LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Covina Unified School District
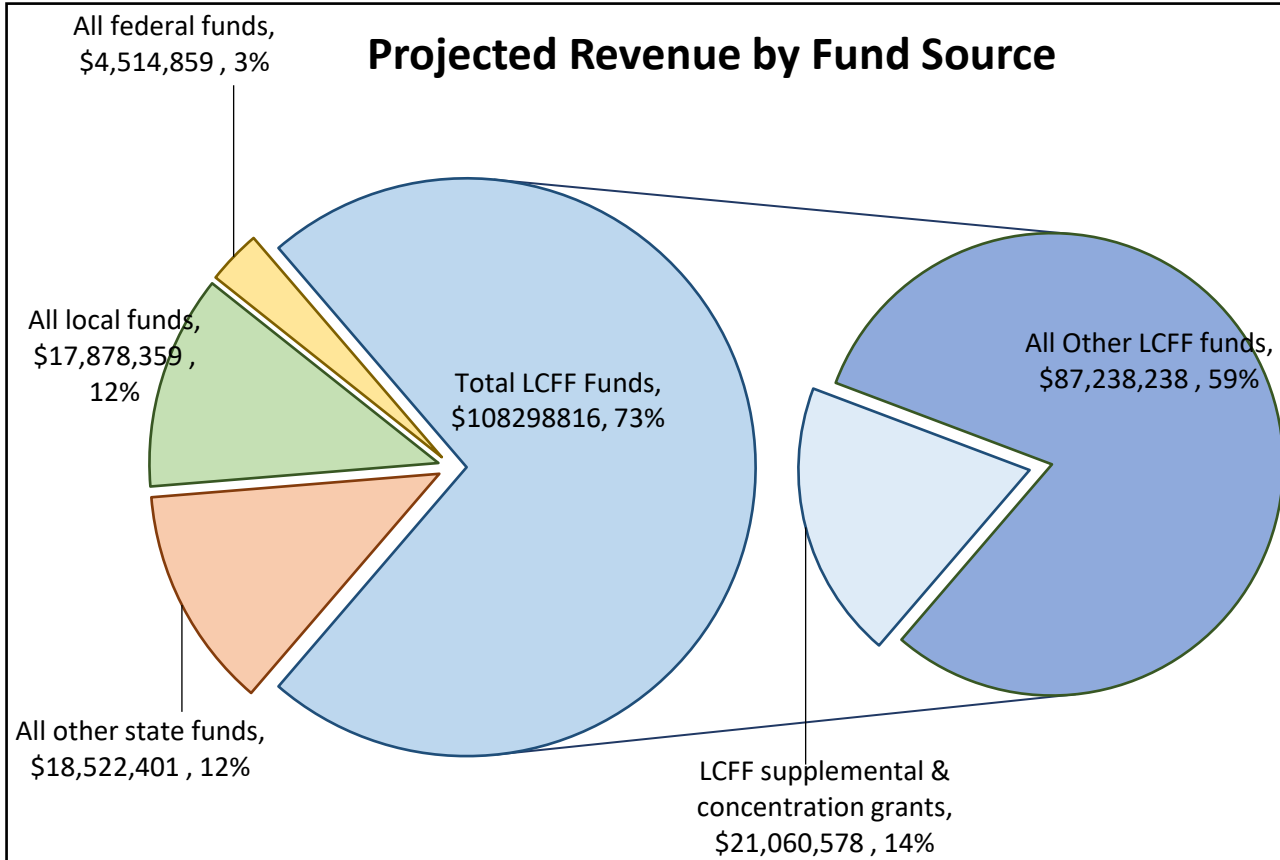
CDS Code: 19650940000000

School Year: 2024-2025

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

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

All federal funds, $4,514,859 , 3%

All local funds, $17,878,359 , 12%

All other state funds, $18,522,401 , 12%

Total LCFF Funds, $108298816, 73%

All Other LCFF funds, $87,238,238 , 59%

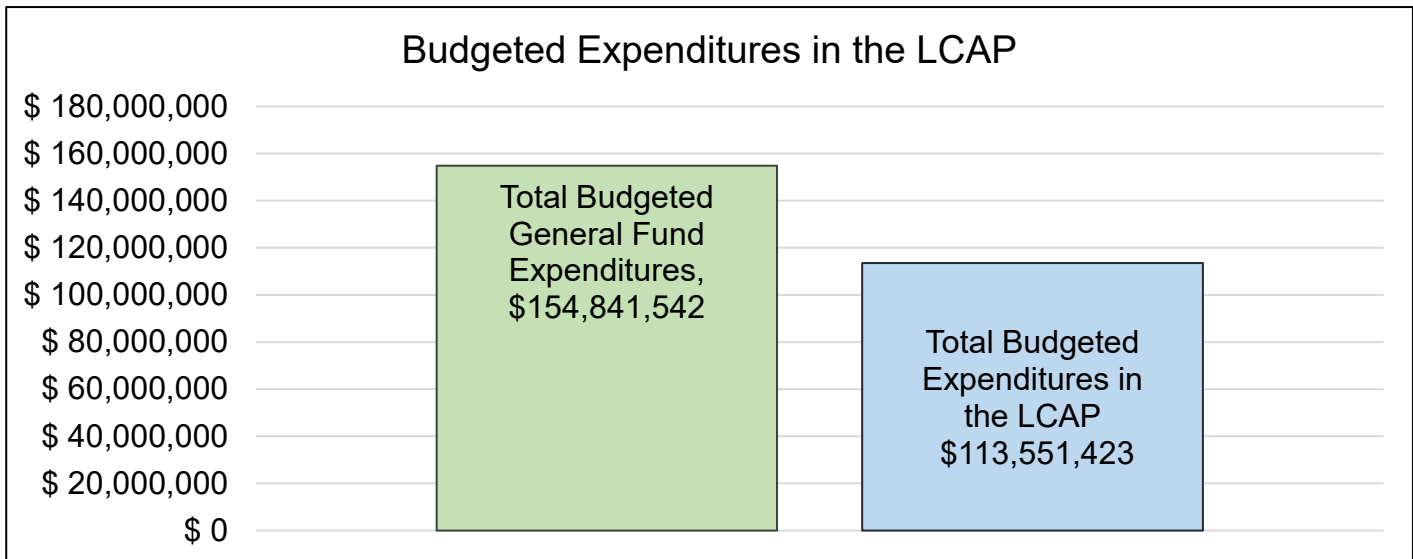LCFF supplemental & concentration grants, $21,060,578 , 14%

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

The text description for the above chart is as follows: The total revenue projected for West Covina Unified School District is $149,214,435.00, of which $108,298,816.00 is Local Control Funding Formula (LCFF), $18,522,401.00 is other state funds, $17,878,359.00 is local funds, and $4,514,859.00 is federal funds. Of the $108,298,816.00 in LCFF Funds, $21,060,578.00 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.

Budgeted Expenditures in the LCAP

$ 180,000,000	
$ 160,000,000	
$ 140,000,000	Total Budgeted General Fund Expenditures, $154,841,542
$ 120,000,000	
$ 100,000,000	Total Budgeted Expenditures in the LCAP $113,551,423
$ 80,000,000	
$ 60,000,000	
$ 40,000,000	
$ 20,000,000	
$ 0	

This chart provides a quick summary of how much West Covina Unified School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: West Covina Unified School District plans to spend $154,841,542.00 for the 2024-2025 school year. Of that amount, $113,551,423.00 is tied to actions/services in the LCAP and $41,290,119.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
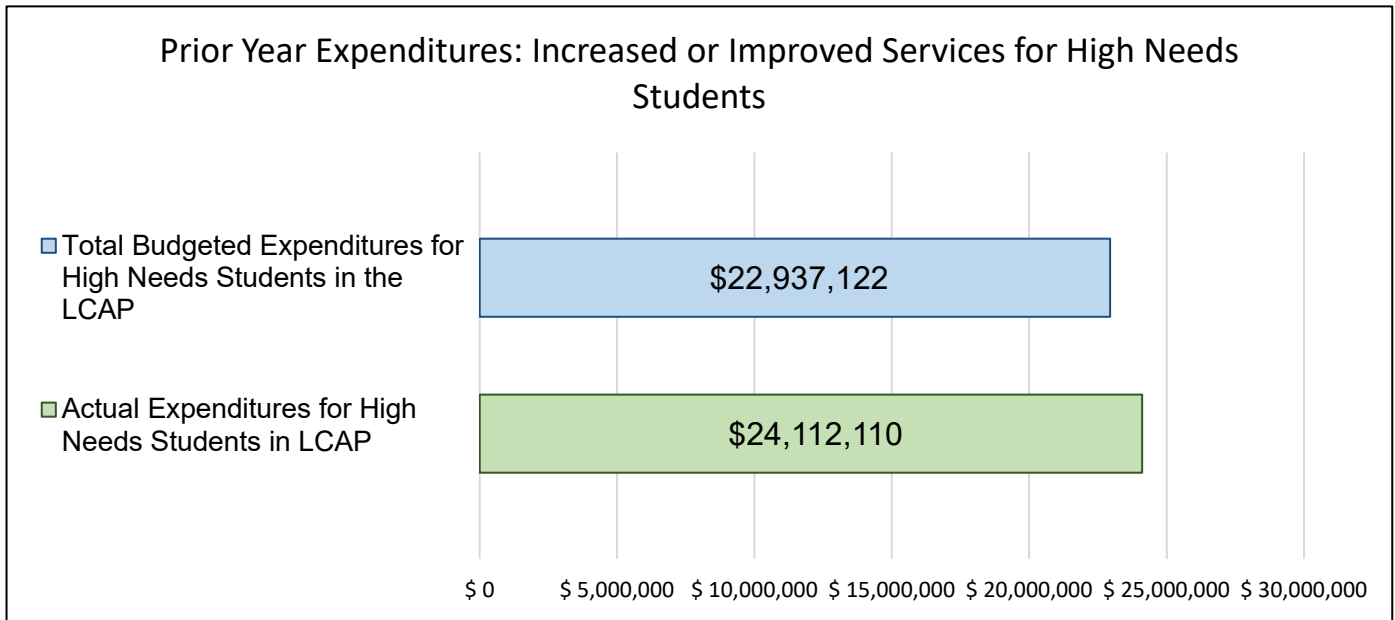
*LCFF $11,012,865: Operations and maintenance, fiscal support and services, and human resources
*Other State Revenues $9,564819: Operations and program implementation
*Federal revenues $2,925,568: Supplemental services and materials to improve student performance in ELA and math, professional development, English learner support to attain English language proficiency and meet academic standards
*Other Local Revenues $17,786867: Operations, Special Education

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, West Covina Unified School District is projecting it will receive $21,060,578.00 based on the enrollment of foster youth, English learner, and low-income students. West Covina Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Covina Unified School District plans to spend $23,484,702.00 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 2023-2024

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$22,937,122
☐ Actual Expenditures for High Needs Students in LCAP	$24,112,110

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000 $ 30,000,000

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

The text description of the above chart is as follows: In 2023-2024, West Covina Unified School District's LCAP budgeted $22,937,122.00 for planned actions to increase or improve services for high needs students. West Covina Unified School District actually spent $24,112,110.00 for actions to increase or improve services for high needs students in 2023-2024.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Covina Unified	Denise Knutsen Assistant Superintendent of Educational Services	dknutsen@wcusd.org 6269394600

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Teachers: Fully Credentialed & Appropriately Assigned (Human Resources)	2020-2021 100% of district teachers fully credentialed, according to the state definition, and assigned appropriately.	2021-2022 100% of district teachers fully credentialed (awaiting confirmation from California Department of Education)	2022-2023 100% of district teachers fully credentialed and assigned appropriately (awaiting confirmation from California Department of Education)	2023-2024 100% of district teachers fully credentialed and assigned appropriately (awaiting confirmation from California Department of Education)	100% of district teachers fully credentialed, according to the state definition, and assigned appropriately.
Instructional Materials: Every student has standards-aligned materials (Williams Settlement Standards	2020-2021 100% of students have standards-aligned materials (Williams Settlement Standards - Reported to Local	2021-2022 100% of students have standards-aligned materials (Williams Settlement Standards - Reported to Local	2022-2023 100% of students have standards-aligned materials (Williams Settlement Standards - Reported to Local	2023-2024 100% of students have standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board)	100% of students have standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board)

	Governing Board)	Governing Board)	Governing Board)		
- Reported to Local Governing Board)					
School Facilities: "Good Repair" - Clean, safe, and functional as determined by Facility Inspection Tool (FIT)	2020-2021 100% of facilities scored "Good Repair" as determined by Facility Inspection Tool (FIT)	2021-2022 100% of facilities scored "Good Repair" as determined by Facility Inspection Tool (FIT)	2022-2023 100% of facilities scored "Good Repair" as determined by Facility Inspection Tool (FIT)	2023-2024 100% of facilities scored "Good Repair" as determined by Facility Inspection Tool (FIT)	100% of facilities score of "Good Repair" as determined by Facility Inspection Tool (FIT)
Standards-aligned curriculum: Recently Adopted Academic Standards and/or Curriculum Framework in Core Content	2020-2021 Professional Learning: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation Instructional Materials: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation	2021-2022 Professional Learning: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation Instructional Materials: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation	2022-2023 Professional Learning: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation Instructional Materials: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation	2023-2024 Professional Learning: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation Instructional Materials: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation	Professional Learning: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation Instructional Materials: English Language Arts: Full Implementation English Language Development: Full Implementation Mathematics: Full Implementation Science: Full Implementation History-Social Science: Full Implementation
Broad Course of Study: Students have access and enrolled in a broad course of study (i.e. social science, science, PE, VAPA, foreign language) as measured by master schedule, class lists, and instructional	2020-2021 100% of students have access and are enrolled in a board course of study as measured by master schedules, class lists, and instructional schedules.	2021-2022 100% of students have access and are enrolled in a board course of study as measured by master schedules, class lists, and instructional schedules.	2022-2023 100% of students have access and are enrolled in a board course of study as measured by master schedules, class lists, and instructional schedules.	2023-2024 100% of students have access and are enrolled in a board course of study as measured by master schedules, class lists, and instructional schedules.	100% of students have access and are enrolled in a board course of study as measured by master schedules, class lists, and instructional schedules.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of goal one, along with its accompanying actions, was a success. We were able to implement all of goal one actions entirely in support of our students and providing optimal conditions for learning.
The following actions were completely implemented:
Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, and 19
Goal 1 aimed to ensure optimal learning conditions through basic services, state standards implementation, and course access to support students' college and career success. Here's a breakdown of each action and its implementation successes:
1. Conditions for Student Learning at School Sites:
Implementation: Site General Fund Allocations ensured all schools maintained basic services, implemented standards, and provided course access.
Successes: All schools consistently maintained optimal learning environments, leading to improved student engagement and performance.
2. Textbook and Curriculum School Allocations:
Implementation: Schools purchased necessary textbooks and curriculum to implement core academic standards.
Successes: Uniform access to updated instructional materials enhanced academic achievement and standardized learning experiences.
3. General Staffing:
Implementation: The district hired and retained fully credentialed teachers and staff, supporting the educational program and meeting state requirements.
Successes: High retention rates of qualified staff contributed to sustained educational quality and a positive work environment.
4. Facilities and Maintenance:
Implementation: Routine maintenance ensured facilities met state requirements and remained in good repair.
Successes: Safe and well-maintained facilities enhanced the overall learning experience and student well-being.
5. Core Curricular Materials:
Implementation: Ongoing evaluation and provision of appropriate core textbooks and resources aligned with California Standards.
Successes: Students had consistent access to high-quality materials, supporting their mastery of core subjects.
6. Supplemental Instructional Materials:
Implementation: Purchase of supplemental materials tailored to grade-level and student-specific needs.
Successes: Targeted instructional support led to improved academic outcomes and more personalized learning experiences.
7. English Learners (EL) Curriculum, Instruction, and Program:
Implementation: Provision of rigorous, research-based curriculum through structured English immersion or dual language immersion programs.
Successes: Enhanced language acquisition and content mastery for EL students, evidenced by improved assessment scores.
8. Supplemental ELA Materials for Low-Income Students:
Implementation: Provision of materials to support English-Language Arts standards and increase achievement.
Successes: Increased literacy and writing proficiency among low-income students, closing the achievement gap.
9. Supplemental Mathematics Materials for Low-Income Students:
Implementation: Provision of materials to support Mathematics standards.
Successes: Improved mathematical skills and higher achievement levels for low-income students.
10. Expanded VAPA Opportunities for Low-Income Students:

Implementation: Expansion of Visual and Performing Arts (VAPA) courses at all school levels.
Successes: Increased student participation in VAPA, fostering creativity and diverse talents.
11. Robust AP and AP Capstone Program Offerings for Low-Income Students:
Implementation: Expanded AP course offerings and necessary professional development for teachers.
Successes: Higher enrollment in AP courses and increased college preparatory coursework among low-income students.
12. Expand IB Continuum for Low-Income Students:
Implementation: Support for the IB Programme to offer a globally rigorous curriculum.
Successes: Enhanced critical thinking skills and global awareness among low-income students.
13. Increase IB Programme Participation for Low-Income Students:
Implementation: Provision of units of inquiry and research-based curriculum.
Successes: Increased participation and success rates in IB programs.
14. Supplemental IB Instructional Materials and Professional Development:
Implementation: Provision of necessary materials and teacher training.
Successes: Improved college preparatory opportunities and student readiness for higher education.
15. Expanded Instructional Program Options through WCOLA:
Implementation: Online learning management system for core and supplemental curriculum.
Successes: Flexibility and accessibility in learning, accommodating diverse student needs.
16. Improved Access to Technology Support:
Implementation: Enhanced technology access and support for low-income students.
Successes: Increased technology usage and academic achievement.
17. Access to Improved Instruction and Intervention through Technology Maintenance:
Implementation: Maintenance of technology infrastructure, providing one-to-one devices and necessary software.
Successes: Consistent access to digital resources, enhancing instructional quality and student engagement.
18. California Teacher Induction Program:
Implementation: Support for new teacher induction requirements and associated fees.
Successes: Well-supported new teachers contributed to higher instructional quality and retention rates.
These actions collectively ensured that students had the necessary conditions for effective learning, supporting their academic and career success. The successes demonstrated our district's commitment to providing equitable access to high-quality education.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures in goal one are as follows:
Less than 20% of the budgeted amount for action 5 was expensed due to fewer additional core curricular materials needed for the school year than anticipated.
Less than 20% of the budgeted amount for action 8 was expensed due to utilizing federal funds and other state funds for the supplemental materials in English Language Arts
Less than 20% of the budgeted amount for action 9 was expensed due to utilizing federal funds and other state funds for the supplemental materials in English Language Arts
More than 20% of the budgeted amount for action 6 was expensed due to increased costs based on student needs associated with the purchase of supplemental instructional materials.
More than 20% of the budgeted amount for action 11 was expensed due to additional AP professional development implemented.
More than 20% of the budgeted amount for action 17 was expensed due to increased costs to maintain and replace one-to-one technology for students district-wide.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
The actual implementation of goal one actions, with few budgetary adjustments, effectively met the ongoing, evolving needs of our student population during the three-year LCAP cycle. Continued monitoring and adaptation ensured that the services provided were relevant and impactful, leading to improved academic and social outcomes. The goal was to ensure that the conditions for learning, including basic services, implementation of state standards, and course access, support the college and career success of students. This was based on the necessity for optimal staffing, materials, technology, facilities, curriculum, and strong, core instruction across all content areas and grade levels. Actions 1, 3, and 4 were effective in ensuring that conditions for learning at all school sites were optimal as measured by having fully credentialed & appropriately assigned teachers (Human Resources), 100% of students having access to standards-aligned curriculum (Williams Settlement Standards as reported to Local Governing Board), and school facilities in "good repair" or clean, safe, and functional as determined by Facility Inspection Tool (FIT). Actions 2, 5, and 6 were effective in ensuring that 100% of our students had standards-aligned materials (Williams Settlement Standards as reported to Local Governing Board). Having access to standards-aligned materials, contributed to gains in CAASPP ELA scores for All Students (+1.8 from Spring 2022 to Spring 2023)) and CAASPP Math scores for All Students (+10.9 from Spring 2022 to Spring 2023). Action 7 was effective in supporting English learners' with making progress toward English proficiency as measured by a English learner progress indicator of 51.7% in 2022-23, up from a baseline of 46.46%. Actions 8, 9, 15, 16, and 17 were effective in supporting low income students with making progress toward academic achievement as measured by CAASPP ELA scores (+6 points from baseline) and CAASPP Math scores (+15 from baseline). Action 10 was effective in providing low income students with increased visual and performing arts opportunities from elementary to high school as measured by master/instructional schedules which contributed to gains in Math CAASPP achievement (+10.1 from Spring 2022 to Spring 2023). Actions 11, 12, 13, 14 were effective in supporting low income students with increased college preparatory opportunities as measured by the College/Career Indicator (+3 from baseline). Action 18 was effective in making progress toward supporting new teachers with induction requirements as measured by successful completion of induction requirements by newly hired teachers.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
As goal one has been largely effective, there are no significant changes to the planned goal, metrics, desired outcomes, or actions for the coming year. We will continue to reflect on prior practice with each coming year to determine goal one's effectiveness.

