

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wallis Annenberg High

CDS Code: 19 64733 0100750

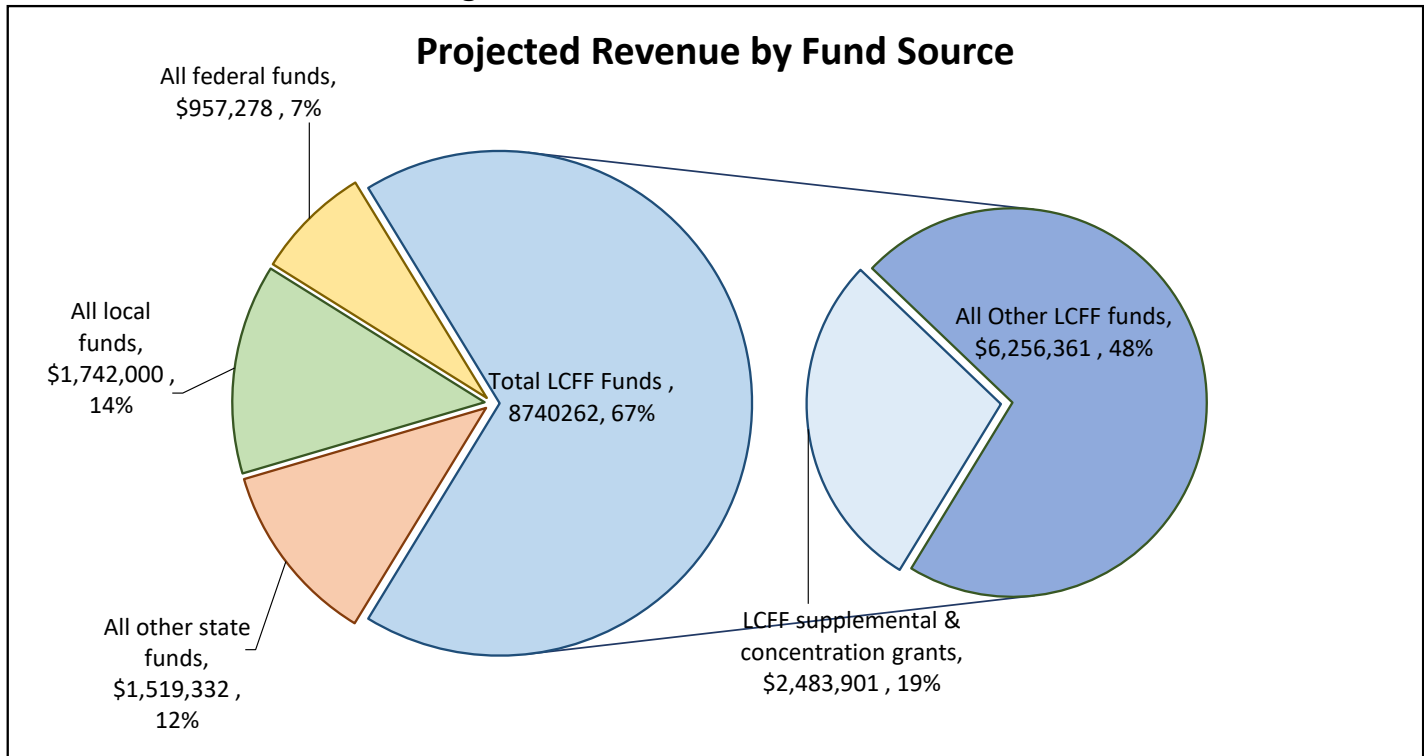
School Year: 2026-27

LEA contact information: David Tran, dtran@accelerated.org, 323-235-6343

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

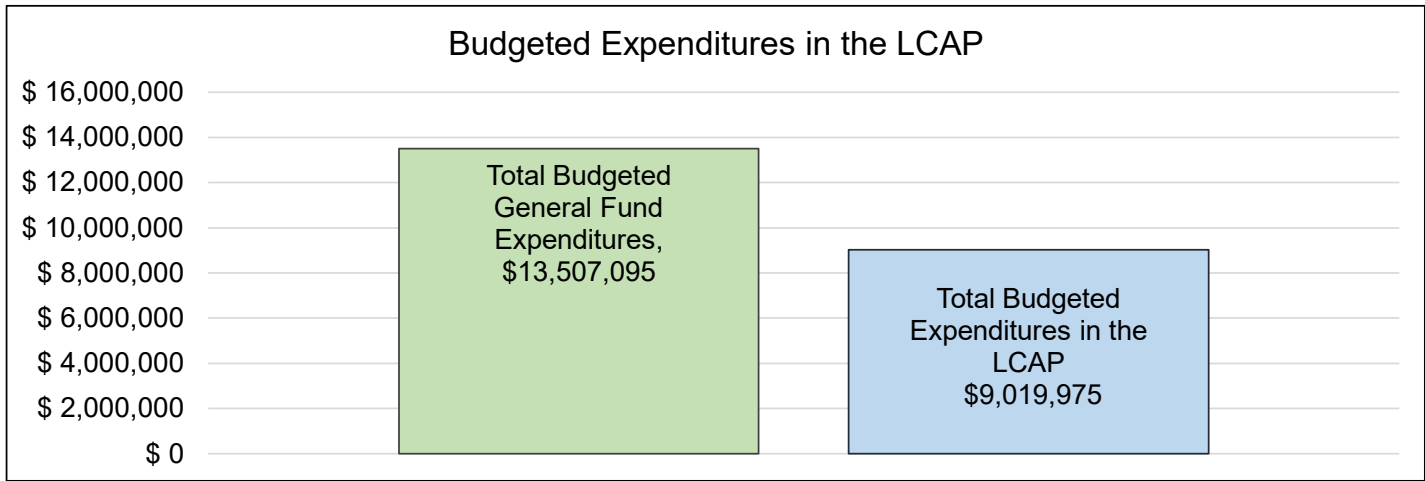


This chart shows the total general purpose revenue Wallis Annenberg High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wallis Annenberg High is \$12,958,872.00, of which \$8,740,262.00 is Local Control Funding Formula (LCFF), \$1,519,332.00 is other state funds, \$1,742,000.00 is local funds, and \$957,278.00 is federal funds. Of the \$8,740,262.00 in LCFF Funds, \$2,483,901.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Wallis Annenberg High plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wallis Annenberg High plans to spend \$13,507,095.00 for the 2026-27 school year. Of that amount, \$9,019,975.00 is tied to actions/services in the LCAP and \$4,487,120.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

