and services under Goal 4, which focus on Fairvalley and Covina-Valley Learning Options Academy's commitment to elevating student engagement and academic outcomes and enhancing the effectiveness of support systems for educators, were generally implemented as planned. However, Action 4.1, Strengthening Student and Staff Support, had a material difference of 15% or more between budgeted and estimated actual expenditures.

Action 4.1 included administrative support intended to strengthen family communication and improve systems for monitoring student progress, attendance, and college and career readiness. Although this support was provided during the first part of the year, the position was not staffed for the full year. The assistant principal left in February to pursue another opportunity, and the district was unable to secure a replacement for the remainder of the school year. As a result, the action was only partially implemented in the second half of the year, contributing to the material difference between planned and actual expenditures.

To address this difference, the district has updated the budgeted expenditures for the 2026–27 LCAP. Any unspent funds from the 2025–26 budget will be carried over to continue supporting and enhancing this action in the upcoming year, with an emphasis on ensuring consistent support and continuity of services across both sites.

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

Goal 4 focuses on improving student engagement, academic outcomes, and educator support at Fairvalley High School and Covina-Valley Learning Options Academy (C-VLOA). Progress is measured using Smarter Balanced assessment results, chronic absenteeism, suspension rates, graduation outcomes, college and career readiness, and student stability rates. Actions implemented to date show clear progress, especially in graduation at Fairvalley, math growth, positive suspension outcomes at C-VLOA, and improved student stability across several groups. At the same time, academic performance, chronic absenteeism, and college/career readiness continue to require targeted support.

Action 4.1 has provided dedicated administrative support at both Fairvalley High School and C-VLOA, with a focus on strengthening curriculum, improving student engagement, monitoring data, and increasing parent communication. At Fairvalley, this action appears to have contributed to improved student stability and graduation outcomes. The stability rate increased from 47.3% in 2023 to 52.2% in 2025 for all students, and from 41.9% to 51.8% for Socioeconomically Disadvantaged students (Metric 4.3). Fairvalley also showed a major increase in graduation, with 97.9% of students graduating, an 11.5% increase, and both Hispanic and Socioeconomically Disadvantaged student groups performing at the Blue level for graduation. However, Fairvalley continues to show significant needs in academic achievement, school climate, and college/career readiness. ELA remained 185.5 points below standard for all students and 211.4 points below standard for Socioeconomically Disadvantaged students (Metric 4.1). Math remained 241.7 points below standard for all students and 250.8 points below standard for Socioeconomically Disadvantaged students (Metric 4.1). Suspension Rate and College/Career Indicator were both Red, with 10.1% of students suspended and only 2.2% identified as prepared. These results show that Action 4.1 has been effective in supporting student persistence and stability, but additional academic, behavioral, and college/career-readiness supports are still needed. At C-VLOA, administrative support under Action 4.1 also appears to have supported student stability and school climate. The stability rate increased for Socioeconomically Disadvantaged students from 65.6% in 2023 to 68.7% in 2025, while the overall stability rate declined from 69.7% to 64.9% (Metric 4.3). C-VLOA maintained a Blue Suspension Rate of 0.0%, indicating that the school continues to provide a positive and

supportive climate. However, Chronic Absenteeism increased from 18.6% in 2024 to 21.2% in 2025 for all students and was rated Red. For Socioeconomically Disadvantaged students, chronic absenteeism was 20.0% in 2025 and rated Yellow. These data show that while C-VLOA is maintaining strong behavior outcomes, attendance and engagement remain areas for continued monitoring and targeted intervention and outreach (Metric 4.2).

Action 4.2 provided a standards-aligned, personalized online curriculum at C-VLOA. The data show mixed effectiveness. In mathematics, the action appears to be effective, with students scoring 41.6 points below standard overall and showing a 5.4-point increase (Metric 4.1). Socioeconomically Disadvantaged students scored 48.2 points below standard and increased by 7.3 points (Metric 4.1). C-VLOA also received an Exceptional rating for mathematics growth, with 65.0% of students improving their score from the prior year. In ELA, however, results were less effective. Students scored 26.8 points below standard overall, reflecting a 12.0-point decline, and Socioeconomically Disadvantaged students scored 38.0 points below standard, also declining (Metric 4.1). These results suggest that the online curriculum and instructional supports have a stronger impact in mathematics than in ELA, and that additional literacy supports are needed.

Action 4.3 focused on maintaining high-quality learning environments at Fairvalley High School to ensure facilities are safe, clean, and conducive to learning. While facilities are not directly tied to a single academic metric, this action supports the conditions for student engagement and attendance. Fairvalley's improved stability rate suggests some progress in creating a more consistent school experience for students, particularly for Socioeconomically Disadvantaged students. However, the continued Red Suspension Rate and Red College/Career Indicator indicate that a safe, well-maintained environment must be paired with stronger behavior supports, academic interventions, and college/career readiness strategies to fully improve student outcomes.

Overall, Goal 4 actions show partial effectiveness. Fairvalley's increased stability and strong graduation growth are meaningful signs of progress. Still, very low academic performance, elevated suspension rates, and limited college- and career-readiness indicate the need for more intensive support. C-VLOA shows positive results in math growth, suspension outcomes, and stability for Socioeconomically Disadvantaged students, but chronic absenteeism and ELA performance remain concerns. Continued administrative leadership, targeted academic intervention, personalized curriculum refinement, attendance monitoring, and site-specific engagement strategies will be essential to sustaining progress and improving outcomes at both schools.

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 part of its ongoing commitment to continuous improvement, the District revised the explanation of the planned goal based on reflections from prior implementation. The rationale for the goal was updated to include current student performance data. These updates ensure the goal remains focused, responsive, and aligned with identified needs and district priorities.

Additionally, the title and description of Action 4.1 have been revised for 2026-27 based on implementation experience and feedback from educational partners. During the 2025–26 school year, the assistant principal supporting Fairvalley High School and C-VLOA left after the first part of the year to pursue another opportunity, and a replacement was not available for the spring semester. Through reflection and educational partner feedback, it was determined that the desired outcomes may be better achieved through a contracted services approach rather than an additional administrative position. This revised approach will allow the District to provide more targeted support through

community partnerships focused on student services, student engagement, data monitoring, parent outreach, and alignment of supports through the Multi-Tiered System of Supports.

Lastly, Metric 4.4, Suspension Rate, has been added and now includes the baseline and Year 3 target outcome data.

These changes reflect a commitment to raising expectations and advancing student outcomes across academic achievement and attendance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Strengthening Student and Staff Support	Provide targeted support services to strengthen student engagement, academic achievement, and college and career readiness at Fairvalley High School and C-VLOA. Providers will support staff in monitoring student data, identifying students who need additional assistance, and aligning Multi-Tiered System of Supports strategies with student needs and academic goals. Services will specifically focus on improving ELA and mathematics achievement, reducing chronic absenteeism, lowering suspension rates, and increasing student preparedness on the College/Career Indicator. Support may include academic check-ins, intervention coordination, student goal setting, attendance monitoring, parent outreach, and strategies to improve school connectedness and engagement. Providers will also assist students and families with college and career resources, scholarship and financial aid information, college applications, career exploration, and postsecondary planning. These services are intended to increase student access to academic, behavioral, attendance, and college/career supports while actively involving parents and families in the learning process. (7399)	$212,439.00	No
4.2	Standards-Aligned Online Curriculum	The district will continue to implement a standards-aligned online curriculum and software subscriptions for C-VLOA that will provide flexible, personalized learning options that cater to individual student needs,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		enhancing academic achievement and preparing students for college and career readiness. (LCFF Base-Repeated Expenditure 3.2)		
4.3	High Quality Learning Environments-Facilities	The district will guarantee high-quality, effective learning environments at Fairvalley High School, ensuring that all facilities are safe, clean, appropriately maintained, and conducive to student learning. This commitment includes providing the necessary staff, supplies, and services to maintain facilities in good repair and create a secure environment for all employees and students. (LCFF Base-Repeated Expenditure 3.3)	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$29,761,162.00	$2,777,863.00

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
22.912%	3.793%	$4,745,538.35	26.705%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Career Technical Education (CTE) Pathways **Need:** Covina-Valley Unified School District is committed to ensuring English Learners, Low Income and Foster Youth students are prepared for post-graduation success, aligning with the district's Goal #1.Data from the 2023 College/Career Indicator (CA Dashboard) reveals significant disparities in preparedness	By employing CTE teachers and expanding CTE pathways, the district aims to provide equitable access to high-quality career education principally directed for students from underserved communities such as English Learners, Low Income and Foster Youth. Enrolling students in multi-year pathways ensures continuity and depth in their career preparation, starting in middle school and continuing through high school. This comprehensive approach removes barriers to participation, enhances students' readiness for	College/Career Indicator (Metric 1.3) CTE Pathway Completion (Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	among different student groups. While 51.9% of all students are prepared for college or a career, only 47.5% of socioeconomically disadvantaged students, 30.2% of English Learners, 36.7% of homeless students, and 13.3% of Foster Youth meet this criterion. Furthermore, completion rates for at least one Career Technical Education (CTE) pathway in 2023 show similar disparities: 30.5% for all students, 29.1% for SED students, 16.1% for EL students, 25.3% for homeless students, and 12.5% for FY students. These disparities highlight the need for enhanced career preparation programs designed to bridge these gaps and provide equitable academic and career success opportunities. By enhancing CTE pathways and making them accessible to unduplicated pupils, the district aims to improve post-graduation success rates and close the preparedness gap, **Scope:** Schoolwide	post-graduation endeavors, and allows them to develop foundational and advanced skills relevant to their chosen career paths. Additionally, the focus on unduplicated students acknowledges the specific challenges they may face and tailors support to their needs. By providing targeted resources and opportunities such as additional academic support, career counseling, or mentorship programs, the district aims to empower these students to succeed in CTE pathways and beyond, ensuring that all students have the opportunity to explore and develop skills in various career fields. Providing CTE pathways on a 6-12 schoolwide basis maximizes the reach and impact of the initiative within the specified grade range, ensuring that all students from middle school through high school have access to these valuable opportunities. Centralizing CTE programs at the 6-12 level enables efficient allocation of resources, including funding, staffing, and facilities, thus allowing for a broader range of CTE pathways and support services than would be possible at individual schools. Implementing CTE pathways consistently across the 6-12 spectrum fosters collaboration among schools, teachers, and educational partners, promoting a unified vision for career education and ensuring that all students receive a high-quality, standardized experience regardless of their school or background. This collective approach addresses systemic inequities and disparities in educational access, ensuring all students have equitable access to high-quality	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		CTE programs throughout their middle and high school years.	
1.4	**Action:** College and Career Readiness Counseling and Support **Need:** Data from the 2023 CA Dashboard reveals substantial disparities in graduation rates and college readiness among unduplicated student groups within Covina-Valley. Foster Youth have a particularly low graduation rate of 73.3%, significantly below the district average of 95.8%. Additionally, when considering graduates meeting University of California/California State University (UC/CSU) requirements, Low Income students and Foster Youth demonstrate lower success rates at 60.7% and 36.4%, respectively. Furthermore, C-VUSD's College/Career Indicator shows that only 30.2% of English Learners and 13.3% of Foster Youth are prepared for post-secondary opportunities, compared to 51.9% of all students. These figures underline the need for focused counseling support to ensure these students receive guidance and equitable access to college and career readiness resources. **Scope:** LEA-wide	By implementing a comprehensive college and career readiness support program tailored to identified student groups, the counselors will address the equity gap in access to vital resources and support. This program will provide personalized four-year plan and guidance sessions to help students navigate the complexities of college and career planning, ensuring they have the necessary tools and information to make informed decisions about their futures. The program's focus on academic planning and college preparation will support students in meeting A-G course requirements, increase their eligibility for admission to California's public universities, and expand their post-secondary opportunities. Counselors will provide targeted assistance with A-G coursework, graduation requirements, and securing fee waivers and financial aid, ensuring that underserved students receive the support they need to succeed academically. The program will support students at all grade levels to explore various career pathways and identify their interests and goals through self-discovery activities, career exploration resources, and personalized guidance sessions. The program aims to expand students' horizons and foster a culture of academic and career success among underserved populations by exposing students to diverse career options and providing support for career exploration and planning.	Four-Year Adjusted Cohort Graduation Rate (Metric 1.1) Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2) College/Career Indicator (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students and additionally support all student groups identified with the lowest performance level for the College/Career and Graduation Rate Indicators, including Students With Disabilities and Hispanic students. Providing this comprehensive college and career readiness program ensures that all students within this critical phase of their academic journey receive equitable access to essential resources and support. By starting the focus in elementary school, the program can effectively target the needs of identified student groups during all stages of their educational development. Implementing the program on a TK-12 districtwide basis allows for efficient resource allocation, coordination of efforts, and consistent delivery of services across all grade levels within the high school setting. This targeted approach ensures that all identified students within the district have access to the support they need to navigate college and career pathways successfully, thereby promoting equity, access, and academic achievement for all.	
1.5	**Action:** Advancement Via Individual Determination (AVID) **Need:** Covina-Valley Unified School District recognizes a distinct need to elevate support for Low Income students, who often face significant barriers in preparing for post-	By implementing the Advancement Via Individual Determination (AVID) program and strategies, the district aims to address the identified need for enhanced college and career readiness among Low Income students. AVID provides proven methodologies and support structures to help students develop academic skills, critical thinking abilities, and college-going behaviors necessary for post-secondary success.	Four-Year Adjusted Cohort Graduation Rate (Metric 1.1) Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2) College/Career Indicator (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	secondary opportunities. In 2023, the district reported that while the overall Four-Year Adjusted Cohort Graduation Rate was 95.8%, Low Income students had a slightly lower graduation rate of 95.0%. More concerning, only 60.7% of Low Income students met University of California/California State University (UC/CSU) entrance requirements, compared to a higher percentage of their peers. Additionally, only 47.5% of Socioeconomically Disadvantaged students were deemed prepared for college or careers, according to the College/Career Indicator. These statistics emphasize the need for enhanced educational support to ensure equity in college and career preparedness. **Scope:** Schoolwide	Training teachers in AVID methodologies and introducing AVID elective classes at the secondary level directly supports Low Income students by providing them with access to specialized instruction and support. These classes focus on essential skills such as note-taking, organization, time management, and collaborative learning, empowering students to excel academically and prepare for future educational opportunities. Integrating AVID strategies schoolwide ensures that all students, including Low Income students, benefit from the best practices and support structures promoted by the AVID program. By embedding AVID strategies across the curriculum and throughout the school environment, the district creates a college and career readiness culture that permeates all aspects of student learning and engagement. Implementing the AVID program and strategies on an LEA-wide basis ensures that all Low Income students within each AVID school site have equitable access to the resources and support necessary to enhance their college and career readiness. Providing AVID training to teachers and offering AVID elective classes at the secondary level (6-12) ensures consistent delivery of high-quality instruction and support across all schools. Additionally, integrating AVID strategies schoolwide at the elementary level fosters a cohesive approach to college and career readiness that benefits all students, regardless of socioeconomic background. By providing comprehensive support through the AVID program	Advanced Placement Pass Rates (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		on a districtwide basis, the district demonstrates its commitment to equity, access, and academic success for all Low Income students.	
1.6	**Action:** Pre-Advanced Placement Program **Need:** The Covina-Valley Unified School District has identified a need to enhance college and career readiness among Low Income students. Data from 2023 reveals that the AP pass rate for all students is 46%, indicating room for improvement in overall academic performance. Specifically, Low Income students have demonstrated lower graduation rates and insufficient preparation for higher education and careers compared to their peers. Only 60.7% of Low Income students meet UC/CSU requirements, and just 47.5% are deemed prepared for college or careers, according to the 2023 College/Career Indicator. These figures reflect gaps that could limit future opportunities for Low Income students, underscoring the need for structured academic support early in their secondary education. **Scope:** LEA-wide	By guaranteeing access to the Pre-Advanced Placement (Pre-AP) program and materials for all Low Income students in grades 9 and 10, this action directly addresses the identified need for equitable access to advanced education opportunities. Providing access to Pre-AP courses allows Low Income students to receive the necessary preparation and support to excel in AP courses, enhancing their readiness for college-level coursework and future career pathways. Providing access to Pre-AP programs on an LEA-wide basis aligns with the district's commitment to educational equity and ensuring that all students are prepared for college and careers upon graduation. Implementing this action across all schools within the Covina-Valley Unified School District ensures consistency and fairness in providing opportunities for Low Income students to excel academically and pursue their post-secondary goals. This approach recognizes that addressing disparities in college and career readiness requires a systemic effort ultimately fostering a culture of inclusivity and opportunity for Low Income students.	Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2) College/Career Indicator (Metric 1.3) Advanced Placement Pass Rates (Metric 1.8) Early Assessment Program (EAP) - ELA and Math (Metrics 1.14, 1.15)
1.7	**Action:** College Readiness Exams (PSAT, SAT, AP & IB) **Need:**	By providing free administration of the PSAT 8/9, PSAT, and SAT during the school day for Low Income students and Foster Youth in grades 8-12, this action directly addresses the identified need for equitable access to college entry exam	Advanced Placement and International Baccalaureate Pass Rates (Metric 1.8)