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

Goal

Goal #	Description

| | 2 | Student Outcomes: Prepare students to achieve success in college, career, and life in a globally competitive economy. |

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CAASPP: English Language Arts SBAC (Gr. 3-8, and 11) Average Distance from Level 3 for All Students (CA School Dashboard)	Spring 2019 All Students: 3.5 pts above

Unduplicated Students: English Learners: 27.4 pts below Foster Youth: 40.6 pts below Socioeconomically Disadvantaged: 6.5 pts below

Targeted Students: Homeless: 10.2 pts below

Students with Disabilities: 92.7 pts below African American: 19.6 pts below Hispanic: 7.8 pts below *State testing suspended for Spring 2020 | Spring 2021 Local Assessment option utilized (i-Ready Reading) Gr. 3: 60% Gr. 4: 37% Gr. 5: 42% Gr. 6: 40% Gr. 7: 30% Gr. 8: 37% Gr. 11: 21% | Spring 2022 All Students: 17.9 pts below (21.4 pts difference)

Unduplicated Students: English Learners: 53.6 pts below (26.2 pts difference) Foster Youth: 62.8 pts below (22.2 pts difference) Socioeconomically Disadvantaged: 28.6 pts below (22.1 pts differnce)

Targeted Students: Homeless: 25.7 pts below (15.5 pts difference) Students with Disabilities: 117.3 pts below (24.6 pts difference) African American: 47 pts below (27.4 pts difference) Hispanic: 31.4 pts below (23.6 pts difference) | Spring 2023 All Students: 16.1 pts below

Unduplicated Students: English Learners: 46.5 pts below Foster Youth: 76.6 pts below Socioeconomically Disadvantaged: 28.5 pts below

Targeted Students: Homeless: 33.5 pts below Students with Disabilities: 102.0 pts below African American: 43.8 pts below Hispanic: 30.0 pts below | All Students: 9.5 pts above

Unduplicated Students: English Learners: 21.4 pts below Foster Youth: 34.6 pts below Socioeconomically Disadvantaged: 0.5 pts below

Targeted Students: Homeless: 4.2 pts below Students with Disabilities: 86.7 pts below African American: 13.6 pts below Hispanic: 1.8 pts below |
| CAASPP: ELA/Literacy California Alternative Assessment (Gr. 3-8 and 11) Percentage of Students by Achievement Level (CAASPP Report) | Spring 2019 Level 3 - Understanding: 5% Level 1 - Limited Understanding: 58% *State testing suspended for Spring 2020 | Spring 2021 No assessments administered due to distance learning | Spring 2022 Level 3 - Understanding: 0% (-5%) Level 1 - Limited Understanding: 71% (+13%) | Spring 2023 Level 3 - Understanding: 15% Level 1 - Limited Understanding: 54% | Level 3 - Understanding: 8% Level 1 - Limited Understanding: 49% |
| Dynamic Indicators of | 2019-2020 | Spring 2021 | 2021-2022 | 2022-2023 | Kindergarten: 86.5% |

Beginning Early Literacy Skills (Elementary) Composite Score "At or Above Benchmark" (District Data)	Kindergarten: 77.5% Gr 1: 68.2% Gr 2: 70.4% Gr. 3: 71.0%	No assessments administered due to distance learning Fall 2021 Kindergarten: 27.9% (-49.6%) Gr 1: 39.4% (-28.2%) Gr 2: 48.3% (-22.1%) Gr 3: 51.6% (-19.4%)	Kindergarten: 47% (-30.5%) Gr 1: 55% (-13.2%) Gr 2: 58% (-12.4%) Gr. 3: 56% (-15.0%)	Kindergarten: 52% Gr 1: 63% Gr 2: 57% Gr. 3: 63%	Gr 1: 77.2% Gr 2: 79.4% Gr. 3: 80.0%
Reading Skills: i-Ready Reading Overall Score (K-11th grade) at or above grade level (District Data)	2020-2021 Kindergarten: 83% Gr 1: 54% Gr 2: 48% Gr. 3: 54% Gr. 4: 42% Gr. 5: 40% Gr. 6: 33% Gr. 7: 39% Gr. 8: 31% Gr. 9: 37% Gr. 10: 30% Gr. 11: 36%	2021-2022 Kindergarten: 64% (-19%) Gr 1: 33% (-18%) Gr 2: 46% (-2%) Gr. 3: 60% (+4%) Gr. 4: 37% (-5%) Gr. 5: 42% (+2%) Gr. 6: 40% (+7%) Gr. 7: 30% (-9%) Gr. 8: 37% (+6%) Gr. 9: 30% (-7%) Gr. 10: 32% (+2%) Gr. 11: 21% (-15%)	2022-2023 Kindergarten: 67% (-16%) Gr 1: 40% (-14%) Gr 2: 47% (-1%) Gr. 3: 60% (+6%) Gr. 4: 44% (+2%) Gr. 5: 42% (+2%) Gr. 6: 38% (+5%) Gr. 7: 40% (+1%) Gr. 8: 35% (+4%) Gr. 9: N/A Gr. 10: N/A Gr. 11: N/A	2023-2024 Kindergarten: 66% Gr 1: 45% Gr 2: 47% Gr. 3: 57% Gr. 4: 42% Gr. 5: 43% Gr. 6: 35% Gr. 7: 36% Gr. 8: 40% Gr. 9: N/A Gr. 10: N/A Gr. 11: N/A	Kindergarten: 92% Gr 1: 63% Gr 2: 57% Gr. 3: 63% Gr. 4: 51% Gr. 5: 49% Gr. 6: 42% Gr. 7: 48% Gr. 8: 40% Gr. 9: 48% Gr. 10: 39% Gr. 11: 45%
CAASPP: Math SBAC (Gr. 3-8, and 11) Average Distance from Level 3 for All Students (CA School Dashboard)	Spring 2019 All Students: 30 pts below Unduplicated Students: English Learners: 44 pts below Foster Youth: 74 pts below Socioeconomically Disadvantaged: 40.8 pts below Targeted Students: Homeless: 43.3 pts below Students with Disabilities: 126.6 pts below African American: 54.7 pts below Hispanic: 46.4 pts below *State testing suspended for Spring 2020	Spring 2021 Local Assessment option utilized (i-Ready Math) Gr. 3: 41% Gr. 4: 35% Gr. 5: 39% Gr. 6: 33% Gr. 7: 21% Gr. 8: 26%	Spring 2022 All Students: 61.1 pts below (31.1 pts difference) Unduplicated Students: English Learners: 77.9 pts below (33.9 pts difference) Foster Youth: 109 pts below (35 pts difference) Socioeconomically Disadvantaged: 73.4 pts below (32.6 pts difference) Targeted Students: Homeless: 72.5 pts below (29.2 pts difference) Students with Disabilities: 153.5 pts below (26.9 pts difference) African American: 99.9 pts	Spring 2023 All Students: 50.2 pts below Unduplicated Students: English Learners: 66.0 pts below Foster Youth: 103.6 pts below Socioeconomically Disadvantaged: 63.3 pts below Targeted Students: Homeless: 69.0 pts below Students with Disabilities: 133.0 pts below African American: 85.7 pts below Hispanic: 68.5 pts below	All Students: 24 pts below Unduplicated Students: English Learners: 38 pts below Foster Youth: 68 pts below Socioeconomically Disadvantaged: 34.8 pts below Targeted Students: Homeless: 37.3 pts below Students with Disabilities: 120.6 pts below African American: 48.7 pts below Hispanic: 40.4 pts below

			below (45.2 pts difference) Hispanic: 78.5 pts below (32.1 pts difference)		
CAASPP: Math California Alternative Assessment (Gr. 3-8 and 11) Percentage of Students by Achievement Level (CAASPP Report)	Spring 2019 Level 3 - Understanding: 9% Level 1 - Limited Understanding: 72% *State testing suspended for Spring 2020	Spring 2021 No assessments administered due to distance learning	Spring 2022 Level 3 - Understanding: 0% (-9%) Level 1 - Limited Understanding: 76% (+4%)	Spring 2023 Level 3 - Understanding: 8% Level 1 - Limited Understanding: 65%	Level 3 - Understanding: 12% Level 1 - Limited Understanding: 63%
Math Skills: i-Ready Math Overall Score (K-11th grade) at or above grade level (District Data)	2020-2021 Kindergarten: 71% Gr. 1: 46% Gr. 2: 33% Gr. 3: 36% Gr. 4: 37% Gr. 5: 38% Gr. 6: 34% Gr. 7: 31% Gr. 8: 28%	2021-2022 Kindergarten: 59% (-12%) Gr. 1: 32% (-14%) Gr. 2: 37% (+4%) Gr. 3: 41% (+5%) Gr. 4: 35% (-2%) Gr. 5: 39% (+1%) Gr. 6: 33% (-1%) Gr. 7: 21% (-10%) Gr. 8: 26% (-2%)	2022-2023 Kindergarten: 56% (-15%) Gr. 1: 30% (-16%) Gr. 2: 34% (+1%) Gr. 3: 42% (+6%) Gr. 4: 44% (+7%) Gr. 5: 43% (+5%) Gr. 6: 37% (+3%) Gr. 7: 29% (-2%) Gr. 8: 21% (-7%)	2023-2024 Kindergarten: 54% Gr. 1: 32% Gr. 2: 31% Gr. 3: 43% Gr. 4: 45% Gr. 5: 42% Gr. 6: 36% Gr. 7: 28% Gr. 8: 28%	Kindergarten: 80% Gr. 1: 55% Gr. 2: 42% Gr. 3: 45% Gr. 4: 46% Gr. 5: 47% Gr. 6: 43% Gr. 7: 40% Gr. 8: 37%
CAASPP: Science (Gr. 5, 8, and High School) Percentage of Students Met or Exceeded Standard (CAASPP Test Results)	Spring 2019 All Students: 29.80% Gr. 5: 34.36% Gr. 8: 29.21% High School: 26.77% *State testing suspended for Spring 2020	Spring 2021 No assessments administered due to distance learning and no local option available	Spring 2022 All Students: 27.85% (-2.3%) Gr. 5: 33.27% (-1.09%) Gr. 8: 24.26% (-4.95%) High School: 27.38% (+0.61%)	Spring 2023 All Students: 26.55% Gr. 5: 33.20% Gr. 8: 17.11% High School: 29.08%	All Students: 38.80% Gr. 5: 43.36% Gr. 8: 38.21% High School: 35.77%
Percentage of High School Graduates Prepared on the College/Career Indicator (CA Dashboard)	2018-2019 All Students: 45.9% CA Schools Dashboard Suspended for 2019-2020	CA School Dashboard Suspended for 2020-2021	*College or Career Indicator not published for 2021-2022	2022-2023 All Students: 44.8%	All Students: 48.9%
College and Career Ready: Percentage of Graduates with UC/CSU Required Courses (DataQuest)	2019-2020 Percent of Students A-G Eligible: 51.9%	2020-2021 Percent of Students A-G Eligible: 54.7% (+2.8%)	2021-2022 Percent of Students A-G Eligible: 54.5% (+2.6%)	2022-2023 Percent of Students A-G Eligible: 47.1%	Percent of Students A-G Eligible: 57.7%
Percent of students passing CTE courses with a grade of C or better	2019-2020 97.8%	2020-2021 88.0% (-9.8%)	2021-2022 90.4% (-7.4%)	2022-2023 91.5%	98.7%

Percent of seniors who successfully completed A-G and CTE Courses	2019-2020: 27.1%	2020-2021: 32.4% (+5.3%)	2021-2022 26.3% (-0.8%)	2022-2023 35.2%	28.0%
English Language Proficiency as Measured by ELPAC (DataQuest: English Learner Progress and Proficiency Report)	Spring 2019 Level 4 - Well Developed: 9% Level 1 -Beginning Stage: 20% *ELPAC testing suspended for Spring 2020	Spring 2021 Level 4 - Well Developed: 21% (+12%) Level 1 -Beginning Stage: 17% (-3%)	Spring 2022 Level 4 - Well Developed: 19% (+10%) Level 1 -Beginning Stage: 14% (-6%)	Spring 2023 Level 4 - Well Developed: 18% Level 1 -Beginning Stage: 16%	Level 4 - Well Developed: 18% Level 1 -Beginning Stage: 11%
English Learner Reclassification Rate (DataQuest)	2020-2021 14.9%	2021-2022 11.5% (-3.4%)	2022-2023 23.3% (+8.4%)	16.1%	20.9%
English Learner Progress: Increase percent of students making progress towards English language proficiency (CA Dashboard)	2018-2019 46.6% *ELPAC testing suspended for Spring 2020	CA School Dashboard Suspended for 2020-2021	2021-2022 50.4% (+3.8%)	2022-2023 51.7%	52.8%
Students who Pass AP Exams with a score of 3 or higher	2019-2020 AP Exam: 55%	2020-2021 AP Exam: 41% (-14%)	2021-2022 AP Exam: 55% (No change from baseline)	2022-2023 AP Exam: 49%	AP Exam: 61%
Students who Pass an IB Exam	2019-2020 All Students: 67%	2020-2021 All Students: 82% (+15%)	2021-2022 All Students: 69% (+2%)	2022-2023 All Students: 57%	All Students: 73%
Pupils prepared for college by the ELA EAP (Gr. 11 SBAC Standard Met or Exceeded)	Spring 2019 All Students: 59.28% *State testing suspended for Spring 2020	Spring 2021 Local Assessment option utilized	Spring 2022 All Students: 48.53% (-10.75%)	Spring 2023 All Students: 46.02%	All Students: 62.28%
Pupils prepared for college by the Math EAP (Gr. 11 SBAC Standard Met or Exceeded)	Spring 2019 All Students: 30.32% *State testing suspended for Spring 2020	Spring 2021 Local Assessment option utilized	Spring 2022 All Students: 21.90% (-8.42%)	Spring 2023 All Students: 28.08%	All Students: 33.32%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of goal two, along with accompanying actions, was a success. All in all, WCUSD implemented actions to prepare students to achieve success in college, career, and life in a globally competitive economy.
The following actions were completely implemented:
Action 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, and 41. Action 3 was partially implemented due to a change in staffing assignments.
Goal 2 aimed to prepare students for success in college, career, and life in a globally competitive economy. Below is a detailed description of the implementation of each action and the successes achieved:
1. Personalized Learning in Transitional Kindergarten:
Implementation: Reduced student-to-teacher ratios to provide personalized learning and foundational skill development through one-on-one and small group instruction.
Successes: Improved student engagement and foundational skill mastery in early education.
2. Enhancement of Career and Technical Education (CTE) Programming:
Implementation: Enhanced CTE programs at the high school level for low-income students.
Successes: Increased student enrollment in CTE programs, leading to better preparedness for technical careers.
3. District-Wide Supplemental Academic Support and Intervention:
Implementation: Provided additional academic support through Teachers on Special Assignments (TOSAs) in Math, ELA, and Literacy, supporting Professional Learning Communities.This action was partially implemented due to a change in staffing assignments.
Successes: Enhanced student achievement through targeted interventions and collaborative teacher support.
4. Elementary School Academic and Instructional Support:
Implementation: Deployed eight TOSAs to provide interventions, serve as Foster Youth Liaisons, assist with EL reclassification, and support parents.
Successes: Improved academic outcomes for foster youth and EL students, with better tracking and support mechanisms in place.
5. Reading Intervention for Low-Income Students:
Implementation: Part-time teachers provided research-based reading interventions for students below grade level.
Successes: Significant improvements in reading proficiency among targeted students.
6. Multi-Tiered Systems of Supports (MTSS):
Implementation: Implemented MTSS with professional development for teachers to meet the specific needs of low-income and EL students.
Successes: Increased student achievement through tailored interventions and supports.
7. Data for Continuous Improvement:
Implementation: Disaggregated data for academic achievement and college/career readiness analysis, supported by a Coordinator of Data and Assessment and consultants.
Successes: Better-informed decision-making and targeted interventions based on detailed data analysis.
8. Monitoring Progress for Foster Youth and EL Students:
Implementation: Utilized data and assessment platforms like Edulastic to monitor progress and provide interventions as needed.
Successes: Improved academic outcomes and timely interventions for foster youth and EL students.
9. Professional Development Across Content Areas:
Implementation: Provided ongoing professional development and coaching on effective instructional practices.
Successes: Enhanced teacher effectiveness and student engagement across various content areas.
10. Expanded Interim Assessments:
Implementation: Administered expanded interim assessments to target specific needs of foster youth and EL students for CAASPP preparation.
Successes: Better preparation and performance on state assessments.
11. Summer Literacy Camp:

Implementation: Provided a 15-day summer literacy camp for students reading below grade level.
Successes: Significant reading improvements during the summer break, preventing learning loss.
12. Academic Assessment and Intervention Resources:
Implementation: Provided resources and professional development for personalized assessment and intervention in ELA.
Successes: Enhanced reading skills and progress monitoring for low-income students.
13. Bilingual Instructional Assistants:
Implementation: Provided bilingual instructional assistants and training to support EL students.
Successes: Improved language acquisition and support for EL students in their primary language.
14. Highly Qualified Paraprofessionals:
Implementation: Employed paraprofessionals to provide personalized instruction to low-income students.
Successes: Increased academic support and differentiation for students in need.
15. Supplemental ELD Materials and Services for Newcomers:
Implementation: Purchased ELD materials for newcomers.
Successes: Improved English proficiency and integration for newcomer EL students.
16. Title I Allocations for ELA and Math:
Implementation: Allocated Title I funds to supplement ELA and Math programs in elementary and middle schools.
Successes: Increased achievement in ELA and Math through targeted interventions.
17. Expanded MTSS for ELs, Foster Youth, and Low-Income Students:
Implementation: Enhanced MTSS with additional materials and professional development.
Successes: Improved academic performance and socioemotional support.
18. ELA & Math Intervention Resources:
Implementation: Used software like i-Ready for ELA and Math interventions.
Successes: Enhanced performance in low-performing students through tailored digital interventions.
19. English Learner Coordinator:
Implementation: Designated EL Coordinators at each site to support EL strategies and reclassification.
Successes: Better EL support and increased reclassification rates.
20. Designated ELD Curriculum:
Implementation: Implemented standards-based ELD curriculum at middle and high schools.
Successes: Improved language development and content mastery for EL students.
21. Dual Immersion Instructional Program:
Implementation: Strengthened dual immersion programs with teacher collaboration for unit development.
Successes: Enhanced language skills and academic achievement in dual immersion settings.
22. Supplemental Science Materials:
Implementation: Provided supplemental science materials aligned with NGSS.
Successes: Increased science achievement and engagement for low-income and EL students.
23. Professional Development for EL Support:
Implementation: Ensured teachers participated in professional development for EL strategies.
Successes: Improved instructional practices and EL student outcomes.
24. Supplemental Software for Language Acquisition:
Implementation: Used software like Ellevation to support EL students.
Successes: Enhanced language proficiency tracking and support.
25. Dual Language Immersion Teachers:
Implementation: Employed teachers trained in effective dual language instructional practices.
Successes: Better language development and academic performance in dual immersion classrooms.
26. Professional Development for Dual Language Staff:

Implementation: Provided professional development for dual language teachers.
Successes: Increased teacher effectiveness and student language acquisition.
27. Instructional Resources for Dual Language Development:
Implementation: Provided software, materials, and books for dual language programs.
Successes: Improved dual language development and academic achievement.
28. Dual Language Immersion Summer Academy:
Implementation: Offered a 15-day summer academy for dual language students.
Successes: Enhanced language skills and reduced summer learning loss.
29. Expanded IB Technology Tools and Resources:
Implementation: Provided technology tools and resources for IB programs.
Successes: Increased IB student achievement and engagement.
30. District Technology Committee:
Implementation: Maintained a teacher technology committee for best practices and professional development.
Successes: Improved technology integration and curriculum alignment.
31. Increased Technology Support:
Implementation: Provided site technology coaches for low-income students.
Successes: Enhanced technology use and academic performance.
32. Technology Professional Development and Tools:
Implementation: Offered professional development and tools for educational technology.
Successes: Improved digital literacy and instructional practices.
33. Enhanced Services for College and Career Readiness:
Implementation: Employed a Coordinator of College and Career Pathways to provide staff development.
Successes: Better student preparedness for college and career pathways.
34. Summer Math and ELA Skills Courses:
Implementation: Offered additional summer courses for high school students to meet A-G requirements.
Successes: Increased graduation rates and college readiness.
35. Supports to Understand and Meet A-G Requirements:
Implementation: Provided counseling, programs, and informational nights for A-G requirements.
Successes: Increased student enrollment in A-G courses and college applications.
36. Advancement Via Individual Determination (AVID) Program:
Implementation: Implemented AVID to enhance achievement and college readiness.
Successes: Improved academic performance and college enrollment for low-income students.
37. Career Pathways:
Implementation: Expanded and supported CTE/ROP Pathways.
Successes: Better career readiness and technical skills development.
38. PSAT-Taking Opportunity:
Implementation: Provided PSAT opportunities for grades 8-11 during school.
Successes: Increased college readiness and scholarship opportunities.
39. College Advisement Partnership:
Implementation: Partnered with USC to provide college advisors.
Successes: Enhanced college-going culture and support.
40. AP and IB Assessment Opportunities:
Implementation: Provided AP and IB assessment opportunities.
Successes: Improved college and career readiness through rigorous coursework.
41. Academic Counseling:

Implementation: Provided additional counselors for unduplicated students.
Successes: Better academic guidance and support for targeted student groups.
Through these actions, WCUSD ensured students were well-prepared for future academic and career challenges, leading to significant improvements in various student outcomes.

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

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:
Less than 20% of the budgeted amount for action 3 was expensed due to a change in staffing assignments.
Less than 20% of the budgeted amount for action 5 was expensed due to challenges in finding qualified staff for all positions at the beginning of the year.
Less than 20% of the budgeted amount for action 8 was expensed due to lower costs associated with the needed data and assessment platforms.
Less than 20% of the budgeted amount for action 9 was expensed due to utilizing other federal/state funds to fulfill the action.
Less than 20% of the budgeted amount for action 11 was expensed due to a decrease in summer programming in alignment with our expanded learning opportunity program funding.
Less than 20% of the budgeted amount for action 23 expensed due to the use of other federal/state funds to fulfill the action.
Less than 20% of the budgeted amount for action 40 was expensed due to fewer assessments needed to fulfill the action.
More than 20% of the budgeted amount for action 1 was expensed due to an increase in associated costs.
More than 20% of the budgeted amount for action 21 was expensed due to an increase in associated costs.
More than 20% of the budgeted amount for action 29 was expensed due to an increase of IB technology tools purchased.
More than 20% of the budgeted amount for action 33 was expensed due to a change in staffing.
More than 20% of the budgeted amount for action 37 was expensed due to an increase in career pathway options and associated costs.
More than the budgeted amount for action 39 was expensed due to increased costs associated the college advisement partnership.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions within Goal 2 were largely effective in making progress toward the goal of preparing students for college and career readiness. The district's flexibility in reallocating funds and focusing on urgent needs such as mental health and technology support was key to addressing the challenges posed by the pandemic.
Continued focus on improving access to technology, expanding program offerings, and enhancing instructional materials and support will be essential in maintaining progress.
There was progress made toward goal two as a result of the implementation of our actions. Overall reading scores as measured by i-Ready improved and overall mathematics scores as measured by i-Ready improved. We will continue to focus on our actions to reach our desired outcomes in reading and mathematics.
Action 1 was effective in making progress toward student outcomes as evidenced by reduced student to teacher ratios in transitional kindergarten and overall personalized learning which resulted in a decrease of 0.7% in our chronic absenteeism rate and an increase in our attendance rate of 0.8% from 2022 to 2023. Our educational partners continue to request smaller class sizes in primary grades .
Actions 2, 34, 35, and 37 were effective in supporting students, specifically low income and foster youth groups, with improved outcomes. The percentage of graduates with UC/CSU required courses improved. The percent of seniors who successfully completed A-G courses and CTE courses improved.
Actions 3, 5, 6, 7, 9, 11, 12, 14, 16, 17, 18, 22, 29, and 31 were effective in supporting low income students with making progress toward academic achievement as measured by CAASPP ELA scores (+6 points from baseline) and CAASPP Math scores (+15 from baseline).
Actions 4, 8, and 10 were effective in supporting English learners' with making progress toward English proficiency as measured by a English learner progress indicator of 51.7% in 2022-23, up from a baseline of 46.46%. Also, these actions were effective in supporting foster youth progress in Math CAASPP scores (+5.4 increase from Spring 2022 to Spring 2023).

Action 6 was effective in supporting English learners' with making progress toward English proficiency as measured by a English learner progress indicator of 51.7% in 2022-23, up from a baseline of 46.46%. Also, it was effective in supporting low income student progress as measured by progress in Math CAASPP scores (+10.1 increase from Spring 2022 to Spring 2023).

Action 17 was effective in supporting English learners' with making progress toward English proficiency as measured by a English learner progress indicator of 51.7% in 2022-23, up from a baseline of 46.46%. Also, it was effective in supporting low income student progress as measured by progress in Math CAASPP scores (+10.1 increase from Spring 2022 to Spring 2023) and foster youth progress in Math CAASPP scores (+5.4 increase from Spring 2022 to Spring 2023).

Actions 13, 15, 19, 20, 21, 23, 24, 25, 26, 27, and 28 were effective in supporting English learners' with making progress toward English proficiency as measured by a English learner progress indicator of 51.7% in 2022-23, up from a baseline of 46.46%. English learners who scored at the 4/well-developed level increased.

Action 22 was effective in supporting progress in Science CAASPP scores for High School students (+1.7 increase from Spring 2022 to Spring 2023).

Actions 29, 30, 31, and 32 were effective in providing All Students as well as low income students with increased technology tools, resources, and support as measured by our comprehensive technology implementation plan, in which every K-12 student employs 1:1 technology in support of all content areas and for improved student achievement. The increased technology was effective in supporting the All Student group with progress as measured by Math CAASPP scores (+10.9 increase from Spring 2022 to Spring 2023). Low income students also showed progress as measured by progress in Math CAASPP scores (+10.1 increase from Spring 2022 to Spring 2023).

Actions 33, 36, 38, 40 were effective in supporting low income students with increased college preparatory opportunities as measured by the College/Career Indicator (+3 from baseline).

Action 39 was effective in supporting all students by increasing the percentage of graduates with UC/CSU required courses. Also, the percentage of seniors who successfully completed A-G courses and CTE courses improved.

Action 41 was effective in supporting our unduplicated pupils with making progress toward academic achievement as measured by CAASPP Math scores from Spring 2022 to Spring 2023 (+11.9 for ELs, +5.4 for foster youth, and +10.1 for low income).

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

There were a few changes made to the planned actions for the coming year that resulted from reflections on prior practice. They are as follows:
Action 6 was eliminated and, instead, combined with another similar action, Action 13.
Action 10 was eliminated because there will be no costs associated with fulfilling the action in the coming year.
Actions 13 and 14, similar actions with similar outcomes, have been combined into one action.
Actions 21 and 26, similar actions with similar outcomes, have been combined into one action.
Action 18 will include supplemental history-social science materials in the coming year.

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.