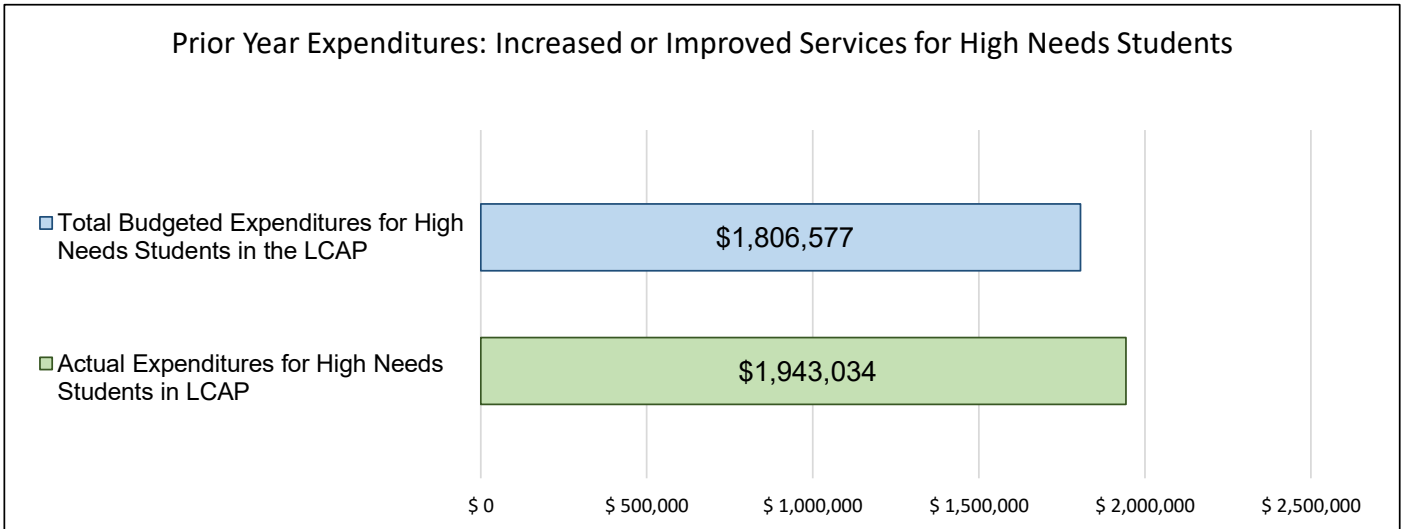
Health and welfare benefits, facilities expenses, other general administrative expenses and other non-programmatic expenses.

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

In 2026-27, Wallis Annenberg High is projecting it will receive \$2,483,901.00 based on the enrollment of foster youth, English learner, and low-income students. Wallis Annenberg High must describe how it intends to increase or improve services for high needs students in the LCAP. Wallis Annenberg High plans to spend \$2,507,308.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Wallis Annenberg High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Wallis Annenberg High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Wallis Annenberg High's LCAP budgeted \$1,806,577.00 for planned actions to increase or improve services for high needs students. Wallis Annenberg High actually spent \$1,943,034.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wallis Annenberg High School	David C. Tran, Head of Academics & Faculty Affairs	dtran@accelerated.org (323) 235-6343

Plan Summary 2026-2027

General Information

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

Wallis Annenberg High School (WAHS), established in 2003 through the support of a \$10 million gift from Wallis Annenberg and the Annenberg Foundation, is guided by the mission of The Accelerated Schools to graduate students who are prepared to succeed at the university and career of their choice and who will enter the workplace as informed and productive employees, entrepreneurs, community leaders, and responsible citizens. Grounded in the belief that all students are gifted and capable of achieving at high levels, WAHS provides a rigorous and supportive learning environment that emphasizes high expectations, strong relationships, and active family and community engagement. Over the years, WAHS has been recognized by U.S. News & World Report as a top high school and continues to build a culture centered on academic achievement, opportunity, personal growth, and student success.

Located in South Los Angeles, WAHS serves approximately 487 students in grades 9–12. The student population reflects a high-need community, with 15.4% English Learners, 13.6% students with disabilities, and 98.4% socioeconomically disadvantaged students. In addition, 98.4% of students identify as Hispanic/Latino and 1.4% African American. These demographics highlight the importance of equitable access to rigorous coursework, targeted intervention, and comprehensive social-emotional supports that prepare students for postsecondary success.

WAHS continues to strengthen instructional systems and accelerate learning through strategic scheduling, targeted intervention, and expanded academic supports. The school’s 4x4 block schedule provides students with increased flexibility to address credit deficiencies, access Career Technical Education (CTE) pathways, and participate in accelerated learning opportunities. Incoming ninth grade students, particularly in mathematics, receive targeted support informed by NWEA assessment data and prior academic performance to strengthen readiness for high school coursework.

WAHS also continues to expand learning recovery and intervention opportunities through APEX Learning credit recovery, Spring Intersession, Summer School, and embedded tutoring supports integrated into the school day. In addition, the Summer Bridge Program supports students transitioning from middle school to high school and helps strengthen student connection and readiness for success at WAHS. These efforts reflect the school’s ongoing commitment to responding to student needs through flexible, student-centered, and data-informed practices.

WAHS maintains a strong college-going culture through A-G aligned coursework, Advanced Placement offerings, Career Technical Education pathways, dual enrollment opportunities with Los Angeles Trade Technical College, and College and Career Readiness courses. Students are supported through individualized academic planning and counseling services that help prepare them for college, career, and life beyond high school. Many WAHS graduates continue on to colleges and universities throughout California and across the United States.

WAHS also continues to expand instructional opportunities and targeted supports through strategic investments and partnerships. In 2025, the school received a \$3 million grant from the Annenberg Foundation to support mathematics improvement efforts through expanded staffing, instructional leadership, professional development, intervention programming, and smaller class sizes focused on accelerating student achievement in mathematics.

Through its Local Control and Accountability Plan (LCAP), Wallis Annenberg High School (WAHS) focuses on improving student outcomes through rigorous instruction, targeted supports for English Learners and other high-need student groups, a positive school climate, and meaningful engagement with families and the broader community. The LCAP also serves as the School Plan for Student Achievement (SPSA) and is aligned to state and local priorities through ongoing analysis of student performance data and educational partner input. As a school serving a high percentage of unduplicated students, WAHS receives supplemental and concentration funding under the Local Control Funding Formula (LCFF) to support programs and services designed to promote equitable access to high-quality educational opportunities and improved outcomes for all students.

Wallis Annenberg High School is not eligible to receive Equity Multiplier funds. However, the school continues to receive Learning Recovery Emergency Block Grant (LREBG) funds, which are incorporated into the school's overall efforts to support student achievement, engagement, and well-being.

The development of the 2026–27 LCAP included meaningful consultation with educational partners and was completed in accordance with the requirements of California Education Code Sections 52062(a) and 64001(j). Feedback received through the educational partner engagement process informed the development of the goals, actions, services, and expenditures included in this LCAP.

Reflections: Annual Performance

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

As a grades 9–12 charter high school serving a high-need student population, including a high percentage of socioeconomically disadvantaged students, English Learners, and students with disabilities, Wallis Annenberg High School (WAHS) engages in ongoing reflection of student outcomes using both California School Dashboard indicators and local data measures to inform continuous improvement.

This analysis reflects the 2025 California School Dashboard results and related local data measures used to evaluate student outcomes and inform continuous improvement efforts. During this period, WAHS continued to strengthen systems and supports focused on academic recovery, student engagement, college and career readiness, and equitable access to rigorous coursework. The school demonstrated areas of progress and stability across key indicators while also identifying opportunities to strengthen outcomes for student groups requiring additional academic and social-emotional support.

WAHS continues to strengthen instructional decision-making through the use of NWEA MAP assessments, Panorama survey results, attendance and graduation progress monitoring, instructional coaching, and targeted intervention supports designed to guide personalized academic support and continuous improvement efforts. Through ongoing analysis of state and local data, the school continues to refine

WAHS Local Control and Accountability Plan 2026-2027

instructional practices, intervention systems, and student support structures to ensure all students are prepared for success in college, career, and life.