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	Covina-Valley has identified a pressing need to support college readiness among its diverse student body, especially focusing on Low Income students and Foster Youth. Performance disparities highlighted by the 2023 CA Dashboard indicate that while the overall Four-Year Adjusted Cohort Graduation Rate is high at 95.8%, there are notable gaps in meeting higher education entrance requirements and college/career preparedness. For example, only 60.7% of Socioeconomically Disadvantaged students, and 36.4% of Foster Youth met UC/CSU requirements, and just 47.5% of Socioeconomically Disadvantaged students and 36.4% of Foster Youth students are deemed prepared for college or careers. These statistics stress the need for targeted support in college entrance exam preparation and fee waivers to level the playing field and increase the likelihood of post-secondary success for these vulnerable groups. **Scope:** LEA-wide	preparation. Removing financial barriers ensures that all students, regardless of socioeconomic status, have the opportunity to participate in exam preparation and gain valuable experience with these assessments. Offering AP and IB waivers to Low Income and Foster Youth in grades 9-12 further enhances access to advanced coursework and opportunities for college credit. Waivers alleviate financial burdens associated with AP and IB exam fees, enabling eligible students to participate in these rigorous programs without financial constraints. Implementing this action on an LEA-wide basis ensures that all students within the district have equal access to college entry exam preparation resources and opportunities. Providing free administration of college entry exams and offering AP and IB waivers promotes equity and eliminates disparities in access to advanced coursework and college entry exam preparation among Low Income and Foster Youth. This comprehensive approach aligns with the district's commitment to equitable access to education and supports all students in their pursuit of post-secondary success.	PSAT and SAT Participation and Scores (Metric 1.9) Graduates Meeting UC/CSU or a-g Completion Requirements (Metric 1.2) College/Career Indicator (Metric 1.3)
1.9	**Action:** College Preparation and Supplemental Instructional Materials **Need:** The identified need for this action arises from recognizing the challenges Low Income students face in achieving academic success, particularly in coursework and high-stakes	Identifying, obtaining, and implementing new instructional and supplemental materials with professional development tailored for Low Income students directly addresses the identified need by offering targeted support to enhance their academic performance. By aligning these materials with CCSS and SBAC assessments, Covina-Valley ensures that students are equipped with resources that are closely aligned with their	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 1.11, 1.12, 1.13) Early Assessment Program (EAP) - ELA and Math (Metrics 1.14, 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	testing. Analysis of student data has revealed disparities in achievement levels between Low Income students and their peers, highlighting the need for targeted interventions to support their learning and academic progress. For instance, only 47.43% of Socioeconomically Disadvantaged students met or exceeded standards in English Language Arts, which is significantly lower than the district average. Additionally, the graduation rates and college readiness indicators further reflect the disparities, with only 60.7% of Socioeconomically Disadvantaged students meeting UC/CSU requirements and 47.5% prepared for college or careers. This data highlights a need for enhanced academic support to bridge the performance gap and ensure that Low Income students are adequately prepared for post-secondary success. **Scope:** LEA-wide	curriculum and assessment requirements. This alignment enables students to better understand and engage with the content, improving coursework and assessment performance. Additionally, by tailoring these materials specifically for Low Income students, Covina-Valley can address their unique learning needs and provide them with the support necessary to succeed academically. This action is provided on an LEA-wide basis at all 6-12 schools to ensure that all Low Income students across the Covina-Valley district have equitable access to high-quality instructional and supplemental materials and related professional development aligned with CCSS and SBAC assessments. By implementing this action, Covina-Valley can maximize its impact and reach more students who may benefit from these resources. Providing these materials on a broader scale promotes equity and fairness, ensuring that all students have the opportunity to succeed regardless of their socioeconomic background.	
1.10	**Action:** International Baccalaureate **Need:** The identified need for implementing the International Baccalaureate (IB) Diploma Program for Low Income students in Covina-Valley Unified School District arises from significant disparities in academic performance and college readiness among Socioeconomically Disadvantaged students. These students are performing notably below	Implementing the International Baccalaureate (IB) Diploma Program addresses the need for equitable academic opportunities and enhanced college readiness for Low Income students. This action is due to the persistent achievement gaps and lower college preparation rates among Socioeconomically Disadvantaged students compared to their peers. By providing an IB program, the district ensures that Low Income students have access to a rigorous and enriching curriculum that prepares them for the demands of higher education.	International Baccalaureate Participation and Pass Rates (Metric 1.8) PSAT and SAT Participation and Scores (Metric 1.9) Graduates Meeting UC/CSU or a-g Requirements (Metric 1.2) College/Career Indicator (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	district averages in core subjects like English Language Arts and have lower college and career preparedness rates, with only 47.5% deemed ready in 2023. Additionally, their graduation rates and success in meeting UC/CSU entrance requirements are below those of their peers. The IB program aims to address these gaps by offering rigorous, globally recognized academic training that enhances educational outcomes and increases opportunities for higher education and successful careers. **Scope:** Schoolwide	The schoolwide adoption promotes a unified teaching approach, maximizes resource efficiency, and supports the school's commitment to preparing students for global citizenship and success in college and beyond. This aligns with the district's broader goals of educational equity and excellence, making the implementation of the IB program a crucial step toward enhancing the overall academic environment at South Hills High School.	
1.11	**Action:** College and Community Partnership **Need:** The 2023 CA Dashboard for Covina-Valley Unified School District shows that only 51.9% of all students are prepared for college and careers, with significant readiness gaps among vulnerable groups: 47.5% of Socioeconomically Disadvantaged students, 30.2% of English Learners, 36.7% of Homeless students, and just 13.3% of Foster Youth. These disparities highlight the need for the establishment of College and Community collaborations to provide unduplicated students with the skills and opportunities they need for a successful transition to post-secondary education	High school counselors directly address the identified need by devising, executing, and broadening College and Community collaborations by expanding access to resources and support networks for English Learners and Low Income and Foster Youth students. These collaborations provide students with valuable opportunities for mentorship, networking, and skill development, thereby better preparing them for success in higher education and the workforce. Additionally, offering Summer REACH opportunities, such as participation in a business-focused summer camp at the University of LaVerne, tailored for unduplicated students, further enhance their readiness for collegiate and career paths by providing immersive experiences and exposure to potential pathways. This action is extended across the LEA at each high school to guarantee equitable access for all	College/Career Indicator (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	English Learners, Low Income, and Foster Youth students districtwide. Offering tailored opportunities for these underserved student populations marks the district's dedication to equity and excellence in education, ensuring that each student receives the necessary support and resources to pursue their future academic and career goals.	
1.12	**Action:** Assessment Development and Progress Monitoring of Unduplicated Students **Need:** Based on educational partner input and analysis of data-informed metrics, C-VUSD determined that our English Learners, Low Income, and Foster Youth need additional support. This conclusion is supported by developing formative assessments and data analysis protocols aimed at closing the achievement gaps. The 2023 assessment data for Covina-Valley Unified School District reveals achievement gaps among our unduplicated students, including Low Income, Foster Youth, and English Learners, compared to the overall student population. For instance, in English Language Arts (ELA), 52.85% of all students met or exceeded the standard, while only 8.72% of English Learners, 38.46% of Foster Youth, and 47.43% of Low Income students did. In Mathematics, 35.41% of all students met or exceeded the standard, compared to 13.34% of English Learners, 20.00% of Foster Youth, and 30.20% of Low Income students. In Science, 27.02% of all students met or exceeded the standard, with	To address these disparities, Site Instructional Leadership Teams will develop formative assessments and data analysis protocols to close the achievement gap for Low Income, Foster Youth, and English Learners. This includes identifying long-term English Learners and setting reclassification targets. Assessment cycles will guide classroom interventions. Enhanced data collection and analysis and targeted interventions will ensure that student needs are addressed promptly and effectively. Specifically identifying long-term English Learners is crucial, as they may require strategies and interventions different from those of other student groups. Setting reclassification targets for these students ensures a clear pathway for their academic advancement and language proficiency. Providing this action on an LEA-wide basis ensures consistency and equity in addressing the achievement gap across all unduplicated student populations. It also promotes collaboration and shared responsibility among educators, leading to a more cohesive approach to student success.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 1.11, 1.12, 1.13) English Learner Progress Indicator (Metric 1.7) Long-Term English Learner Rate (Metric 2.10)

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	only 2.27% of English Learners, 15.38% of Foster Youth, and 21.61% of Low Income students meeting the standard. Additionally, only 17.39% of English Learners were proficient on the summative ELPAC. **Scope:** LEA-wide		
1.13	**Action:** Professional Learning Communities **Need:** Covina-Valley Unified School District's Goal #1 is focused on ensuring all students are prepared for college and careers, specifically addressing the needs of Low Income, Foster Youth, and English Learners. Disparities highlighted by the 2023 CA Dashboard reveal lower performance in academic standards, highlighting the importance of strategic interventions to elevate their academic achievements and readiness for post-secondary success. In English Language Arts (ELA), 52.85% of all students met or exceeded the standard, but only 8.72% of English Learners, 47.43% of Low Income students, and 38.46% of Foster Youth did. In Mathematics, 35.41% of all students met or exceeded the standard, compared to 13.34% of English Learners, 30.20% of Low Income students, and 20.00% of Foster Youth. In Science, 27.02% of all students met the standard, but only 2.27% of English Learners, 21.61% of Low Income students, and 15.38% of Foster Youth did. The establishment of	Targeted instruction through the PLC process addresses the identified need by enabling educators to collaborate and use student data to customize instruction to individual needs. By establishing effective Achievement Teams, the district ensures that teaching practices align with the specific needs of identified student groups. These teams foster collaborative reflection among teachers, empowering them to choose research-based instructional approaches proven effective in closing achievement gaps and enhancing learning for identified student groups. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on academic indicators, including Students With Disabilities. Providing targeted instruction and support for unduplicated students on an LEA-wide basis ensures access to resources and opportunities for all students across the district. By implementing PLCs and allocating stipend positions for PLC leads, Engagement, and Enrichment roles districtwide, C-VUSD ensures consistent and comprehensive support for	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 1.11, 1.12, 1.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Achievement Teams and the systematic use of data for instructional decision-making aim to close these gaps and enhance educational outcomes for identified student groups. **Scope:** LEA-wide	unduplicated students in every school within the district. This approach promotes consistency and alignment with the district's overarching goal of guaranteeing college and career readiness for all identified students.	
1.14	**Action:** College Campus Visits **Need:** Covina-Valley Unified School District's commitment to ensuring all students are eligible and prepared for college and careers is exemplified through its initiative to provide students across all grade levels with college campus experiences. This action responds to the identified need to foster a college-going culture and increase awareness of post-secondary education options, particularly for those who might not otherwise consider these opportunities. Data from the 2023 CA Dashboard illustrates significant disparities in college and career readiness, with only 51.9% of all students prepared, and notably lower readiness among Socioeconomically Disadvantaged (47.5%), English Learners (30.2%), and Foster Youth (13.3%). The initiative aims to bridge these gaps by enhancing exposure to higher education environments and inspiring and informing students about their future academic and career possibilities. This strategic approach aligns with the district's broader educational	Providing elementary, middle, and high school students with exposure to college campuses directly addresses the need for access to opportunities for higher education and successful careers. By organizing campus visits, students gain firsthand experience of college life, demystifying the process and making it more accessible. These visits also give students insights into various post-secondary education options, helping them make informed decisions about their future paths. Additionally, immersing students in college environments helps instill a college-going culture, motivating them to aspire toward higher education and setting them on a trajectory for success. Providing these LEA-wide opportunities universally ensures that every student benefits from exposure to college campuses. This contributes to the district's overarching goal of guaranteeing that all students are eligible and prepared for college and careers upon graduation. Additionally, it aligns with the desires of educational partners, including parents, community members, and students, as a collaborative effort to prioritize college and career readiness and ensure that unduplicated students have the opportunity to visit college campuses.	College/Career Indicator (Metric 1.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	goals, addressing immediate and long-term student success. **Scope:** LEA-wide		
2.2	**Action:** Technology Integration - Staff **Need:** The district recognizes a need to boost technological integration and academic support for unduplicated students, aligning with its goal to elevate student achievement through innovative, research-based programs. Disparities indicated by the 2023 CA Dashboard, such as only 52.85% of all students meeting English Language Arts standards and lower rates for Socioeconomically Disadvantaged and English Learners, highlight the need for this action. Additionally, only 51.9% of students are prepared for college or careers, so it's clear that targeted technological and educational enhancements are necessary. The district plans to address these challenges by providing laptops, enhancing teacher professional development, and ensuring effective technology use to close achievement gaps for unduplicated students. **Scope:** LEA-wide	The district's action to enhance the utilization of academic software and technology tools directly addresses these needs by providing laptops and professional development focused on technology integration for teachers and staff. This strategy aims to improve instructional quality and access to engaging, personalized content for unduplicated students. By equipping teachers with the necessary tools and training, they can effectively integrate technology into their teaching, enhancing learning experiences and outcomes for these students. Offering this action LEA-wide is essential due to the identified needs across the district. Implementing and integrating technology districtwide ensures consistency in access to technology and support. This approach addresses the achievement gaps. It builds an infrastructure that adapts to evolving educational demands and maintains the district's commitment to continuous improvement and excellence for its students. This strategy also leverages districtwide resources more efficiently. It fosters a unified approach to professional development and technological integration.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3)