Goal

Goal #	Description

3	Engagement: Foster a positive school climate that engages parents and students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent Input in Decision-Making	2020-2021 School Site Council or Parent Advisory Committee at Each School Site: 100% LCAP Parent Advisory Committee Representation from Each School Site: 100% English Learner Parent Advisory Committee Representation from Each School Site: 100%	2021-2022 School Site Council or Parent Advisory Committee at Each School Site: 100% LCAP Parent Advisory Committee Representation from Each School Site: 100% English Learner Parent Advisory Committee Representation from Each School Site: 100%	2022-2023 School Site Council or Parent Advisory Committee at Each School Site: 100% LCAP/LEAP Parent Advisory Committee Representation from Each School Site: 100% English Learner Parent Advisory Committee Representation from Each School Site: 100%	2023-2024 School Site Council or Parent Advisory Committee at Each School Site: 100% LCAP/LEAP Parent Advisory Committee Representation from Each School Site: 100% English Learner Parent Advisory Committee Representation from Each School Site: 100%	School Site Council or Parent Advisory Committee at Each School Site: 100% LCAP Parent Advisory Committee Representation from Each School Site: 100% English Learner Parent Advisory Committee Representation from Each School Site: 100%
Parental participation in programs for UDPs: Parent workshops for unduplicated pupils to support access in instructional programs	2020-2021 100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.	2021-2022 100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.	2022-2023 100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation. Parent participation varied across the school sites.	2023-2024 100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.	100% of school sites provided at least five workshops that target unduplicated pupils and encourage parent participation.
Attendance Rate	2019-2020 All Students: 96.54% *Regular attendance modified during 2019-2020 and 2020-2021 academic years due to COVID-19 pandemic	2021-2022 All Students: 93.90% (-2.64%)	2022-2023 All Students: 94.03% (-2.51%)	2022-2023 All Students: 94.83%	All Students: 97.14%
Chronic Absenteeism Rate (CALPADS)	2019-2020 All Students: 8.2% *Regular attendance	2020-2021 All Students: 0% *Distance learning year	2021-2022 All Students: 20.6% (+12.4%)	2022-2023 All Students: 19.9%	All Students: 7.9%

	modified during 2019-2020 academic year due to COVID-19 pandemic	due to pandemic			
Middle School Dropout Rate (CALPADS)	2019-2020 All Students: 0%	2020-2021 All Students: 0%	2021-2022 All Students: 0%	2022-2023 All Students: 0%	All Students: 0%
High School Dropout Rate (DataQuest)	2019-2020 All Students: 3.8% English Learners: 5.8% Foster Youth: 38.1% Socioeconomically Disadvantaged: 4.2% Students with Disabilities: 11.5% African American: 8.7% Hispanic: 4.5%	2020-2021 All Students: 2.0% (-1.8%) English Learners: 12.5% (+6.7%) Foster Youth: 26.3% (-11.8%) Socioeconomically Disadvantaged: 2.3% (-1.9%) Students with Disabilities: 3.9% (-7.6%) African American: 5.9% (-2.8%) Hispanic: 2.1% (-2.4%)	2021-2022 All Students: 1.1% (-2.7%) English Learners: 5.5% (-0.3%) Foster Youth: N/A Socioeconomically Disadvantaged: 1.3% (-2.9%) Students with Disabilities: 2.3% (-9.2%) African American: 0.0% (-8.7%) Hispanic: 1.4% (-3.1%)	2022-2023 All Students: 2.1% English Learners: 7.0% Foster Youth: N/A Socioeconomically Disadvantaged: 2.4% Students with Disabilities: 8.5% African American: 0.0% Hispanic: 2.0%	All Students: 3.5% English Learners: 5.0% Foster Youth: 36.6% Socioeconomically Disadvantaged: 4.1% Students with Disabilities: 10.9% African American: 8.4% Hispanic: 4.2%
High School Graduation Rate (DataQuest)	2019-2020 All Students: 93% Students with Disabilities: 79%	2020-2021 All Students: 93% (No change) Students with Disabilities: 73% (-6%)	2021-2022 All Students: 97% (+4%) Students with Disabilities: 92% (+13%)	2022-2023 All Students: 97% Students with Disabilities: 85%	All Students: 97.5% Students with Disabilities: 85%
Suspension Rate (Status Level on CA School Dashboard)	2018-2019 All Students: 1.7% Students with Disabilities: 5.0% African American: 5.3% Hispanic: 1.8% Two/+ Race: 4.8% *Data from 2019-2020 suspended due to COVID-19 pandemic	2020-2021 All Students: 0% (-1.7%) Students with Disabilities: 0.2% (-4.8%) African American: 0% (-5.3%) Hispanic: 0% (-1.8%) Two/+ Race: 0% (-4.8%) *Distance Learning Year	2021-2022 All Students: 0.3% (-1.4%) Students with Disabilities: 0.9% (-4.1%) African American: 1.5% (-3.8%) Hispanic: 0.3% (-1.5%) Two/+ Race: 0% (-4.8%)	2022-2023 All Students: 1.1% Students with Disabilities: 2.5% African American: 3.2% Hispanic: 1.3% Two/+ Race: 2.1%	All Students: 0.8% Students with Disabilities: 4.1% African American: 4.4% Hispanic: 0.9% Two/+ Race: 3.9%
Expulsion Rate (DataQuest)	2019-2020 All Students: 0.00%	2020-2021 All Students: 0.00%	2021-2022 All Students: 0.00%	2022-2023 All Students: 0.00%	All Students: 0.00%
Safety and School Connectedness Positive Rating (Local Climate Survey)	2020-2021 Safety: Students: At least 80% Parents: At least 80%	2021-2022 Safety: Students: At least 80% (80%)	2022-2023 Safety: Students: Less than 80% (76%)	2023-2024 Safety: Students: Less than 80% (78%)	Safety: Students: At least 80% Parents: At least 80% Teachers: At least 80%

Teachers: At least 80% Connectedness: Students: At least 80% Parents: At least 80% Teachers: At least 80%	Parents: At least 80% (91%) Teachers: At least 80% (92%) Connectedness: Students: At least 80% (89%) Parents: At least 80% (92%) Teachers: At least 80% (93%)	Parents: At least 80% (91%) Teachers: At least 80% (92%) Connectedness: Students: At least 80% (91%) Parents: At least 80% (94%) Teachers: At least 80% (94%)	Parents: At least 80% (91%) Teachers: At least 80% (92%) Connectedness: Students: At least 80% (88%) Parents: At least 80% (95%) Teachers: At least 80% (93%)	Connectedness: Students: At least 80% Parents: At least 80% Teachers: At least 80%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The overall implementation of goal three, along with accompanying actions, was a great success. By incorporating different forms of engagement for students and parents, expanding communication tools, and offering mental health and social-emotional support services for students, WCUSD fostered a positive and engaging district-wide climate.
The following actions were completely implemented:
Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21
Goal 3 aimed to foster a positive school climate that engaged both parents and students. Below is a detailed description of the implementation of each action and the successes achieved:
1. Transportation:
Implementation: Provided transportation for low-income students to ensure attendance and participation in school activities, including transportation for foster youth to their school of origin.
Successes: Increased attendance and participation rates among low-income and foster youth students.
2. Enhanced Student Services for Social Emotional Needs:
Implementation: The Director of Student Services coordinated with the Family Resource Center, provided professional development, and offered interventions for chronic absenteeism.
Successes: Improved student attendance and reduced absenteeism, with better social-emotional support for students.
3. LCAP District Advisory Committee:
Implementation: Ensured representation of parents of unduplicated students by holding accessible meetings with lunch and translation services.
Successes: Increased parent participation and input in decision-making processes.
4. Foster Youth Committee:
Implementation: Maintained a committee to address the needs of foster youth with input from staff, students, foster parents, and community agencies.
Successes: Enhanced support and resources for foster youth, leading to better academic and social outcomes.
5. Family Resource Center:
Implementation: Provided resources and support through a Family Resource Center, including social workers and support staff for foster youth and their

families.
Successes: Increased access to resources and individualized support for foster youth and their families, improving their well-being and academic engagement.
6. Enhanced Communications:
Implementation: Used ParentSquare, website platforms, social media, and public relations to improve home-school connections.
Successes: Strengthened communication between schools and families, leading to better parent engagement.
7. Monitoring and Data Analysis of Student Engagement:
Implementation: The Coordinator of Data and Assessment disaggregated engagement data to improve attendance, suspension, and graduation rates.
Successes: More targeted interventions and strategies based on detailed data analysis, leading to improved student engagement.
8. College and Career Readiness Activities:
Implementation: The Coordinator of College and Career Pathways organized workshops and events for parents to support college and career readiness.
Successes: Increased parent involvement in their children's college and career planning.
9. English Learner Parent Advisory Committee/DELAC:
Implementation: Improved participation by holding mid-morning meetings with breakfast and translation services.
Successes: Enhanced engagement and participation of EL parents in advisory committees.
10. Interpretation and Translation Services:
Implementation: Provided interpretation and translation services for EL students and their families.
Successes: Improved communication and support for EL families.
11. School-Based Programs to Promote Safe Schools and Engagement:
Implementation: Implemented programs to improve school connectedness, anti-bullying, attendance, and alternatives to suspension.
Successes: Reduced dropout rates, improved attendance, and a more positive school climate.
12. Community Organization Partnerships:
Implementation: Engaged in partnerships with community organizations to provide students with expanded opportunities and civic engagement.
Successes: Increased student involvement in community projects and improved school-community relations.
13. Mental Health and Well-being Programs:
Implementation: Established mental health clubs, summits, festivals, and provided Care Solace services.
Successes: Improved mental health awareness and support among students, contributing to better overall well-being.
14. Parent Involvement:
Implementation: Allocated funds to engage parents through workshops and educational sessions on school curriculum and services.
Successes: Increased parent involvement and understanding of their children's education.
15. Safe Technology Use:
Implementation: Supported safe and effective use of technology through digital citizenship instruction and infrastructure improvements.
Successes: Enhanced digital literacy and safe technology practices among students and staff.
16. Parent University Workshops:
Implementation: Provided workshops on various educational topics, including college readiness, anti-bullying, and technology use.
Successes: Empowered parents with knowledge and skills to support their children's academic and socio-emotional development.
17. Safety and Training:
Implementation: Assigned School Resource Officers, provided training on restorative justice and district policies, and ensured a safe school environment.
Successes: Reduced suspensions/expulsions and improved school safety and climate.
18. Clinical Social Worker Services:
Implementation: Provided mental health services and supervised counseling interns to support students' social and emotional needs.
Successes: Enhanced mental health support and reduced behavioral issues impacting school participation.
19. Enrichment Opportunities:
Implementation: Offered school day enrichment programs, before/after school activities, and summer programs to support engagement and academic success.

Successes: Increased student engagement and participation in extracurricular activities.
20. Edmentum Platform for Credit Recovery:
Implementation: Used the Edmentum platform to help foster youth and low-income students recover credits and meet graduation requirements.
Successes: Improved graduation rates and academic achievement through targeted credit recovery programs.
21. Social and Emotional Support for Positive Participation:
Implementation: Provided social/emotional counseling and mental health assessments to help students handle situations impacting their school behavior.
Successes: Better behavioral outcomes and increased positive participation in school activities.
These actions collectively created a supportive and engaging school climate, enhancing the academic and social-emotional well-being of students and fostering stronger connections with parents. The successes highlighted our district's commitment to inclusive and holistic education.

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

Less than 20% of the budgeted amount for action 5 was expensed due to the use of federal and other state funds.
Less than 20% of the budgeted amount for action 13 was expensed due to the use of other state funding.
Less than 20% of the budgeted amount for action 15 was due to lower costs associated with the technology platform utilized.
More than 20% of the budgeted amount for action 1 was expensed due to an increase in associated transportation costs.
More than 20% of the budgeted amount for action 3 was expensed due to an increase in associated costs to facilitate committee meetings.
More than 20% of the budgeted amount for action 8 was expensed due to an increase in associated costs to facilitate parent workshops.
More than 20% of the budgeted amount for action 9 was expensed due to an increase in associated costs facilitate committee meetings.
More than 20% of the budgeted amount for action 10 was expensed due to an increase in interpretation needed in different languages.
More than 20% of the budgeted amount for action 14 was due to an increase in costs associated with conducting parent trainings.
More than 20% of the budgeted amount for action 19 was expensed due to an expansion of after school and before school programming to all elementary and middle schools through expanded learning opportunity program funding.
More than 20% of the budgeted amount for action 20 was expensed due to an increase in educational technology platform licenses needed to fulfill the action.
More than 20% of the budgeted amount for action 21 was expensed due to an increase in counseling interns provided across the district.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district's actions under Goal 3 were largely effective in fostering a positive school climate. Improvements in attendance rates, reductions in chronic absenteeism, and positive survey responses on school safety and connectedness demonstrate the success of the implemented actions. The district continued to successfully adapt its actions to meet the evolving needs of students, particularly in the areas of mental wellness and communication with families. These adjustments were crucial in maintaining progress toward the goal. The specific actions within Goal 3 were effective in making progress toward fostering a positive school climate that engages parents and students.
Action 1 was effective in contributing to increased student engagement for our low income students. Chronic absenteeism for low income students decreased by 2.2% on the Dashboard. IThe action was not as effective for our foster youth as measured by the chronic absenteeism. Nonetheless, our educational partners, especially parents and guardians, continue to request transportation to and from school to prevent barriers to school attendance and other school-related activities.
Actions 2, 11, 13, 18, 21, were effective in supporting students, specifically low income and foster youth groups, with enhanced mental wellness supports and student engagement. District climate survey student responses show connectedness at 88%.
Actions 3, 4, 5, 6, 9, 10, 14, and 16 were effective in increasing parent involvement and engagement opportunities, particularly for low income, foster youth and English learners, as measured by school year parent meeting representation from each school site, meeting attendance, and district climate survey parent connectedness responses (95%).

Actions 7 and 20 were effective in supporting low income students in the area of engagement as measured by a decrease in the Chronic Absenteeism Indicator on the Dashboard (-2.2) and maintaining a commendable Graduation Rate of 96.4%.

Action 8 was effective in supporting low income students with increased college preparatory opportunities as measured by the College/Career Indicator (+3 from baseline).

Action 12 was effective in making progress toward engagement as measured by our local climate survey; 88% of students surveyed reported feelings of connectedness to their schools/community.

Actions 15 and 17 were effective in making progress toward improved safety as measured by parent responses on our local climate survey; 91% of parents surveyed agreed or strongly agreed that WCUSD schools are safe.

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

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

As goal three has been largely effective, there are no significant changes to the planned goal, metrics, desired outcomes, or actions for the coming year. We will continue to reflect on prior practice with each coming year to determine goal three's effectiveness.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

- o 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, desired 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.

  - o 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Covina Unified	Denise Knutsen Assistant Superintendent of Educational Services	dknutsen@wcusd.org 6269394600

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The West Covina Unified School District (WCUSD) serves the community of West Covina, California in the eastern San Gabriel Valley. Established in 1915, WCUSD currently serves approximately 8,227 students in grades PreK-12 at fifteen excellent schools: two comprehensive high schools, one early college academy, one continuation high school, three middle/intermediate schools, and eight elementary schools. Our early college academy offers high school and college credit in conjunction with Mt. San Antonio College. Our continuation high school, Coronado High School, was recently identified as an Equity Multiplier School. WCUSD also authorizes two charter schools that are required to create their own Local Control and Accountability Plan (LCAP). WCUSD offers a world-class education with programs to meet the needs of all its students. Our diverse student population as reported on the California Dashboard includes approximately 71% socioeconomically disadvantaged, 9.5% homeless, 10.1% English learners (EL), and 0.9% foster youth. The students with disabilities student group comprises 12.8% of our population. The variety of languages spoken by our EL students includes: 59.37% Spanish, 19.92% Mandarin, 9.04% Cantonese, 4.85% Vietnamese, and the remaining 6.82% speak a total of 9 different languages. Our student population is made up of many ethnicities. Demographics include approximately 75.9% Hispanic or Latino, 12.8% Asian, 2.8% White, 3.8% Filipino, 2.3% African-American, 1.5% two or more races, and less than 1% Pacific Islander or American Indian.

The mission of the West Covina Unified School District, in partnership with parents and the community, is to provide all students access to a high-quality, well-rounded curriculum rich in meaning and rigor that inspires: post-secondary and career participation, critical thinking and problem solving, informational literacy, and positive contributions to society. The West Covina Unified School District is dedicated to uncompromising excellence in education and citizenship. We are proud to offer outstanding educational opportunities to ensure our curriculum remains rigorous, relevant and promotes 21st century learning. Listed below are some of our key district programs and recognitions:
*Advanced Placement (AP) Capstone Program
*TK-12th Grade International Baccalaureate (IB) Continuum:
*IB Diploma Programme
*IB Middle Years Programme
*IB Primary Years Programme
*Dual High School/College Enrollment
*Career Technical Education (CTE) Pathways
*Dual Language Immersion Programs in Mandarin and Spanish
*Full day Transitional Kindergarten (TK) and Kindergarten
*Comprehensive Technology Integration
*Elementary and Secondary Visual and Performing Arts Programs
*Performing Arts Academy

*Speech and Debate
*ESports
*Community Schools
*Mental Wellness Programs
*California Distinguished Schools
*National Schools To Watch
*Rich Variety of Sports and Clubs
*World-Class Facilities

Reflections: Annual Performance

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

Based on California Dashboard data, here are areas of strength and areas needing improvement:
Areas of Strength:
Graduation Rate - Performance: Blue; Details: 96.7% graduation rate, maintaining a high standard with a slight decline of 0.8%.
College/Career Preparedness - Performance: Medium; Details: 44.8% of students are prepared for college/career, with a diverse distribution across performance levels (1 Very Low, 2 Low, 3 Medium, 1 High, 1 Very High).
Basic Resources and Facilities - Performance: Standard Met; Details: The district has met the standard for teachers, instructional materials, and facilities, indicating a strong foundational support for education.
Implementation of Academic Standards - Performance: Standard Met; Details: The district has successfully implemented academic standards, providing a consistent educational framework.
Parent and Family Engagement - Performance: Standard Met; Details: Effective engagement with parents and families is in place, which is crucial for student success.
Local Climate Survey - Performance: Standard Met; Details: Positive feedback from the local climate survey suggests a supportive and effective school environment.
Access to a Broad Course of Study - Performance: Standard Met; Details: Students have access to a wide range of courses, ensuring a comprehensive education.
Areas for Improvement:
Chronic Absenteeism - Performance: Yellow; Details: 19.9% of students are chronically absent, with a decline of 2%. This indicates a need for strategies to improve student attendance.
Suspension Rate - Performance: Yellow; Details: 1.1% of students were suspended at least one day, with an increase of 0.8%. Efforts are needed to address behavioral issues and find alternative disciplinary measures.
English Language Arts (ELA) - Performance: Orange; Details: Students are 16.1 points below standard, with a slight improvement of 1.8 points. This area requires targeted interventions to boost literacy skills.
Mathematics - Performance: Yellow; Details: Students are 50.2 points below standard, though there was an improvement of 10.9 points. Continued focus on math education is necessary to close the gap.
English Learner Progress - Performance: Yellow; Details: 51.7% of English learners are making progress, maintaining a 1.3% improvement. Enhanced support for English learners could further improve these outcomes.
Here is a detailed list of the West Covina Unified School District's schools that received the lowest performance level on one or more state indicators. This list highlights the specific areas and student groups within each school that need attention and improvement. They are listed by school, category, and student group:
California Elementary: ELA-Students with Disabilities
Cameron Elementary: Chronic Absenteeism-English Learner; ELA-Students with Disabilities
Coronado High (Continuation): College and Career-ALL, Hispanic, Socioeconomically Disadvantaged
Edgewood Middle*: Chronic Absenteeism-Students with Disabilities, ELA-English Learner, Students with Disabilities; ELPI-English Learner; Math-English Learner, Students with Disabilities
*Eligible for ATSI due to scoring at the lowest performance for two consecutive years in three indicators (Chronic Absenteeism, English Language Arts, and Mathematics) for two consecutive years.
Hollencrest Middle: Chronic Absenteeism-Homeless
Merlinda Elementary: Chronic Absenteeism-Hispanic, Socioeconomically Disadvantaged; Math-Students with Disabilities
Monte Vista Elementary: Chronic Absenteeism-All, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; and ELPI- EL
Wescove Elementary: Chronic Absenteeism-Asian (Eligible for ATSI due to scoring at the lowest performance for two consecutive years)

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

The West Covina Unified School District is eligible for differentiated assistance due to the performance of its foster youth in CAASPP ELA and math and chronic absenteeism. The district has recognized the need for targeted support for this student group and has implemented several initiatives to address these challenges.

For CAASPP results, the district has established robust support systems. Tutoring services are available through the family resource center, providing personalized academic assistance to foster youth. Relationships with caregivers are also emphasized to ensure a supportive home environment that can contribute positively to students' educational outcomes. Regular meetings are held to analyze data and determine the effectiveness of current practices. These meetings are instrumental in identifying areas for improvement, and the findings are integrated into the LCAP to enhance and fine-tune the support structures in place.

Regarding chronic absenteeism, the district has initiated several proactive measures. These include welcome meetings and regular check-ins, which occur daily, weekly, or monthly, depending on the needs of the students. The resource center plays a pivotal role in monitoring and supporting foster youth, ensuring they remain engaged in their education. Elementary schools have Teachers on Special Assignment (TOSAs) who assess the needs of students and provide necessary support. Additionally, counselors and MSW interns at middle schools and high schools contribute to this effort, and updated lists of at-risk students are provided to school sites monthly to facilitate timely interventions.

The district acknowledges that many supports and resources are already in place. However, there is a continuous effort to refine these practices and closely monitor progress. The goal is to ensure that the foster youth receive the comprehensive support they need to succeed academically and maintain consistent school attendance. Through these ongoing efforts, the West Covina Unified School District aims to improve the educational outcomes and overall well-being of its foster youth, thereby justifying its eligibility for differentiated assistance.

Specific actions to target improvement for the performance o foster youth in CAASPP ELA and math and chronic absenteeism are as follows: Goal 3, Actions 2, 3, 4, and 5.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
Parents	1. WCUSD principals, district administrators and support staff met regularly to ensure all requirements of the LCAP process were fulfilled. Administrators analyzed the 2023-24 24 LCAP and available fiscal and outcome data needed to assess progress and needs. Administrators made presentations and met with parent and student leaders, facilitated group discussions, and collected educational partners' responses directly. The administrative team reviewed input and used it to modify goals, objectives and implementation activities, as applicable. Educational partner input is reflected in the updated 2024-2025 LCAP. 2. At the site level, there was a functioning School Site Council or Parent-Student Advisory Committee at 100% of schools in the district. School Site Councils at the elementary, middle and intermediate levels consisted of a majority of parents of students at the school, including unduplicated pupils, as voted in by the community; the principal; at least three certificated teachers; and at least one additional staff member. At the high school level, Parent-Student Advisory Committees consisted of parents of students at the school, including unduplicated pupils; students, including unduplicated pupils; the principal; teachers; and additional staff members. Meetings were held on a quarterly basis or more from August 2023 - May 2024 as measured by meeting agendas and minutes. Principals were provided with background information on the LCFF/LCAP, Expanded Learning Opportunities Program, and Learning Recovery Grant funds to be shared at meetings to increase authentic engagement and understanding for educational partners, especially parents and students. School Site Councils/Parent-Student Advisory Committee members reflected on school site progress achievement data, the needs of the particular school site, and provided input on school and district-level decision making and programs, including School Site Plans for Student Achievement and the LCAP. 3. The LCAP District Advisory Committee was comprised of a majority of parents. Parent representation reflected a wide variety of students, including parents of low-income, English learner, reclassified fluent English proficient, foster youth, and students with disabilities. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met three times during the 2023-2024 school year. Meetings included informational presentations about LCFF & LCAP, district programs across schools and grade levels, curriculum, interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered. The Superintendent presented the LCAP draft to the LCAP District Advisory Committee and responded in writing to comments. The LCAP draft was presented to the LCAP District Advisory Committee on May 30, 2024. 4. All WCUSD parents were asked to complete a District Climate Survey in April of 2024, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness.
Local Bargaining Units	1. The LCAP District Advisory Committee included teachers; site and district classified employees; and local bargaining unit members. Staff membership also represented district employees who work directly with unduplicated pupils/targeted student groups. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met three times during the 2023-2024 school year. 2. At the site level, there was a functioning School Site Council or Parent-Student Advisory Committee at 100% of schools in the district. School Site Councils at the elementary, middle and intermediate levels included local bargaining unit members, at least three certificated teachers and at least one additional staff member. At the high school level, Parent-Student Advisory Committees also included local bargaining unit members, teachers and classified staff members. 3. Certificated and classified staff at all school sites were asked to complete a District Climate Survey in April of 2024, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness. Nearly all of our schools had 100% of staff complete the survey.
Other School Personnel	1. WCUSD principals, district administrators and support staff met regularly to ensure all requirements of the LCAP process were fulfilled. Administrators analyzed the 2023-24 LCAP and available fiscal and outcome data needed to assess progress and needs. Administrators made presentations, facilitated group discussions, and collected educational partners' responses directly. The administrative team reviewed input and used it to modify goals, objectives and implementation activities, as applicable. Educational partner input is reflected in the updated 2024-2025 LCAP.