2025 CA Dashboard Performance

English Language Arts: Schoolwide English Language Arts (ELA) performance declined from Green to Orange on the 2025 California School Dashboard. Students performed 24.2 points below standard, declining 34.4 points from the prior year. Three student groups performed in the Orange category. English Learners improved 4.9 points to 87.2 points below standard, reflecting continued progress while remaining an area of need. Hispanic students performed 22.9 points below standard, declining 34.5 points, and socioeconomically disadvantaged students performed 22.5 points below standard, declining 32.5 points. Both Hispanic and socioeconomically disadvantaged students continued to outperform the state average for their respective student groups. The data highlight the continued need to strengthen literacy instruction, targeted intervention supports, and student engagement in reading and writing across content areas

Mathematics: Schoolwide Mathematics performance improved from Orange to Yellow on the 2025 California School Dashboard. Students performed 101.7 points below standard, increasing 11.1 points from the prior year. All three student groups demonstrated improvement. English Learners increased 16.5 points to 159.5 points below standard and remained in the Orange performance category. Hispanic students improved 9.8 points to 99.5 points below standard and moved into the Yellow category. Socioeconomically disadvantaged students improved 8.9 points to 103.9 points below standard and also moved into the Yellow category. The data reflect positive progress in mathematics achievement while also highlighting the continued need for targeted intervention and accelerated learning opportunities for high-need student groups. In response, WAHS continues to expand instructional opportunities and targeted supports through strategic investments and partnerships, including a \$3 million grant from the Annenberg Foundation to support mathematics improvement efforts through expanded staffing, instructional leadership, professional development, intervention programming, and smaller class sizes focused on accelerating student achievement in mathematics.

English Learner Progress: English Learner Progress Indicator (ELPI) results demonstrated significant improvement on the 2025 California School Dashboard. English Learners increased 22 percentage points to 62.9% making progress toward English language proficiency, moving into the Blue performance category. WAHS significantly outperformed the state average of 46.4%, reflecting the positive impact of targeted English Learner supports, designated and integrated ELD instruction, and ongoing monitoring of student progress. The data demonstrate strong progress in supporting English Learners' language development and access to rigorous academic instruction.

College and Career Indicator: The College and Career Indicator (CCI) maintained strong performance on the 2025 California School Dashboard, with 75.9% of students identified as prepared for college and career, representing an increase of 1.9 percentage points from the prior year. Hispanic students performed at 77.2% prepared, increasing 3.2 percentage points and performing in the Blue category. Socioeconomically disadvantaged students performed at 75.9% prepared, maintaining performance with a 1.9 percentage point increase and also performing in the Blue category. WAHS continues to maintain a strong college-going culture through A-G aligned coursework, Advanced Placement offerings, Career Technical Education pathways, dual enrollment opportunities with Los Angeles Trade Technical College, and College and Career Readiness courses. Students are supported through individualized academic planning and counseling services that help prepare them for college, career, and life beyond high school. The data reflect continued success in preparing students for postsecondary opportunities and future career pathways.

Graduation Rates: The Graduation Rate Indicator demonstrated significant improvement on the 2025 California School Dashboard, increasing 5.2 percentage points to a 100% graduation rate and moving into the Blue performance category. Hispanic students and socioeconomically disadvantaged students also achieved 100% graduation rates and performed in the Blue category.

The data reflect the continued effectiveness of WAHS's college and career readiness systems, individualized academic counseling, credit recovery opportunities, and targeted student supports designed to ensure students remain on track for graduation and postsecondary success.

Suspension Rates: The Suspension Rate Indicator demonstrated strong performance on the 2025 California School Dashboard, declining 1.7 percentage points to 0.4% suspended at least one day and performing in the Blue category. Several student groups also demonstrated positive outcomes. English Learners had a 0% suspension rate, declining 5.3 percentage points. Long-Term English Learners and students with disabilities also reported 0% suspended at least one day, declining 6.3 and 3.1 percentage points respectively. Hispanic students and socioeconomically disadvantaged students each reported a 0.4% suspension rate, declining 1.8 and 1.7 percentage points respectively. The data reflect the effectiveness of schoolwide efforts focused on positive school climate, student engagement, restorative practices, and proactive behavioral supports.

Lowest Performing Student Groups

WAHS did not have any schools or student groups that received the lowest performance level on any state indicator on the 2023 California School Dashboard.

Learning Recovery Emergency Block Grant

Wallis Annenberg High School (WAHS) has \$603,053 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds at the beginning of the 2026–27 school year. WAHS plans to expend \$324,815 of these funds during the 2026–27 school year. LREBG-funded activities are included in Goal 1, Action 1: Strengthening EL Program & Services; Goal 1, Action 4: Addressing Academic Needs to Accelerate Learning; Goal 1, Action 5: Addressing Social-Emotional and Behavioral Student Needs; and Goal 2, Action 1: Administrators and Educators that Support the Educational Program.

A review of state and local data, educational partner feedback, and the school's needs assessment identified ongoing needs related to literacy development, mathematics achievement, English Learner progress, student engagement, attendance, and social-emotional well-being. Student outcome data indicate the continued need for targeted academic interventions, professional learning, and integrated student supports to accelerate learning recovery and improve student outcomes.

To address these identified needs, WAHS will utilize unexpended LREBG funds to support Language Live consumables and classroom libraries that strengthen literacy development and English Learner supports; teacher training and professional learning to improve instructional practices; a Math Coach to provide targeted mathematics intervention and instructional support; and a Social Worker to provide mental health, behavioral, and attendance-related services. Associated employee benefits are also funded through the grant. These evidence-based supports are intended to improve academic achievement, accelerate learning recovery, increase student engagement, and strengthen students' social-emotional well-being.

These actions align with the allowable uses of LREBG funds, including accelerating learning recovery, addressing learning loss, providing integrated pupil supports, supporting student mental health and wellness, improving instructional quality, and increasing access to evidence-based interventions for students with the greatest needs.

Reflections: Technical Assistance

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

Not Applicable

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.

Wallis Annenberg High School is not eligible 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.

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
Administrators/Principal	The Leadership Team, including the Principal, Heads of Academics & Faculty Affairs, and College & Career Readiness leadership, met regularly from January through May 2026 to review state and local performance data, monitor progress toward LCAP goals, discuss schoolwide priorities, and identify areas for continuous improvement. The team analyzed student achievement, attendance, school climate, graduation, and college and career readiness data to assess the effectiveness of current programs and services. Leadership also reviewed educational partner feedback gathered throughout the year and considered priorities identified by students, families, and staff to inform planning, resource allocation, and the development of the 2026–27 LCAP.
Teachers	The LCAP was reviewed with teachers and staff during regularly scheduled Monday staff meetings throughout the spring of 2026. Staff reviewed state and local performance data, including student achievement, attendance, school climate, and college and career readiness indicators, and discussed progress toward LCAP goals. Teachers provided feedback regarding the effectiveness of current programs and services, instructional priorities, student support needs, professional development, intervention strategies, and school climate initiatives. Staff input helped identify areas of need and informed the development of goals, actions, services, and resource allocations included in the 2026–27 LCAP.
Other School Personnel	Classified staff participated in regularly scheduled Monday office staff meetings during the spring semester to support the development of the 2026–27 LCAP. Staff were provided opportunities to review school performance information and discuss the effectiveness of current programs, services, and operational supports. Discussions focused on school climate, student attendance, family engagement, student wellness, campus operations, and other factors that contribute to a positive learning environment. Classified staff shared perspectives on school needs and priorities, and their feedback was considered during the development of the 2026–27 LCAP.
Students	Students participated in Town Hall meetings held on Mondays throughout the school year and were provided ongoing opportunities to share feedback through an anonymous question box. Students discussed topics related to school climate, student engagement, safety, academic supports, wellness, extracurricular opportunities, and the overall student experience. Feedback gathered through Town Hall discussions and anonymous submissions provided valuable student perspectives on school strengths, areas for improvement, and priorities for the upcoming school year. Student input was considered during the development of the 2026–27 LCAP and helped inform decisions related to student supports, school culture, and educational programs.
Student Advisory	Student Advisory Committee (SAC) members, comprised of student leaders and ASB representatives from across the school, participated in meetings held on Wednesdays throughout the 2025–26 school year to support the development of the 2026–27 LCAP. Students reviewed school performance information and engaged in discussions regarding academic achievement, student engagement, school climate, wellness supports, extracurricular opportunities, and the overall student experience. Students provided feedback on the effectiveness of current programs and services, identified areas of need, and shared recommendations for improving student support and school culture. Input gathered through SAC and ASB meetings informed the development of the 2026–27 LCAP and helped shape priorities related to student engagement, school climate, academic supports, and student well-being.