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2.3	**Action:** Early Elementary Support **Need:** Educational partners have identified a significant need for early intervention and academic support for the district's youngest learners, particularly English Learners, Low Income students, and Foster Youth. The need for this action is highlighted by the disparities in academic performance shown by the Smarter Balanced Summative Assessments, particularly in English Language Arts and Mathematics. For instance, the Distance From Standard for ELA shows that while all students are slightly above standard by 1.3 points, English Learners are 49.2 points below, Socioeconomically Disadvantaged students are 13.1 points below, and Foster Youth are 41.4 points below. In Mathematics, all students are 43.2 points below the standard, with greater deficiencies observed among English Learners (66 points below) and Foster Youth (103.1 points below). This data reveals that these student groups must catch up to their peers in critical academic areas from the onset of their educational journey. These performance gaps indicate a need for foundational educational support in the early stages to enhance language acquisition and readiness for subsequent academic challenges. **Scope:** LEA-wide	The district's action to expand early elementary support across all elementary schools directly targets these needs by providing early and intensive educational interventions. The TK-3rd grade program will focus on enhancing English learners' language skills and building foundational academic skills for all targeted groups, ensuring they receive a strong start in their educational journey. This approach includes using small group reading instruction and tailored interventions that instructional aides support. Additionally, ongoing professional development for teachers and aides ensures that the staff is equipped with the latest instructional strategies and tools to help these students effectively. This early intervention strategy is designed to increase kindergarten readiness and achieve grade-level reading proficiency by third grade. Implementing this program on an LEA-wide basis is essential to address the early academic disparities across the district. By standardizing this program throughout all elementary schools, C-VUSD ensures that students have access to high-quality early education regardless of their school. This approach allows for consistent implementation and evaluation of the program's effectiveness across the district. An LEA-wide initiative maximizes resource allocation and supports the district's overall educational standards, aligning with the district's goals.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) English Learner Progress Indicator (Metric 2.12)

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2.5	**Action:** Technology Integration - Students **Need:** C-VUSD has recognized a critical need to bridge the digital divide for Low Income students who may lack access to essential educational technology to address significant educational disparities in their academic performance. In 2023, Low Income students were 13.1 points below the standard in English Language Arts and 56.6 points below in Mathematics, according to the Smarter Balanced Summative Assessment. To address these gaps, the district plans to provide Chromebooks for students and targeted professional development so that teachers can integrate technology into instruction effectively. This initiative aims to improve engagement, understanding of the curriculum, and academic outcomes for Low Income students, ensuring they have the resources necessary to succeed in a technology-driven educational environment. Ensuring all Low Income students have access to technology is crucial for meeting and exceeding grade-level standards, especially as digital literacy and technology integration become increasingly important in educational environments. **Scope:** LEA-wide	The district's action plan addresses these needs by ensuring that Low Income students have consistent access to classroom technology devices like Chromebooks. This access is crucial for participating effectively in digital learning environments. Additionally, the district will provide professional development specifically designed for teachers of Low Income students, focusing on the effective integration of technology into teaching. This not only enhances the educational experience but also ensures that teachers are equipped to use technology as a tool to support student learning and close achievement gaps. Providing this technology initiative on an LEA-wide basis ensures that all Low Income students across the district receive support, fostering uniformity in educational opportunities and resource distribution. This districtwide approach allows for standardized implementation, which facilitates monitoring, evaluation, and adjustment of the strategies based on effectiveness. By implementing these actions LEA-wide, Covina-Valley can ensure that every school is equipped to support their Low Income students effectively, promoting equity across the district.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3)
2.6	**Action:** Innovative Software	This action addresses the identified needs by integrating advanced educational technology into the curriculum for English Learners, Foster Youth,	Smarter Balanced Summative Assessments -

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	Need: Data from 2023 shows substantial achievement gaps among unduplicated students in both English Language Arts and Mathematics. While the district average stands at 1.3 points above the standard in ELA, unduplicated groups such as Socioeconomically Disadvantaged, English Learners, and Foster Youth students perform well below the standard, with gaps of 13.1, 49.2, 35.6, and 41.4 points, respectively. The situation is even more severe in Mathematics, where all students are 43.2 points below the standard, and these gaps widen for Low Income, English Learners, and Foster Youth students, who are 56.6, 66, 73, and 103.1 points below the standard, respectively. These data support the need for enhanced instructional support and targeted interventions to close these gaps. In a local survey, educational partners also ranked Academic Software (i-Ready, Accelerated Reader, ALEKS, Lexia, Rosetta Stone, Pear Deck, ESGI) in the top three initiatives considered a high priority. The deployment of innovative software programs, aims to address these needs by enhancing instructional strategies and student engagement, improving educational outcomes for these key student demographics. **Scope:** LEA-wide	and Low Income students. The selected software programs are known for their efficacy in boosting learning outcomes through adaptive learning technologies, comprehensive content, and interactive modules. By having teachers facilitate and monitor the use of these programs, the district ensures that the software is effectively integrated into learning plans and that students receive the necessary guidance and support to maximize their learning potential. Offering these software programs on an LEA-wide basis ensures that all schools within the district can benefit from these advanced learning tools, promoting equity in educational technology access. A district-wide implementation allows for consistent teacher training, uniformity in monitoring progress, and equitable distribution of resources. This approach ensures that every English Learner, Foster Youth, and Low Income student across the district has the opportunity to enhance their learning outcomes, working towards closing the achievement gap and fostering academic success across all demographics.	ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)
2.7	**Action:**	By expanding the use of Thinking Maps, the district directly targets the enhancement of	Smarter Balanced Summative Assessments -

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	Critical Thinking and Creative Analysis - Thinking Maps **Need:** In 2023, only 50.1% of English Learners were making progress in English language proficiency. This language barrier impacts their broader academic performance, which is evident in their SBAC results, where English Learners remained 49.2 points below the standard in English Language Arts and 66 points below the standard in Mathematics. These gaps highlight the need for targeted interventions to support English Learners effectively. Many English Learners face challenges in processing information across different content areas due to language barriers. Thinking Maps help students by visualizing complex concepts and offers a structured way to navigate these challenges, making content more accessible and improving students' ability to think critically and analytically. **Scope:** LEA-wide	cognitive skills essential for academic success in English Learner students. Training teachers to use these tools ensures that the strategies are consistently and effectively applied across content areas, providing English Learner students with a reliable framework to understand and retain complex information. This approach supports content mastery and facilitates language development as students learn to link language with cognitive skills through visual organization. Implementing this action on an LEA-wide basis ensures that all English Learner students across the district have access to these powerful learning tools. A uniform approach to training and implementation allows for consistency in teaching methods and educational outcomes. Additionally, the districtwide use of Thinking Maps creates a common language for thinking and learning among students and staff, fostering an inclusive and collaborative learning environment. This consistency is crucial for effectively monitoring the program's impact and making data-driven decisions to enhance its effectiveness further.	ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)
2.8	**Action:** Capacity Building and Program Support **Need:** Through detailed data analysis and consultations with educational partners, Covina-Valley has recognized a need to enhance the instructional skills of its educators to better support unduplicated students. The	The proposed professional development program is designed to address identified needs by focusing on enhancing pedagogical skills, implementing best practices, and providing sustained support and mentorship. Training will emphasize strategies, practices, and programs to meet the diverse needs of unduplicated students. PD will cover proven strategies for increasing student engagement and achievement,	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10)

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	data from 2023 illustrates stark educational disparities: only 52.85% of all students met or exceeded English Language Arts standards, with lower achievement among English Learners, Foster Youth, and Socioeconomically Disadvantaged students. In Mathematics, the performance gaps were even wider, with just 35.41% of all students meeting the standards and an even smaller percentage of English Learners achieving these benchmarks. To address these challenges, the district focuses on comprehensive professional development to equip educators with the skills to close these achievement gaps and effectively support vulnerable student groups. **Scope:** LEA-wide	emphasizing integrating these practices. Following initial training, ongoing support will be provided through mentorship and collaborative learning groups, ensuring that administrators and staff continue to implement learned strategies effectively. This districtwide approach promotes a collaborative educational culture, where best practices are shared and standardized across all schools, enhancing overall teaching effectiveness. Additionally, implementing the program on an LEA-wide basis allows for more efficient use of resources, achieving cost-effectiveness in training and materials. It also facilitates the rapid scaling of successful strategies throughout the district, fostering improvements that contribute to its broader educational goals under the LCAP.	English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)
2.9	**Action:** Professional Development Release Day **Need:** In response to the challenges highlighted by the 2023 data, Covina-Valley has identified a need to enhance the skills of educators and support staff through a focused professional development release day. The district's data shows substantial disparities in academic performance among unduplicated students: only 52.85% of all students met or exceeded the standards in English Language Arts, with Socioeconomically Disadvantaged students 13.1 points below the standard, English Learners 49.2 points below, and Foster Youth	The planned districtwide professional development day directly addresses these needs by dedicating time to develop and refine strategies specifically aimed at improving educational outcomes for unduplicated students. By aligning the training with LCAP goals, the district ensures that the strategies are evidence-based and focused on proven methods to enhance learning for these students. Educators will gain from this training practical tools and a deeper understanding of how to meet the specific needs identified at their respective schools, directly impacting the effectiveness of instruction and support provided to unduplicated students.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	41.4 points below. These gaps are more pronounced in mathematics, with only 35.41% of all students meeting standards, and English Learners, for instance, 66 points below the standard. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. This targeted professional development day is designed to equip teachers and counselors with the best practices and strategies to effectively support these students. It aims to close the achievement gaps and align instruction with the district's goal to ensure the highest level of achievement for all students. **Scope:** LEA-wide	Implementing this professional development on an LEA-wide basis ensures that all teachers and counselors across the district receive uniform training, which promotes consistency in strategy implementation. This uniformity is crucial for ensuring that students benefit from high-quality instruction tailored to their specific needs no matter where they attend school within the district. Additionally, an LEA-wide approach fosters a collaborative environment among educators, encouraging the sharing of best practices and resources and ultimately leading to more efficient use of district resources in supporting our most vulnerable students.	
2.10	**Action:** Professional Development - Classified Support Staff **Need:** This need arises from the observed performance disparities in English Language Arts and Mathematics, as evidenced by the CA Dashboard metrics. In particular, Low Income, English learners, and Foster Youth are significantly underperforming compared to their peers, with English Learners lagging behind by 49.2 points in English Language Arts and Foster Youth by 103.1 points in Mathematics. While Low Income students do not demonstrate achievement gaps as large	Providing professional development to classified staff is designed to directly address these needs by equipping staff with the skills and knowledge necessary to support unduplicated student groups effectively. The training covers a broad spectrum of topics crucial for educational support and specialized programs. This comprehensive approach ensures that classified staff can employ diverse strategies and resources to better engage and support English Learners, Foster Youth, and other disadvantaged students, improving their academic performance and engagement. Offering this professional development on an LEA-wide basis is essential due to the widespread nature of the needs identified across the district.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

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	as those of English Learners and Foster Youth, disparities remain, with Low Income students scoring 13.1 points below the All Students group in ELA and 56.6 points below in Math. Additionally, classified staff members have indicated a need for job-specific professional development during LCAP advisory meetings, CSEA's LCAP consultation session, and through survey responses. The district's Educational Services Team plans to implement a comprehensive classified staff professional development program to address these challenges. This initiative aims to equip classified staff with the necessary skills and knowledge to implement effective instructional best practices and support programs, improving academic outcomes and closing achievement gaps for Low Income students, English Learners, and Foster Youth. **Scope:** LEA-wide	By implementing these training programs universally, the district ensures that all classified staff, regardless of their specific school site, have the necessary competencies to support every student effectively. This district-wide approach not only fosters consistency in the quality of support provided across all schools but also aligns with the district's overarching goals of educational excellence, continuous improvement, equity, and inclusion. Furthermore, this strategy ensures that all students, especially those most in need, benefit from a well-prepared staff ready to address their diverse educational needs comprehensively.	
2.11	**Action:** Professional Learning Community Support **Need:** In 2023, only 52.85% of all students met or exceeded English Language Arts (ELA) standards, with substantial gaps for English Learners, who scored 49.2 points below the standard, and Socioeconomically Disadvantaged students, who scored 13.1 points below. Additionally, only 50.1% of English Learners made progress toward English language proficiency, the annual	The district's action to implement a comprehensive program with dedicated time for PLC team meetings at the elementary level addresses the above-mentioned needs. By enabling certificated staff to use data-driven strategies during these dedicated PLC times, the program aims to optimize instruction specifically for unduplicated students' needs. The PLC teams will engage in continuous data analysis to develop targeted interventions and enrichment activities, ensuring these students receive the necessary support to meet and exceed academic standards. This structured approach allows for ongoing	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