	2. At the site level, there was a functioning School Site Council or Parent-Student Advisory Committee at 100% of schools in the district. School Site Councils at the elementary, middle and intermediate levels included at least one staff member. At the high school level, Parent-Student Advisory Committees included staff members. Meetings were held on a quarterly basis or more from August 2023 - May 2024 as measured by meeting agendas and minutes. Principals were provided with background information on the LCFF/LCAP, Expanded Learning Opportunities Program, and Learning Recovery Grant funds to be shared at meetings to increase authentic engagement and understanding for educational partners, especially parents and students. School Site Councils/Parent-Student Advisory Committee members reflected on school site progress achievement data, the needs of the particular school site, and provided input on school and district-level decision making and programs, including School Site Plans for Student Achievement and the LCAP. 3. The LCAP District Advisory Committee included site and district classified employees. Staff membership also represented district employees who work directly with unduplicated pupils/targeted student groups. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met three times during the 2023-2024 school year. Meetings included informational presentations about LCFF & LCAP, district programs across schools and grade levels, curriculum, interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered. The Superintendent presented the LCAP draft to the LCAP District Advisory Committee and responded in writing to comments. The LCAP draft was presented to the LCAP District Advisory Committee on May 30, 2024. 4. Certificated and classified staff at all school sites were asked to complete a District Climate Survey in April of 2024, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness. Nearly all of our schools had 100% of staff complete the survey.
Administrators	1. WCUSD principals, district administrators and support staff met regularly to ensure all requirements of the LCAP process were fulfilled. Administrators analyzed the 2023-24 LCAP and available fiscal and outcome data needed to assess progress and needs. Administrators made presentations, mentored school-site staff, met with parent and student leaders, facilitated group discussions, and collected educational partners' responses directly. The administrative team reviewed input and used it to modify goals, objectives and implementation activities, as applicable. Educational partner input is reflected in the updated 2024-2025 LCAP. 2. At the site level, there was a functioning School Site Council or Parent-Student Advisory Committee at 100% of schools in the district. School Site Councils at the elementary, middle and intermediate levels consisted of a majority of parents of students at the school, including unduplicated pupils, as voted in by the community; the principal; at least three certificated teachers; and at least one additional staff member. At the high school level, Parent-Student Advisory Committees consisted of parents of students at the school, including unduplicated pupils; students, including unduplicated pupils; the principal; teachers; and additional staff members. Meetings were held on a quarterly basis or more from August 2023 - May 2024 as measured by meeting agendas and minutes. Principals were provided with background information on the LCFF/LCAP, Expanded Learning Opportunities Program, and Elementary and Secondary School Emergency Relief (ESSER III) funds to be shared at meetings to increase authentic engagement and understanding for educational partners, especially parents and students. School Site Councils/Parent-Student Advisory Committee members reflected on school site progress achievement data, the needs of the particular school site, and provided input on school and district-level decision making and programs, including School Site Plans for Student Achievement and the LCAP. 3. The LCAP District Advisory Committee was comprised of a majority of parents; district and site administrators; teachers; site and district classified employees; local bargaining unit members; and representatives from local institutional providers of services for unduplicated students. Parent representation reflected a wide variety of students, including parents of low-income, English learner, reclassified fluent English proficient, foster youth, and students with disabilities. Staff membership also represented district employees who work directly with unduplicated pupils/targeted student groups. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met three times during the 2023-2024 school year. Meetings included informational presentations about LCFF & LCAP, district programs across schools and grade levels, curriculum,

	interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered. The Superintendent presented the LCAP draft to the LCAP District Advisory Committee and responded in writing to comments. The LCAP draft was presented to the LCAP District Advisory Committee on May 30, 2024. 4. Certificated and classified staff at all school sites were asked to complete a District Climate Survey in April of 2024, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness. Nearly all of our schools had 100% of staff complete the survey.
Principals	1. WCUSD principals, district administrators and support staff met regularly to ensure all requirements of the LCAP process were fulfilled. Administrators analyzed the 2034- 24 LCAP and available fiscal and outcome data needed to assess progress and needs. Administrators made presentations, mentored school-site staff, met with parent and student leaders, facilitated group discussions, and collected educational partners' responses directly. The administrative team reviewed input and used it to modify goals, objectives and implementation activities, as applicable. Educational partner input is reflected in the updated 2024-2025 LCAP. 2. At the site level, there was a functioning School Site Council or Parent-Student Advisory Committee at 100% of schools in the district. School Site Councils at the elementary, middle and intermediate levels consisted of a majority of parents of students at the school, including unduplicated pupils, as voted in by the community; the principal; at least three certificated teachers; and at least one additional staff member. At the high school level, Parent-Student Advisory Committees consisted of parents of students at the school, including unduplicated pupils; students, including unduplicated pupils; the principal; teachers; and additional staff members. Meetings were held on a quarterly basis or more from August 2023 - May 2024 as measured by meeting agendas and minutes. Principals were provided with background information on the LCFF/LCAP, Expanded Learning Opportunities Program, and Elementary and Secondary School Emergency Relief (ESSER III) funds to be shared at meetings to increase authentic engagement and understanding for educational partners, especially parents and students. School Site Councils/Parent-Student Advisory Committee members reflected on school site progress achievement data, the needs of the particular school site, and provided input on school and district-level decision making and programs, including School Site Plans for Student Achievement and the LCAP. 3. The LCAP District Advisory Committee was comprised of a majority of parents; district and site administrators; teachers; site and district classified employees; local bargaining unit members; and representatives from local institutional providers of services for unduplicated students. Parent representation reflected a wide variety of students, including parents of low-income, English learner, reclassified fluent English proficient, foster youth, and students with disabilities. Staff membership also represented district employees who work directly with unduplicated pupils/targeted student groups. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met three times during the 2023-2024 school year. Meetings included informational presentations about LCFF & LCAP, district programs across schools and grade levels, curriculum, interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered. The Superintendent presented the LCAP draft to the LCAP District Advisory Committee and responded in writing to comments. The LCAP draft was presented to the LCAP District Advisory Committee on May 30, 2024. 4. Certificated and classified staff at all school sites were asked to complete a District Climate Survey in April of 2024, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness. Nearly all of our schools had 100% of staff complete the survey.
Teachers	1. At the site level, there was a functioning School Site Council or Parent-Student Advisory Committee at 100% of schools in the district.

	School Site Councils at the elementary, middle and intermediate levels consisted of a majority of parents of students at the school, including unduplicated pupils, as voted in by the community; the principal; at least three certificated teachers; and at least one additional staff member. At the high school level, Parent-Student Advisory Committees consisted of parents of students at the school, including unduplicated pupils; students, including unduplicated pupils; the principal; teachers; and additional staff members. Meetings were held on a quarterly basis or more from August 2023 - May 2024 as measured by meeting agendas and minutes. Principals were provided with background information on the LCFF/LCAP, Expanded Learning Opportunities Program, and Elementary and Secondary School Emergency Relief (ESSER III) funds to be shared at meetings to increase authentic engagement and understanding for educational partners, especially parents and students. School Site Councils/Parent-Student Advisory Committee members reflected on school site progress achievement data, the needs of the particular school site, and provided input on school and district-level decision making and programs, including School Site Plans for Student Achievement and the LCAP. 2. The LCAP District Advisory Committee was comprised of a majority of parents; district and site administrators; teachers; site and district classified employees; local bargaining unit members; and representatives from local institutional providers of services for unduplicated students. Parent representation reflected a wide variety of students, including parents of low-income, English learner, reclassified fluent English proficient, foster youth, and students with disabilities. Staff membership also represented district employees who work directly with unduplicated pupils/targeted student groups. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met three times during the 2023-2024 school year. Meetings included informational presentations about LCFF & LCAP, district programs across schools and grade levels, curriculum, interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered. The Superintendent presented the LCAP draft to the LCAP District Advisory Committee and responded in writing to comments. The LCAP draft was presented to the LCAP District Advisory Committee on May 30, 2024. 3. Certificated and classified staff at all school sites were asked to complete a District Climate Survey in April of 2024, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness. Nearly all of our schools had 100% of staff complete the survey.
Students	1. WCUSD principals, district administrators and support staff met regularly to ensure all requirements of the LCAP process were fulfilled. Administrators analyzed the 2023-24 24 LCAP and available fiscal and outcome data needed to assess progress and needs. Administrators made presentations, met with parent and student leaders, facilitated group discussions, and collected educational partners' responses directly. The administrative team reviewed input and used it to modify goals, objectives and implementation activities, as applicable. Educational partner input is reflected in the updated 2024-2025 LCAP. 2. At the site level, there was a functioning School Site Council or Parent-Student Advisory Committee at 100% of schools in the district. At the high school level, Parent-Student Advisory Committees included students, and unduplicated pupils. Meetings were held on a quarterly basis or more from August 2023 - May 2024 as measured by meeting agendas and minutes. Principals were provided with background information on the LCFF/LCAP, Expanded Learning Opportunities Program, and Learning Recovery Grant funds to be shared at meetings to increase authentic engagement and understanding for educational partners, including students. School Site Councils/Parent-Student Advisory Committee members reflected on school site progress achievement data, the needs of the particular school site, and provided input on school and district-level decision making and programs, including School Site Plans for Student Achievement and the LCAP. 3. Students at all school sites, in 2nd through 12th grades, were asked to complete a District Climate Survey in April of 2024, which included questions about academic achievement, communication of student progress, site and district administration, counseling for students, student safety, grading practices, and connectedness.
Special Education Local Plan Area (SELPA) Administrator	Special Education Local Plan Area (SELPA) Administrator Consultation (Required Consultation) February 26, 2024 District administration consulted with the East San Gabriel Valley SELPA Director to receive specific input in regards to WCUSD's goals and actions included in this year's LCAP. Performance data specifically related to students with disabilities were discussed as well as

	suggestions on how to increase this student group's achievement. The District Special Education Department maintained regular communication with the East San Gabriel Valley SELPA Director throughout the school year. The results of this ongoing communication are reflected in the LCAP's attention to the students with disabilities student group.
Los Angeles County Office of Education	Los Angeles County Office of Education (LACOE) Differentiated Assistance Meeting September 2023 and May 2024 District leadership met with representatives from the LACOE team to discuss Differentiated Assistance. WCUSD met the criteria to receive differentiated assistance based on the Dashboard results of our foster youth student group in the priority areas of pupil achievement and engagement. Dashboard data, local data, identified strengths and challenges and potential root causes of these challenges were discussed as were specific ways to improve performance on the Dashboard.
Coronado High School Community	Educational partners were consulted with regarding Coronado High School's Equity Multiplier focus goal during LCAP District Advisory Committee, DELAC, and school site meetings in the spring of 2024. District staff consulted with educational partners and solicited input regarding the equity multiplier. New Principal/admin met with the Coronado High School community consisting of certificated and classified staff, students, and parents to discuss the equity multiplier designation of the school. The school was also recently designated as a community school; therefore, the equity multiplier was discussed within the context of the community school. Educational partners determined that it was essential to focus on the social and emotional wellness of students by improving the school climate and providing supports for increased student engagement.
LCAP District Advisory Committee	The LCAP District Advisory Committee was composed of a majority of parents; district and site administrators; teachers; site and district classified employees; local bargaining unit members; and representatives from local institutional providers of services for unduplicated students. Parent representation reflected a wide variety of students, including parents of low-income, English learner, reclassified fluent English proficient, foster youth, and students with disabilities. Staff membership also represented district employees who work directly with unduplicated pupils/targeted student groups. There was membership from each elementary and secondary school site on the LCAP District Advisory Committee as measured by membership lists and attendance sheets. The LCAP District Advisory Committee met three times during the 2023-2024 school year. Meetings included informational presentations about LCFF & LCAP, district programs across schools and grade levels, curriculum, interventions, California School Dashboard, current progress toward goals and metrics, as well as the latest developments across the district. The meetings also afforded LCAP District Advisory Committee members an opportunity to ask questions and get their questions answered. The superintendent presented the LCAP draft to the LCAP District Advisory Committee and responded in writing to comments. The LCAP draft was presented to the LCAP District Advisory Committee on May 30, 2024.
District English Learner Advisory Committee	There was District English Learner Parent Advisory Committee (DELAC) representation from 100% of the schools in the district. The DELAC served as the district's required EL parent advisory committee on the LCAP. Parents of English learners were invited and encouraged to participate in the DELAC to ensure representation and solicit input on district programs from each school site. The majority of parents represented English Learners, while additional participants represented reclassified fluent English proficient students. The DELAC met six times during the 2023-24 school year. Meetings included informational presentations about the LCAP, district program across schools and grade levels particularly relevant to increasing programs and services to English learners, California School Dashboard, and current progress toward goals and metrics. DELAC members provided ongoing input in regards to LCAP goals and actions, district services, strategies, and programs in regards to English learners. The Superintendent presented the LCAP draft to the DELAC and responded in writing to comments. The LCAP draft was presented to the DELAC on May 29, 2024.

The aspects of the LCAP that were influenced by the feedback provided by our educational partners are noted below:
General Information: Our educational partners expressed being overwhelmingly pleased with the array of programs and expanded learning opportunities that WCUSD offers for students.
Goal 1: Feedback from educational partners, which influenced goal 1 of the LCAP, emphasizes the need for sufficient funding and resources to maintain basic services, implement state standards, and support diverse student groups. Key points include the importance of hiring and retaining qualified staff, maintaining clean and up-to-date facilities, and providing current instructional materials. Specific support for English Learners, low-income students, and special education is highlighted, along with the need for robust advanced programs like AP and IB. Additionally, maintaining and updating technology infrastructure and offering flexible online learning options are seen as crucial for enhancing student learning conditions.
Goal 2: Feedback from educational partners, which influenced goal 2 of the LCAP, highlights the need for personalized learning to strengthen student achievement, particularly for low-income students. There is strong support for enhancing Career and Technical Education (CTE) programs to provide alternate career opportunities for high school students. Partners emphasize the importance of academic support and intervention through Teachers on Special Assignments (TOSAs) and additional certificated teachers for reading intervention. Continuous improvement through data monitoring, professional development, and supplemental instructional materials are crucial. Summer learning camps and expanded programs for English Learners (EL) and low-income students are also essential. Additionally, the feedback calls for enhanced technology support, dual language immersion programs, and robust college and career readiness initiatives, including the Advancement Via Individual Determination (AVID) program and partnerships with colleges for advisement.
Goal 3: Feedback from educational partners, which influenced goal 3 of the LCAP, highlights the importance of fostering a positive school climate that engages both parents and students. Key points include the need for enhanced transportation services to improve attendance, more comprehensive student services to address social-emotional needs, and stronger communication channels between home and school. There is also a focus on supporting foster youth and homeless students through dedicated resources and services. Partners emphasize the significance of college and career readiness activities, anti-bullying programs, and mental health services. Additionally, there is strong support for increased parent engagement through workshops and better use of technology to keep parents informed and involved. Community partnerships and after-school enrichment opportunities are also valued for promoting student engagement and providing career readiness experiences.
Goal 4: With the feedback provided by educational partners, a new goal was developed: Coronado High School Equity Multiplier. It consists of one action intended to nurture a caring community for students that includes social and emotional wellness and additional supports needed for success.
Public Hearing and Board of Education Approval: June 2024
The local governing board held a public hearing on June 11, 2024, to solicit comments from the public regarding the 2024-2025 LCAP and budget. The public hearing agenda was posted at least 72 hours in advance and included the location where the LCAP would be available for review. The public at large was notified in the local newspaper and in public postings at the district office of the public hearings for the LCAP and budget. They were also informed that they could submit written comments. The local governing board adopted the LCAP and the budget in conjunction with a report of the local indicators on June 13, 2024.

Goals and Actions

Goal

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

State priorities address by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

Goal 1 addresses the following three state priorities: basic, implementation of state standards, and course access. This goal was specifically developed to ensure optimal staffing, materials, technology, facilities, curriculum, and strong, core instruction across all content areas and grade levels. Additionally, this goal addresses the following local priorities: WCUSD will identify, support, and refine distinguished programs in academics and the arts, including but not limited to the Advanced Placement program, TK-12th grade International Baccalaureate Continuum, visual and performing arts (VAPA), and the West Covina Online Learning Academy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Fully Credentialed and Appropriately Assigned Teachers per the California Department of Education Teacher Assignment Monitoring Outcomes report	2021-2022 86%			100%	
2	Instructional Materials: Every student has access to standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board)	Fall 2023 100% of students have access to standards-aligned materials (Williams Settlement Standards - Reported to Local Governing Board)			100%	

| 3 | Facilities in "Good" Repair as measured by Facility Inspection Tool (FIT) | Fall 2023 100% | | | 100% | |

| 4 | Standards-aligned Curriculum: Recently Adopted Academic Standards and/or Curriculum Frameworks Core Content Based on the results of level 5 on the Local Indicators survey | 2023-2024
Professional Learning:
• English Language Arts (ELA) – Common Core State Standards for ELA - 5
• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5
• Mathematics – Common Core State Standards for Mathematics -5
• Next Generation Science Standards - 5
• History-Social Science - 4

Recently Adopted instructional Materials:
• English Language Arts (ELA) – Common Core State Standards for ELA - 5
• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5
• Mathematics – Common Core State Standards for Mathematics -5
• Next Generation Science Standards - 5
• History-Social Science - 4 | | | Professional Learning:
• English Language Arts (ELA) – Common Core State Standards for ELA - 5
• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5
• Mathematics – Common Core State Standards for Mathematics -5
• Next Generation Science Standards - 5
• History-Social Science - 5

Recently Adopted instructional Materials:
• English Language Arts (ELA) – Common Core State Standards for ELA - 5
• English Language Development (ELD) (Aligned to Common Core State Standards for ELA) - 5
• Mathematics – Common Core State Standards for Mathematics -5
• Next Generation Science Standards - 5
• History-Social Science - 5 | |

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

Goal Analysis for 2024-2025

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.

Not Applicable

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.
Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Not Applicable

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.
Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Conditions for Student Learning at School Sites	Conditions for Student Learning at School Sites: Site General Fund allocations are provided to all school sites to maintain basic services, implementations of standards, and course access for optimal learning conditions for all students.	$750,000.00	No
2	Textbook and Curriculum School Allocations	Textbook and Curriculum School Allocations: To ensure student achievement, textbooks and curriculum are purchased by sites to fully implement adopted core content academic standards for all students.	$315,860.00	No
3	General Staffing	General Staffing: Continue to hire and retain fully credentialed teachers, staff, and administration to implement the educational program effectively and to meet all state requirements. Implementing an effective educational program includes providing classified personnel to support teachers and maintain facilities, providing materials and supplies teachers need, paying utilities, and other such expenditures. All of these expenditures contribute to making WCUSD a desirable place to work and thus contribute to retaining fully credentialed and highly qualified teachers.	$72,256,955.00	No
4	Facilities and Maintenance	Facilities and Maintenance: Ensure that each district facility meets appropriate state requirements. Provide routine maintenance to ensure facilities are in good repair.	$4,350,000.00	No
5	Core Curricular Materials	Core Curricular Materials: Continue to evaluate and provide appropriate core textbooks and resources for all students allowing them to fully access California Standards.	$525,000.00	No
6	Supplemental Instructional Materials	Supplemental Instructional Materials: Purchase supplemental instructional materials aligned to California Standards and the specific needs of each grade level and student group to support teachers' instructional practices.	$200,000.00	No

7	Provide English Learners (EL) with Supplemental Curriculum and Instruction	Provide English Learners (EL) with Supplemental Curriculum and Instruction: EL students will be provided with supplemental materials and instruction to further support the core language acquisition program containing a rigorous, research-based curriculum aligned to California State English Language Arts & Literacy, Mathematics Standards, and NGSS. District language acquisition programs that are offered to EL students are structured English immersion or dual language immersion. In either program, teachers will incorporate designated and integrated ELD to support mastery of English and access to content standards. This action allows for supplemental curriculum and instruction to further support EL progress above the base program.	$46,000.00		Yes
8	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts: Supplemental materials to support implementation of English-Language Arts standards, including writing, and increase student achievement for low income students.	$60,397.00		Yes
9	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics: Supplemental materials to support implementation of Mathematics standards and increase student achievement for low income students	$100,000.00		Yes
10	Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students	Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students: -Expand VAPA courses through the West Covina High School (WCHS) Performing Arts Academy for high school students -Expand VAPA at the elementary, middle school, and high school levels	$718,575.00		Yes
11	Provide Robust AP and AP Capstone Program Offerings for Low Income Students	Provide Robust AP and AP Capstone Program Offerings for Low Income Students: Provide robust AP course offerings to low income students across the curriculum for increased college preparatory coursework. Provide the required professional development to teachers to implement the two-year (junior and senior year) AP Capstone Program.	$15,900.00		Yes
12	Expand IB Continuum Academic Support	Expand International Baccalaureate (IB) Continuum academic support for low income students for increased college preparatory opportunities.	$1,706,207.00		Yes
13	Increase IB Programme Continuum Participation	Increase IB Programme Continuum Participation for Low Income Students to provide a globally rigorous curriculum design based on units of inquiry and research to foster critical thinking skills.	$99,970.00		Yes
14	Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development	Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development to improve college preparatory opportunities for low income students.	$95,500.00		Yes
15	Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)	Expanded Instructional Program Options for Low Income Students through the West Covina Online Learning Academy (WCOLA): Provide students and families with an online learning management system that provides core curriculum comparable to in-person instruction for participating students. Additionally, the learning management system also provides supplemental instructional materials that teachers can utilize to enhance instruction. The Edmentum platform will be used for secondary students and the Acellus platform will be used for elementary students.	$1,051,833.00		Yes
16	Provide Improved Access to Technology Support	Provide Improved Access to Technology Support for Low Income Students to increase technology usage and increase achievement.	$2,108,032.00		Yes
17	Access to Improved	Access to Improved Instruction and Intervention for Low Income Students through Technology	$1,400,000.00		Yes

		Maintenance: Maintain current technology infrastructure to accommodate and support educational goals. Provide students with one-to one technology. Add/replace student Chromebooks and accessories as needed. Add/replace student iPads and accessories as needed to ensure curriculum access. Provide necessary software applications and digital resources.			
	Instruction and Intervention through Technology Maintenance				

18	California Teacher Induction Program	California Teacher Induction Program: Support new teacher induction requirements
		  -Consortium Fee
		  -Participant Fee
		  -Support Provider
			$650,000.00		No

Goal

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

State priorities address by this goal.
4, 8

An explanation of why the LEA has developed this goal.
Goal 2 addresses the following two state priorities: pupil achievement and other pupil outcomes. Goal 2 also addresses several local priorities as follows: WCUSD students will receive a rigorous and challenging instructional program in preparation for college and career readiness. Additionally, assessment and intervention will measure and support student progress and achievement. WCUSD will sustain and expand Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment course offerings and enrollment. The Mt. SAC Early College Academy at West Covina will continue to grow in its offerings of high school and college credits. The Mandarin dual language immersion program will continue growing into its fifth year of implementation at the elementary level. The Spanish dual language immersion program will continue its expansion into the middle school grades. WCUSD classrooms will offer the highest quality instruction through critical thinking, communication, collaboration, and creativity.