Parent Advisory Committee (PAC)	Parent Advisory Committee (PAC) members participated in three scheduled meetings during the 2025–26 school year to support the development of the 2026–27 LCAP. During these meetings, the LCAP was reviewed with families, and parents were provided opportunities to review school performance information, discuss school programs and services, and provide comments and feedback regarding school priorities, student needs, and areas of focus for the upcoming school year. Discussions included student achievement, attendance, school climate, family engagement, student wellness, and the effectiveness of current programs and supports. Parent feedback helped identify community priorities and informed the development of goals, actions, services, and resource allocations included in the 2026–27 LCAP.
English Learner Parent Advisory Committee (EL-PAC)	English Learner Advisory Committee (ELAC) and English Learner Parent Advisory Committee (EL-PAC) members participated in meetings during the 2025–26 school year as part of the development of the 2026–27 LCAP. During these meetings, the LCAP was reviewed with families, and parents were invited to provide comments and feedback regarding school programs, services, and priorities. Families reviewed school performance information related to English Learner student outcomes, including English language proficiency progress, academic achievement, attendance, and student engagement. Discussions focused on the effectiveness of programs and services supporting English Learners, strategies to strengthen family engagement, and priorities for improving outcomes for English Learner students. Feedback provided by ELAC and EL-PAC members informed the development of the 2026–27 LCAP and helped guide decisions regarding services and supports for English Learners and their families.
Parents including those representing Unduplicated Pupils & Students with Disabilities	Parents participated in Coffee with the Principal meetings held on Fridays throughout the 2025–26 school year to support the development of the 2026–27 LCAP. During these meetings, the LCAP was reviewed with families, and parents were provided opportunities to share comments and feedback regarding school programs, services, policies, and initiatives. Discussions included student achievement, attendance, school climate, family engagement, student wellness, and school priorities for the upcoming year. Families shared perspectives on the effectiveness of current programs and identified areas of need and opportunities for improvement. Feedback gathered through these meetings informed the development of the 2026–27 LCAP and helped shape goals, actions, services, and resource allocation decisions.
SELPA Administrator	The Charter SELPA was contacted via email to request review of the Local Control and Accountability Plan (LCAP) and provide professional input on special education services and supports.

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

The development of the 2026–27 LCAP was informed by feedback gathered from administrators, teachers, classified staff, students, families, and advisory committees throughout the school year. Educational partners consistently expressed support for maintaining the programs, services, and supports currently provided by the school while identifying several areas for enhancement.

Administrators and teachers emphasized the importance of maintaining current funding priorities and continuing investments in academic programs and student supports. Staff also identified a need for additional instructional leadership in mathematics and expressed concerns regarding classroom space and the use of split classrooms. As a result, the adopted LCAP continues funding for existing academic programs and student support services while prioritizing resources to strengthen instructional effectiveness and improve learning environments as facility capacity allows.

Classified staff highlighted the need for additional office and operational support. While fiscal constraints limit immediate staffing expansion, this feedback will continue to be considered as part of future staffing and resource allocation discussions.

Students expressed overall satisfaction with the school's programs and culture but identified a desire for additional space during breaks, nutrition, and lunch periods, as well as concerns regarding split classroom configurations. Student leaders also requested additional school culture activities and spirit events. In response, the adopted LCAP continues investments in student engagement, school climate initiatives, and activities that promote student connectedness and belonging.

Parents, including members of the Parent Advisory Committee (PAC), English Learner Parent Advisory Committee (EL-PAC), and families representing unduplicated pupils and students with disabilities, expressed a desire for increased community-building opportunities and additional parent workshops. Based on this feedback, the adopted LCAP continues to support family engagement activities, parent education opportunities, and community events designed to strengthen school-family partnerships and promote meaningful participation in the school community.

Overall, educational partner feedback affirmed the school's current direction while helping to refine priorities related to student engagement, family involvement, instructional support, staffing needs, and facility utilization within available resources.

Public Hearing and Adoption was conducted on June 10, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen the Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, well-being and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, ensure all student are college and/or career ready, and to measure program effectiveness.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 6: School Climate
Priority 7: Course Access
Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed this comprehensive goal to address significant performance declines and systemic challenges identified through multiple data sources, including the 2024 California School Dashboard results and local assessments. The school's commitment to a Multi- Tiered System of Supports (MTSS) framework reflects the interconnected nature of student needs that require coordinated interventions across academic, social-emotional, behavioral, and mental health domains.

Critical Performance Gaps Driving This Goal: WAHS faces academic achievement concerns that demand immediate attention. Mathematics performance declined significantly, with an overall Distance from Standard (DFS) of -112.8, representing a 22.9-point decline from the previous year and earning an

"Orange" performance level on the Dashboard. Simultaneously, the English Learner Progress Indicator (ELPI) dropped from 49.4% to 41%, also receiving an "Orange" performance level, while Long-Term English Learners showed similar concerning trends at 45.2% progress rate, down from 54.3%. These academic challenges are compounded by the fact that only 5.88% of students demonstrate college readiness in mathematics according to EAP results.

Behavioral and climate data reveal equally concerning trends. Suspension rates increased dramatically from 0.4% to 2.1%, affecting multiple student populations disproportionately. English Learners experienced a 5.3% suspension rate, while Long-Term English Learners faced 6.3%, and Students with Disabilities had a 3.1% suspension rate, indicating systemic issues affecting the school's most vulnerable populations.

These challenges are further complicated by systemic capacity gaps, including staffing challenges such as a vacant Assistant Principal position and delayed Dean of Culture hiring. The school has identified the need for enhanced professional development in trauma-informed practices and restorative justice, as well as better integration between academic support and behavioral intervention systems.

Strategic Rationale for MTSS Framework: WAHS selected an MTSS approach because it provides a comprehensive, data-driven framework that can simultaneously address the multiple, interconnected challenges facing the student population. This systematic approach allows for tiered interventions ranging from universal support to intensive individualized interventions, ensuring that all students receive appropriate levels of support based on their specific needs. The framework emphasizes data-driven decision making through regular use of multiple data sources to identify students in need and monitor progress over time.

The MTSS model also facilitates integrated support systems that coordinate academic, behavioral, and social-emotional services rather than operating these supports in isolation. Most importantly, it maintains a prevention focus through proactive identification and intervention before problems escalate to crisis levels.