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	reclassification rate was 20.1%, and the long-term English Learners rate was 7.5%. The gaps widen in Mathematics, with English Learners performing 66 points below the standard and Foster Youth performing 103.1 points below. There is a need for dedicated time for elementary PLC team meetings within the school day and to provide structured opportunities for teachers to develop and apply data-driven strategies tailored to the needs of Low Income, English Learner, and Foster Youth students, closing achievement gaps. **Scope:** LEA-wide	assessment and adjustment of teaching strategies based on actual student performance data, enhancing the responsiveness and effectiveness of educational interventions. Implementing this program on an LEA-wide basis to support unduplicated students and additionally support all student groups identified with the lowest performance level on academic indicators, including Students With Disabilities and Hispanic students, ensures that all elementary schools within the district can benefit from a uniform approach to improving student academic success. This districtwide implementation is essential to maintain consistency in quality, providing all unduplicated students with opportunities to succeed. It aligns with the district's goals of educational excellence, ensuring that every student receives the highest quality education to prepare them for their future. By scaling this program across all elementary schools, the district also leverages shared resources and professional learning that enhances the capacity of all staff to support diverse learner needs effectively.	
2.12	**Action:** Targeted Math and Science Interventions and Supports **Need:** Covina-Valley Unified School District has pinpointed significant gaps in Mathematics achievement, particularly among Foster Youth and Low Income students. Data from the CA Dashboard highlights that these student groups are performing considerably below the standards. Foster Youth, for instance, remain	The district's initiative to utilize specialized math training addresses the identified needs of unduplicated students by equipping teachers with the tools to develop standards-driven math lessons and CAASPP-aligned assessments. By focusing on effective instructional strategies, this training aims to directly impact the teaching quality received by identified student groups, improving their performance in Mathematics. The program also facilitates data-driven strategies, enabling teachers to identify specific areas where targeted	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	103.1 points below the standard despite showing some improvement, English Learners scored 66 points below standard, and Low Income students are scoring 56.6 points below standard. The initiative to incorporate training standards-aligned math training for teachers is a strategic response to these needs, aiming to equip teachers with the tools to enhance math instruction and ultimately improve the academic outcomes for these vulnerable student groups. **Scope:** LEA-wide	interventions are necessary and apply the most effective teaching methods to address these gaps. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the mathematics academic indicator, including Students With Disabilities and Hispanic students. Offering this training, LEA-wide ensures that all schools within the district are equipped with the necessary resources and skills to address the identified needs effectively. This widespread implementation promotes consistency in teaching standards and intervention strategies across the district. By scaling this approach, the district ensures that no matter the location, all Foster Youth and Low Income students have access to high-quality mathematics instruction tailored to their specific needs. This aligns with the district's broader goals of continuous improvement.	
2.13	**Action:** Summer Professional Development **Need:** To address the significant academic disparities highlighted by the 2023 data, Covina-Valley has recognized the necessity of enhancing instructional quality to better support English Learners, Foster Youth, and Low Income students. The data reveals that only 52.85% of students met or exceeded English Language Arts standards based on the Smarter Balanced Summative Assessments. Among unduplicated student groups, this proficiency	Providing summer professional development for teachers directly addresses these needs by equipping educators with enhanced instructional techniques and curriculum to meet the needs of unduplicated students. The training includes a focus on but is not limited to Advanced Placement, International Baccalaureate, AVID, and collaboration with the University of California, Irvine, alongside specialized training in English Language Development and reading strategies. These sessions will enable teachers to utilize data-driven strategies more effectively, improving their ability to boost academic performance in diverse classrooms.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Advanced Placement Pass Rate (Metric 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	rate was even lower. Additionally, the English Learner Progress Indicator data showed that only 50.1% of English Learners were progressing toward English language proficiency, indicating ongoing challenges that may affect their academic performance. Additionally, 80% of staff responses from the district's local survey indicated that June, July, or August are preferred months for professional development. This action aims to improve academic outcomes by equipping teachers with strategies to effectively support these vulnerable groups, aligning with the district's goal to implement innovative, research-based educational practices. **Scope:** LEA-wide	Implementing this LEA-wide professional development initiative is essential to ensure that all teachers across the district have access to these training resources, fostering uniformity in teaching quality and educational opportunities. Covina-Valley ensures that every student benefits from high-quality instruction and support by providing this training across all schools. This districtwide implementation also supports the overarching goal of preparing all students for successful futures by equipping them with the necessary skills and knowledge consistently and equitably.	
2.14	**Action:** Multi-Tiered System of Supports (MTSS) **Need:** Covina-Valley Unified School District has identified a need to address the educational disparities among its unduplicated student populations. Data from 2023 indicates these groups continue to perform significantly below their peers in English Language Arts and Mathematics. English Learners remain 49.2 points below the standard in English Language Arts and 66 points below in Mathematics, while Foster Youth are 103.1 points below the standard in Mathematics and 41.4 points below in English Language Arts. Low Income students are 56.6 points below the standard in	Implementing a comprehensive Multi-Tiered System of Supports program directly addresses these identified needs of our unduplicated students by structuring support across three tiers to escalate interventions based on student needs. Tier 1 involves general assessments and monitoring to inform instruction and pinpoint at-risk students. Tier 2 offers targeted intervention, such as small group instruction, credit recovery, or parallel classes, to bolster success in core subjects. Tier 3 provides intensive, daily interventions in core subjects like math and English language arts for those significantly below grade level. This structured approach ensures that interventions are timely, targeted, and responsive to the specific challenges each student group	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Four-Year Adjusted Cohort Graduation Rate (Metric 2.4)

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	Mathematics and 13.1 points below in English Language Arts. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. In a locally administered survey, parents, staff, and the community ranked "extended opportunities to increase academic achievement for students" among the top three priorities for the district. Recognizing these needs, the district plans to implement a comprehensive Multi-Tiered System of Support programs targeting Low Income students, English Learners, Foster Youth to improve academic outcomes and close the achievement gap for these unduplicated student populations. **Scope:** LEA-wide	faces, enhancing their opportunity for academic success. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Mathematics and English Language Arts academic indicators, including Students With Disabilities. Implementing the MTSS program LEA-wide is crucial to ensure all schools within the district are equipped to support closing the achievement gap. By standardizing the support framework across all schools, the district can ensure that every student group receives the necessary interventions to succeed academically, regardless of location. This uniformity also helps measure the effectiveness of the interventions across the district, providing a clear metric for evaluating progress toward closing the achievement gap and achieving the district's overarching goals.	Graduates Meeting UC/CSU or a-g Requirements (Metric 2.5)
2.15	**Action:** Extended Library Hours, Academic Tutoring, and Intervention **Need:** In 2023, Covina-Valley Unified School District's data revealed academic disparities among English Learners, Foster Youth, and Low-Income students. Proficiency rates were notably low for English Learners and Foster Youth in English Language Arts and Math, with only 8.72% and 13.34% of English Learners, and 38.46% and 20.00% of Foster	The initiative to provide tutoring and homework assistance both before and after school, led by qualified staff, is designed to specifically target and address the academic needs of Low Income, Foster Youth, and English Learner students. By extending learning opportunities beyond regular school hours and enhancing access to educational resources through extended library hours, the district aims to provide these students with additional academic support. This approach allows for personalized assistance, enabling students to deepen their understanding of core and elective	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Youth meeting standards in these subjects, respectively. The academic achievement gaps are evident, with English Learners 49.2 points and Foster Youth 41.4 points below the standard in ELA, and in Math, English Learners and Foster Youth were 66 points and 103.1 points below the standard. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. Given these challenges, the district is implementing an LCAP action to provide before and after-school tutoring and homework assistance by qualified staff, alongside extended library hours for additional support. In a locally administered survey, parents, staff, and the community ranked "extended opportunities to increase academic achievement for students" among the top three priorities for the district. This initiative aims to enhance academic achievement, targeting the substantial needs of these vulnerable groups. **Scope:** LEA-wide	subjects and to address specific areas of weakness in a supportive environment. Offering these services, LEA-wide ensures that all students across the district who are identified as needing extra support can benefit from the same quality of resources and instruction. By implementing this action across all schools, the district demonstrates its dedication to supporting all unduplicated students in achieving their highest potential. This districtwide support is crucial for leveling the playing field and closing the achievement gap.	
2.16	**Action:** Multilingual Learner Programs and Support **Need:** In response to the substantial academic gaps identified among English Learners, the district will continue to implement a Dual Language program to enhance language acquisition and	The district's initiative to expand Dual Language programs includes several targeted measures to enhance services beyond the core program. These measures involve hiring teachers with specialized B-CLAD credentials, lowering class sizes, providing additional supplemental curriculum, and increasing the number of classes offered at each grade level annually. By hiring B-	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10)

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	academic achievement. Data from 2023 highlights the need for this initiative: only 8.72% of English Learners met or exceeded the standard in ELA, with a significant 49.2 points below the standard, and in Math, only 13.34% met standards, 66 points below. Furthermore, the English Learner Progress Indicator shows that just over half (50.1%) are making progress towards English language proficiency. By ensuring smaller class sizes by hiring additional teachers and instructional aides, offering specialized teacher stipends, providing additional instructional materials, and creating professional development opportunities above and beyond those provided with LCFF base, this action intends to improve language fluency, student engagement, school connectedness, and academic achievement outcomes. These opportunities are crucial for improving English proficiency and empowering students with skills in their native languages, thereby fostering better academic outcomes and cultural literacy. **Scope:** LEA-wide	CLAD credentialed teachers, the district ensures that instructors are specifically trained in bilingual education and capable of effectively teaching both English Learners and native speakers. The additional supplemental curriculum enhances the core curriculum, offering enriched content tailored to support bilingual education. Moreover, by gradually increasing the number of Dual Language classes at each grade level yearly, the district aims to broaden access to these programs for more English Learner students. This strategic action directly addresses the needs of students on an LEA-wide basis by facilitating Dual Language instruction that aims to increase student access to and fluency in multiple languages. The program supports English Learners and other student groups in developing strong bilingual skills, which are known to enhance overall academic performance, cognitive development, and social-emotional skills. By ensuring that foundational language skills are developed early, the district sets the stage for continued academic success in later grades.	English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)
2.18	**Action:** Increased Instructional Minutes **Need:** The Covina-Valley Unified School District's decision to implement a standardized bell schedule is confirmed by the academic challenges faced by English Learners, Foster	By increasing instructional minutes across the LEA by an average of 1800 minutes, the district exceeds the minimum state requirements for instructional time, which allows for the addition of a period in the school day for grades 6-12. This additional period is utilized strategically to provide targeted support and enrichment opportunities that address the specific needs of these student	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10)

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	Youth, and Low Income students, as evidenced by the 2023 Smarter Balanced Summative Assessments. English Learners demonstrated a significant gap, with only 8.72% meeting or exceeding standards in ELA and 13.34% in Math, positioned 49.2 and 66 points below the standards, respectively. Foster Youth also showed needs, with 38.46% meeting standards in ELA and only 20.00% in Math, falling 41.4 and 103.1 points below. Similarly, Low Income students lagged behind, with 47.43% in ELA and 30.20% in Math, 13.1 and 56.6 points below the standards. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. These disparities highlight the necessity for a bell schedule, which extends instructional time and offers an additional period for grades 6-12. This adjustment allows for enriched elective and college preparatory opportunities for English Learners and targeted intervention or preparatory courses for Low Income and Foster Youth. Additionally, this schedule enhancement supports professional development days, enabling staff to better analyze and act on data, ultimately aiming to elevate the educational outcomes for these student groups in alignment with the district's LCAP goals. **Scope:** LEA-wide	groups. For English Learners, the extra period allows for the inclusion of elective and college preparatory courses alongside their required English Language Development period. This helps improve their language skills, prepares them for college-level education, and enhances their overall academic profile. For Low-Income and Foster-Youth students, the additional period is used to offer courses focusing on college readiness, career preparation, or additional interventions as needed. These courses are designed to provide these students with the skills and knowledge necessary to succeed in post-secondary education and career paths, helping close the achievement gap. The increased instructional minutes allow for the implementation of modified days dedicated to professional development at every school. This dedicated time for professional development is crucial for teachers and staff to engage in vertical and horizontal collaboration, allowing them to share best practices, discuss student progress, and analyze data effectively. This collaborative approach ensures that the strategies employed are data-driven and tailored to meet the evolving needs of students, thereby improving instructional quality and student outcomes across the district. By standardizing schedules and instructional minutes across the 6-12 schools, the district reinforces its commitment to improving educational outcomes for all secondary unduplicated students. This ensures that professional development and student learning initiatives are implemented	English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Four-Year Adjusted Cohort Graduation Rate (Metric 2.4) Graduates Meeting UC/CSU or a-g Requirements (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		systematically and efficiently across all secondary schools. Implementing this action, LEA-wide fosters a cohesive educational environment where all students, teachers, and administrators are aligned with the district's overarching goals of enhancing educational excellence and ensuring all students are well-prepared for futures. This consistent approach facilitates access to advanced courses and interventions tailored for specific groups such as English Learners, Low Income, and Foster Youth students. It also streamlines the scheduling process, making it easier to allocate resources effectively and monitor program impacts comprehensively.	
2.19	**Action:** Summer School Enrichment and Intervention **Need:** The need for expanded summer school programs and enrichment opportunities in the C-VUSD is demonstrated by the 2023 Smarter Balanced Summative Assessments. Only 8.72% of English Learners met or exceeded the ELA standards, with a significant deficit of 49.2 points below the standard, reflecting language and literacy barriers. Similarly, in Math, English Learners are 66 points below the standard, with only 13.34% achieving proficiency, highlighting critical gaps in foundational mathematical skills. Foster Youth also face challenges, with just 38.46% meeting ELA standards and 20.00% in Math, trailing by 41.4 and 103.1 points below the standards, respectively. Low Income students show a proficiency of 47.43% in ELA and 30.20% in Math, both below the standards by 13.1 and	The district's action to expand its summer school programs and enrichment opportunities addresses identified unduplicated student needs by focusing on intervention and enrichment tailored to the academic gaps of identified student groups. This initiative will provide additional learning time and resources to improve grade-level performance. By offering targeted learning experiences, the district aims to improve academic achievement and close the persistent performance gaps. These programs will incorporate innovative, research-based instructional strategies aligned with the district's commitment to continuous improvement. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Mathematics and English Language Arts academic indicators, including Students With Disabilities and Hispanic students.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12) Four-Year Adjusted Cohort Graduation Rate (Metric 2.4) Graduates Meeting UC/CSU or a-g Requirements (Metric 2.5)