Measuring and Reporting Results

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

| 1 | CAASPP: English Language Arts SBAC (Gr. 3-8, and 11) Average Distance from Level 3 for All Students as per the CA Dashboard | Spring 2023
All Students: 16.1 pts below
Unduplicated Students:
English Learners: 46.5 pts below
Foster Youth: 76.6 pts below
Socioeconomically Disadvantaged: 28.5 pts below

Targeted Students:
Homeless: 33.5 pts below

Students with Disabilities: 102.0 pts below
African American: 43.8 pts below
Hispanic: 30.0 pts below | | | All Students: 10.1 pts below
Unduplicated Students:
English Learners: 40.5 pts below
Foster Youth: 70.6 pts below
Socioeconomically Disadvantaged: 22.5 pts below

Targeted Students:
Homeless: 27.5 pts below
Students with Disabilities: 87.0 pts below
African American: 37.8 pts below
Hispanic: 24.0 pts below | |
| 2 | CAASPP: ELA/Literacy California Alternative Assessment (Gr. 3-8 and 11) Percentage of Students by Achievement Level as per the CAASPP Results website | Spring 2023
Level 3 - Understanding: 15%
Level 1 - Limited Understanding: 54% | | | Level 3 - Understanding: 30%
Level 1 - Limited Understanding: 39% | |

3	Reading Skills: i-Ready Reading Overall Score (K-11th grade) at or above grade level as measured on the i-Ready Diagnostic Results Report	2023-2024 Kindergarten: 66% Gr 1: 45% Gr 2: 47% Gr. 3: 57% Gr. 4: 42% Gr. 5: 43% Gr. 6: 35% Gr. 7: 36% Gr. 8: 40%			Kindergarten: 69% Gr 1: 48% Gr 2: 50% Gr. 3: 60% Gr. 4: 45% Gr. 5: 46% Gr. 6: 38% Gr. 7: 39% Gr. 8: 43%	
4	CAASPP: Math SBAC (Gr. 3-8, and 11) Average Distance from Level 3 for All Students as reported on the CA Dashboard	Spring 2023 All Students: 50.2 pts below Unduplicated Students: English Learners: 66.0 pts below Foster Youth: 103.6 pts below Socioeconomically Disadvantaged: 63.3 pts below Targeted Students: Homeless: 69.0 pts below Students with Disabilities: 133.0 pts below African American: 85.7 pts below Hispanic: 68.5 pts below			All Students: 35.2 pts below Unduplicated Students: English Learners: 51.0 pts below Foster Youth: 88.6 pts below Socioeconomically Disadvantaged: 48.3 pts below Targeted Students: Homeless: 54.0 pts below Students with Disabilities: 103.0 pts below African American: 70.7 pts below Hispanic: 53.5 pts below	

5	CAASPP: Math California Alternative Assessment (Gr. 3-8 and 11) Percentage of Students by Achievement Level as per the CAASPP Results website	Spring 2023 Level 3 - Understanding: 8% Level 1 - Limited Understanding: 65%			Level 3 - Understanding: 23% Level 1 - Limited Understanding: 50%	
6	Math Skills: i-Ready Math Overall Score (K-8th grade) at or above grade level as measured by the i-Ready Diagnostic Results Report	2023-2024 Kindergarten: 54% Gr. 1: 32% Gr. 2: 31% Gr. 3: 43% Gr. 4: 45% Gr. 5: 42% Gr. 6: 36% Gr. 7: 28% Gr. 8: 28%			Kindergarten: 69% Gr. 1: 47% Gr. 2: 46% Gr. 3: 58% Gr. 4: 60% Gr. 5: 57% Gr. 6: 51% Gr. 7: 43% Gr. 8: 43%	
7	CAASPP: Science (Gr. 5, 8, and High School) Percentage of Students Met or Exceeded Standard as reported in the CAASPP Test Results	Spring 2023 All Students: 26.55% Gr. 5: 33.20% Gr. 8: 17.11% High School: 29.08%			All Students: 29.55% Gr. 5: 36.20% Gr. 8: 20.11% High School: 32.08%	
8	Percentage of High School Graduates Prepared on the College/Career Indicator as reported on the CA Dashboard	2022-2023 All Students: 44.8% Students with Disabilities: 9.7% Hispanic: 38.5% Socioeconomically Disadvantaged: 40.0%			All Students: 47.8% Students with Disabilities:12.7% Hispanic: 41.5% Socioeconomically Disadvantaged: 43.0%	

9	College and Career Ready: Percentage of Graduates with UC/CSU Required Courses as reported on DataQuest	2022-2023 Percent of Students A-G Eligible: 47.1%			Percent of Students A-G Eligible: 53.1%	
10	CTE Courses: Percent of Seniors Completing a CTE pathway as reported on the CA Dashboard Additional Reports and Data	Spring 2023 27.5%			31.50%	
11	A-G and CTE: Percent of seniors who successfully completed A-G and CTE Pathway as reported on the CA Dashboard Additional Reports and Data	Spring 2023 13.8%			19.8%	
12	English Language Proficiency as reported by the ELPAC Results website	Spring 2023 Level 4 - Well Developed: 18% Level 1 -Beginning Stage: 16%			Level 4 - Well Developed: 24% Level 1 -Beginning Stage: 7%	

13	English Learner Reclassification Rate as measured by local Student Information System	2023-2024 16.1%			19.1%	
14	English Learner Progress: Increase percent of students making progress towards English language proficiency as reported on the CA Dashboard English Learner Progress Indicator	2022-2023 51.7%			57.7%	
15	Students who Pass an AP Exam with a score of 3 or higher as reported by the College Board	2022-2023 AP Exam: 49%			AP Exam: 55%	
16	Students Who Pass an IB Exam as reported by the IBO	2022-2023 All Students: 57%			All Students: 66%	
17	Pupils prepared for college by the ELA EAP (Gr. 11 SBAC Standard Met or Exceeded) as reported on the CAASPP Test Results website	Spring 2023 All Students: 46.02%			All Students: 52.02%	

| 18 | Pupils prepared for college by the Math EAP (Gr. 11 SBAC Standard Met or Exceeded) as reported by the CAASPP Results website | Spring 2023
All Students: 28.08% | | | All Students: 34.08% | |

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Personalized Learning to Strengthen Student Achievement	Provide personalized learning to strengthen student achievement for low income students through reduced student to teacher ratios and a full day of instruction in transitional kindergarten classes. Smaller class sizes and a increased instructional time will provide personalized learning of needed foundational skills, including one-to-one and small group instruction.	$1,500,000.00	Yes
2	Enhancement of Career and Technical Education	Enhancement of Career and Technical Education programming at the high school level for low income students	$2,252,176.00	Yes
3	District-Wide Supplemental Academic Support and Intervention	District-Wide Supplemental Academic Support and Intervention: Low income students will be provided with additional academic support and intervention aligned with the California State Standards by Teachers on Special Assignments (TOSAs) to support various subject areas. TOSAs will support Professional Learning Communities with grade level, course, or department colleagues on a regular basis through early release, late start, and non student days.	$559,936.00	Yes
4	Elementary School Academic and Instructional Support	Elementary School Academic and Instructional Support: -Eight Elementary TOSAs -Provide academic interventions for students failing to meet California Standards including English Language Development. -Serve as the Foster Youth Liaison for elementary students. -Deploy Comprehensive support Plans for foster youth and individual learning plans for targeted students that address appropriate interventions for academic needs. -Assist with reclassification and monitoring of English learners (EL) in collaboration with other staff to increase EL progress.	$1,183,962.00	Yes
5	Provide Needed Intervention for Students Reading Below Grade Level	Provide Needed Intervention for Low Income Students Reading Below Grade Level: Staff part-time (19.5 hours per week) certificated teachers to provide additional research-based reading intervention for students not yet at grade level.	$508,143.00	Yes
6	Data for Continuous Improvement	Data for Continuous Improvement: -Disaggregation of data, to allow enhanced analysis beyond the base program in the areas of academic achievement and college and career readiness for low income students. -Coordinator of Data and Assessment -Consultant services	$110,640.00	Yes
7	Monitor Student Progress and Achievement for Improved Academic Outcomes	Monitor Student Progress and Achievement for Improved Academic Outcomes for Foster Youth and English Learners through use of Data and Assessment Platform. -Utilize Edulastic and other pertinent platforms to support the accessibility of formative and summative data and assessment to support continuous improvement beyond the base. -Monitor progress of targeted students each quarter to determine achievement gains and provide additional interventions as necessary.	$60,397.00	Yes
8	Professional Development Across Content Areas	Professional Development Across Content Areas: -Provide a TOSA to provide ongoing professional development and coaching in the area of effective instructional practices to meet the needs of diverse student populations.	$323,105.00	No
9	Summer Learning Camp	Summer Learning Camp: Provide intervention and enrichment for high needs students during the summer.	$790,000.00	No
10	Provide Academic Assessment and	Provide Academic Assessment and Intervention Resources in English Language Arts for Low Income Students:	$30,111.00	Yes

	Intervention Resources in English Language Arts	Resources and professional development to support personalized assessment, instruction, intervention, and progress monitoring for students. -DIBELS 8 -95% Group Materials -Sonday System -Develop trainer of teacher model in teaching students with reading difficulties		
11	Provide Highly Qualified Paraprofessionals	Provide highly qualified paraprofessionals to provide personalized support to EL students: -Provide training to instructional assistants in the most effective strategies to support EL students -Support implementation of effective instructional strategies	$300,000.00	Yes
12	Supplemental ELD Materials and Services for Newcomer ELs	Supplemental ELD Materials and Services for Newcomer ELs: -Purchase ELD materials and services to support newcomers ELs. -Inside the USA and other needed books and supplies.	$10,000.00	Yes
13	Student Achievement in English Language Arts and Math	Student Achievement in English Language Arts and Math: Title I Allocations to elementary and middle schools to supplement the base program to increase achievement in ELA and math.	$1,269,195.00	No
14	Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELs, Foster Youth, and Low Income Students for Improved Student Achievement	Provide expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELs Foster Youth, and Low Income Students for Improved Student Achievement: -Enhance MTSS model at all grade levels to identify and support the targeted needs of students above the base program. -Supplemental ELA, Math, and Content Area materials to provide needed interventions to fill in academic gaps. -Professional development provided to site staff to implement MTSS. -Social and emotional learning programs and materials needed to support improved services	$2,248,871.00	Yes
15	Student Intervention and Assessment Resources for ELA & Literacy and Math	Student Intervention and Assessment Resources for ELA & Literacy and Math: -Software to increase the performance of low-performing student in the areas of ELA and math. *i-Ready math and reading (K-8) *Supplemental resources and materials	$203,091.00	No
16	English Learner Coordinator	English Learner Coordinator: -Designated person at each site to serve as an expert in effective use of EL and L-TEL strategies. -District-wide collaborative meetings to be held five to six times a year for professional development. -Assist with reclassification and student monitoring -Meet with parents/guardians of English learners and L-TELs to update and monitor Individual Learning Plans.	$71,000.00	Yes
17	Designated ELD for Middle and High School	Designated ELD for Middle and High School: -Implement standards-based designated ELD curriculum -National Geographic Inside and Edge	$4,000.00	No
18	Enhance Science and History-Social Science Instruction	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Science and History-Social Science: Supplemental materials to enhance and differentiate instructional strategies, aligned to NGSS and History-Social Science Standards, and increase student achievement for low income students.	$400,000.00	Yes
19	Provide ELs and L-TELs	Provide ELs and LTELs Increased differentiated language support by ensuring teachers	$5,000.00	Yes

	Increased Differentiated Language Support	participate in professional development to support EL language development and achievement.			
20	Supplemental Software for English Language Acquisition	Supplemental Software for English Language Acquisition: -Ellevation to support mastery of instruction in addition to core instructional materials -Monitor English language proficiency progress	$22,686.00		No
21	Provide Additional Dual Language Immersion Teachers to Support EL Achievement	Provide Additional Dual Language Immersion Teachers to Support EL Achievement: -Utilize research-based instructional practices effective for ELs enrolled in Spanish and Mandarin dual language classrooms. -Allows for personalized learning	$1,868,166.00		Yes
22	Strengthen Dual Immersion Instructional Program	Strengthen Dual Immersion Instructional Program through teacher collaboration time and professional development for teachers and staff to support instructional practices that increase language acquisition above the base program. Provide qualified and trained dual language immersion staff to support the targeted language needs of ELs. -Spanish and Mandarin Dual Language Immersion programs	$10,000.00		Yes
23	Provide English Learners with Instructional Resources for Dual Language Development and Achievement	Provide English Learners with Instructional Resources for Dual Language Development and Achievement: -Instructional software and materials to be used at school and at home. -Classroom/library materials -Spanish and Mandarin Dual Language Immersion programs	$30,000.00		Yes
24	Provide Dual Language Immersion Summer Programming	Provide Dual Language Immersion Summer Programming at dual immersion sites to support students with language acquisition of target language.	$44,880.00		No
25	District Technology Committee	District Technology Committee: Maintain a teacher technology committee to ensure that best practices, curriculum alignment, and development, appropriate resources, and professional development are provided to students, staff, and parents.	$2,000.00		No
26	Provide Increased Technology Support	Provide increased technology support for low income students from site technology coaches. Technology coaches will increase technology implementation, and help troubleshoot technology challenges	$21,583.00		Yes
27	Technology Professional Development and Tools	Technology Professional Development and Tools for Low Income Students: -Coordinator of Educational Technology -Professional Development -Train teachers to be Google Certified -Train teachers of all grade levels to incorporate technology into instruction and provide 21st Century skills to students. -Train related service providers to utilize digital assessment tools	$201,039.00		Yes
28	Enhanced Services for Student College and Career Readiness	Enhanced Services for Student College and Career Readiness: Coordinator of College and Career Pathways will provide professional development to staff on college and career options so that enhanced services are provided to low income students beyond the base program.	$109,251.00		Yes
29	Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses	Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses to acquire additional credits to meet A-G requirements and increase the graduation rate.	$20,000.00		Yes
30	Provide Low Income	Provide Low Income Students with Supports to Understand and Meet A-G Requirements:	$20,000.00		Yes

	Students with Supports to Understand and Meet A-G Requirements	-Provide students and parents with counseling services, programs, and College Information Nights that support student selection of courses necessary to meet A-G requirements. -Provide counselor support to assist secondary students in choosing A-G requirements. -Provide summer seminar opportunities on writing college applications to high school students to increase the number of students applying to four-year colleges. -Utilize Parchment to maintain to official electronic A-G transcripts			
31	Provide the AVID program	Provide the Advancement Via Individual Determination (AVID) program to increase achievement and college and career readiness for low income students.	$20,000.00		Yes
32	Career Pathways	Career Pathways: -Continue to expand and support CTE/ROP Pathways. -CTE Pathways Expansion: K-8	$532,919.00		No
33	Provide PSAT-Taking Opportunity for College Readiness	Provide Low Income Students with PSAT-Taking Opportunity for College Readiness: Students in grades 8-11 will take the PSAT during the school day as a practice for the SAT and as an opportunity to qualify for scholarships.	$5,000.00		Yes
34	College Advisement Partnership	College Advisement Partnership: Provide three college advisors (USC partnership) to support college going.	$147,855.00		No
35	Provide AP and IB Assessment Opportunities for College Readiness	Provide Low Income Students with AP and IB Assessment-Taking Opportunities for Improved College and Career Readiness: High school students will take AP and IB Assessments at designated times during the school year.	$132,000.00		Yes
36	Academic Counseling	Academic Counseling: Provide additional counselors to meet the needs of unduplicated students	$633,195.00		Yes

Goal

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

State priorities address by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

Goal 3 addresses the following three state priorities: parental involvement, pupil engagement, and school climate. Additionally, goal 3 will address the local priorities as described. WCUSD values sustaining a positive and empowering community of learners. WCUSD students will be taught to be safe, responsible, and respectful members of the school community. Mental wellness and support services will be made available to students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rates as reported in the local Student Information System	2023-2024 All Students: 94.83%			All Students: 96.33%	

2	Chronic Absenteeism Rate as reported on the CA Dashboard Chronic Absenteeism Indicator	2022-2023 All Students: 19.9% Unduplicated Students: Foster: 31.6% English Learners: 16.2% Homeless: 18.8% Socioeconomically Disadvantaged: 22.1% Target Groups: Asian: 6.1% Hispanic: 22.6% White: 26.4% Students with Disabilities: 30.4%			All Students: 18.4% Unduplicated Students: Foster: 30.1% English Learners: 14.7% Homeless: 17.3% Socioeconomically Disadvantaged: 20.6% Target Groups: Asian: 4.6% Hispanic: 21.1% White: 24.9% Students with Disabilities: 28.9%	
3	Middle School Dropout Rate as reported in CALPADS	2022-2023 All Students: 0%			All Students: 0%	
4	High School Dropout Rate as reported on DataQuest	2022-2023 All Students: 2.1% English Learners: 7.0% Foster Youth: N/A Socioeconomically Disadvantaged: 2.4% Students with Disabilities: 8.5% African American: 0.0% Hispanic: 2.0%			All Students: 0.6% English Learners: 5.5% Foster Youth: N/A Socioeconomically Disadvantaged: 0.9% Students with Disabilities: 7.0% African American: 0.0% Hispanic: 0.5%	
5	High School Graduation Rate as reported on the CA Dashboard Graduation Rate Indicator	2022-2023 All Students: 97% Students with Disabilities: 85%			All Students: 98.5% Students with Disabilities: 91%	

6	Suspension Rate as reported on the CA Dashboard Suspension Rate Indicator	2022-2023 All Students: 1.1% Students with Disabilities: 2.5% African American: 3.2% Hispanic: 1.3% Two/+ Race: 2.1%			All Students: 0.2% Students with Disabilities: 1.6% African American: 2.3% Hispanic: 0.4% Two/+ Race: 1.2%	
7	Expulsion Rate as reported on DataQuest	2022-2023 All Students: 0.00%			All Students: 0.00%	
8	Safety and School Connectedness as measured by a Local School Climate with the following items: Safety Students: My school is safe. Parents: My child's school is safe. Teachers: My school is safe. Connectedness Students: I have a good relationship with at least one teacher/staff member. Parents: I am welcomed at my child's school. Teachers: I am welcomed at my school.	2023-2024 Safety: Students: Less than 80% (78%) Parents: At least 80% (91%) Teachers: At least 80% (92%) Connectedness: Students: At least 80% (88%) Parents: At least 80% (95%) Teachers: At least 80% (93%)			Safety: Students: At least 80% Parents: At least 80% Teachers: At least 80% Connectedness: Students: At least 80% Parents: At least 80% Teachers: At least 80%	

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

Goal Analysis for 2024-2025

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.
Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Transportation	Transportation: Provide transportation to and from school for low income students to prevent barriers to school attendance and other school-related activities. This is an enhanced service beyond the base program because it supports those student groups that have limited access to transportation and increases school attendance and participation in other school-related activities. This action allows foster youth to be transported to their school of origin.	$1,422,633.00	Yes
2	Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs	Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs: -Director of Student Services (.50 FTE) -Coordinates with Family Resource Center to provide direct services to unduplicated students. -Provides professional development to staff on attendance, suspension, expulsion, and student safety. -Collaborates with school level staff to proactively respond to the social/emotional needs of students -Intervention for Chronic Absenteeism -Administer a consistent policy and procedure for the identification of frequently absent students. -Provide intern counselors through the district's Comprehensive Counseling Program, and/or referrals for out-of-district services. -Undertake initial assessments to determine whether academic or social concerns are influencing absences, and provide appropriate interventions as well as referrals through the district's Family Resource Center.	$220,000.00	Yes
3	Local Control Accountability Plan (LCAP) District Advisory Committee	Local Control Accountability Plan (LCAP) District Advisory Committee: -Ensure adequate representation of parents and guardians of unduplicated students by making committee meetings more accessible and accommodating to increase participation. -Meetings held during lunch time and lunch provided. -Translation services available at each meeting.	$1,000.00	Yes
4	Foster Youth Committee	Foster Youth Committee: Maintain a committee of staff, students, foster parents, and community agencies to evaluate and address the needs of foster youth.	$200.00	Yes
5	Family Resource Center	Family Resource Center: -Maintain a Family Resource Center to provide resources, referrals, and services to foster youth and their families.	$321,807.00	Yes

		-Provide a foster youth/homeless care clinical social worker to work with and support homeless foster youth and their families in navigating educational process. -Provide a clerk to support access to parents and students to the resources available in the center. -Provide a social intern, under the supervision of the homeless and foster care, clinical social worker, to support homeless and foster youth. -Maintain Foster Youth Committee of staff, students, foster parents, and community agencies to examine and address the needs of the foster youth that support their wellbeing and academic engagement. -Provide parent learning and support groups including, FedCap Foster Parent training. -Comprehensive Counselors/Social workers will work with students and parents/caregivers to administer assessments, counseling, and academic and psychosocial interventions that support youth at risk of dropping out or being suspended. -Monitor academic progress and provide individualized interventions to address students academic support needs in all subject areas. -Provide differentiated instruction and individualized support through instruction, counseling, and the Family Resource Center for students in all targeted subgroups at risk of academic failure.			
6	Provide Enhanced Communications to Improve Home-School Connections	Provide enhanced communications above the base program to improve home-school connections for low income students: -ParentSquare -Website platform -Social Media -Public Relations	$218,004.00		Yes
7	Increase Monitoring and Data Analysis of Student Engagement	Increase Monitoring and Data Analysis of Student Engagement: Coordinator of Data and Assessment will disaggregate attendance, suspension, expulsion, graduation rate, and school climate data to increase student engagement for low income students.	$110,636.00		Yes
8	Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities	Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities: Coordinator of College and Career Pathways provides opportunities for parents to engage in workshops and events that support college and career for students. Coordinator supports school sites with the development of actions to support college and career readiness.	$109,250.00		Yes
9	English Learner Parent Advisory Committee/DELAC	English Learner Parent Advisory Committee/DELAC: -Improve participation of parents and guardians of English learners by making committee meetings more accessible and accommodating. -Meetings held mid-morning and breakfast provided. -Translation services available in needed languages at each meeting.	$800.00		Yes
10	Interpretation	Interpretation: Provide interpretation and translation services for English learners and their families above the base requirement per Education Code section 48985.	$112,450.00		Yes
11	Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement	Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement -Improve School Connectedness and Anti-Bullying for ELs, Foster Youth, and Low Income students -Increase attendance and decrease dropout rates. -Implement the Alternative to Suspension program to keep students in school for improved opportunities for academic achievement. -Provide Capturing Kids' Hearts PD for staff to strengthen school connectedness for students by	$213,295.00		Yes

		enhancing healthy bonds with teachers. -Maintain site level implementation of anti-bullying and positive school climate strategies programs. -Promote and foster positive student relations.		
12	Community Organization Partnerships	Community Organization Partnerships: -Participate as active members in community organizations like Rotary, Kiwanis, and Lions to support student programs and provide students with expanded opportunities. -Provide opportunities, in partnership with city and service organizations, for students to engage in projects that connect the school community to the larger community, including job shadowing and/or career mentoring. -Future Seal of Civic Engagement	$10,550.00	No
13	Provide Programs and Services to Promote Students' Mental Health and Well-being	Provide Programs and Services to Promote Low Income and Foster Youth Students' Mental Health and Well-being -Mental Health Clubs at all secondary sites -Mental Health Youth Summit -Mental Health Youth Festival -Care Solace	$600,000.00	Yes
14	Parent Involvement	Parent Involvement: -Site allocations to all elementary and middle schools to engage parents in their children's education. -Workshops to be held to engage and support parents. -Workshops to educate parents on school curriculum and services.	$22,080.00	No
15	Safe Technology Use	Safe Technology Use: Support staff and students in using technology safely and effectively for learning. -Instructional: Digital Citizenship -Infrastructure: Securly, Content Keeper, Firewall	$71,500.00	No
16	Increase Student and Parent Engagement through Parent University Workshops	Increase Student and Parent Engagement through Parent University Workshops: -Provide Parent University workshops, specifically targeting the needs and conditions of low income families. Topics may include California State Standards (ELA and math), testing, transition expectations, college and career readiness, STEM behavior management and technology. -Provide parents with a variety of workshops (day and evening) to increase their abilities to promote positive academic, social/emotional, and behavioral development of their children, including: -At least 9 college and career readiness workshops. -At least 2 district-wide anti-bullying workshops. -At least 2 series of Love and Logic parenting classes. -Provide training for parents on technologies offered to students throughout the district and technology enabling them to access information regarding their child's academic progress.	$2,000.00	Yes
17	Safety and Training	Safety and Training: -Provide one School Resource Officer at each high school to educate and support students to foster a safe school community and reduce the number of suspensions/expulsions. -Train School Resource Officers to support disciplinary interventions and how to work with special needs students. -Provide training in district policies and priorities, primary Restorative Justice strategies, and the district's decision-making chain-of-command for all principals, teachers, campus supervisors,	$200,000.00	No

		counselors, after school providers, and other staff to ensure that assessment, intervention, youth development, and positive engagement strategies are considered prior to administration of suspension, expulsion, or juvenile justice sanctions.			
18	Provide a Clinical Social Worker to Provide Mental Health Services	Provide a Clinical Social Worker to provide mental health services to low income students and supervise, coordinate and work with a team of counseling interns to provide services to help students handle situations that impact school behavior and their abilities to participate in school in a positive manner.	$210,422.00		Yes
19	Enrichment Opportunities	Enrichment Opportunities: -Provide school day enrichment opportunities that include arts programs, special interest clubs, and extracurricular activities to cultivate school connection and engagement. -Provide access to before, after, and summer school program for grades K-8 to support homework completion, physical fitness, nutrition, and intervention opportunities.	$7,189,045.00		No
20	Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements	Utilize the Edmentum platform to increase opportunities for foster youth to recover credits to complete graduation and A-G requirements: -Edmentum fees -Professional development -Provide summer school courses for credit recovery and enrichment to increase graduation rates	$187,625.00		Yes
21	Provide Social and Emotional Support for Students to Positively Participate in School	Provide Social and Emotional Support for Students to Positively Participate in School: Provide an appropriate intake process and social/emotional counseling administering by a mental health assessment team to help foster youth and low income students handle situations that impact school behavior and their abilities to participate in school in a positive manner.	$41,696.00		Yes

Goal

Goal #	Description	Type of Goal
4	Coronado Equity Multiplier: By the end of the 2026 school year, Coronado Alternative High School will increase its student attendance rate from the current baseline of 91.3% to 92%. This will be achieved by fostering a caring community that emphasizes social and emotional wellness and providing additional supports necessary for student success, thereby improving the overall school climate. Progress will be monitored through the Student Information System, with annual reviews to assess and adjust strategies as needed.	Equity Multiplier Focus Goal

State priorities address by this goal.

5, 8, 6

An explanation of why the LEA has developed this goal.