The goal's broad scope reflects the reality that student success requires addressing academic achievement alongside social-emotional learning, behavioral supports, and mental health needs. This comprehensive approach is particularly critical for WAHS's diverse population, which includes 20% English Learners and significant numbers of socioeconomically disadvantaged students who require coordinated, culturally responsive interventions to achieve academic success and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Distance From Standard <i>2025 Dashboard</i>	2022-23 ELA CAASPP DFS All Students -14.9 Hispanic -14.6 SED -17.4	2023-24 ELA CAASPP DFS All Students +10 Hispanic +11.6 SED +10	2024-25 ELA CAASPP DFS All: -13.8 HIS: -13.8 EL: -37 SED: -13.8 SWD: -102.4	All: -12.0 HIS: -12.0 EL: -30.0 SED: -12.0 SWD: -98.0	All Students: +1.1 Hispanic: +0.8 SED: +3.6
1.2	CAASPP Math Distance From Standard <i>2025 Dashboard</i>	2022-23 Math CAASPP DFS All Students -89.9 Hispanic -89.1 SED -93.4	2023-24 Math CAASPP DFS All Students -112.8 Hispanic -109.2 SED -112.8	2024-25 Math CAASPP DFS All: -29.4 HIS: -29.4 EL: -60.1 SED: -29.4	All: -25 HIS: -25 EL: -55 SED: -24 SWD: -90	All Students: +60.5 Hispanic: +59.7 SED: +64.0

				SWD: -108.4		
1.3	% students' college ready measured by Math EAP. Source: CAASPP website	<u>2022-23:</u> 11.83% College ready 15.05% Conditionally ready	<u>2023-24:</u> 5.88% College ready 10.92% Conditionally ready	<u>2024-25:</u> 5.61% College Ready 17.76% Conditionally ready	8% College Ready 19% Conditionally ready	-6.22% College Ready 2.71% Conditionally ready
1.4	% students' college ready as measured by ELA EAP. Source: CAASPP website	<u>2022-23:</u> 21.28% College ready 24.47% Conditionally ready	<u>2023-24:</u> 26.05% College Ready 26.05% Conditionally ready	<u>2024-25:</u> 17.76% College Ready 24.30% Conditionally ready	% College Ready % Conditionally ready	-3.52% College Ready -0.17% Conditionally ready
1.5	% Proficient CAST Source: CAASPP website	<u>2022-23 CAST</u> % All Students 12.3% Hispanic 12.8% SED 11.7%	<u>2023-24 CAST</u> All Students 20.9% Hispanic 20.9% SED 19.3% <u>2023-24 CAST PFS</u> All Students -15.7 Hispanic -15.7 SED -16.5	<u>2024-25 CAST</u> All: 12.38% His: 12.1% SED: 12.97%	All: 14% His: 14% SED: 15%	All Students: 0% Hispanic: -0.7% SED: 1.27%
1.6	% students: A-G completion rate (5-year cohort) Source: Dataquest	2022-23: 98%	2023-24: 76.6%	2024-25: 86%	88%	-12%
1.7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	49.4% Source: 2023 Dashboard	41% (EL) 45.2% (LTEL) Source: 2024 Dashboard	62.9% (EL) 68% (LTEL) Source: 2025 Dashboard	64% (EL) 69% (LTEL)	+13.5% (EL)
1.8	% students English Language	2022-23: 16.84% Proficient	2023-24: 8.05% Proficient	2025-26: In Progress	10%	N/A
1.9	Reclassification Rate Source: CALPADS	2022-23: 22.4%	2023-24: 14.61%	2025-26: In Progress	15%	N/A
1.10	AP Passage rate (score 3+) Source: Local	2022-23: 34%	2023-24: 25%	2025-26: In Progress	30%	N/A
1.11	Attendance Rate Source: CALPADS	2022-23: 92.1%	2023-24: 90.2%	2025-26: In Progress	93%	N/A

1.12	Chronic Absenteeism Rates Source: Dataquest	2022-23 Chronic Absenteeism Rate All Students 28.6% Hispanic 28.6% EL 35.6% SED 28.6% SWD 33.9%	2023-24 Chronic Absenteeism Rate All Students 29.4% Hispanic 29.1% EL 30.8% SED 29.7% SWD 45.2%	2024-25 Chronic Absenteeism Rate All Students 16.9% Hispanic 16.6% EL N/A SED N/A SWD N/A	All Students 16%	All Students -11.7% Hispanic -12% EL N/A SED N/A SWD N/A
1.13	High School Dropout Rates Source: Dataquest	2022-23 HS Dropouts Rate All Students 7.8% Hispanic 6.4% SED 7.8%	2023-24 HS Dropouts Rate All Students 2.7% Hispanic 2.8% SED 2.7%	2024-25 HS Dropouts Rate All Students 0% Hispanic 0% SED 0%	All Students <1%	All Students: -7.8% Hispanic: -6.4% SED: N/A
1.14	High School Grad. Rate Source: CA School Dashboard	2022-23 Graduation Rate All Students 95.6% Hispanic 95.4% SED 95.6%	2023-24 Graduation Rate All Students 94.8% Hispanic 94.8% SED 94.8%	2024-25 Graduation Rate All Students 100% Hispanic 100% SED 100%	100%	All Students: -4.4% Hispanic: -4.6% SED: -4.4%
1.15	Suspension Rate Source: Dataquest	2022-23 Suspension Rate All Students 0.4% Hispanic 0.4% EL 0.9% SED 0.4% SWD 1.7%	2023-24 Suspension Rate All Students 2.1% Hispanic 2.2% EL 5.3% LTEL 6.3% SED 2.2% SWD 3.1%	2024-25 Suspension Rate All Students 0.4% Hispanic 0.4% EL 0.0% LTEL 0.0% SED 0.4% SWD 0.0%	All Students <1%	All Students 0% Hispanic 0% EL -0.9% LTEL -0.4% SED 0% SWD -1.7%
1.16	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	0%	0%
1.17	% of students earning a State Seal of Biliteracy (5-year cohort) Source: Dataquest	2022-23: 11.2%	2023-24: 12.1%	2024-25: 30.8%	31%	+19.6%

1.18	% of graduate earning a Golden State Seal Merit Diploma. (5-year cohort) Source: Dataquest	2022-23: 39.8%	2023-24: 57%	2024-25: 64.8%	65%	+25%
1.19	CTE Pathway Completion Rate Source: Dashboard CCI Additional Reports	N/A	N/A	2024-2025: 0% (new metric)	0%	N/A
1.20	Broad Course of Study Source: School Schedules	N/A	N/A	2024-2025: 100% (new metric)	100%	N/A

Goal Analysis for 2025-2026

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

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

Wallis Annenberg High School (WAHS) implemented all Goal 1 actions in 2025–26 as described in the adopted LCAP, with no omissions. Adjustments were made in response to staffing, programmatic, and operational realities that emerged throughout the year.

Action 1.1 – Strengthening EL Program & Services: WAHS maintained three designated ELD courses with all English Learners enrolled, kept the EL Master Plan accessible online, and provided instructional coaching and professional development focused on ELD, with one assistant principal overseeing EL support. Academic tutors were assigned to support English Learners in designated ELD courses alongside course teachers. A key substantive difference from the planned action was that a dedicated ELD Instructional Coach position was not filled as a standalone role; instead, ELD oversight responsibilities were assumed by an assistant principal.

Action 1.2 – Supporting LTEL Needs: The ELD team continued implementing Language Live curriculum in designated ELD courses and maintained consistent goal-setting and progress monitoring for LTELs, including discussions of grades, reading levels, ELPAC subtest results, and reclassification strategies. Substantive differences from the plan included: the IMSE Foundational Reading training was not conducted, and the Literacy Coach position was not filled. An assistant principal assumed oversight for literacy instruction.