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	56.6 points. Additionally, only 50.1% of English Learners are making progress towards English language proficiency, with an annual reclassification rate of 20.1% and a long-term English Learner rate of 7.5%. These data indicate the need for tailored educational interventions to bridge these academic gaps during the summer months. By providing a summer program that includes both intervention and enrichment, the district aims to elevate these students' performance to their grade-level standards, fostering remediation, academic growth, and college and career readiness. **Scope:** LEA-wide	Providing these interventions on an LEA-wide basis is key to ensuring all identified student groups across the district receive the necessary resources and support. An LEA-wide implementation promotes uniformity in the quality and scope of educational opportunities available to every student, regardless of their school. By deploying these initiatives LEA-wide, the district maximizes the impact of its resources.	
2.20	**Action:** New Teacher Induction, Development, and Support **Need:** In addressing the specific needs of English Learners, Foster Youth, and Low Income students, the 2023 Smarter Balanced Summative Assessments for the Covina-Valley reveal academic gaps that necessitate enhanced support for educators. Specifically, English Learners exhibit difficulties, with only 8.72% meeting or exceeding standards in ELA and a distressing 66 points below standard in Math. Foster Youth also face academic challenges, with 38.46% meeting standards in ELA and 103.1 points below standard in Math. Low Income students show a proficiency of	The new teacher induction, development, and support program directly addresses these needs by enhancing the capabilities of new educators to teach and support unduplicated student groups. By providing mentorship, professional development, and essential teaching tools focused on research-based strategies, the program prepares teachers to better meet all students' diverse needs. This strategic focus on new teacher preparation is designed to improve classroom instruction and student learning outcomes for underperforming unduplicated students. A districtwide implementation will foster a collaborative culture of continuous learning and professional growth among teachers, contributing to the overall educational environment and student success. This comprehensive and inclusive	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) English Learner Progress Indicator (Metric 2.12)

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	47.43% in ELA and 30.20% in Math, both significantly below standards. Additionally, only 50.1% of English Learners are making progress toward English language proficiency. These disparities underscore the need for a new teacher induction, development, and support program that equips educators with targeted, research-based strategies to specifically address the needs of these groups. By providing mentorship, professional development, and essential teaching tools, the initiative aims to improve educational outcomes for these students and enhance teacher preparedness and retention. **Scope:** LEA-wide	approach is integral to achieving C-VUSD's goal of providing a high-quality education to all unduplicated students, preparing them for college and careers while addressing specific educational disparities highlighted through data-driven assessments.	
2.21	**Action:** Covina-Valley Learning Options Academy **Need:** The analysis of district data and feedback from educational partners highlight significant educational disparities affecting Low Income, English Learners, and Foster Youth. Some unduplicated students face unique challenges not fully met by traditional learning environments, demonstrating a clear need for educational options and interventions. A need has been identified to adapt and enhance educational delivery methods to accommodate diverse learning styles and overcome barriers. The need for a flexible and responsive program ensures that all unduplicated	The Covina-Valley Learning Options Academy addresses these identified needs by providing an alternative online learning platform designed to facilitate instructional and counseling services in a virtual environment, making education more accessible and suited to the individual needs of identified unduplicated students. The program supports customized learning experiences. This targeted support enhances student engagement and learning outcomes. The Covina-Valley Learning Options Academy is implemented as a program, ensuring that all unduplicated students needing an alternative learning environment can benefit from this resource. This action will be provided on a LEAwide basis because this program meets the immediate educational needs of students seeking	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Parent Satisfaction - Survey (Metric 2.13)