Goal 4 addresses pupil engagement, other pupil outcomes, and school climate as they relate specifically to Coronado High School. Goal 4 was developed to address the equity multiplier requirement. Equity multiplier schools have prior year non stability rates greater than 25% and low income student rates greater than 70%. Educational partners were consulted regarding Coronado High School's Equity Multiplier focus goal during LCAP District Advisory Committee, DELAC, and school site meetings in the spring of 2024. District staff consulted with educational partners and solicited input regarding the equity multiplier. New principal/admin met with the Coronado High School community consisting of certificated and classified staff, students, and parents to discuss the equity multiplier designation of the school. Additionally, the lowest performing student groups on the Dashboard College and Career Indicator were discussed, which include All Students, Hispanic, and Low Income student groups. A root cause analysis conducted by Coronado's educational partners determined that lower levels of attendance and engagement result in less instructional time associated with fewer opportunities to be college and career ready. The school was also recently designated as a community school; therefore, the equity multiplier designation and lower student performance on the College and Career Indicator were discussed within that context. Educational partners determined that it was essential to focus on the social and emotional wellness of students by improving the school climate and providing support for increased student engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Coronado Alternative High School Attendance as recorded in the Student Information System	91.3%			92.0%	

Goal Analysis for 2024-2025

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.
Not Applicable

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.
Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Not Applicable

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.
Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Nurture a Caring Community: Improve Social Emotional Wellness and School Climate	Nurture a caring community for students that includes social and emotional wellness and additional supports needed for success to improve overall school climate. A mental wellness hub, equipped and furnished with tools and supports for student mental wellness and connectedness, will be created on campus for students. Staff will provide counseling for increased student engagement and achievement.	$186,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$21,060,578.00	$2,052,966.00

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
24.43%	0.00%	$0.00	24.43%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 8	As discussed during meetings with educational partners, our low income students are in need of academic support to bridge gaps in learning to increase their Writing/English Language Arts achievement. Our Dashboard data show that our low income students are performing below standard in the CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below.)	Our low income students will be supported with supplemental standards-based instructional materials designed to bridge these instructional gaps. This action is intended to improve access to ELA materials and low income students' academic achievement. This action is being provided on an LEA-wide basis because all of our students can benefit from improved access to ELA materials.	The effectiveness of this action will be measured by low income students' progress on the Dashboard ELA CAASPP Indicator (Metric 2.1).

Goal 1, Action 9	Our low-income students need academic support and intervention to bridge gaps in mathematics achievement. Dashboard data show that low-income students are performing below standard in math (63.3 pts below) as compared with ALL students (50.2 pts below).	Teachers will utilize supplemental, high-quality instructional mathematics materials targeted at increasing low-income students' academic achievement. Enhanced math programs will be used to adequately meet the academic and intervention needs of low-income students. This action is being provided on an LEA-wide basis because all of our students can benefit from improved access to math materials.	The effectiveness of this action will be measured by low income students' progress on the Dashboard Math CAASPP Indicator (Metric 2.4).
Goal 1, Action 10	Low-income students often experience conditions and life circumstances that result in decreased access and opportunities for participation in the visual and performing arts (VAPA), which is beneficial for college preparedness. Our educational partners have requested ongoing VAPA opportunities for our students.	Participation in a broad course of study, including VAPA (Visual and Performing Arts) coursework, is essential for college preparedness. This action improves services for low-income students by expanding courses beyond the base program at all of our schools, providing access and participation in the visual and performing arts. This action is being provided on an LEA-wide basis because all of our students can benefit from VAPA instruction.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).
Goal 1, Action 11	Low income students in the district have historically faced significant academic obstacles and challenging life circumstances as discussed by our parents and educators through a needs assessment, which often result in decreased access to college and higher education opportunities. This is evidenced by the lower performance of low-income students on the College and Career Indicator (40% prepared) compared to the All Students group (44.8% prepared). These barriers hinder their ability to enroll in and complete college-level coursework, impacting their long-term educational and career prospects. Our low income students need access to college preparatory courses to overcome academic obstacles and challenging life circumstances.	To address these challenges, the district will provide increased access to Advanced Placement (AP) courses and implement an AP Capstone Program. Participation in AP courses is associated with a higher likelihood of attending and graduating from college within four years, thereby making college education more affordable and attainable for students. By expanding AP course offerings and introducing the AP Capstone Program, the district aims to enhance college-going awareness and opportunities for low-income students. This action is provided on a school-wide basis because all students can benefit from increased access to rigorous coursework, which prepares them for college and careers. Enhancing the overall academic environment with more AP courses and the AP Capstone Program supports the district's goal of fostering a college-going culture and improving educational outcomes for all students.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).

Goal 1, Action 12	Low-income students in the district face significant academic obstacles and challenging life circumstances that often result in decreased access to college and higher education opportunities as discussed by our parents and educators through a needs assessment. This is evidenced by the lower performance of low-income students on the College and Career Indicator (40% prepared) compared to the All Students group (44.8% prepared). Our low income students need access to college preparatory courses to overcome academic obstacles and challenging life circumstances.	To address these challenges, the district will provide direct International Baccalaureate (IB) staffing and support at IB World Schools. Students attending IB World Schools engage in a globally rigorous curriculum designed to improve academic achievement and college preparedness. This action focuses on enhancing services for low-income students by expanding their access to the IB Continuum, which includes the Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). The provision of dedicated IB staffing ensures that these students receive the necessary guidance and resources to succeed in a demanding academic environment. This action is provided on a district-wide basis because all students can benefit from the rigorous and comprehensive curriculum offered by the IB programs. By enhancing the overall academic environment with IB-specific support, the district aims to foster a culture of high expectations and academic excellence, which benefits the entire student body.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).
Goal 1, Action 13	Low-income students face academic obstacles and challenging life circumstances that often result in decreased access to college and higher education as discussed by our parents and educators through a needs assessment. Our low income students are performing lower on the College and Career Indicator (40% prepared) than our All Students group (44.8%). Our low income students need access to college preparatory courses with a rigorous academic curriculum to overcome academic obstacles and challenging life circumstances.	To address these challenges, the district will provide all components of the International Baccalaureate (IB) Programme Continuum. This includes a rigorous academic curriculum, as well as social and emotional learning curricula. Additionally, both internal and external assessments will be utilized to improve academic achievement and college preparedness. The comprehensive IB Programme fosters strong academic, social, and emotional characteristics in students. This continued action has demonstrated effectiveness in increasing the enrollment and success of low-income students in the IB Programme Continuum. This action is provided on a district-wide basis because all students can benefit from a comprehensive IB curriculum. Offering the IB Programme district-wide ensures that every student has the opportunity to engage in a globally rigorous curriculum, promoting a culture of academic excellence and college readiness throughout the district.	The effectiveness of this action will be measured by low-income students' progress on the Dashboard College and Career Indicator (Metric 2.8).

Goal 1, Action 14	Low-income students face academic obstacles and challenging life circumstances that often result in decreased access to college and higher education as discussed by our parents and educators through a needs assessment. Our low income students are performing lower on the College and Career Indicator (40% prepared) than our All Students group (44.8%). Our low income students need access to supplemental instructional resources to overcome academic obstacles and challenging life circumstances in order to succeed with a rigorous curriculum.	To address these challenges, the district will provide supplemental instructional resources that support students in succeeding with the International Baccalaureate (IB) Programme curriculum at IB World Schools. This action includes the provision of additional instructional materials, technology, and support services necessary for the rigorous IB curriculum. This continued action has demonstrated success, resulting in increased participation and achievement in IB coursework among low-income students. This action is provided on a school-wide basis because all students can benefit from the enhanced instructional resources that support the IB Programme. By offering these resources to the entire student body, the district promotes a culture of academic excellence and ensures that every student has the opportunity to succeed in a challenging academic environment.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).
Goal 1, Action 15	Low-income students whose parents navigate multiple jobs and various schedules, as shared by our parents through a needs assessment, often have difficulty adhering to traditional school schedules. This challenge can lead to inconsistent attendance and hinder academic progress. Our low income students need access to flexible class schedules the address the challenges of inconsistent attendance caused by the demanding and varied work schedules of their parents. Our low income student group has a 22.1% Chronic Absenteeism rate on the Dashboard.	The West Covina Online Learning Academy (WCOLA) will provide students with access to curriculum that can be completed flexibly, at times and locations convenient for their home situation. This online learning option allows teachers to work with small groups of students and provide more personalized learning. Additionally, the format allows students to engage with coursework outside of traditional school hours, accommodating their unique family schedules and responsibilities. The program utilizes the Edmentum platform for secondary students and the Acellus platform for elementary students, supplemental online platforms that provide an array of content area learning options. This action is provided on a district-wide basis because all students can benefit from the flexibility offered by online instructional options. By making this program available to all, the district ensures that every student has the opportunity to succeed academically, regardless of their home circumstances.	The effectiveness of this action will be measured by low income students' progress on the Dashboard Chronic Absenteeism Indicator (Metric 3.2).
Goal 1, Action 16	Low-income students often lack reliable technologies for learning due to financial constraints as discussed by our parents and educators through a needs assessment, causing a barrier to instructional opportunities and standards-aligned resources which contributes to a decrease in academic achievement as shown by low income students' Math CAASPP scores (63.3 points below standard on the Dashboard). Low income students need to access reliable technologies for learning.	This action increases services for low-income students by allowing for improved technology usage, support, and integration of instructional resources to support and enhance their academic achievement. Improved access to technology support will result in better instructional opportunities and access to standards-aligned resources. This action is being continued as low-income students continue to make academic gains through increased technological instructional opportunities. This action is being provided on a LEA-wide basis as all students can benefit from increased technology resources and support.	The effectiveness of this action will be measured by an increase in low-income students' Math CAASPP scores (Metric 2.4).

Goal 1, Action 17	Based on input provided by low-income families, our low-income students need increased access to technology, online applications, and digital resources to increase low income students' academic achievement. Our low income student group scored 63.3 points below standard on the Dashboard on Math CAASPP.	This action will provide access to effective educational technology resources, including one-to-one devices, from primary through secondary grade. Enhanced access to technology and technology tools/supports will give low-income students increased opportunities for improvement in academic achievement across a variety of subject areas. This action has been expanded from the prior year to include further technology opportunities since students continue to make gains in academic achievement. This action is being provided on a LEA-wide basis as all students can benefit from increased technology resources and support.	The effectiveness of this action will be measured by an increase in low-income students' Math CAASPP scores (Metric 2.4).
Goal 2, Action 1	Our low income students need personalized learning and increased instructional time to fill in any academic gaps due to financial hardships and challenges. Several studies have shown that reducing class size increases student engagement and overall student achievement for younger, disadvantaged children. Additionally, providing a full day of Transitional Kindergarten (TK) instruction further supports early learning and development. To address these needs, it is crucial to have additional teachers to enable smaller class sizes and extend TK instruction to a full day. Currently, our low-income student group has a 22.1% Chronic Absenteeism rate on the Dashboard.	This action will improve services by enhancing the personalization of learning through smaller class sizes in a full day setting for transitional kindergarten (TK) classes. By maintaining smaller class sizes, teachers can provide more individualized attention and support to each student, thereby increasing engagement and academic achievement. This continued action is based on its proven effectiveness in creating a supportive learning environment where students can thrive. This action is being provided on a district-wide basis because all students can benefit from more personalized learning and increased engagement. Smaller class sizes enable teachers to better address the diverse learning needs of all students, promoting equity and excellence in education throughout the district.	The effectiveness of this action will be measured by tracking low-income students' progress on the Dashboard Chronic Absenteeism Indicator (Metric 3.2).
Goal 2, Action 2	We continue to look for ways to improve the college-going rates of our low-income students. Our parents have expressed this as a priority through a needs assessment. CTE (Career and Technical Education) has been proven to help students become college and career ready and reduce college dropout rates, especially among students most at risk of dropping out, including low-income students. Our low income students need access to and engagement with CTE programs to improve college-going rates. Our low income student group scored 40.0% on the Dashboard College and Career Indicator, lower than our all student group.	This action will enhance our CTE programming offerings, providing low-income students with increased access to courses and pathways that prepare them for both college and careers. Specifically, offerings will be enhanced for low-income students by introducing new CTE courses in high-demand fields, providing additional resources such as updated technology and materials, and offering targeted support services including career counseling and internship opportunities. CTE students are more likely to attend college or a postsecondary program, maintain higher GPAs, and persist in their educational endeavors. By offering robust CTE programs, the district aims to equip low-income students with the skills and knowledge necessary for academic and career success. This action is provided on a district-wide basis because all students can benefit from enhanced CTE programming. By expanding these opportunities to the entire student body, the district fosters a comprehensive approach to college and career readiness, ensuring that all students, regardless of their socioeconomic background, have the resources and support needed to succeed.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).

Goal 2, Action 3	Our low-income students need additional academic support above and beyond what is offered to all students, as they are performing below standard level on the Dashboard in math and ELA. Dashboard data show that our low income students are performing below standard in the CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below). Dashboard data show that low-income students are performing below standard in math (63.3 pts below) as compared with ALL students (50.2 pts below).	This action maintains teacher instructional supports through the staffing of district-level Teachers on Special Assignment (TOSAs) with expertise in particular content areas. TOSAs support classroom teachers through instructional coaching as well as curriculum and assessment development. Studies have shown that coaching positively affects both teaching practice and student achievement, providing additional instructional supports and instruction necessary for continued academic improvement. This action is being provided on a LEA-wide basis as all students can benefit from specialized staff support.	Low income students' progress on the Dashboard Math and ELA Indicators will be used to measure academic improvement (Metrics 2.1 and 2.4).
Goal 2, Action 4	Foster youth typically need additional academic support to achieve at grade level. English Learners need constant monitoring of progress and feedback to improve achievement. Foster youth are performing below standard level in ELA on the Dashboard. English Learners need to make sustainable gains on the English Learner Progress indicator.	This action maintains teacher instructional supports through the staffing of Teachers on Special Assignment (TOSAs) at all of our elementary schools. TOSAs support classroom teachers through instructional coaching, curriculum development, and assessment development. Studies have shown that coaching positively affects both teaching practice and student achievement. TOSAs work directly with Foster Youth and English Learners (ELs) and their parents/guardians to ensure they receive specifically tailored instructional supports and instruction necessary for continued academic improvements. This action is being provided on a LEA-wide basis as all students can benefit from increased staff support.	The effectiveness of this action will be measured by foster youth students' progress on the Dashboard ELA CAASPP Indicator on the Dashboard (Metrics 2.1) as well as EL progress on the English Learner Progress indicator (Metric 2.14).
Goal 2, Action 5	Parents in low-income families often work multiple jobs, limiting their ability to support their children's development of essential reading skills by providing ample reading opportunities and other supports that may be needed. Our parent group provided this input through a needs assessment. Indeed, low-income students are performing lower on the Dashboard ELA indicator (28.5 pts below) compared to the All Students group. Our low income students need additional academic support and intervention to develop essential reading skills.	This action aims to improve the personalization of learning and instructional opportunities through the implementation of an effective district-wide literacy program for low-income students who are not yet at grade level and in need of intervention. The literacy program includes targeted interventions and support services to help students develop essential reading skills, ensuring they can meet grade-level expectations and improve their academic outcomes. This action is provided on a district-wide basis because all students can benefit from increased staff support and personalized learning opportunities. By implementing a comprehensive literacy program across the district, the school system can ensure that every student receives the necessary resources and support to achieve literacy proficiency, promoting equity and academic excellence.	The effectiveness of this action will be measured by tracking low-income students' progress on the Dashboard ELA Indicator (Metric 2.1). Improvements in ELA performance among low-income students will indicate the success of the literacy interventions and support provided.

Goal 2, Action 6	Our educational partners felt it was essential to closely monitor the progress of our low-income students to determine necessary academic intervention. Dashboard data show that our low income students are performing below standard in the CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below). Dashboard data show that low-income students are performing below standard in math (63.3 pts below) as compared with ALL students (50.2 pts below).	This action allows for the staffing of a Coordinator of Data and Assessment to conduct enhanced analysis of Dashboard data. The analysis allows for increased monitoring of progress to provide targeted interventions for low-income students. This action is being provided on a LEA-wide basis as all students can benefit from increased monitoring of academic progress.	Low income students' progress on the Dashboard Math and ELA Indicators will be used to measure academic improvement (Metrics 2.1 and 2.4).
Goal 2, Action 7	Our foster youth and English Learners need close monitoring and ongoing support to make sustainable gains on the ELA and Math Indicators on the Dashboard. Both foster youth and ELs are performing below grade level standard.	The use of Edulastic and other assessment platforms will be employed to monitor progress. This action provides a platform for the accessibility of formative and summative assessment data to support continuous improvement above the base program. This action is being provided on an LEA-wide basis because all of our students can benefit from the close monitoring of assessment and progress.	Foster youth and EL students' progress on the Dashboard Math and ELA Indicators will be used to measure academic improvement (Metrics 2.1 and 2.4).
Goal 2, Action 10	Our low income students are in need of reading intervention support for improved reading/ELA outcomes. Dashboard data show that our low income students are performing below standard in the CAASPP ELA (28.25 pts below), especially in comparison with ALL students in our district (16.1 pts below).	This action provides academic support and specifically reading intervention instructional resources to improve reading/ELA outcomes for low-income students. This is a continuing action as there have been gains in reading achievement over the last few years. This action is being provided on a LEA-wide basis as all students can benefit from reading intervention resources.	Low income students' progress on the Dashboard ELA Indicator will be used to measure academic improvement (Metric 2.1).
Goal 2, Action 14	Education partner input indicated that our ELs (English Learners), foster youth, and low-income students need targeted multi-tiered systems of support (MTSS) to help them bridge gaps in learning due to their life circumstances, particularly exacerbated by the pandemic. Dashboard data show that unduplicated pupils are performing below standard level in the Math Indicator and ELA Indicators.	This action provides expanded MTSS specific to the academic and social and emotional needs of ELs, foster youth, and low-income students. It allows for the continued development and implementation of specific supports and interventions for unduplicated pupils beyond the base program. This action is being provided on an LEA-wide basis as all students can benefit from MTSS.	Low income students' progress on the Dashboard Math and ELA Indicators will be used to measure the effectiveness of this action (Metrics 2.1 and 2.4).
Goal 2, Actions 18	Educational partners expressed a need to provide additional academic support to our low-income students to bridge academic gaps in science. Socioeconomic disparities in science and social science achievement emerge early.	This action provides supplemental instructional materials, aligned to the NGSS (Next Generation Science Standards) and History-Social Science Standards, to enhance and differentiate instructional strategies, meeting the needs of low-income students. This action is being implemented on a LEA-wide basis as all students can benefit from supplemental resources in science and social sicence.	As Science and Social Science instruction impact Math and ELA achievement, low income students' progress on the Dashboard Math and ELA Indicators will be used to measure the effectiveness of this action (Metrics 2.1 and 2.4).

Goal 2, Action 26	Our low-income students face financial constraints that impact their ability to access technologies and resources to support their academic needs. Our teachers and staff shared this information through a needs assessment. Dashboard data showed that low income students performed significantly below standard on the CAASPP ELA Indicator (28.25 pts below). Our low income students need access to essential technologies and academic resources for success.	This action will provide International Baccalaureate (IB) technology tools and resources specifically targeting the needs of low-income students at our IB World Schools. These resources include devices, software, and other digital tools that are integral to the IB curriculum. By ensuring that low-income students have access to these essential technologies, the district aims to support and enhance their academic achievement and engagement. This action is provided on a district-wide basis because all students can benefit from the support of IB technology tools and resources. By implementing this action across the district at our IB World Schools, we ensure that every student has the necessary technology to fully participate in the IB program and improve their academic outcomes.	Low income students' progress on the Dashboard ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1).
Action 2, Action 27	Due to limited resources, low-income students have faced barriers in accessing the technology support needed to increase their technology proficiency and academic achievement. This need has been emphasized by community feedback and supported by student surveys, highlighting the necessity of continuous technology support for these students. Indeed, Dashboard data showed that low income students performed significantly below standard on the CAASPP ELA Indicator (28.25 pts below).	This action allows for additional staff at each site to provide technology support for low-income students. Our community expressed a strong desire to continue this action as it has improved technology usage for low-income students, as evidenced by student surveys and the necessity of technology usage. This action is being provided on a LEA-wide basis as all students can benefit from increased technology support.	Low income students' progress on the Dashboard ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1).
Action 2, Action 28	Low-income students need targeted support and resources to bridge the gap in meeting the academic requirements necessary for post-secondary opportunities and success. Our teachers have indicated this through a needs assessment. This includes access to rigorous coursework, tutoring, college counseling, and career guidance. Dashboard data show that our low-income students are performing at lower levels on the College and Career indicator, percentage points below our All Student group.	The Coordinator of College Career Pathways staff assignment provides professional development to staff, including school counselors, on college and career options. This allows for enhanced services to be provided to low-income students to further prepare them for college and career. This action is being provided on a LEA-wide basis as all students can benefit from specialized staff support to improve college and career readiness.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).
Action 2, Action 29	Our educational partners expressed the need to offer low-income and foster youth students increased opportunities for summer math and ELA skills courses to bridge the academic gaps that often lead to increased high school dropout rates. Our low income students' dropout rate is 2.4% per DataQuest. The rate for foster youth is unpublished due to a smaller group size. Our educational partners, especially parents and guardians, expressed a strong desire to provide these additional courses to mitigate credit deficiencies through a needs assessment.	This action provides increased classes to foster youth and low-income students to acquire additional credits and skills in math and ELA to meet A-G requirements and high school graduation requirements. This action is being provided in a LEA-wide basis as all students can benefit from increased opportunities to recover credits.	The effectiveness of this action will be measured by low income and foster youth students' progress on the High School Dropout Rate (Metric 3.4).

Action 2, Action 30	Due to their life circumstances that often do not allow them exposure to college experiences and requirements, our low-income students need increased support and information to meet college and higher education requirements. This was expressed by teachers and staff through a needs assessment and further supported by the low income student group score of 40.0% on the Dashboard College and Career Indicator, which is lower than our All Student group.	This action provides our low-income students and parents with increased college counseling services, programs, and events. These services help them meet A-G requirements for high school graduation and college and career preparedness. This action is being provided on a LEA-wide basis as all students and parents can benefit from college counseling services and supports.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).
Action 2, Action 31	Low-income students face academic obstacles and challenging life circumstances that often result in decreased access to college and higher education and a need for improved college and career readiness experiences and skills. Our parents expressed a desire for increased college readiness experiences through a needs assessment. Further, our Dashboard data show that our low-income students are performing at lower levels compared with the "All Student" group on the College and Career indicator.	This action improves college and career readiness for low-income students through the AVID (Advancement Via Individual Determination) program. AVID students overcome obstacles and achieve success, graduating and attending college at higher rates. The program helps students think critically, collaborate, and set high expectations to confidently conquer challenges; this action is being implemented on a LEA-wide basis as all students can benefit from the increased college and career readiness support AVID provides.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).
Action 2, Action 33	Low-income students typically have diminished opportunities for higher education due to their life conditions and circumstances. These students often face financial constraints that limit their ability to afford college application fees, standardized test preparation, and other costs associated with higher education. This was expressed by teachers and staff through a needs assessment and further supported by the low income student group score of 40.0% on the Dashboard College and Career Indicator, which is lower than our All Student group. Our low income students need financial support to overcome barriers to higher education, such as standardized test preparation and other related costs.	The PSAT is a great primer for the SAT, which is needed for college admissions. This action allows students across the district in grades 8-11, regardless of socioeconomic status or life circumstances, to take the PSAT in preparation for college readiness and admissions tests. This action is being provided on a LEA-wide basis as all students can benefit from the opportunity to take the PSAT for college and career readiness.	The effectiveness of this action will be measured by low income students' progress on the Dashboard College and Career Indicator (Metric 2.8).

Action 2, Action 35	Low-income students typically have diminished opportunities for higher education due to their life conditions and circumstances. These students often face financial constraints that limit their ability to afford college application fees, standardized test preparation, and other costs associated with higher education. This was expressed by teachers and staff through a needs assessment and further supported by the low income student group score of 40.0% on the Dashboard College and Career Indicator, which is lower than our All Student group. Our low income students need financial support to overcome barriers to higher education, such as affording standardized test preparation and other related costs.	This action allows students across the district in grades 10-12, regardless of socioeconomic status or life circumstances, to take AP and IB assessments at no cost to potentially earn college credits. AP and IB students are more likely to graduate from college in four years, making college more affordable and attainable. This action is being provided on a LEA-wide basis as all students can benefit from participating in AP and IB testing for increased college and career readiness.	The effectiveness of this action will be measured by an improvement on the College and Career Indicator (Metric 2.8).
Action 2, Action 36	Low-income, foster youth, and English learner students typically have diminished opportunities for higher education due to their life conditions and circumstances. These students often face financial constraints that limit their ability to afford college application fees and other costs associated with higher education. Additionally, they may lack access to necessary resources such as technology, academic support, and extracurricular activities that enhance college readiness. This was expressed by teachers, staff, and parents through a needs assessment and further supported by scores on the Dashboard College and Career Indicator (low income: 40% prepared, foster youth - not displayed for privacy, and English learners: 32.4%). Our low income, foster youth, and English learner students need comprehensive academic support, additional guidance, and resources to overcome barriers to higher education and enhance college readiness.	This action increases access to academic information and supports needed for a successful educational experience in preparation for college and career. It provides additional counselors to meet the academic and guidance needs of unduplicated students above the base program; this action is being provided on a LEA-wide basis as all students can benefit from additional counselors.	The effectiveness of this action will be measured by low income, foster youth, and EL students' progress on the Dashboard College and Career Indicator (Metric 2.8).
Goal 3, Action 1	Low-income and foster youth students may lack viable alternatives for getting to school due to current living situations and/or long distances between home and school. Inconsistent attendance is observed among these students. Parents also expressed a need for transportation through a needs assessment. California Dashboard data show that low-income and foster youth, particularly foster youth, are scoring at the high levels on the Chronic Absenteeism Indicator (22.1% and 31.5% respectively).	This action provides transportation to and from school for low-income and foster youth students to prevent barriers to school attendance. It increases access to academic information and supports needed to deliver an effective education. Providing this increased service allows low-income and foster youth pupils, who might not otherwise get to school consistently, to improve attendance, which can positively influence their learning. This action is being implemented on a LEA-wide basis as all students can benefit from transportation services.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income and foster youth students (Metric 3.2).