Action 1.3 – Measuring Student Progress: WAHS continued administering NWEA MAP Reading and Math assessments twice per year and implemented ICA assessments for grades 9–11, splitting ELA and Math portions across different periods of the year to reduce assessment fatigue. Data analysis was supported through the use of CERS for ICA, FIAB, and IAB data review. No omissions occurred, though the assessment calendar was adjusted from the original plan.

Action 1.4 – Addressing Academic Needs to Accelerate Learning: The 4x4 block schedule continued to be implemented effectively. The Annenberg Foundation grant entered its first year of implementation, resulting in the hiring of six additional mathematics teachers and the double-blocking of Algebra

1, Geometry, and Algebra 2 courses, effectively doubling mathematics instructional minutes. Credit recovery transitioned from APEX to Subject. Spring Intersession was available, and Summer School was in planning. Classroom libraries were established in ELA classrooms. A substantive challenge was that a permanent mathematics coach or assistant principal position to support the expanded math team had not yet been filled.

Action 1.5 – Addressing Social-Emotional & Behavioral Student Needs: The Dean of Culture and Psychiatric Social Worker continued to serve as key supports in the areas of discipline and mental health. Hazel Health and a new partnership with Daybreak expanded telehealth mental health access. Panorama was increasingly used by teachers, counselors, and leaders to track academic, attendance, and check-in data. Student engagement continued to grow through athletics, the creation of a National Honor Society chapter, and the planned addition of Key Club. The Wayfinder SEL curriculum saw decreased consistency in implementation; feedback suggests exploring an alternative curriculum in future years.

Action 1.6 – Promoting a College-Going Culture: The 150:1 student-to-counselor ratio was maintained. AP and dual enrollment opportunities continued to grow, with dual enrollment expanded to include sophomores. The first graduating class to complete a full CTE pathway was celebrated. A substantive shift from the original plan was the transition away from a standalone College & Career Readiness class toward a grade-level themed Advisory model, with seniors retaining a CCR class focused on college applications (Semester 1) and Personal Finance (Semester 2).

Action 1.7 – Services to Support Students with Disabilities: IEP Snapshots were distributed and updated following each IEP meeting. Weekly IEP compliance monitoring meetings and RST/SPED networking sessions occurred as planned. Co-teaching and co-planning expanded in current co-taught classes. A substantive structural change underway includes the elimination of the Program Specialist position and its replacement with a Compliance Coordinator, along with the addition of SPED TOSAs at each site and an Inclusion Coordinator across all sites.

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.

Estimated actual expenditures exceeded budgeted expenditures across multiple actions and services due to adjustments made during implementation to fully support program needs, maintain planned services, and address emerging student needs. In addition, LREBG funds were incorporated into Action 2 and Action 4 to expand and strengthen supports aligned to LCAP goals and priorities.

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

Effective: Actions related to academic programming, math intervention, college and career readiness, and special education compliance demonstrated clear effectiveness. The Annenberg Foundation grant produced immediate structural impact: six additional mathematics teachers were hired, double-blocked math courses were implemented, and class sizes were reduced — providing substantially more instructional time and individualized attention for students performing below standard. CAASPP Mathematics Distance from Standard improved significantly from -112.8 to -29.4 for all students, representing an 83.4-point gain. CAASPP ELA performance also declined from the prior-year gains but reflected adjusted cohort data. The graduation rate reached 100% on the 2025 Dashboard, and the State Seal of Biliteracy rate increased to 30.8% (28/91 graduates), and the Golden State Seal Merit Diploma rate rose to 64.8% (59/91 graduates). The College-Going Culture action continued to demonstrate effectiveness, with dual enrollment expanded and CTE pathway completion achieved for the first graduating cohort. Suspension rates dropped to 0% across all student groups in 2024–25, reflecting the sustained impact of restorative practices, telehealth services, and consistent implementation of PBIS and MTSS supports. Special education compliance systems remained strong, with regular IEP monitoring meetings occurring and distribution of IEP Snapshots maintained.

Less effective / in progress: English Learner progress remains an area requiring continued focus. The ELPI declined slightly to 42.1%, and planned actions — including the IMSE Foundational Reading training and the hiring of a dedicated Literacy Coach — were not implemented as described. EL reclassification data and ELPAC proficiency rates for 2025–26 are still in progress. Chronic absenteeism, while showing some improvement, remains an ongoing challenge that the Attendance Committee continues to address within the MTSS framework. Student mental health needs continue to be significant, and the Wayfinder SEL curriculum showed decreased implementation consistency, suggesting a need to reassess the curriculum for future

years. The permanent mathematics coaching or assistant principal role has not been filled, limiting dedicated instructional leadership support for the expanded math team.

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

Based on reflection on prior implementation and effectiveness, including review of the 2025 California School Dashboard indicators and local data measures such as NWEA MAP, ICA, ELPAC, attendance data, and college and career readiness outcomes, WAHS will continue implementing Goal 1 as adopted. No substantive changes were made to the overall goal or actions; however, target outcomes will be adjusted to align with the current three-year LCAP cycle. In addition, the LCAP was updated to include new metrics related to Career Technical Education (CTE) pathway completion and access to a broad course of study in order to strengthen monitoring of college and career readiness and equitable access to educational opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strengthening EL Program & Services (LREGB)	<p>Wallis Annenberg High School (WAHS) recognizes that historically, over 20% of our students are English Learners (EL). For the 2023-24 academic year, the EL reclassification rate was 20%, and the English Learner Progress Indicator (ELPI) was 41%, representing a significant decline from the previous year's 49.4% and resulting in an ORANGE performance level on the 2024 CA School Dashboard. Specifically, EL students on the ELPI Indicator received an ORANGE performance level on the 2024 CA School Dashboard, declining from 7.4% to 41% of EL students who demonstrated progress toward English Language Proficiency.</p> <p>Program Structure and Planning WAHS will strengthen its EL Program through comprehensive support systems and targeted interventions. The school will provide appropriate Designated English Language Development (ELD) courses based on individual EL student language acquisition needs to ensure personalized learning pathways. The English Learner Master Plan will remain accessible online and by request for staff and families, with annual review and revision conducted by the English Learner Advisory Committee (ELAC) to ensure continued relevance and effectiveness.</p> <p>Instructional Support and Coaching To enhance instructional capacity, an ELD Instructional Coach will be added to lead instructional coaching focused on ELD Standards and strategies to support English Learners across all subject areas. This coach will also teach designated ELD courses, providing direct instruction while modeling best practices for other educators. The ELD</p>	\$169,940	Y