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	students receive the personalized support necessary to succeed academically. **Scope:** Schoolwide	an alternative setting and supports the district's overarching goal of improving student achievement.	
3.5	**Action:** Positive Campus Climates **Need:** Disparities in suspension and absenteeism rates emphasize the need for positive campus climates for Foster Youth in Covina-Valley Unified. Specifically, Foster Youth exhibit a higher suspension rate of 9% and a chronic absenteeism rate of 21.3%. These figures indicate engagement challenges, emphasizing the need for targeted interventions to support this vulnerable student group. The district recognizes that Foster Youth face complex social and emotional challenges impacting their academic performance and attendance, necessitating comprehensive approaches to support. **Scope:** LEA-wide	The proposed action by the Student Services Department addresses these needs by establishing positive campus climates specifically tailored for Foster Youth. Promoting positive relationships through restorative practices and training staff in restorative techniques aims to reduce suspension and absenteeism rates among Foster Youth. Restorative practices focus on building connections and resolving conflicts through dialogue and mutual respect, which can help address behavioral issues more constructively. This approach aims to enhance student engagement and encourage positive behavior, creating a safer and more supportive school environment for Foster Youth. This increased or improved service will be provided on an LEA-wide basis principally directed towards Foster Youth and additionally support all student groups identified with the lowest performance level on the CA Dashboard Suspension Indicator, including English Learners, Students With Disabilities, Low Income students, and Hispanic students. Implementing this action on an LEA-wide basis is crucial due to the consistent need across the district to support Foster Youth in a manner that aligns with C-VUSD's broader goals of promoting safety, well-being, and engagement among all students. By training staff districtwide in restorative techniques,	Suspension Rates(Metric 3.12) Chronic Absenteeism Rate (Metric 3.4) Attendance Rate (Metric 3.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the initiative ensures a uniform approach to student discipline and support, fostering consistency in handling conflicts and building positive relationships. Additionally, this LEA-wide implementation facilitates the sharing of best practices and resources across schools, enhancing the program's overall effectiveness and ensuring that all Foster Youth receive support and opportunities for success.	
3.6	**Action:** Saturday School and Extended School Day Interventions and Activities **Need:** Covina-Valley Unified School District's data analysis reveals notable disparities in absenteeism and suspension rates among specific student groups, particularly Foster Youth, English Learners, Low Income and Homeless students. The chronic absenteeism rate for the Homeless is the highest, at 42.1, while English Learners stand at 22.4%. Additionally, the chronic absenteeism rate among Low Income students is 25.4%, and Foster Youth students are 25.6%. At the same time, Low Income students and English Learners' suspension rates are at 3.1% and 2.5%, respectively, and Foster Youth face a suspension rate of 9%. These statistics highlight the need for targeted support to enhance engagement and reduce absenteeism, essential for these students' academic success and well-being. This data also underscores the importance of fostering a sense of belonging and connection within the	The offer of Saturday enrichment, educational opportunities, and extended-day interventions directly addresses these needs by providing academic support and engagement initiatives. These programs cater to the challenges faced by Foster Youth, English Learners, Low Income, and Homeless students, aiming to enhance their academic achievement and school attendance. By engaging these students in additional learning opportunities and supportive interventions outside the regular school hours, the district seeks to bridge educational gaps and foster a more inclusive and supportive learning environment. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the CA Dashboard Attendance Indicator, including Students With Disabilities, Homeless students, White students, and Hispanic students. Implementing this action on an LEA-wide basis ensures that all schools within the district are equipped to consistently and effectively support the needs of Foster Youth, English Learners, Low Income, and Homeless	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school community to support positive student outcomes. **Scope:** LEA-wide	students. This widespread implementation allows the district to allocate resources efficiently and ensure no student is left behind. By standardizing these enrichment and intervention programs across the district, Covina-Valley can better monitor progress, evaluate outcomes, and make necessary adjustments to meet the evolving needs of its diverse student population.	
3.7	**Action:** Positive Behavior and Attendance Support **Need:** The Covina-Valley Unified School District has identified significant disparities in chronic absenteeism and suspension rates among Foster Youth, English Learners, and Socioeconomically Disadvantaged students. With chronic absenteeism rates as high as 35.6% for Foster Youth, 25.9.5% for Socioeconomically Disadvantaged students, and 23.4% for English Learners, and suspension rates peaking at 9.6% for Foster Youth, 3.1% for Socioeconomically Disadvantaged students, and 2.5% for English Learners, targeted interventions are needed to address these data. These rates highlight the challenges the identified student groups face in maintaining consistent school attendance and managing behaviors within the school environment, which can impede their academic and social progress. **Scope:** LEA-wide	Providing additional staff to support positive behavior and attendance directly addresses these identified needs by focusing on behavior management and emotional support. This initiative involves engaging with the identified student groups to help them overcome social and emotional barriers to attendance and learning. By providing dedicated support, the district aims to reduce absenteeism and suspensions by fostering a more inclusive and supportive environment that encourages positive behaviors and consistent attendance. This support is crucial for helping students feel valued and understood, enhancing their engagement and success in school. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Suspension and Attendance indicators on the CA Dashboard, including Homeless students, White students, Students With Disabilities, and Hispanic students. Providing this support on an LEA-wide basis for middle and high schools ensures that all unduplicated students in grades 6-12 across Covina-Valley receive consistent and equitable	Suspension Rate (Metric 3.12) Explosion Rate (Metric 3.13) Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support. A district-wide implementation allows for a standardized approach to managing absenteeism and behavioral issues, particularly crucial during middle and high school transitional years. These years are often marked by significant social and emotional development, and addressing challenges uniformly across all schools helps mitigate disparities in student experiences and outcomes.	
3.8	**Action:** Comprehensive Attendance Program **Need:** The CA Dashboard reveals significant challenges with chronic absenteeism among specific student groups within Covina-Valley, especially for English Learners, Low Income students, and Foster Youth. While there has been a notable improvement, rates remain high, with chronic absenteeism rates as high as 35.6% for Foster Youth, 25.9.5% for Socioeconomically Disadvantaged students, and 23.4% for English Learners. These rates highlight a need for targeted strategies to improve attendance and engagement among these student groups, ensuring they have opportunities to succeed academically and socially. **Scope:** LEA-wide	The enhancement of the district's comprehensive attendance program is designed to directly address these needs by increasing the focus on English Learners, Low Income students, and Foster Youth. The program includes monitoring attendance closely, identifying trends or patterns in absenteeism, and providing targeted interventions to address these students' specific challenges. Celebrating attendance improvements is a motivational strategy, reinforcing positive attendance and promoting a stronger connection to the school community. This approach aims to reduce absenteeism and enhance overall student engagement, which is vital for academic and personal development. This increased or improved service will be provided on an LEA-wide basis principally directed towards English Learners, Foster Youth, Low Income students, and additionally support all student groups identified with the lowest performance level on the Attendance Indicator on the CA Dashboard, including White students, Students With Disabilities, and Hispanic students. Providing the enhanced attendance program across all elementary, middle, and high schools within the district ensures consistent support for	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		English Learners, Hispanic students, Low Income students, Students with Disabilities, and White students at every educational level. Implementing this initiative, LEA-wide allows Covina-Valley to apply a uniform approach to attendance monitoring and intervention, facilitating the sharing of strategies and resources across all schools. By extending the program to all schools, the district can effectively track progress, streamline interventions, and ensure that every student benefits from a supportive and engaging learning environment. This districtwide implementation underscores Covina-Valley's commitment to fostering and supporting the holistic development of every student.	
3.9	**Action:** Parent Education & Outreach **Need:** Covina-Valley's educational partners have identified a need to enhance family engagement and support for student learning. According to responses from a locally administered survey, parent education ranked sixth among district priority initiatives. Data from the California Dashboard indicates substantial chronic absenteeism and high suspension rates among Foster Youth, English Learners, and Low Income students, highlighting barriers to consistent school attendance and positive school engagement. Parental involvement is key to improving these metrics and supporting students' overall success. When asked about the types of parent education opportunities needed on the 2024 C-VUSD LCAP Parent/Guardian and	The implementation of parent education academies addresses these needs by empowering parents with knowledge and resources to support their children's education. Workshops focusing on navigating the educational system, providing social, emotional, and mental health support, and fostering positive educational habits at home are designed to equip parents with the tools necessary to actively participate in their children's education. This support is crucial for reinforcing learning at home, reducing absenteeism, and mitigating behavioral issues. By enhancing parental engagement, each school aims to create a stronger partnership between home and school, ultimately contributing to better student academic and behavioral outcomes. TK–5 Outreach Liaisons play a vital role in supporting unduplicated pupils by strengthening school–family partnerships. These liaisons provide referrals to academic support services, learning	Parent Involvement and Engagement - Survey (Metric 3.7) School Connectedness - Parent (Metric 3.5) Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Community Survey, the top five responses were motivating your student(s) (51%), college financial aid (47%), child safety/online safety (44%), strategies to build student's positive self-esteem (44%), and mental health awareness (42%). Additionally, educational partners have for years expressed the need for TK–5 Outreach Liaisons to strengthen school–family partnerships by providing referrals to academic support services, learning recovery programs, and resources that address unduplicated students' and their families' academic, social-emotional, and basic needs. These connections are crucial in helping families navigate available supports and enhancing student access to targeted learning and wellness interventions. **Scope:** Schoolwide	recovery programs, and essential resources that address the academic, social-emotional, and basic needs of students and their families. Their targeted outreach ensures early intervention and access to supports that can significantly impact a child's educational journey, particularly for those facing systemic barriers. Offering parent academies at every school site ensures equitable access to engagement opportunities across the district. Tailoring content to each school community allows for targeted strategies aligned with site-specific needs and CA Dashboard priorities. Through this integrated, districtwide approach, Covina-Valley reaffirms its commitment to partnering with families to enhance student learning and well-being.	
3.10	**Action:** Science, Technology, Engineering, and Mathematics (STEM) **Need:** Covina-Valley recognizes the need to enhance STEM education, especially for Foster Youth, Low Income students, and English Learners, who face higher rates of absenteeism and disciplinary issues. Based on feedback from parents and the community in a locally administered survey, STEM (Science, Technology, Engineering, Math) was ranked	The district's action to enhance STEM education by expanding access to an integrated curriculum and increasing engagement through hands-on activities directly addresses the need for more accessible and engaging STEM learning, particularly for unduplicated students. By improving the quality of STEM education with curricula aligned with industry standards and enhancing engagement through laboratory experiments and technology-based projects, the district aims to spark students' interest in STEM fields, reduce absenteeism, and equip them with critical thinking and problem-solving skills. This	Chronic Absenteeism Rate (Metric 3.4) Smarter Balanced Assessments - ELA, Math and Science (Metrics 1.12, 1.13, 1.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	fourth among priority district initiatives. According to 2023 SBAC results, In 2023, only 2.27% of English Learners met or exceeded the standard in science, while 13.34% did so in math, with these students scoring 66 points below the standard in math; similarly, only 15.38% of Foster Youth met or exceeded the standard in science, and 20.00% did so in math, with these students scoring 103.1 points below the standard in math; and only 21.61% of Low Income students met or exceeded the standard in science, while 30.20% did so in math, with these students scoring 56.6 points below the standard in math. These data highlights significant achievement gaps. The district plans to address these disparities by expanding access to integrated STEM curriculum and increasing engagement in STEM activities. This action aims to equip all unduplicated students with skills in scientific inquiry, technological proficiency, engineering design, and mathematical analysis, which are essential for future academic and career success. **Scope:** LEA-wide	initiative also includes professional development for teachers to ensure effective delivery of the enhanced curriculum and meaningful student engagement, fostering a deeper understanding of STEM concepts and inspiring a passion for these subjects across all grade levels. This district-wide approach is essential for addressing the gaps identified in the CA Dashboard data, as it standardizes the quality of STEM education across all grade levels and schools. By implementing this action across the district, Covina-Valley can more effectively utilize resources, monitor the impact of the new STEM initiatives, and ensure consistent educational experiences for all unduplicated students.	
3.11	**Action:** Innovation Resources **Need:** Based on feedback from staff, parents, the community, and students in a locally administered survey, enrichment opportunities were ranked fourth among priority district	The district's site innovation initiative addresses these challenges by enhancing educational resources and professional development for educators. Acquiring specialized educational materials, technologies, and social-emotional resources and providing professional development focused on effective student engagement strategies aims to make learning more accessible	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	initiatives. To address the needs of English Learners, Foster Youth, and Low-Income students, Covina-Valley's action involves launching an innovation initiative to enhance resources and boost engagement for these groups. This initiative is crucial, as indicated by concerning data—chronic absenteeism rates of 23.4% for English Learners, 35.6% for Foster Youth, and 25.4% for Low Income students, alongside suspension rates of 2.5%, 9.6%, and 3.1%, respectively. Additionally, school connectedness data reveals a need for increased engagement, particularly among older students, with only 55% to 57% feeling connected in 7th to 11th grade. This initiative plans to acquire specialized educational materials, technologies, and social-emotional resources and provide professional development for educators and parent education programs. Student enrichment opportunities will also be integrated to ensure students are equipped to thrive academically and emotionally. Strengthening connectedness through these interventions will foster an educational environment that promotes academic success, emotional resilience, and a strong sense of community among students. **Scope:** LEA-wide	and engaging. Additionally, decisions regarding the specific resources and strategies are made collaboratively through the school site council, ensuring that actions are tailored to the unique needs of each school's unduplicated student population. These decisions are then documented in the School Plan for Student Achievement, providing transparency and accountability for implemented initiatives. Implementing this initiative across the district ensures that all unduplicated students benefit from consistent access to enhanced resources and support. Site-specific customization through school site council decision-making further enhances the initiative's effectiveness. This approach addresses unduplicated students' academic and social-emotional needs and fosters a more inclusive educational community. It strengthens the role of school site councils in shaping educational strategies and enhancing the collaborative environment necessary for achieving student success across the district.	
3.12	**Action:** Extra and Co-Curricular Engagement Activities	In response to these identified needs, the district's action aims to provide a variety of extra- and co-curricular activities specifically targeted at English	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on feedback from staff, parents, the community, and students in a locally administered survey, enrichment opportunities were ranked fourth among priority district initiatives. Data from 2023 shows chronic absenteeism rates of 23.4% for English Learners, 35.6% for Foster Youth, and 25.4% for Low Income students, higher than the 21.9% district average. Suspension rates also reflect a disparity, with Foster Youth facing a suspension rate of 9.6%, markedly higher than 2.6% overall, with English Learners at 2.5% and Low Income at 3.1%. Additionally, school connectedness data indicates that only 55% of 9th graders feel connected to their school, a metric essential for fostering a supportive educational environment. As evidenced by higher rates of chronic absenteeism, suspensions, and lower levels of school connectedness compared to their peers, English Learners, Foster Youth, and Low Income students, C-VUSD needs targeted engagement strategies to improve educational outcomes and increase school participation for these vulnerable groups. **Scope:** LEA-wide	Learners, Foster Youth, and Low-Income students. Activities including athletics, field trips, coding, foreign language, science, music, and art are designed to increase school engagement and participation, which are vital for reducing absenteeism rates and disciplinary actions. By offering these enriching experiences, the district seeks to create a more inclusive and supportive school environment that encourages regular attendance and positive behavior, addressing the root causes of the disparities observed in the data. Providing these activities on an LEA-wide basis is essential due to the pervasive nature of the challenges faced across the district. A LEA-wide approach ensures that all English Learners, Foster Youth, and Low Income students, regardless of their specific school of attendance, have access to these beneficial programs. This inclusivity is crucial for fostering a sense of belonging and community among students, which can significantly impact their academic and social success.	Suspension Rate (Metric 3.12)
3.13	**Action:** Arts Education and Enrichment **Need:** Covina-Valley Unified School District identifies gaps in engagement and access to enriched	Expanding and maintaining Visual and Performing Arts programs, specifically focusing on elementary music education for Low Income students, is pivotal to addressing these needs. By employing traveling teachers to deliver a districtwide music and performing arts curriculum, the district ensures	Chronic Absenteeism Rate (Metric 3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning experiences for Low Income students, particularly in the Visual and Performing Arts, due to the high cost of instruments, which poses a substantial barrier. Chronic absenteeism rates stand at 25.4% for Socioeconomically Disadvantaged students, significantly higher than the district average of 21.9%. Based on feedback from staff in a locally administered survey, the elementary school music program ranked fifth among priority district initiatives. Additionally, school connectedness is notably low among these students, with only 70% of 5th graders feeling connected to their school environment. These figures highlight the urgency for initiatives that foster greater school engagement and participation among Low Income students. The expense of purchasing musical instruments can deter participation in VAPA programs, further widening the gap in access to these enriching activities. **Scope:** LEA-wide	that Low Income students across all elementary schools receive access to high-quality arts education. This initiative aims to enhance student engagement by making arts education accessible and appealing, potentially reducing absenteeism and increasing feelings of connectedness within the school community. The needs of Low Income students across the district informed the decision to implement this LEA-wide action. By providing a districtwide program, the district ensures that every elementary school has resources and that every Low Income student has access to the same quality of arts education. This LEA-wide approach promotes consistency and supports building a cohesive district culture that values and nurtures students' artistic talents.	
3.14	**Action:** Partnerships and Expansion for CTE **Need:** The analysis of the College and Career Indicator for 2023 reveals specific needs among unduplicated pupils, with only 51.9% of all students being prepared for college and careers, while the rates are notably lower for Socioeconomically Disadvantaged students (47.5%), English learners (30.2%), and Foster	To directly address these needs, the district's action to foster partnerships with community-based businesses aims to enhance CTE pathway courses specifically for English Learners, Foster Youth, and Low Income students. By providing internships and work experiences through these partnerships, the district facilitates hands-on learning and real-world application of soft skills. This approach connects education with tangible career opportunities and seeks to engage students more deeply, potentially reducing absenteeism	Chronic Absenteeism Rate (Metric 3.4) CTE Pathway Completion Rate (Metric 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Youth (13.3%). Additionally, CTE pathway completion rates are similarly low, with only 30.5% of all students completing at least one pathway, and the percentages dropping further for Socioeconomically Disadvantaged (29.1%), English learners (16.1%), and Foster Youth (12.5%). To address these needs, developing Career Technical Education partnerships is crucial. These partnerships can provide valuable internships and work experiences, significantly enhancing students' access to career opportunities. By integrating practical experience and direct career opportunities outside the traditional instructional school day, the goal is to improve the overall preparedness of unduplicated pupils. Enhanced career readiness, increased employment opportunities, exposure to industry standards, and networking opportunities are among the key benefits. To maximize the impact, the district will collaborate with local businesses to develop comprehensive internship programs, align CTE pathways with the academic curriculum, and provide necessary support and resources. By focusing on these strategies, the aim is to improve CTE pathway completion rates and overall career readiness for unduplicated pupils, ensuring they are well-prepared for future employment and success in their chosen careers. **Scope:** LEA-wide	and increasing school connectedness by making school more relevant and interesting to their future aspirations. Implementing this action, LEA-wide, is key to ensuring that all English Learners, Foster Youth, and Low Income high school students across the district have access to enhanced CTE pathways and the accompanying benefits regardless of their specific school location. This districtwide approach allows for the scaling of successful business partnerships and maximizes the impact of these programs across the entire district, helping to standardize experiences and outcomes for all students in these student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.15	**Action:** Mental Health and Well Being **Need:** The district has identified needs in the holistic well-being of English Learners, Foster Youth, and Low Income students, highlighted by higher rates of chronic absenteeism and disciplinary actions compared to their peers. In 2023, chronic absenteeism affected 23.4% of English Learners, 35.6% of Foster Youth, and 25.4% of Socioeconomically Disadvantaged students, surpassing the district average of 21.9%. Additionally, suspension rates were disproportionately high, especially for Foster Youth at 9.6% and Socioeconomically Disadvantaged students at 3.1%. These elevated rates call attention to the need for targeted interventions to address the social, emotional, and physical health challenges that these groups face, which are critical barriers to their engagement and success in school. Based on feedback from staff, parents, the community, and students in a locally administered survey, health and wellness/mental health support services were ranked in the top five among priority district initiatives. **Scope:** LEA-wide	The district's strategic decision to hire and retain nurses, social workers, and mental health counselors aims to meet the identified needs by providing support services directly within the school environment. This initiative focuses on improving the social, emotional, and physical well-being of English Learners, Foster Youth, and Low Income students. By offering such comprehensive support, the district intends to mitigate factors contributing to absenteeism and disciplinary issues, fostering a more inclusive and supportive educational experience that enhances student engagement and reduces barriers to academic success. Offering this health and wellness initiative across the entire LEA ensures that all unduplicated students have access to essential support services, no matter their school. Standardizing these services provides every unduplicated student benefits from a nurturing and supportive environment. This approach strengthens the district's overall educational community by supporting the holistic development of its most vulnerable students.	Chronic Absenteeism Rate (Metric 3.4) Suspension Rate (Metric 3.12)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Writing and Literacy Instruction and Assessment **Need:** Covina-Valley recognizes the need to improve secondary academic performance, particularly among English Learners and Long-term English Learners, through targeted improvements in English Language Arts proficiency. The 2023 Smarter Balanced Assessment Consortium data shows English Learners were 49.2 points below the ELA standard. Additionally, only 50.1% of EL students are making progress toward English language proficiency, the annual reclassification rate is 20.1%, and the long-term English Learner rate is 7.5%. These indicators highlight the importance of enhancing writing and literacy instruction to bridge understanding gaps and boost academic achievement. The district's commitment to this goal aligns with Goal #2, focusing on implementing innovative, research-based programs to ensure all students reach their highest potential. By emphasizing writing, Covina-Valley aims to equip English Learners and Long-term English Learners with the skills needed to support claims with reasoning and evidence. This approach is anticipated to improve both SBAC performance and overall English proficiency.	Providing English teachers with additional release and collaboration time is designed to improve the academic performance of English Learners (ELs) and Long-term English Learners (LTELs) in Covina-Valley by developing common formative writing assessments, calibrating scoring, and planning data-driven instruction. Teachers can ensure consistency and alignment with the curriculum by developing common formative writing assessments and providing a standardized approach to evaluating students' writing skills. This process helps identify areas where EL students may need additional support, allowing for targeted instructional strategies that address their unique needs. Calibrating scoring ensures that all students, particularly ELs, are assessed equitably and consistently. This calibration process facilitates a better understanding of each student's progress and challenges and highlights areas requiring further attention. Additionally, planning data-driven instruction allows teachers to analyze assessment data to identify trends, strengths, and areas for improvement among EL students. This targeted approach ensures that instructional strategies are tailored to meet the specific needs of ELs, enhancing the overall effectiveness of teaching and learning processes. Offering this initiative, LEA-wide ensures that all English Learner students across the district receive uniform support and resources. Implementing this program across all secondary	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	(6-12) schools allows for common formative assessments across the LEA and collaborative planning among educators, enhancing overall effectiveness. This districtwide approach also facilitates easier monitoring and assessment of progress, helping to refine strategies and ensure that the goals of improving literacy and writing skills among EL students are met comprehensively.	
2.17	**Action:** English Learner Support Team **Need:** C-VUSD has recognized a need to enhance support for English Learners, as demonstrated by the 2023 Smarter Balanced Summative Assessments, where only 8.72% of ELs met or exceeded standards in ELA, and they were 49.2 points below the standard. Similarly, in Math, only 13.34% met standards, with a 66-point deficit from the standard. The English Learner Progress Indicator further emphasizes these academic challenges, with only 50.1% making progress toward English proficiency and a long-term English Learner rate of 7.5%. Four schools specifically received the lowest performance level for the English Learner Progress Indicator on the 2023 CA Dashboard: Barranca, Covina High, Merwin, and Northview High. In response, the district plans to bolster EL support through additional teacher coaching, teacher training, parent education sessions, and individualized support and assessments. These services, delivered in collaboration between the EL support team and school site personnel, aim to address	The district's strategy to provide additional teacher coaching, training, and parent education sessions is tailored specifically to uplift English Learners. By enhancing teacher capabilities through professional development, the district equips educators with the necessary tools and methodologies to effectively support English Learners in the classroom. This includes training on best practices for language acquisition and adapting the curriculum to be more inclusive and accessible. Additionally, involving parents through education sessions ensures that learning extends beyond the classroom, fostering an environment that supports students' educational journeys at home as well. The initiative also includes individualized support and assessments, ensuring that interventions are personalized and responsive to student needs. This comprehensive approach addresses the immediate academic challenges and builds a stronger foundation for long-term educational success.	Smarter Balanced Summative Assessments - ELA, Math, and Science (Metrics 2.1, 2.2, 2.3) Long-Term English Learners Rate (Metric 2.10) English Learner Reclassification Rate (Metric 2.11) English Learner Progress Indicator (Metric 2.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	these educational disparities and improve academic outcomes, ensuring EL students are better equipped for academic success and meet essential educational benchmarks. **Scope:** Limited to Unduplicated Student Group(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.