Goal 3, Action 2	Foster youth and low-income pupils often experience adverse, stressful, or traumatic experiences that impact their ability to fully participate in and attend to instruction. These experiences can hinder their attendance and engagement in school as discussed by teachers and other staff through a needs assessment. California Dashboard data show that low-income and foster youth, particularly foster youth, are scoring at the high levels on the Chronic Absenteeism Indicator (22.1% and 31.5% respectively). Our foster youth and low income students need targeted monitoring and support to address the adverse, stressful, or traumatic experiences that negatively impact their school attendance and engagement.	The Director of Student Services will administer, coordinate, and monitor extra services to proactively respond to the social, emotional, and engagement needs of foster youth and low-income students. This includes providing counseling, mental health support, and engagement activities designed to address the unique challenges these students face, thereby supporting their overall well-being and academic success. This action is being provided on a LEA-wide basis as all students can benefit from the array of supports provided by student services.	The effectiveness of this action will be measured by foster youth and low income students' progress on the Dashboard Chronic Absenteeism Indicator (Metric 3.2).
Goal 3, Action 6	Our low-income pupils and their families/guardians often experience conditions that present roadblocks to ensuring a consistent home-school connection and attendance/participation in school. Our educational partners, particularly parents and teachers, have requested that increased/improved communication tools be utilized.	This action improves services for our low-income students through expanded communication tools and accessible platforms. These tools and platforms increase access to timely school/district news and information needed for improved student engagement and connections to school. This continued action has been expanded to improve and increase communication with our low-income pupils through accessible platforms that deliver important information to families immediately and in multiple languages. This action is being provided on a LEA-wide basis as all students/parents/guardians can benefit from increased home-school connection and communication.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income students (Metric 3.2).
Goal 3, Action 7	Our low income student group has a 22.1% Chronic Absenteeism rate on the Dashboard. Low income students are often exposed to housing instability, food insecurity, and health issues as shared by our teachers and staff through a needs assessment. These experiences can affect their ability to attend and engage in school consistently, which is reflected in higher chronic absenteeism rates. Our low income students need targeted monitoring and support to address the key factors that contribute to their high Chronic Absenteeism rate and inconsistent school attendance and engagement.	This action allows for the services of a Coordinator of Data and Assessment who will conduct enhanced analysis of low-income student trends and needs in the area of engagement, including monitoring attendance and chronic absenteeism. The coordinator will identify both needs and strengths to determine appropriate interventions, ensuring that targeted support is provided to improve student engagement and attendance. This action is being provided on a district-wide basis as all students can benefit from increased monitoring of attendance and chronic absenteeism rates. By implementing this action across the district, we ensure that all students, regardless of their socioeconomic status, receive the necessary support to improve their school attendance and engagement.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income students (Metric 3.2).

Goal 3, Action 8	Our low-income students face a greater risk of dropping out of school and accessing post-secondary opportunities. Our teachers and staff provided this feedback through a needs assessment. Additionally, California Dashboard data show that our low-income students scored 40% on the College and Career Indicator, percentage points below our "All Student" group. Our low income students need targeted interventions and support that reduce their risk of dropping out and enhance their access to post-secondary opportunities.	The Coordinator of College Career Pathways staff assignment will provide direct guidance to low-income students and their families. This role includes offering professional development to staff, including school counselors, on how to support low-income students with school connectedness and engagement. The coordinator will assist in creating programs and initiatives that improve college and career readiness for low-income students, helping them navigate the challenges of preparing for higher education and careers. This action is being provided on a LEA-wide basis as all students can benefit from the guidance of College and Career Pathways staff support.	The effectiveness of this action will be measured by an increase in the College and Career Indicator for low income students (Metric 2.8).
Goal 3, Action 11	Foster youth, English learners, and low-income pupils often experience adverse or traumatic childhood experiences that impact their ability to attend, fully participate in and connect to school, feedback shared by teachers and staff through a needs assessment. Further, Chronic Absenteeism rates for all unduplicated pupils on the Dashboard further indicate a need to improve in this area (foster youth: 31.6%; ELs: 16.2%; low income: 22.1%). Our foster youth, English learners, and low income students need trauma-informed support and interventions that address the adverse childhood experiences impacting their attendance, participation, and connection to school.	This action provides targeted staff development, such as Capturing Kids' Hearts training, PBIS, RTI, school-based programs, services, and tools that promote a safe school environment above the base program to meet the needs of unduplicated pupils. These measures are principally directed towards and effective in meeting goals for unduplicated students. This action is being provided on a LEA-wide basis as all students can benefit from increased programs and services to ensure all students feel connected and engaged with school.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth, ELs, and low income students (Metric 3.2).
Goal 3, Action 13	Foster youth and low income students often experience adverse or traumatic childhood experiences that impact their ability to attend, fully participate in and connect to school, feedback shared by teachers and staff through a needs assessment. Further, Chronic Absenteeism rates for these unduplicated pupils on the Dashboard indicate a need to improve in this area (foster youth: 31.6% and low income: 22.1%). Our foster youth and low income students need trauma-informed support and interventions that address the adverse childhood experiences affecting their attendance, participation, and connection to school.	This action provides for increased school-based services, programs, events, and resources that promote social and emotional learning and mental health, such as mental health clubs and mental wellness events. These measures are principally directed towards and effective in meeting goals for foster youth and low-income students. This action is being provided on a LEA-wide basis as all students can benefit from services, events, and resources that promote a safe school environment in which all students feel connected.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth and low income students (Metric 3.2).

Goal 3, Action 16	Due to challenging circumstances and conditions experienced by low-income students' and their families, parent educational opportunities, which discuss the importance of regular school attendance, participation, and engagement, are often not possible. Our staff and parents shared these sentiments through needs assessments. Relatedly, our low income student group has a 22.1% Chronic Absenteeism rate on the Dashboard. Our low income students need increased access to parent educational opportunities that emphasize the importance of regular school attendance and participation, addressing the barriers their families face.	This action provides targeted parent and guardian workshops regarding academic information and supports needed for effective education, which are principally directed toward low income students. This action is being provided on a LEA-wide basis as all parents can benefit from increased parent involvement opportunities.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low income students (Metric 3.2).
Goal 3, Action 18	Our low income students often experience adverse or traumatic childhood experiences that impact their ability to fully participate in and benefit from instruction without proper support and guidance. Our teachers and staff have provided this feedback through needs assessments. As a likely consequence, our low income student group has a 22.1% Chronic Absenteeism rate on the Dashboard. Our low income students need support and guidance to help them fully participate in and benefit from instruction.	This action provides targeted supports and a nurturing environment for low income pupils. A trained social worker assists low-income students with handling situations that impact school behavior and their ability to participate in school positively. This action is being provided on a LEA-wide basis as all students can benefit from the support of a social worker.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for low-income students (Metric 3.2).
Goal 3, Action 20	Foster youth may experience traumatic and/or challenging circumstances that result in high rates of mobility, inconsistent attendance, and a risk of credit deficiencies, feedback provided by our staff and guardians through needs assessments. Moreover, our foster youth Chronic Absenteeism Indicator on the Dashboard is considerable higher than the All Student group (31.6% and 19.9% respectively). Our foster youth need stability-focused interventions and support that address the high mobility, inconsistent attendance, and risk of credit deficiencies they face.	This action improves instructional opportunities and additional classes beyond the base program. It increases the opportunities to attain and make up required high school credits for foster youth. This action is being implemented on a LEA-wide basis as all students can benefit from increased opportunities to make up high school credits.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth students (Metric 3.2).

Goal 3, Action 21	Foster youth may experience traumatic and/or challenging circumstances that result in high rates of mobility, inconsistent attendance, and difficulty fully participating in instruction, feedback provided by our staff and guardians through needs assessments. Moreover, our foster youth Chronic Absenteeism Indicator on the Dashboard is considerable higher than the All Student group (31.6% and 19.9% respectively). Our foster youth need targeted support and increased counseling that addresses the high mobility, inconsistent attendance, and difficulties in fully participating in instruction.	This action provides increased counseling services for targeted students by a mental health assessment team. The mental health assessment team is trained and able to assist foster youth with handling situations that impact school behavior and their ability to participate in school positively. This action is being offered on a LEA-wide basis as all students can benefit from the support of a mental health assessment team, if needed.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth students (Metric 3.2).
Goal 3, Action 3	There is a need to ensure adequate representation of parents and guardians of unduplicated students (low-income, foster youth, and English Learners) in the LCAP parent advisory committee. Our LCAP District Advisory Committee members, consisting of an array of educational partners, have shared the importance of this representation through a needs assessment. Thus far, we have had 100% representation from each school site as measured by sign in sheets, and we continue to strive for that high level of representation through our efforts.	The committee serves as the required LCAP parent advisory committee composed of a majority of parents, including parents of unduplicated pupils. Meetings are held during lunchtime, and lunch is provided to make them more accessible to families of unduplicated pupils. Translation services are available at each meeting. This action is being implemented on an LEA-wide basis to ensure that the voices and unique needs of unduplicated pupils are consistently heard and addressed from across the district. This committee is crucial for gathering insights directly from parents of low-income students, foster youth, and English learners, which helps guide the development and implementation of programs and services.	The effectiveness of this action will be measured by sign in sheets and parent representative lists by site indicating representation of unduplicated pupils (Metric 1.5)
Goal 2, Actions 21, 22, and 23	English learners benefit from language-appropriate literacy instruction and support. Research studies have demonstrated notable cognitive benefits from early language learning, as well as potential long-term educational and career benefits for multilingual education. Our parents continue to express a strong interest in dual language learning through a needs assessment. Additionally, our English learner score on the Dashboard ELA Indicator (46.5 points below) demonstrates a need for language-appropriate instruction.	Dual language immersion programs are especially effective for English learners. These actions provide training opportunities and resources for dual language immersion teachers to learn, implement, and utilize best, research-based practices to serve the unique needs of ELs. These actions are being implemented on a LEA-wide basis as all our students can benefit from multilingual education.	EL students' progress on the Dashboard ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1).

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Actions 7, 11, 12, 16, 19	Our educational partners across the district provided feedback indicating a need to provide additional supports and curriculum to help our English learners of all grade and language levels. Further, our English learners are performing at considerably lower levels compared with our ALL Student group on the ELA Indicator of the Dashboard (-46.5 pts and -16.1 pts respectively).	These actions allow for expanded, supplemental, and differentiated curriculum for ELs, as well as staff to monitor and support ELs and their specialized needs.	EL students' progress on the Dashboard CAASPP ELA Indicator will be used to measure the effectiveness of this action (Metric 2.1).
Goal 3, Actions 4 and 5	Foster youth students often experience adverse or traumatic childhood experiences that impact their ability to attend, fully participate in and connect to school, feedback shared by teachers and staff through a needs assessment. Further, the Dashboard Chronic Absenteeism Indicator for foster youth at 31.6% shows a need to improve in this area as it is much higher than all students.	These actions address foster youth's identified needs through communication with guardians and outside providers who support foster youth to determine best practices. These actions also provide support staff and resources specific to the needs of foster youth, such as a social worker and tutors to provide socio-emotional and academic supports.	The effectiveness of this action will be measured by a decrease in Chronic Absenteeism on the Dashboard for foster youth students (Metric 3.2).
Goal 3, Actions 9 and 10	Our EL population, representing various cultures and languages, have specialized language and communication needs above the base requirement (per Ed Code Section 48985) to fully connect with school, as informed by teacher, staff, and parent/guardian feedback and surveys.	These actions address the needs of our EL population by offering forums and language interpretation services (varied meeting options, guest speakers, personal outreach, etc.) for EL parents and guardians above the base requirement. To truly connect with EL families and ensure they are active participants in their children's education, we have implemented additional interaction opportunities. The enhanced communication and stronger home-school connections resulting from these actions help create a more inclusive, supportive, and equitable environment for all students, particularly those from EL backgrounds. The inclusion of culturally and linguistically responsive practices in these meetings helps build trust between the school and EL families, making them feel valued and respected within the broader educational community.	The effectiveness of these actions will be monitored by parent responses on the local climate survey that pertain to school connectedness (Metric 3.8).

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding of $2,052,966 will be used to retain staff providing direct services to students at our elementary schools and high schools that have a high concentration of foster youth, English leaners, and low-income students. This additional amount is reflected in goal two, actions one and two.
Action one is regarding personalized learning for transitional kindergarten students. Students will benefit from increased assistance and academic intervention from staff as a result of reduced class sizes. Action two consists of enhancement of CTE. Students will benefit from increased staffing for CTE programming.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:25	Elementary Schools: 1:35 Middle Schools: 1:29 High Schools: 1:31
Staff-to-student ratio of certificated staff providing direct services to students	1:24	Elementary Schools 1:17 Middle Schools 1: 22 High School 1:24

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$86,207,543.00	$21,060,578.00	24.43%	0.00%	24.43%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$101,370,067.00	$9,127,844.00	$790,000.00	$2,263,512.00	$113,551,423.00	$92,384,393.00	$21,167,030.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Conditions for Student Learning at School Sites	All	No				Ongoing	$65,634	$684,366	$750,000	$0	$0	$0	$750,000	0.00%
1	2	Textbook and Curriculum School Allocations	All	No				Ongoing	$12,161	$303,699	$315,860	$0	$0	$0	$315,860	0.00%
1	3	General Staffing	All	No				Ongoing	$72,256,955	$0	$72,256,955	$0	$0	$0	$72,256,955	0.00%
1	4	Facilities and Maintenance	All	No				Ongoing	$2,352,686	$1,997,314	$4,350,000	$0	$0	$0	$4,350,000	0.00%
1	5	Core Curricular Materials	All	No				Ongoing	$0	$525,000	$0	$525,000	$0	$0	$525,000	0.00%
1	6	Supplemental Instructional Materials	All	No				Ongoing	$0	$200,000	$0	$0	$0	$200,000	$200,000	0.00%
1	7	Provide English Learners (EL) with Supplemental Curriculum and Instruction	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$46,000	$46,000	$0	$0	$0	$46,000	0.00%
1	8	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$60,397	$60,397	$0	$0	$0	$60,397	0.00%
1	9	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%

1	10	Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$209,503	$509,072	$718,575	$0	$0	$0	$718,575	0.00%
1	11	Provide Robust AP and AP Capstone Program Offerings for Low Income Students	Low Income	Yes	Schoolwide	Low Income	Specific Schools, West Covina High School	Ongoing	$3,587	$12,313	$15,900	$0	$0	$0	$15,900	0.00%
1	12	Expand IB Continuum Academic Support	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School	Ongoing	$1,706,207	$0	$1,706,207	$0	$0	$0	$1,706,207	0.00%
1	13	Increase IB Programme Continuum Participation	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School	Ongoing	$0	$99,970	$99,970	$0	$0	$0	$99,970	0.00%
1	14	Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School	Ongoing	$0	$95,500	$95,500	$0	$0	$0	$95,500	0.00%
1	15	Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$971,183	$80,650	$1,051,833	$0	$0	$0	$1,051,833	0.00%
1	16	Provide Improved Access to Technology Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,108,032	$0	$2,108,032	$0	$0	$0	$2,108,032	0.00%

1	17	Access to Improved Instruction and Intervention through Technology Maintenance	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$1,400,000	$1,400,000	$0	$0	$0	$1,400,000	0.00%
1	18	California Teacher Induction Program	All	No				Ongoing	$80,960	$569,040	$0	$650,000	$0	$0	$650,000	0.00%
2	1	Provide Personalized Learning to Strengthen Student Achievement	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, TK	Ongoing	$1,500,000	$0	$1,500,000	$0	$0	$0	$1,500,000	0.00%
2	2	Enhancement of Career and Technical Education	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	Ongoing	$0	$2,252,176	$2,252,176	$0	$0	$0	$2,252,176	0.00%
2	3	District-Wide Supplemental Academic Support and Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$559,936	$0	$559,936	$0	$0	$0	$559,936	0.00%
2	4	Elementary School Academic and Instructional Support	English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Grade Spans, Elementary	Ongoing	$1,183,962	$0	$1,183,962	$0	$0	$0	$1,183,962	0.00%
2	5	Provide Needed Intervention for Students Reading Below Grade Level	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, Elementary	Ongoing	$508,143	$0	$508,143	$0	$0	$0	$508,143	0.00%
2	6	Data for Continuous Improvement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$110,640	$0	$110,640	$0	$0	$0	$110,640	0.00%
2	7	Monitor Student Progress and Achievement for Improved Academic Outcomes	English learner (EL), Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth	All Schools	Ongoing	$0	$60,397	$60,397	$0	$0	$0	$60,397	0.00%
2	8	Professional Development Across Content Areas	All	No				Ongoing	$0	$323,105	$0	$0	$0	$323,105	$323,105	0.00%
2	9	Summer Learning Camp	All	No				Summer	$572,064	$217,936	$0	$0	$790,000	$0	$790,000	0.00%
2	10	Provide Academic Assessment and Intervention Resources in English Language Arts	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, Elementary	Ongoing	$0	$30,111	$30,111	$0	$0	$0	$30,111	0.00%
2	11	Provide Highly Qualified Paraprofessionals	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$298,000	$2,000	$300,000	$0	$0	$0	$300,000	0.00%
2	12	Supplemental ELD Materials and Services for Newcomer ELs	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%

Goal	Action #	Action Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span								
2	13	Student Achievement in English Language Arts and Math	All	No				Ongoing	$1,026,673	$242,522	$0	$0	$0	$1,269,195	$1,269,195	0.00%
2	14	Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELs, Foster Youth, and Low Income Students for Improved Student Achievement	Long-term English learner, Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$1,343,460	$905,411	$2,248,871	$0	$0	$0	$2,248,871	0.00%
2	15	Student Intervention and Assessment Resources for ELA & Literacy and Math	All	No				Ongoing	$0	$203,091	$0	$0	$0	$203,091	$203,091	0.00%
2	16	English Learner Coordinator	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$71,000	$0	$71,000	$0	$0	$0	$71,000	0.00%
2	17	Designated ELD for Middle and High School	English learner (EL)	No				Ongoing	$0	$4,000	$0	$0	$0	$4,000	$4,000	0.00%
2	18	Enhance Science and History-Social Science Instruction	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$400,000	$400,000	$0	$0	$0	$400,000	0.00%
2	19	Provide ELs and L-TELs Increased Differentiated Language Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
2	20	Supplemental Software for English Language Acquisition	English learner (EL)	No				Ongoing	$0	$22,686	$0	$0	$0	$22,686	$22,686	0.00%
2	21	Provide Additional Dual Language Immersion Teachers to Support EL Achievement	English learner (EL)	Yes	LEA-wide	English learner (EL)	Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle	Ongoing	$1,868,166	$0	$1,868,166	$0	$0	$0	$1,868,166	0.00%

Goal	Action #	Title	Student Group(s)	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span								
2	22	Strengthen Dual Immersion Instructional Program	English learner (EL)	Yes	LEA-wide	English learner (EL)	Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	23	Provide English Learners with Instructional Resources for Dual Language Development and Achievement	English learner (EL)	Yes	LEA-wide	English learner (EL)	Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle	Ongoing	$0	$30,000	$30,000	$0	$0	$0	$30,000	0.00%
2	24	Provide Dual Language Immersion Summer Programming	All	No				Summer	$0	$44,880	$0	$44,880	$0	$0	$44,880	0.00%
2	25	District Technology Committee	All	No				Quarterly	$0	$2,000	$2,000	$0	$0	$0	$2,000	0.00%
2	26	Provide Increased Technology Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$21,583	$0	$21,583	$0	$0	$0	$21,583	0.00%
2	27	Technology Professional Development and Tools	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$193,220	$7,819	$201,039	$0	$0	$0	$201,039	0.00%
2	28	Enhanced Services for Student College and Career Readiness	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	Ongoing	$109,251	$0	$109,251	$0	$0	$0	$109,251	0.00%
2	29	Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans, High School	Summer	$20,000	$0	$20,000	$0	$0	$0	$20,000	0.00%
2	30	Provide Low Income Students with Supports to Understand and Meet A-G Requirements	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	Ongoing	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%

2	31	Provide the AVID program	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, Middle and High School	Ongoing	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%
2	32	Career Pathways	All	No				Ongoing	$0	$532,919	$0	$532,919	$0	$0	$532,919	0.00%
2	33	Provide PSAT-Taking Opportunity for College Readiness	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, Middle and High School	Fall	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
2	34	College Advisement Partnership	All	No				Ongoing	$0	$147,855	$0	$0	$0	$147,855	$147,855	0.00%
2	35	Provide AP and IB Assessment Opportunities for College Readiness	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	Fall	$0	$132,000	$132,000	$0	$0	$0	$132,000	0.00%
2	36	Academic Counseling	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Middle and High School	Ongoing	$633,195	$0	$633,195	$0	$0	$0	$633,195	0.00%
3	1	Transportation	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$1,090,633	$332,000	$1,422,633	$0	$0	$0	$1,422,633	0.00%
3	2	Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs	Homeless, Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$194,000	$26,000	$220,000	$0	$0	$0	$220,000	0.00%
3	3	Local Control Accountability Plan (LCAP) District Advisory Committee	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Quarterly	$0	$1,000	$1,000	$0	$0	$0	$1,000	0.00%
3	4	Foster Youth Committee	Foster Youth	Yes	Limited	Foster Youth	All Schools	Quarterly	$0	$200	$200	$0	$0	$0	$200	0.00%
3	5	Family Resource Center	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$138,382	$183,425	$321,807	$0	$0	$0	$321,807	0.00%
3	6	Provide Enhanced Communications to Improve Home-School Connections	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$218,004	$218,004	$0	$0	$0	$218,004	0.00%

3	7	Increase Monitoring and Data Analysis of Student Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$110,636	$0	$110,636	$0	$0	$0	$110,636	0.00%
3	8	Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	Ongoing	$109,250	$0	$109,250	$0	$0	$0	$109,250	0.00%
3	9	English Learner Parent Advisory Committee/DELAC	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$800	$800	$0	$0	$0	$800	0.00%
3	10	Interpretation	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$84,540	$27,910	$112,450	$0	$0	$0	$112,450	0.00%
3	11	Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$158,633	$54,662	$213,295	$0	$0	$0	$213,295	0.00%
3	12	Community Organization Partnerships	All	No				Ongoing	$0	$10,550	$10,550	$0	$0	$0	$10,550	0.00%
3	13	Provide Programs and Services to Promote Students' Mental Health and Well-being	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$360,000	$240,000	$600,000	$0	$0	$0	$600,000	0.00%
3	14	Parent Involvement	All	No				Ongoing	$0	$22,080	$0	$0	$0	$22,080	$22,080	0.00%
3	15	Safe Technology Use	All	No				Ongoing	$0	$71,500	$0	$0	$0	$71,500	$71,500	0.00%
3	16	Increase Student and Parent Engagement through Parent University Workshops	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$2,000	$2,000	$0	$0	$0	$2,000	0.00%
3	17	Safety and Training	All	No				Ongoing	$0	$200,000	$200,000	$0	$0	$0	$200,000	0.00%
3	18	Provide a Clinical Social Worker to Provide Mental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$210,422	$0	$210,422	$0	$0	$0	$210,422	0.00%
3	19	Enrichment Opportunities	All	No				Ongoing	$0	$7,189,045	$0	$7,189,045	$0	$0	$7,189,045	0.00%
3	20	Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$100,000	$87,625	$187,625	$0	$0	$0	$187,625	0.00%
3	21	Provide Social and Emotional Support for Students to Positively Participate in School	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$41,696	$0	$41,696	$0	$0	$0	$41,696	0.00%
4	1	Nurture a Caring Community: Improve Social Emotional Wellness and School Climate	All	No				Ongoing	$0	$186,000	$0	$186,000	$0	$0	$186,000	0.00%

2024-2025 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
$86,207,543.00	$21,060,578.00	24.43%	0.00% - No Carryover	24.43%	$23,484,702.00	0.00%	27.24%	**Total:**	$23,484,702.00
								LEA-wide Total:	$20,699,868.00
								Limited Total:	$867,257.00
								Schoolwide Total:	$1,917,577.00