		<p>Instructional Coach will plan and lead comprehensive ELD professional development opportunities, monitor and track EL student performance and identified needs, and implement strategies to ensure English Learners make measurable progress toward English Language proficiency on a clear path to reclassification.</p> <p>Performance Monitoring and Assessment The school will systematically monitor student performance across multiple indicators, including performance in English Language Arts and ELD courses, daily attendance patterns, Lexile growth as measured by NWEA and Language Live assessments, and Summative ELPAC results data to ensure English Learners demonstrate consistent progress toward English language proficiency.</p> <p>Curriculum and Technology Resources WAHS will continue utilizing USA Learns to support the specific language needs of Newcomer students and maintain the use of Language Live curriculum and consumables to provide comprehensive language development resources.</p> <p>Learning Recovery Emergency Grant Block: \$15,511</p>		
1.2	Supporting Long-Term English Learner (LTEL) Needs	<p>Wallis Annenberg High School (WAHS) recognizes that historically, over 80% of our students are Long-term English Learners (LTEL), defined as students who have been enrolled in a U.S. school for seven years and have not yet met the criteria for reclassification. This significant population requires targeted interventions and specialized support to achieve English language proficiency and academic success.</p> <p>Leadership and Program Coordination As part of the annual needs assessment, WAHS identified specific areas for growth and targeted interventions to support LTELs toward English language proficiency and reclassification. The ELD Instructional Coach and ELD teacher will lead these comprehensive efforts to ensure coordinated and effective implementation across all program components.</p> <p>Curriculum Implementation ELD courses will utilize the Language Live Curriculum, which focuses specifically on building students' reading, writing, listening, and speaking skills through integrated instruction. This curriculum includes online components designed to support student oracy development, providing multiple modalities for language learning and practice. The comprehensive approach addresses the varied learning needs of LTEL students who require intensive language development support.</p> <p>Professional Development and Cross-Curricular Support To strengthen integrated ELD support across the school, all teachers across content areas will receive training on Foundational Reading from the Institute for Mult-Sensory Education (IMSE) on strategies to improve EL/LTEL reading skills within their respective subject areas. This integrated ELD approach ensures</p>	\$44,000	Y

		<p>that language development occurs naturally within academic content instruction. A Literacy Coach position will be added to lead professional development initiatives focused on ensuring the integration of integrated ELD across all subject areas using the Science of Reading principles.</p> <p>The Literacy Coach will work collaboratively with teachers to implement evidence-based reading instruction that supports English Learners and Long-term English Learners in developing both foundational and advanced literacy skills. Professional development initiatives will focus on equipping teachers with effective strategies to implement academic language routines into daily lessons across all subject areas, ensuring that LTEL students receive consistent language support throughout their academic experience.</p> <p>Student Goal Setting and Progress Monitoring LTEL students will actively engage in academic and language goal setting processes that directly impact their performance on the English Language Proficiency Assessments for California (ELPAC), with the goal of achieving reclassification. Students will be thoroughly informed of their LTEL status and provided with clear understanding of the comprehensive system of supports available to support them academically with language acquisition.</p> <p>Reclassification Planning and College/Career Readiness Additionally, LTEL students will receive detailed information about the implications of their language learner status on high school completion, college readiness, and career preparation. Each student will work with staff to develop an individualized plan for reclassification that includes specific milestones, timelines, and support strategies to ensure progress toward English language proficiency and academic success.</p>		
1.3	Measuring Student Progress-- Assessments	<p>To measure student academic performance comprehensively, students will be administered multiple assessment types throughout the academic year. NWEA MAP Reading and Math assessments will be administered twice annually to track growth and proficiency levels. Interim Comprehensive Assessments (ICA) will be conducted once per year for students in grades 9-11 to provide mid-year performance data. Additionally, all students will participate in state-mandated assessments including the California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), and English Language Proficiency Assessments for California (ELPAC) as required.</p> <p>Data Analysis and Reporting WAHS's data team will create detailed reports designed for leadership and teaching staff to review, analyze, track, and evaluate student performance across all assessment measures. These comprehensive reports will provide actionable insights into individual student progress, classroom trends, and school-wide performance patterns.</p> <p>Purpose and Application Multiple types of assessment data will be systematically analyzed to measure and monitor program effectiveness,</p>	\$213,259	Y

		ensuring that educational initiatives are producing desired outcomes. This data-driven approach will inform instructional decision-making, allowing teachers to adjust their pedagogical strategies based on student performance evidence. Additionally, the assessment system will identify students who require additional academic support, enabling timely interventions to address learning gaps and promote student success.		
1.4	Addressing Academic Needs to Accelerate Learning (LREGB)	<p>WAHS will continue to implement its successful 4x4 block schedule that has effectively addressed student academic needs, maintained high graduation rates at 94.8%, and contributed to improved school performance on the College/Career Indicator (CCI) at 39.6%, representing a 9% increase. The 4x4 block schedule allows students to complete up to 80 credits annually, with each course meeting three times per week through two 90-minute blocks and one 60-minute period following an odd/even schedule. Teachers provide appropriate accommodations and modifications for students with Individualized Education Programs (IEPs) to ensure equitable access to learning.</p> <p>2024 CA School Dashboard Results: WAHS received an Orange performance level for mathematics performance across all student groups on the 2024 California School Dashboard, with an average Distance from Standard (DFS) of -112.8 for all students. This represents a significant decline of 22.9 points from the previous year, placing the school substantially below the state average of -47.6 DFS. The dramatic deterioration in mathematics performance affects all student populations and represents one of the most pressing academic challenges facing the school.</p> <p>Annenberg Foundation Partnership WAHS has secured a transformative \$3 million grant from the Annenberg Foundation for the "2025-2028 High School Math Improvement Plan" specifically targeting students achieving "Very Low" performance levels on the California School Dashboard. This grant provides unprecedented resources to address mathematics learning recovery needs, including six additional mathematics teachers over three years (\$1.96M) to provide intensive intervention for students achieving Achievement Level 1 and low Achievement Level 2. The partnership also funds two assistant principals focused on mathematics instruction and learning recovery (\$1.04M), providing dedicated leadership for implementing evidence-based interventions. Additionally, the grant supports comprehensive professional development aligned with the 2023 Mathematics Framework, specifically targeting trauma-informed instruction, culturally responsive pedagogy, and specialized intervention strategies for Long-term English Learners and English Learners.</p> <p>Mathematics Intervention Strategy Beginning in 2025-26, with support from the Annenberg Grant, WAHS will reduce Algebra 1, Geometry, and Algebra 2 class sizes from 30 to 15 students and double instructional time from 215 to 430 weekly minutes through double-blocked courses. This structural change</p>	\$1,105,566	Y

		<p>reflects strong institutional commitment to reversing math underperformance through targeted instructional time and improved student-teacher ratios. The grant also provides four temporary modular classrooms to expand mathematics instruction capacity, enabling smaller class sizes for intensive intervention, along with evidence-based curriculum and intervention materials specifically selected for effectiveness with students achieving "Very Low" performance levels.</p> <p>Credit Recovery and Summer Programs WAHS will continue using APEX or similar programs as options for credit recovery, with Intersession available during breaks and Summer School credit recovery opportunities. These programs are made possible through the Annenberg grant funding. In addition to the five teachers currently employed, the Annenberg grant enables the hiring of six additional teachers, supported by two additional math school leaders to provide guidance and support for this expanded teaching team.</p> <p>College Preparation and Bridge Programs The Math Bridge Course will continue to support College Mathematics preparation, offered and designed by Los Angeles Trade Tech College as a collegiate-level mathematics course. WAHS has also implemented a Summer Bridge Program for incoming ninth-grade students to prepare them for high school rigor, educate them about school expectations, conduct diagnostic assessments to identify student strengths and needs, and engage in community building activities that support positive school climate.</p> <p>Additional Academic Supports WAHS will provide before and after school tutoring to extend learning opportunities beyond regular school hours.</p> <p>Vocabulary development will serve as an area of focus for teachers to implement across all disciplines, ensuring language development supports learning in every subject area. Daily sustained silent reading will take place during English Language Arts courses to promote literacy development and reading comprehension skills. To improve literacy outcomes, ELA classrooms will be equipped with classroom libraries that provide students with access to diverse, high interest reading materials at various reading levels to support independent reading and foster a love of literature.</p> <p>Learning Recovery Emergency Block Grant (LREBG): \$145,367</p>		
1.5	Addressing Social-Emotional & Behavioral Student Needs	<p>WAHS will utilize a comprehensive team approach including teachers, college and career advisors, administrators, dean of culture, psychiatric social worker, and telehealth providers to address the ever-changing social-emotional and behavioral needs of our diverse student population. The school's Multi-Tiered System of Supports (MTSS) Framework will systematically address chronic absenteeism and identify students requiring social-emotional learning and behavioral supports.</p>	\$599,140	Y

Tier 2 Interventions and Leadership Support The Assistant Principal will provide Tier 2 interventions to support culture-building initiatives and address chronic absenteeism through targeted mentoring and attendance programs; all aligned with the school's MTSS Framework. This role will also focus on addressing individual student behavioral issues and needs through personalized intervention strategies.