Not Applicable

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.

Additional concentration grant add-on funding will be used in alignment with Goal 2 (Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students) of the LCAP.

Additional concentration grant add-on funding will be allocated to existing Goal 2 Action 18 to increase instructional minutes across the LEA above the minimum requirement, providing an extra period and targeted tier I interventions. The district will provide additional teachers and an extra period for grades 6-12 to maintain class-size ratios, provide unduplicated students with increased instructional support during the school day, and improve achievement by providing tier I intervention. All secondary schools in C-VUSD have a high concentration (above 55 percent) of Foster Youth, English Learners, and Low-Income students. Thus, funds to increase the number of credentialed staff to provide direct services to students at all secondary schools meet the criteria for additional staffing support.

Action 2.18:
The district has implemented a standardized bell schedule to ensure that all Low Income, English Learners, and Foster Youth have equitable learning opportunities at each site. This new schedule increases instructional minutes across the LEA by an average of 1800 minutes, exceeding the minimum requirements. This increase allows for an additional period during the day for grades 6-12, enabling English Learner students to take extra elective and college-preparatory courses alongside their designated English Language Development (ELD) period. Low Income and Foster Youth students will have access to an additional college or career preparatory or intervention course. The extended

minutes also facilitate modified days dedicated to professional development at every school, providing staff time to engage in vertical and horizontal collaboration to analyze and act on student data effectively.

Increased instructional minutes will provide targeted tier-I interventions to help close achievement gaps for secondary unduplicated students. Teachers will help students overcome obstacles and achieve their full potential by providing individualized attention and support.

These actions aligned with the district's goals. As a result, additional concentration grant add-on funding will increase the number of staff providing direct services to unduplicated students.

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 School: 1 FTE: 25.7 Middle School: 1 FTE: 49 High School: 1 FTE: 37.9
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary School: 1 FTE: 17.0 Middle School: 1 FTE: 19.9 High School: 1 FTE: 18.0

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$129,890,816.00	29,761,162.00	22.912%	3.793%	26.705%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$154,104,205.00	$64,286,356.00	$1,662,709.00	$8,906,763.00	$228,960,033.00	$186,051,519.00	$42,908,514.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Staffing Assignments	All	No				2024-2027	$89,206,477.00	$0.00	$52,257,519.00	$34,521,343.00	$10,738.00	$2,416,877.00	$89,206,477.00	0%
1	1.2	Strategic Guidance Program	All	No				2024-2027	$2,577,365.00	$0.00	$1,817,329.00	$760,036.00	$0.00	$0.00	$2,577,365.00	0%
1	1.3	Career Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	2024-2027	$3,024,985.00	$158,094.00	$2,619,017.00	$564,062.00	$0.00	$0.00	$3,183,079.00	0%
1	1.4	College and Career Readiness Counseling and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$1,201,918.00	$28,800.00	$1,230,718.00	$0.00	$0.00	$0.00	$1,230,718.00	0%
1	1.5	Advancement Via Individual Determination (AVID)	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Ben Lomond Elementary School, Cypress Elementary School, Merwin Elementary School, Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High	2024-2027	$1,749,974.00	$231,235.00	$1,981,209.00	$0.00	$0.00	$0.00	$1,981,209.00	0%

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
							School, Northview High School, and South Hills High School TK-12									
1	1.6	Pre-Advanced Placement Program	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Covina High School, Northview High School, and South Hills High School 9-10	2024-2027	$0.00	$73,625.00	$73,625.00	$0.00	$0.00	$0.00	$73,625.00	0%
1	1.7	College Readiness Exams (PSAT, SAT, AP & IB)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Northview High School, and South Hills High School 8-12	2024-2027	$0.00	$140,400.00	$140,400.00	$0.00	$0.00	$0.00	$140,400.00	0%
1	1.8	College Readiness Supports through EL Leadership	English Learners	No				2024-2027	$12,161.00	$28,999.00	$0.00	$0.00	$0.00	$41,160.00	$41,160.00	0%
1	1.9	College Preparation and Supplemental Instructional Materials	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina	2024-2027	$36,525.00	$269,754.00	$306,279.00	$0.00	$0.00	$0.00	$306,279.00	0%

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
							High School, Fairvalley High School, Northview High School, and South Hills High School 6-12									
1	1.10	International Baccalaureate	Low Income	Yes	Schoolwide	Low Income	Specific Schools: South Hills High School 9-12	2024-2027	$663,462.00	$12,790.00	$676,252.00	$0.00	$0.00	$0.00	$676,252.00	0%
1	1.11	College and Community Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Covina High School, Fairvalley High School, Northview High School, and South Hills High School 9-12	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
1	1.12	Assessment Development and Progress Monitoring of Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%
1	1.13	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	2024-2027	$1,086,622.00	$0.00	$1,086,622.00	$0.00	$0.00	$0.00	$1,086,622.00	0%
1	1.14	College Campus Visits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	2024-2027	$16,893.00	$31,711.00	$48,604.00	$0.00	$0.00	$0.00	$48,604.00	0%
1	1.15	Classified Support Staffing	All	No				2024-2027	$16,660,695.00	$0.00	$3,864,821.00	$7,487,392.00	$0.00	$5,308,482.00	$16,660,695.00	0%

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	1.16	Career Readiness Competency	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
2	2.1	English Learner Support Services	English Learners	No				2024-2027	$94,783.00	$0.00	$0.00	$0.00	$0.00	$94,783.00	$94,783.00	0%
2	2.2	Technology Integration - Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$505,652.00	$505,652.00	$0.00	$0.00	$0.00	$505,652.00	0%
2	2.3	Early Elementary Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK	2024-2027	$2,690,194.00	$0.00	$2,690,194.00	$0.00	$0.00	$0.00	$2,690,194.00	0%
2	2.4	Writing and Literacy Instruction and Assessment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Fairvalley High School, Northview High School, and South Hills High School 6-12	2024-2027	$30,805.00	$0.00	$30,805.00	$0.00	$0.00	$0.00	$30,805.00	0%
2	2.5	Technology Integration - Students	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$2,374,413.00	$2,374,413.00	$0.00	$0.00	$0.00	$2,374,413.00	0%
2	2.6	Innovative Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools	2024-2027	$0.00	$975,170.00	$975,170.00	$0.00	$0.00	$0.00	$975,170.00	0%

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
							TK-12									
2	**2.7**	Critical Thinking and Creative Analysis - Thinking Maps	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: All Schools TK-12	2024-2027	$7,305.00	$15,000.00	$22,305.00	$0.00	$0.00	$0.00	$22,305.00	0%
2	**2.8**	Capacity Building and Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$540,320.00	$309,680.00	$850,000.00	$0.00	$0.00	$0.00	$850,000.00	0%
2	**2.9**	Professional Development Release Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$400,000.00	$0.00	$400,000.00	$0.00	$0.00	$0.00	$400,000.00	0%
2	**2.10**	Professional Development - Classified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$246,990.00	$0.00	$246,990.00	$0.00	$0.00	$0.00	$246,990.00	0%
2	**2.11**	Professional Learning Community Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-5	2024-2027	$870,649.00	$5,000.00	$875,649.00	$0.00	$0.00	$0.00	$875,649.00	0%
2	**2.12**	Targeted Math and Science Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$81,601.00	$88,000.00	$169,601.00	$0.00	$0.00	$0.00	$169,601.00	0%
2	**2.13**	Summer Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$44,573.00	$5,427.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%
2	**2.14**	Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools	2024-2027	$435,880.00	$144,138.00	$463,380.00	$116,638.00	$0.00	$0.00	$580,018.00	0%

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
							TK-12									
2	**2.15**	Extended Library Hours, Academic Tutoring, and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$268,002.00	$0.00	$268,002.00	$0.00	$0.00	$0.00	$268,002.00	0%
2	**2.16**	Multilingual Learner Programs and Support	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Manzanita Elementary School, Mesa Elementary School, Las Palmas Middle School, Sierra Vista Middle School, Northview High School, and South Hills High School TK-12	2024-2027	$1,544,893.00	$165,871.00	$1,710,764.00	$0.00	$0.00	$0.00	$1,710,764.00	0%
2	**2.17**	English Learner Support Team	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: All Schools TK-12	2024-2027	$228,928.00	$0.00	$228,928.00	$0.00	$0.00	$0.00	$228,928.00	0%
2	**2.18**	Increased Instructional Minutes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	2024-2027	$5,828,291.00	$0.00	$5,828,291.00	$0.00	$0.00	$0.00	$5,828,291.00	0%
2	**2.19**	Summer School Enrichment and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$540,669.00	$266,515.00	$150,000.00	$657,184.00	$0.00	$0.00	$807,184.00	0%
2	**2.20**	New Teacher Induction, Development, and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools	2024-2027	$0.00	$1,451,961.00	$1,451,961.00	$0.00	$0.00	$0.00	$1,451,961.00	0%

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
							TK-12									
2	2.21	Covina-Valley Learning Options Academy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: C-VLOA K-12	2024-2027	$617,181.00	$0.00	$617,181.00	$0.00	$0.00	$0.00	$617,181.00	0%
3	3.1	Credential Monitoring	All	No				2024-2027	$120,998.00	$0.00	$120,998.00	$0.00	$0.00	$0.00	$120,998.00	0%
3	3.2	High Quality Learning Environments-Staff & Materials	All	No				2024-2027	$32,207,815.00	$22,317,696.00	$34,377,592.00	$17,471,382.00	$1,651,971.00	$1,024,566.00	$54,525,511.00	0%
3	3.3	High Quality Learning Environments-Facilities	All	No				2024-2027	$15,805,922.00	$10,794,877.00	$26,142,803.00	$437,101.00	$0.00	$20,895.00	$26,600,799.00	0%
3	3.4	Community Engagement	All	No				2024-2027	$57,034.00	$785,800.00	$835,800.00	$7,034.00	$0.00	$0.00	$842,834.00	0%
3	3.5	Positive Campus Climates	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools Specific Schools: All Schools TK-12	2024-2027	$16,778.00	$31,985.00	$48,763.00	$0.00	$0.00	$0.00	$48,763.00	0%
3	3.6	Saturday School and Extended School Day Interventions and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$367,343.00	$21,000.00	$388,343.00	$0.00	$0.00	$0.00	$388,343.00	0%
3	3.7	Positive Behavior and Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Palmas, Sierra Vista, Traweek, Covina High, Northview High, and South Hills High 6-12	2024-2027	$417,950.00	$0.00	$417,950.00	$0.00	$0.00	$0.00	$417,950.00	0%
3	3.8	Comprehensive Attendance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$0.00	$15,500.00	$15,500.00	$0.00	$0.00	$0.00	$15,500.00	0%
3	3.9	Parent Education & Outreach	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	All Schools Specific Schools:	2024-2027	$529,375.00	$1,889.00	$52,668.00	$478,596.00	$0.00	$0.00	$531,264.00	0%

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
						Low Income	All Schools TK-5									
3	3.10	Science, Technology, Engineering, and Mathematics (STEM)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$31,049.00	$216,938.00	$247,987.00	$0.00	$0.00	$0.00	$247,987.00	0%
3	3.11	Innovation Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$138,865.00	$1,007,766.00	$1,146,631.00	$0.00	$0.00	$0.00	$1,146,631.00	0%
3	3.12	Extra and Co-Curricular Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$186,212.00	$51,795.00	$238,007.00	$0.00	$0.00	$0.00	$238,007.00	0%
3	3.13	Arts Education and Enrichment	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Elementary Schools TK-5	2024-2027	$826,881.00	$159,827.00	$986,708.00	$0.00	$0.00	$0.00	$986,708.00	0%
3	3.14	Partnerships and Expansion for CTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	2024-2027	$30,000.00	$0.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0%
3	3.15	Mental Health and Well Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	2024-2027	$4,464,717.00	$141,206.00	$3,032,774.00	$1,573,149.00	$0.00	$0.00	$4,605,923.00	0%
4	4.1	Strengthening Student and Staff Support	All	No				2024-2027	$142,439.00	$70,000.00	$0.00	$212,439.00	$0.00	$0.00	$212,439.00	0%
4	4.2	Standards-Aligned Online Curriculum	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
4	4.3	High Quality Learning Environments-Facilities	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$129,890,816.00	29,761,162.00	22.912%	3.793%	26.705%	$34,687,343.00	0.000%	26.705 %	**Total:**	$34,687,343.00
								LEA-wide Total:	$28,481,283.00
								Limited Total:	$259,733.00
								Schoolwide Total:	$5,946,327.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Career Technical Education (CTE) Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	$2,619,017.00	0%
1	1.4	College and Career Readiness Counseling and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$1,230,718.00	0%
1	1.5	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	Specific Schools: Ben Lomond Elementary School, Cypress Elementary School, Merwin Elementary School, Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School,	$1,981,209.00	0%