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	7	Provide English Learners (EL) with Supplemental Curriculum and Instruction	Yes	Limited	English learner (EL)	All Schools	$46,000.00	0.00%
1	8	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts	Yes	LEA-wide	Low Income	All Schools	$60,397.00	0.00%

1	9	Provide Low Income Students with Supplemental California Standards-Based Instructional Materials in Mathematics	Yes	LEA-wide	Low Income	All Schools	$100,000.00	0.00%
1	10	Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students	Yes	LEA-wide	Low Income	All Schools	$718,575.00	0.00%
1	11	Provide Robust AP and AP Capstone Program Offerings for Low Income Students	Yes	Schoolwide	Low Income	Specific Schools, West Covina High School	$15,900.00	0.00%
1	12	Expand IB Continuum Academic Support	Yes	Schoolwide	Low Income	Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School	$1,706,207.00	0.00%
1	13	Increase IB Programme Continuum Participation	Yes	Schoolwide	Low Income	Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School	$99,970.00	0.00%
1	14	Provide supplemental IB Continuum Supplemental Instructional Materials and Professional Development	Yes	Schoolwide	Low Income	Specific Schools, Orangewood Elementary School, Edgewood Middle School, Edgewood High School	$95,500.00	0.00%
1	15	Expanded Instructional Program Options through the West Covina Online Learning Academy (WCOLA)	Yes	LEA-wide	Low Income	All Schools	$1,051,833.00	0.00%
1	16	Provide Improved Access to Technology Support	Yes	LEA-wide	Low Income	All Schools	$2,108,032.00	0.00%

1	17	Access to Improved Instruction and Intervention through Technology Maintenance	Yes	LEA-wide	Low Income	All Schools	$1,400,000.00	0.00%
2	1	Provide Personalized Learning to Strengthen Student Achievement	Yes	LEA-wide	Low Income	Specific Grade Spans, TK	$1,500,000.00	0.00%
2	2	Enhancement of Career and Technical Education	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	$2,252,176.00	0.00%
2	3	District-Wide Supplemental Academic Support and Intervention	Yes	LEA-wide	Low Income	All Schools	$559,936.00	0.00%
2	4	Elementary School Academic and Instructional Support	Yes	LEA-wide	Foster Youth, English learner (EL)	Specific Grade Spans, Elementary	$1,183,962.00	0.00%
2	5	Provide Needed Intervention for Students Reading Below Grade Level	Yes	LEA-wide	Low Income	Specific Grade Spans, Elementary	$508,143.00	0.00%
2	6	Data for Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	$110,640.00	0.00%
2	7	Monitor Student Progress and Achievement for Improved Academic Outcomes	Yes	LEA-wide	English learner (EL), Foster Youth	All Schools	$60,397.00	0.00%
2	10	Provide Academic Assessment and Intervention Resources in English Language Arts	Yes	LEA-wide	Low Income	Specific Grade Spans, Elementary	$30,111.00	0.00%
2	11	Provide Highly Qualified Paraprofessionals	Yes	Limited	English learner (EL)	All Schools	$300,000.00	0.00%
2	12	Supplemental ELD Materials and Services for Newcomer ELs	Yes	Limited	English learner (EL)	All Schools	$10,000.00	0.00%

2	14	Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELs, Foster Youth, and Low Income Students for Improved Student Achievement	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,248,871.00	0.00%
2	16	English Learner Coordinator	Yes	Limited	English learner (EL)	All Schools	$71,000.00	0.00%
2	18	Enhance Science and History-Social Science Instruction	Yes	LEA-wide	Low Income	All Schools	$400,000.00	0.00%
2	19	Provide ELs and L-TELs Increased Differentiated Language Support	Yes	Limited	English learner (EL)	All Schools	$5,000.00	0.00%
2	21	Provide Additional Dual Language Immersion Teachers to Support EL Achievement	Yes	LEA-wide	English learner (EL)	Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle	$1,868,166.00	0.00%
2	22	Strengthen Dual Immersion Instructional Program	Yes	LEA-wide	English learner (EL)	Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle	$10,000.00	0.00%
2	23	Provide English Learners with Instructional Resources for Dual Language Development and Achievement	Yes	LEA-wide	English learner (EL)	Specific Schools, Monte Vista Elementary, Orangewood Elementary, Edgewood Middle	$30,000.00	0.00%
2	26	Provide Increased Technology Support	Yes	LEA-wide	Low Income	All Schools	$21,583.00	0.00%
2	27	Technology Professional Development and Tools	Yes	LEA-wide	Low Income	All Schools	$201,039.00	0.00%
2	28	Enhanced Services for Student College and Career Readiness	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	$109,251.00	0.00%

2	29	Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses	Yes	LEA-wide	Low Income, Foster Youth	Specific Grade Spans, High School	$20,000.00	0.00%
2	30	Provide Low Income Students with Supports to Understand and Meet A-G Requirements	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	$20,000.00	0.00%
2	31	Provide the AVID program	Yes	LEA-wide	Low Income	Specific Grade Spans, Middle and High School	$20,000.00	0.00%
2	33	Provide PSAT-Taking Opportunity for College Readiness	Yes	LEA-wide	Low Income	Specific Grade Spans, Middle and High School	$5,000.00	0.00%
2	35	Provide AP and IB Assessment Opportunities for College Readiness	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	$132,000.00	0.00%
2	36	Academic Counseling	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, Middle and High School	$633,195.00	0.00%
3	1	Transportation	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$1,422,633.00	0.00%
3	2	Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$220,000.00	0.00%
3	3	Local Control Accountability Plan (LCAP) District Advisory Committee	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,000.00	0.00%
3	4	Foster Youth Committee	Yes	Limited	Foster Youth	All Schools	$200.00	0.00%
3	5	Family Resource Center	Yes	Limited	Foster Youth	All Schools	$321,807.00	0.00%

3	6	Provide Enhanced Communications to Improve Home-School Connections	Yes	LEA-wide	Low Income	All Schools	$218,004.00	0.00%
3	7	Increase Monitoring and Data Analysis of Student Engagement	Yes	LEA-wide	Low Income	All Schools	$110,636.00	0.00%
3	8	Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities	Yes	LEA-wide	Low Income	Specific Grade Spans, High School	$109,250.00	0.00%
3	9	English Learner Parent Advisory Committee/DELAC	Yes	Limited	English learner (EL)	All Schools	$800.00	0.00%
3	10	Interpretation	Yes	Limited	English learner (EL)	All Schools	$112,450.00	0.00%
3	11	Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$213,295.00	0.00%
3	13	Provide Programs and Services to Promote Students' Mental Health and Well-being	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$600,000.00	0.00%
3	16	Increase Student and Parent Engagement through Parent University Workshops	Yes	LEA-wide	Low Income	All Schools	$2,000.00	0.00%
3	18	Provide a Clinical Social Worker to Provide Mental Health Services	Yes	LEA-wide	Low Income	All Schools	$210,422.00	0.00%
3	20	Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements	Yes	LEA-wide	Foster Youth	All Schools	$187,625.00	0.00%
3	21	Provide Social and Emotional Support for Students to Positively Participate in School	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$41,696.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$118,216,940.00	$114,623,880.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Conditions for Student Learning at School Sites	No	$767,753.00	$767,753.00
1	2	Textbook and Curriculum School Allocations	No	$320,316.00	$315,860.00
1	3	General Staffing	No	$77,517,479.00	$71,256,955.00
1	4	Facilities and Maintenance	No	$4,819,140.00	$5,241,304.00
1	5	Core Curricular Materials	No	$1,407,534.00	$988,783.00
1	6	Supplemental Instructional Materials	No	$125,050.00	$247,485.00
1	7	Provide English Learners with Expanded Curriculum, Instruction, and Program	Yes	$46,000.00	$51,070.00
1	8	Provide Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts	Yes	$220,000.00	$137,620.00
1	9	Provide Supplemental California Standards-Based Instructional Materials in Mathematics	Yes	$100,000.00	$45,350.00
1	10	Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students	Yes	$718,575.00	$718,575.00
1	11	Provide Robust AP and AP Capstone Program Offerings for Low Income Students	Yes	$9,323.00	$15,900.00
1	12	Expand International Baccalaureate (IB)	Yes	$1,718,624.00	$1,706,207.00

		Continuum Academic Support			
1	13	Increase IB Programme Continuum Participation for Low Income Students	Yes	$116,775.00	$99,970.00
1	14	IB Continuum Supplemental Instructional Materials and Professional Development	Yes	$96,700.00	$95,500.00
1	15	Expanded Instructional Program Options for Low Income Students through the West Covina Online Learning Academy (WCOLA)	Yes	$942,861.00	$1,051,833.00
1	16	Provide Improved Access to Technology Support	Yes	$2,082,688.00	$2,108,032.00
1	17	Access to Improved Instruction and Intervention for Low Income Students through Technology Maintenance	Yes	$1,072,260.00	$2,500,000.00
1	18	California Teacher Induction Program	No	$608,133.00	$650,000.00
2	1	Provide Personalized Learning to Strengthen Student Achievement	Yes	$1,100,000.00	$1,394,973.00
2	2	Enhancement of Career and Technical Education	Yes	$2,029,436.00	$2,252,176.00
2	3	District-Wide Supplemental Academic Support and Intervention	Yes	$559,936.00	$444,105.00
2	4	Elementary School Academic and Instructional Support	Yes	$1,189,039.00	$1,183,962.00
2	5	Provide Needed Intervention for Low Income Students Reading Below Grade Level	Yes	$508,143.00	$417,014.00
2	6	Provide Differentiated Multi-Tiered Systems of Supports (MTSS)	Yes	$3,000.00	$3,000.00
2	7	Data for Continuous Improvement	Yes	$109,989.00	$110,640.00
2	8	Monitor Student Progress and Achievement for Improved Academic	Yes	$60,397.00	$18,100.00

2		Outcomes			
2	9	Professional Development Across Content Areas	No	$468,403.00	$323,105.00
2	10	Administer Expanded Interim Assessments	Yes	$5,000.00	$5,000.00
2	11	Summer Literacy Camp	No	$1,157,206.00	$790,000.00
2	12	Provide Academic Assessment and Intervention Resources in English Language Arts	Yes	$30,000.00	$30,111.00
2	13	Bilingual Instructional Assistants	Yes	$280,467.00	$226,590.00
2	14	Provide Highly Qualified Paraprofessionals	Yes	$6,000.00	$6,000.00
2	15	Supplemental ELD Materials and Services for Newcomer ELs	Yes	$10,000.00	$10,000.00
2	16	Student Achievement in English Language Arts and Math	No	$1,131,735.00	$1,274,438.00
2	17	Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, Foster Youth, and Low Income Students for Improved Student Achievement	Yes	$2,016,015.00	$2,248,871.00
2	18	Student Intervention and Assessment Resources for ELA & Literacy and Math	No	$193,000.00	$203,091.00
2	19	English Learner Coordinator	No	$69,681.00	$71,100.00
2	20	Designated ELD for Middle and High School	No	$4,000.00	$4,000.00
2	21	Strengthen Dual Immersion Instructional Program Components	Yes	$5,000.00	$7,550.00
2	22	Enhance Science Instruction	Yes	$330,000.00	$350,000.00
2	23	Provide ELs Increased Differentiated Language Support	Yes	$5,000.00	$1,242.00
2	24	Supplemental Software for English Language Acquisition	No	$22,686.00	$22,686.00
2	25	Provide Dual Language	Yes	$2,868,166.00	$2,554,716.00

				Immersion Teachers to Support EL Achievement	
2	26	Provide Qualified and Trained Dual Language Immersion Staff	Yes	$10,000.00	$10,000.00
2	27	Provide English Learners with Instructional Resources for Dual Language Development and Achievement	Yes	$30,000.00	$30,000.00
2	28	Provide Dual Language Immersion Summer Academy for EL Intervention and Enrichment	Yes	$44,880.00	$44,880.00
2	29	Provide Expanded IB Technology Tools and Resources	Yes	$10,800.00	$13,054.00
2	30	District Technology Committee	No	$2,000.00	$2,000.00
2	31	Provide Increased Technology Support	Yes	$20,036.00	$21,583.00
2	32	Technology Professional Development and Tools	No	$201,039.00	$193,220.00
2	33	Enhanced Services for Student College and Career Readiness	Yes	$89,550.00	$109,251.00
2	34	Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses	Yes	$40,610.00	$40,000.00
2	35	Provide Low Income Students with Supports to Understand and Meet A-G Requirements	Yes	$20,000.00	$17,885.00
2	36	Provide Advancement Via Individual Determination (AVID)	Yes	$20,000.00	$19,027.00
2	37	Career Pathways	No	$225,000.00	$518,960.00
2	38	Provide Low Income Students with PSAT-Taking Opportunity for College Readiness	Yes	$4,000.00	$4,990.00
2	39	College Advisement	No	$108,000.00	$147,855.00

		Partnership			
2	40	Provide Low Income Students with AP and IB Assessment-Taking Opportunities for Improved College and Career Readiness	Yes	$165,085.00	$132,000.00
2	41	Academic Counseling	Yes	$633,195.00	$623,482.00
3	1	Transportation	Yes	$1,168,860.00	$1,422,633.00
3	2	Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs	Yes	$243,930.00	$220,000.00
3	3	Local Control Accountability Plan (LCAP) District Advisory Committee	Yes	$500.00	$1,325.00
3	4	Foster Youth Committee	Yes	$200.00	$200.00
3	5	Family Resource Center	Yes	$329,512.00	$208,382.00
3	6	Provide Enhanced Communications to Improve Home-School Connections	Yes	$218,004.00	$203,908.00
3	7	Increase Monitoring and Data Analysis of Student Engagement	Yes	$109,989.00	$110,636.00
3	8	Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities	Yes	$86,088.00	$109,250.00
3	9	English Learner Parent Advisory Committee/DELAC	Yes	$500.00	$785.00
3	10	Interpretation	Yes	$83,893.00	$112,540.00
3	11	Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement	Yes	$233,521.00	$213,295.00
3	12	Community Organization Partnerships	No	$11,504.00	$10,550.00
3	13	Provide Programs and Services to Promote Students' Mental Health and	Yes	$769,824.00	$207,154.00

		Well-being			
3	14	Parent Involvement	No	$17,540.00	$22,080.00
3	15	Safe Technology Use	No	$87,360.00	$71,500.00
3	16	Increase Student and Parent Engagement through Parent University Workshops	Yes	$2,000.00	$2,000.00
3	17	Safety and Training	No	$200,000.00	$200,000.00
3	18	Provide a Clinical Social Worker to Provide Mental Health Services to Students	Yes	$202,561.00	$210,422.00
3	19	Enrichment Opportunities	No	$5,815,259.00	$7,189,045.00
3	20	Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements	Yes	$145,890.00	$187,625.00
3	21	Provide Social and Emotional Support for Students to Positively Participate in School	Yes	$14,300.00	$41,696.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$22,321,338.00	$22,937,122.00	$24,112,110.00	($1,174,988.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	7	Provide English Learners with Expanded Curriculum, Instruction, and Program	Yes	$46,000.00	$51,070.00	0.00%	0.00%
1	8	Provide Supplemental California Standards-Based Instructional Materials in Writing/English Language Arts	Yes	$220,000.00	$137,620.00	0.00%	0.00%
1	9	Provide Supplemental California Standards-Based Instructional Materials in Mathematics	Yes	$100,000.00	$45,350.00	0.00%	0.00%
1	10	Provide Visual and Performing Arts (VAPA) Expanded Opportunities for Low Income Students	Yes	$718,575.00	$718,575.00	0.00%	0.00%
1	11	Provide Robust AP and AP Capstone Program Offerings for Low Income Students	Yes	$9,323.00	$15,900.00	0.00%	0.00%
1	12	Expand International Baccalaureate (IB) Continuum Academic Support	Yes	$1,718,624.00	$1,706,207.00	0.00%	0.00%
1	13	Increase IB Programme Continuum Participation for Low Income Students	Yes	$116,775.00	$99,970.00	0.00%	0.00%
1	14	IB Continuum Supplemental Instructional Materials and Professional Development	Yes	$96,700.00	$95,500.00	0.00%	0.00%
1	15	Expanded Instructional Program Options for Low Income Students through the West Covina Online Learning Academy (WCOLA)	Yes	$942,861.00	$1,051,833.00	0.00%	0.00%
1	16	Provide Improved Access to Technology Support	Yes	$2,082,688.00	$2,108,032.00	0.00%	0.00%

1	17	Access to Improved Instruction and Intervention for Low Income Students through Technology Maintenance	Yes	$1,072,260.00	$2,500,000.00	0.00%	0.00%
2	1	Provide Personalized Learning to Strengthen Student Achievement	Yes	$1,100,000.00	$1,394,973.00	0.00%	0.00%
2	2	Enhancement of Career and Technical Education	Yes	$2,029,436.00	$2,252,176.00	0.00%	0.00%
2	3	District-Wide Supplemental Academic Support and Intervention	Yes	$559,936.00	$444,105.00	0.00%	0.00%
2	4	Elementary School Academic and Instructional Support	Yes	$1,189,039.00	$1,183,962.00	0.00%	0.00%
2	5	Provide Needed Intervention for Low Income Students Reading Below Grade Level	Yes	$508,143.00	$417,014.00	0.00%	0.00%
2	6	Provide Differentiated Multi-Tiered Systems of Supports (MTSS)	Yes	$3,000.00	$3,000.00	0.00%	0.00%
2	7	Data for Continuous Improvement	Yes	$109,989.00	$110,640.00	0.00%	0.00%
2	8	Monitor Student Progress and Achievement for Improved Academic Outcomes	Yes	$60,397.00	$18,100.00	0.00%	0.00%
2	10	Administer Expanded Interim Assessments	Yes	$5,000.00	$5,000.00	0.00%	0.00%
2	12	Provide Academic Assessment and Intervention Resources in English Language Arts	Yes	$30,000.00	$30,111.00	0.00%	0.00%
2	13	Bilingual Instructional Assistants	Yes	$280,467.00	$226,590.00	0.00%	0.00%
2	14	Provide Highly Qualified Paraprofessionals	Yes	$6,000.00	$6,000.00	0.00%	0.00%
2	15	Supplemental ELD Materials and Services for Newcomer ELs	Yes	$10,000.00	$10,000.00	0.00%	0.00%

2	17	Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, Foster Youth, and Low Income Students for Improved Student Achievement	Yes	$2,016,015.00	$2,248,871.00	0.00%	0.00%
2	21	Strengthen Dual Immersion Instructional Program Components	Yes	$5,000.00	$7,550.00	0.00%	0.00%
2	22	Enhance Science Instruction	Yes	$330,000.00	$350,000.00	0.00%	0.00%
2	23	Provide ELs Increased Differentiated Language Support	Yes	$5,000.00	$1,242.00	0.00%	0.00%
2	25	Provide Dual Language Immersion Teachers to Support EL Achievement	Yes	$2,868,166.00	$2,554,716.00	0.00%	0.00%
2	26	Provide Qualified and Trained Dual Language Immersion Staff	Yes	$10,000.00	$10,000.00	0.00%	0.00%
2	27	Provide English Learners with Instructional Resources for Dual Language Development and Achievement	Yes	$30,000.00	$30,000.00	0.00%	0.00%
2	28	Provide Dual Language Immersion Summer Academy for EL Intervention and Enrichment	Yes	$44,880.00	$44,880.00	0.00%	0.00%
2	29	Provide Expanded IB Technology Tools and Resources	Yes	$10,800.00	$13,054.00	0.00%	0.00%
2	31	Provide Increased Technology Support	Yes	$20,036.00	$21,583.00	0.00%	0.00%
2	33	Enhanced Services for Student College and Career Readiness	Yes	$89,550.00	$109,251.00	0.00%	0.00%
2	34	Provide Low Income and Foster Youth High School Students with Additional Summer Math and ELA Skills Courses	Yes	$40,610.00	$40,000.00	0.00%	0.00%
2	35	Provide Low Income Students with Supports to Understand and Meet A-G Requirements	Yes	$20,000.00	$17,885.00	0.00%	0.00%

2	36	Provide Advancement Via Individual Determination (AVID)	Yes	$20,000.00	$19,027.00	0.00%	0.00%
2	38	Provide Low Income Students with PSAT-Taking Opportunity for College Readiness	Yes	$4,000.00	$4,990.00	0.00%	0.00%
2	40	Provide Low Income Students with AP and IB Assessment-Taking Opportunities for Improved College and Career Readiness	Yes	$165,085.00	$132,000.00	0.00%	0.00%
2	41	Academic Counseling	Yes	$633,195.00	$623,482.00	0.00%	0.00%
3	1	Transportation	Yes	$1,168,860.00	$1,422,633.00	0.00%	0.00%
3	2	Provide Enhanced Student Services to Foster Youth and Low Income Students to Support Social Emotional Needs	Yes	$243,930.00	$220,000.00	0.00%	0.00%
3	3	Local Control Accountability Plan (LCAP) District Advisory Committee	Yes	$500.00	$1,325.00	0.00%	0.00%
3	4	Foster Youth Committee	Yes	$200.00	$200.00	0.00%	0.00%
3	5	Family Resource Center	Yes	$329,512.00	$208,382.00	0.00%	0.00%
3	6	Provide Enhanced Communications to Improve Home-School Connections	Yes	$218,004.00	$203,908.00	0.00%	0.00%
3	7	Increase Monitoring and Data Analysis of Student Engagement	Yes	$109,989.00	$110,636.00	0.00%	0.00%
3	8	Opportunities for Low Income Students and Parents to Engage in College and Career Readiness Activities	Yes	$86,088.00	$109,250.00	0.00%	0.00%
3	9	English Learner Parent Advisory Committee/DELAC	Yes	$500.00	$785.00	0.00%	0.00%
3	10	Interpretation	Yes	$83,893.00	$112,540.00	0.00%	0.00%
3	11	Provide School-Based Programs, Services and Tools to Promote Safe Schools and Student Engagement	Yes	$233,521.00	$213,295.00	0.00%	0.00%
3	13	Provide Programs and Services to Promote Students' Mental Health and Well-being	Yes	$769,824.00	$207,154.00	0.00%	0.00%

3	16	Increase Student and Parent Engagement through Parent University Workshops	Yes	$2,000.00	$2,000.00	0.00%	0.00%
3	18	Provide a Clinical Social Worker to Provide Mental Health Services to Students	Yes	$202,561.00	$210,422.00	0.00%	0.00%
3	20	Utilize the Edmentum Platform to Increase Opportunities for Students to Meet Graduation Requirements	Yes	$145,890.00	$187,625.00	0.00%	0.00%
3	21	Provide Social and Emotional Support for Students to Positively Participate in School	Yes	$14,300.00	$41,696.00	0.00%	0.00%

2023-2024 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)
$88,403,965.00	$22,321,338.00	0.00%	25.25%	$24,112,110.00	0.00%	27.27%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,694,366.00	$323,105.00	$26,686.00	$219,355.00		

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	6	Supplemental Instructional Materials	$200,000.00						$200,000.00
1	7	Provide English Learners (EL) with Supplemental Curriculum and Instruction	$0.00						$46,000.00
2	8	Professional Development Across Content Areas		$323,105.00					$323,105.00
2	9	Summer Learning Camp	$0.00						$790,000.00
2	13	Student Achievement in English Language Arts and Math	$1,269,195.00						$1,269,195.00

2	14	Provide Expanded Multi-Tiered Systems of Support (MTSS) to ELs, L-TELs, Foster Youth, and Low Income Students for Improved Student Achievement	$0.00						$2,248,871.00
2	15	Student Intervention and Assessment Resources for ELA & Literacy and Math	$203,091.00						$203,091.00
2	16	English Learner Coordinator	$0.00						$71,000.00
2	17	Designated ELD for Middle and High School			$4,000.00				$4,000.00
2	18	Enhance Science and History-Social Science Instruction	$0.00						$400,000.00
2	20	Supplemental Software for English Language Acquisition			$22,686.00				$22,686.00
2	21	Provide Additional Dual Language Immersion Teachers to Support EL Achievement	$0.00						$1,868,166.00
2	34	College Advisement Partnership				$147,855.00			$147,855.00
2	35	Provide AP and IB Assessment Opportunities for College Readiness	$0.00						$132,000.00
3	14	Parent Involvement	$22,080.00						$22,080.00
3	15	Safe Technology Use				$71,500.00			$71,500.00

Local Control and Accountability Plan Instructions

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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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) (California Legislative Information) 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.

  o 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:

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

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

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.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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

- 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.

- 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.

- 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.

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:

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.

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

  o 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.

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

  o 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).

  o **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.

  o **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.

  o 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%).

  o 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)**

   o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

   o 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)**

   o 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**

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

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

    o 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**

    o 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)**

    o 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 (%)**

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

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

    o 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)**

    o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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