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 (%)
						Covina High School, Northview High School, and South Hills High School TK-12		
1	1.6	Pre-Advanced Placement Program	Yes	LEA-wide	Low Income	Specific Schools: Covina High School, Northview High School, and South Hills High School 9-10	$73,625.00	0%
1	1.7	College Readiness Exams (PSAT, SAT, AP & IB)	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Northview High School, and South Hills High School 8-12	$140,400.00	0%
1	1.9	College Preparation and Supplemental Instructional Materials	Yes	LEA-wide	Low Income	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Fairvalley High School, Northview High School, and South Hills High School 6-12	$306,279.00	0%
1	1.10	International Baccalaureate	Yes	Schoolwide	Low Income	Specific Schools: South Hills High School 9-12	$676,252.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	College and Community Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Covina High School, Fairvalley High School, Northview High School, and South Hills High School 9-12	$5,000.00	0%
1	1.12	Assessment Development and Progress Monitoring of Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$5,000.00	0%
1	1.13	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	$1,086,622.00	0%
1	1.14	College Campus Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	$48,604.00	0%
2	2.2	Technology Integration - Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$505,652.00	0%
2	2.3	Early Elementary Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK	$2,690,194.00	0%
2	2.4	Writing and Literacy Instruction and Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Las Palmas Middle School, Sierra Vista Middle School, Traweek Middle School, Covina High School, Fairvalley High School, Northview High School, and South Hills High School 6-12	$30,805.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Technology Integration - Students	Yes	LEA-wide	Low Income	All Schools Specific Schools: All Schools TK-12	$2,374,413.00	0%
2	2.6	Innovative Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$975,170.00	0%
2	2.7	Critical Thinking and Creative Analysis - Thinking Maps	Yes	LEA-wide	English Learners	All Schools Specific Schools: All Schools TK-12	$22,305.00	0%
2	2.8	Capacity Building and Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$850,000.00	0%
2	2.9	Professional Development Release Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$400,000.00	0%
2	2.10	Professional Development - Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$246,990.00	0%
2	2.11	Professional Learning Community Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-5	$875,649.00	0%
2	2.12	Targeted Math and Science Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$169,601.00	0%
2	2.13	Summer Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$50,000.00	0%
2	2.14	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$463,380.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.15	Extended Library Hours, Academic Tutoring, and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$268,002.00	0%
2	2.16	Multilingual Learner Programs and Support	Yes	LEA-wide	English Learners	Specific Schools: Manzanita Elementary School, Mesa Elementary School, Las Palmas Middle School, Sierra Vista Middle School, Northview High School, and South Hills High School TK-12	$1,710,764.00	0%
2	2.17	English Learner Support Team	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: All Schools TK-12	$228,928.00	0%
2	2.18	Increased Instructional Minutes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools 6-12	$5,828,291.00	0%
2	2.19	Summer School Enrichment and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$150,000.00	0%
2	2.20	New Teacher Induction, Development, and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$1,451,961.00	0%
2	2.21	Covina-Valley Learning Options Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: C-VLOA K-12	$617,181.00	0%
3	3.5	Positive Campus Climates	Yes	LEA-wide	Foster Youth	All Schools Specific Schools: All Schools TK-12	$48,763.00	0%

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 (%)
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$388,343.00	0%
3	3.7	Positive Behavior and Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Palmas, Sierra Vista, Traweek, Covina High, Northview High, and South Hills High 6-12	$417,950.00	0%
3	3.8	Comprehensive Attendance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$15,500.00	0%
3	3.9	Parent Education & Outreach	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-5	$52,668.00	0%
3	3.10	Science, Technology, Engineering, and Mathematics (STEM)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$247,987.00	0%
3	3.11	Innovation Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$1,146,631.00	0%
3	3.12	Extra and Co-Curricular Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$238,007.00	0%
3	3.13	Arts Education and Enrichment	Yes	LEA-wide	Low Income	Specific Schools: Elementary Schools TK-5	$986,708.00	0%
3	3.14	Partnerships and Expansion for CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	$30,000.00	0%

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 (%)
3	3.15	Mental Health and Well Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Schools TK-12	$3,032,774.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$226,223,276.00	$215,584,264.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Certificated Staffing Assignments	No	$83,068,683.00	$78,655,302.00
1	**1.2**	Strategic Guidance Program	No	$3,446,166.00	$3,213,366.00
1	**1.3**	Career Technical Education (CTE) Pathways	Yes	$3,061,806.00	$3,595,852.00
1	**1.4**	College and Career Readiness Counseling and Support	Yes	$1,256,341.00	$1,165,789.00
1	**1.5**	Advancement Via Individual Determination (AVID)	Yes	$1,352,339.00	$1,846,596.00
1	**1.6**	Pre-Advanced Placement Program	Yes	$72,346.00	$41,546.00
1	**1.7**	College Readiness Exams (PSAT, SAT, AP & IB)	Yes	$200,000.00	$164,400.00
1	**1.8**	College Readiness Supports through EL Leadership	No	$50,834.00	$32,167.00
1	**1.9**	College Preparation and Supplemental Instructional Materials	Yes	$59,525.00	$48,707.00
1	**1.10**	International Baccalaureate	Yes	$324,273.00	$628,430.00
1	**1.11**	College and Community Partnership	Yes	$5,000.00	$5,000.00

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	1.12	Assessment Development and Progress Monitoring of Unduplicated Students	Yes	$6,828.00	$5,000.00
1	1.13	Professional Learning Communities	Yes	$1,016,390.00	$1,064,196.00
1	1.14	College Campus Visits	Yes	$48,604.00	$28,726.00
1	1.15	Classified Support Staffing	No	$12,368,065.00	$12,647,397.00
1	1.16	Career Readiness Competency	No	$0.00	$0.00
2	2.1	English Learner Support Services	No	$92,784.00	$92,422.00
2	2.2	Technology Integration - Staff	Yes	$1,000,000.00	$932,276.00
2	2.3	Early Elementary Support	Yes	$2,702,470.00	$2,658,511.00
2	2.4	Writing and Literacy Instruction and Assessment	Yes	$30,439.00	$30,911.00
2	2.5	Technology Integration - Students	Yes	$5,000,000.00	$807,295.00
2	2.6	Innovative Software	Yes	$1,777,651.00	$879,842.00
2	2.7	Critical Thinking and Creative Analysis - Thinking Maps	Yes	$23,905.00	$808.00
2	2.8	Capacity Building and Program Support	Yes	$850,000.00	$647,361.00

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)
2	2.9	Professional Development Release Day	Yes	$400,000.00	$400,000.00
2	2.10	Professional Development - Classified Support Staff	Yes	$247,072.00	$230,401.00
2	2.11	Professional Learning Community Support	Yes	$849,069.00	$852,026.00
2	2.12	Targeted Math and Science Interventions and Supports	Yes	$311,640.00	$282,214.00
2	2.13	Summer Professional Development	Yes	$50,000.00	$60,658.00
2	2.14	Multi-Tiered System of Supports (MTSS)	Yes	$1,566,129.00	$2,653,022.00
2	2.15	Extended Library Hours, Academic Tutoring, and Intervention	Yes	$268,003.00	$243,344.00
2	2.16	Dual Language Immersion Programs	Yes	$3,510,595.00	$3,586,564.00
2	2.17	English Learner Support Team	Yes	$211,191.00	$218,775.00
2	2.18	Increased Instructional Minutes	Yes	$5,310,739.00	$5,310,739.00
2	2.19	Summer School Enrichment and Intervention	Yes	$650,606.00	$948,015.00
2	2.20	New Teacher Induction, Development, and Support	Yes	$1,045,892.00	$180,738.00
2	2.21	Covina-Valley Learning Options Academy	Yes	$607,776.00	$610,753.00
3	3.1	Credential Monitoring	No	$105,662.00	$106,867.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	High Quality Learning Environments-Staff & Materials	No	$58,073,792.00	$56,863,849.00
3	3.3	High Quality Learning Environments-Facilities	No	$26,619,739.00	$26,294,850.00
3	3.4	Community Engagement	No	$1,199,023.00	$704,510.00
3	3.5	Positive Campus Climates	Yes	$319,928.00	$126,430.00
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	$337,941.00	$340,076.00
3	3.7	Positive Behavior and Attendance Support	Yes	$580,776.00	$403,068.00
3	3.8	Comprehensive Attendance Program	Yes	$15,500.00	$11,645.00
3	3.9	Parent Education & Outreach	Yes	$562,796.00	$429,281.00
3	3.10	Science, Technology, Engineering, and Mathematics (STEM)	Yes	$354,110.00	$235,497.00
3	3.11	Innovation Resources	Yes	$1,200,722.00	$1,133,891.00
3	3.12	Extra and Co-Curricular Engagement Activities	Yes	$237,884.00	$228,462.00
3	3.13	Arts Education and Enrichment	Yes	$952,051.00	$861,356.00
3	3.14	Partnerships and Expansion for CTE	Yes	$30,000.00	$30,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.15**	Mental Health and Well Being	Yes	$2,470,059.00	$2,815,596.00
4	**4.1**	Strengthening Administrative Support	No	$320,132.00	$229,737.00
4	**4.2**	Standards-Aligned Online Curriculum	No	$0.00	$0.00
4	**4.3**	High Quality Learning Environments-Facilities	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$30,634,285.00	$37,519,760.00	$31,073,155.00	$6,446,605.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Career Technical Education (CTE) Pathways	Yes	$2,478,662.00	$2,537,620.00	0%	0%
1	1.4	College and Career Readiness Counseling and Support	Yes	$1,256,341.00	$1,165,789.00	0%	0%
1	1.5	Advancement Via Individual Determination (AVID)	Yes	$1,352,339.00	$1,846,596.00	0%	0%
1	1.6	Pre-Advanced Placement Program	Yes	$72,346.00	$41,546.00	0%	0%
1	1.7	College Readiness Exams (PSAT, SAT, AP & IB)	Yes	$200,000.00	$164,400.00	0%	0%
1	1.9	College Preparation and Supplemental Instructional Materials	Yes	$59,525.00	$48,707.00	0%	0%
1	1.10	International Baccalaureate	Yes	$324,273.00	$628,430.00	0%	0%
1	1.11	College and Community Partnership	Yes	$5,000.00	$5,000.00	0%	0%
1	1.12	Assessment Development and Progress Monitoring of Unduplicated Students	Yes	$6,828.00	$5,000.00	0%	0%
1	1.13	Professional Learning Communities	Yes	$1,016,390.00	$1,064,196.00	0%	0%
1	1.14	College Campus Visits	Yes	$48,604.00	$28,726.00	0%	0%
2	2.2	Technology Integration - Staff	Yes	$1,000,000.00	$932,276.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Early Elementary Support	Yes	$2,702,470.00	$2,658,511.00	0%	0%
2	2.4	Writing and Literacy Instruction and Assessment	Yes	$30,439.00	$30,911.00	0%	0%
2	2.5	Technology Integration - Students	Yes	$5,000,000.00	$807,295.00	0%	0%
2	2.6	Innovative Software	Yes	$1,777,651.00	$879,842.00	0%	0%
2	2.7	Critical Thinking and Creative Analysis - Thinking Maps	Yes	$23,905.00	$808.00	0%	0%
2	2.8	Capacity Building and Program Support	Yes	$850,000.00	$647,361.00	0%	0%
2	2.9	Professional Development Release Day	Yes	$400,000.00	$400,000.00	0%	0%
2	2.10	Professional Development - Classified Support Staff	Yes	$247,072.00	$230,401.00	0%	0%
2	2.11	Professional Learning Community Support	Yes	$849,069.00	$852,026.00	0%	0%
2	2.12	Targeted Math and Science Interventions and Supports	Yes	$311,640.00	$282,214.00	0%	0%
2	2.13	Summer Professional Development	Yes	$50,000.00	$60,658.00	0%	0%
2	2.14	Multi-Tiered System of Supports (MTSS)	Yes	$416,014.00	$554,362.00	0%	0%
2	2.15	Extended Library Hours, Academic Tutoring, and Intervention	Yes	$268,003.00	$243,344.00	0%	0%
2	2.16	Dual Language Immersion Programs	Yes	$3,510,595.00	$3,586,564.00	0%	0%
2	2.17	English Learner Support Team	Yes	$211,191.00	$218,775.00	0%	0%
2	2.18	Increased Instructional Minutes	Yes	$5,310,739.00	$5,310,739.00	0%	0%
2	2.19	Summer School Enrichment and Intervention	Yes	$650,606.00	$253,327.00	0%	0%
2	2.20	New Teacher Induction, Development, and Support	Yes	$1,045,892.00	$180,738.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.21	Covina-Valley Learning Options Academy	Yes	$607,776.00	$610,753.00	0%	0%
3	3.5	Positive Campus Climates	Yes	$319,928.00	$126,430.00	0%	0%
3	3.6	Saturday School and Extended School Day Interventions and Activities	Yes	$337,941.00	$340,076.00	0%	0%
3	3.7	Positive Behavior and Attendance Support	Yes	$580,776.00	$403,068.00	0%	0%
3	3.8	Comprehensive Attendance Program	Yes	$15,500.00	$11,645.00	0%	0%
3	3.9	Parent Education & Outreach	Yes	$75,142.00	$40,023.00	0%	0%
3	3.10	Science, Technology, Engineering, and Mathematics (STEM)	Yes	$354,110.00	$235,497.00	0%	0%
3	3.11	Innovation Resources	Yes	$1,200,722.00	$1,133,891.00	0%	0%
3	3.12	Extra and Co-Curricular Engagement Activities	Yes	$237,884.00	$228,462.00	0%	0%
3	3.13	Arts Education and Enrichment	Yes	$952,051.00	$861,356.00	0%	0%
3	3.14	Partnerships and Expansion for CTE	Yes	$30,000.00	$30,000.00	0%	0%
3	3.15	Mental Health and Well Being	Yes	$1,332,336.00	$1,385,792.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$125,106,379.00	$30,634,285.00	4.144%	28.631%	$31,073,155.00	0.000%	24.837%	$4,745,538.35	3.793%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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