The Dean of Culture will build and maintain community among students while working closely with teachers to deliver College & Career Lessons and implement restorative practices and celebratory events schoolwide. This position ensures consistent implementation of positive behavioral supports and community-building activities.

Mental Health and Trauma-Informed Support The Psychiatric Social Worker will provide specialized support for students who have experienced trauma, enabling them to focus on learning and instruction within a safe and supportive environment. WAHS will continue implementing restorative practices to build community and strengthen relationships, ensuring students understand they are part of a supportive community that promotes a Culture of Respect, Culture of Learning, and college-going culture. Hazel Health, a telehealth service available to all students, provides on-demand access to mental health care during the school day. Through Hazel, students can receive therapeutic support that improves access to timely intervention and reduces barriers to mental health services. These services are coordinated in collaboration with onsite counseling and support teams to ensure comprehensive care.

Social-Emotional Learning Curriculum The schoolwide implementation of the Wayfinder Social Emotional Learning (SEL) curriculum will continue through College & Career Readiness (CCR) and Advisory courses.

Wayfinder lessons are designed to promote student purpose, belonging, resilience, and self-awareness, embedded in weekly classroom instruction to support whole-child development. Teachers and advisors will receive ongoing professional learning support to effectively integrate the curriculum into advisory practices.

Data Tracking and Intervention Monitoring Panorama tracking systems will monitor intervention supports to ensure effectiveness and guide decision-making for student social-emotional and behavioral needs. This data-driven approach allows for timely adjustments to interventions and support strategies.

Student Engagement and Culture Building WAHS will implement various student engagement strategies including attendance incentives such as field trips and awards, student culture building events, and student awareness campaigns to promote positive school climate and community connection.

		<p>Family and Community Partnerships The school will offer parent education workshops focused on social-emotional learning to strengthen the home-school partnership and provide families with tools to support their children's social-emotional development. Additionally, WAHS will maintain its partnership with Challenge Success to enhance evidence-based approaches to student wellness and academic balance.</p> <p>Learning Recovery Emergency Block Grant (LREBG): \$137,890</p>		
1.6	Promoting a College Going Culture	<p>The College/Career Indicator (CCI) has shown significant improvement, advancing from a LOW performance level on the 2023 CA School Dashboard to a GREEN performance level on the 2024 CA School Dashboard. This progress demonstrates the effectiveness of WAHS's comprehensive college and career readiness initiatives.</p> <p>College and Career Readiness Foundation At WAHS, all students are enrolled in a College and Career Readiness course (I-IV), an approved A-G elective that increases student knowledge base regarding college and career eligibility upon graduation. These courses combine technical "how-to" skills including completing FAFSA applications and college applications with broader college and career exploration activities.</p> <p>Personalized Academic Planning and Support WAHS will continue to maintain reduced caseloads for College & Career Advisors (CCA) at a 150:1 ratio, enabling bimonthly check-ins with each student to provide individualized guidance and support. All students develop their A-G academic plan with their CCA to ensure they remain on path to graduate on time and meet UC A-G eligibility requirements using Naviance as a planning and tracking tool.</p> <p>Advanced Placement and Dual Enrollment Opportunities WAHS will expand Advanced Placement course offerings to include AP Government, AP Biology, and AP World History, providing students with additional opportunities to earn college credit and demonstrate academic rigor.</p> <p>During the 2025 AP testing cycle, 158 students representing 33% of the student body took 304 AP exams, demonstrating strong student engagement in challenging coursework.</p> <p>The school has partnered with local community colleges to provide dual enrollment opportunities, with expanded access now reaching students in grades 10-12. This increased access allows more students to experience college-level coursework and earn college credit while completing their high school education.</p> <p>Career Technical Education Pathways WAHS will continue providing Career Technical Education (CTE) course offerings as part of its Arts, Media & Entertainment Pathways, including Graphic Design and Digital</p>	\$744,477	Y

		<p>Media tracks. The school is bolstering CTE course offerings to include capstone classes that provide students with culminating experiences and portfolio development opportunities within their chosen pathway.</p> <p>College Exposure and Exploration WAHS will continue providing each grade level with opportunities to visit local, regional, and out-of-state colleges and universities through comprehensive college field trips to both local and out-of-area campuses. The school will host its annual College & Career Fair onsite and ensure participation in college fairs for all grade levels, maximizing student exposure to postsecondary opportunities and career pathways.</p> <p>STEM Partnership Opportunities WAHS has partnered with CSULA's MESA Program to provide students with STEM-based learning opportunities that enhance college and career readiness in science, technology, engineering, and mathematics fields.</p>		
1.7	Services to Support SWD	<p>Special Education Implementation Plan Overview</p> <p>WAHS administrators and Program Specialists (Oversees the SPED Program at the site level) will engage in weekly meetings to strengthen the implementation of our Instructional Program, with a targeted focus on supporting students with disabilities. These meetings will serve as structured opportunities to:</p> <ul style="list-style-type: none"> • Review and analyze caseload data • Monitor student services and service tracking • Assess student attendance, academic performance, and IEP goal progress • Identify professional development (PD) opportunities • Analyze and discuss assessment data <p>IEP Snapshot Distribution and Updates: At the start of each school year, all general education teachers will receive IEP Snapshots for students with an Individualized Education Plan. These snapshots will be updated and redistributed to the appropriate staff after every IEP meeting to ensure accurate, up-to-date information.</p> <p>Ongoing Professional Development: Throughout the school year, professional development sessions will be facilitated by Instructional Coaches, Site and District Administrators, the Director of Access, Equity, and Compliance, Program Specialists, and Teachers. These PD workshops will focus on equipping educators with the strategies and tools necessary to make the core curriculum accessible to all learners, particularly students with disabilities. Topics will include, but are not limited to:</p> <ul style="list-style-type: none"> • Effective Instructional Strategies 	\$1,137,167	Y

- Strategies to Enhance Access
- Co-Planning and Co-Teaching
- ELA and Math Support
- Supporting Instructional Aides (IAs) and General Education Teachers
- AI Resources and Support
- SSPT, 504, and IEP Protocols
- LAS Support and Referral Process
- IA and BII Training

Co-Teaching and Collaboration Structures: There will be a focused effort on co-teaching and co-planning. RSP and general education teachers will meet regularly with the Inclusion Coach to strengthen their practice. Meetings will address:

Appropriate accommodations and supports for lessons

Strategies to ensure students with disabilities have access and master grade-level standards

Additionally, RSTs and general education teachers will participate in weekly collaboration meetings to:

- Plan for effective implementation of accommodations in ELA and Math
- Develop academic and behavioral supports
- Strategize for co-teaching and co-planning
- Monitor and adjust instruction based on data analysis

For students falling behind, a targeted support plan will be developed and monitored through student goal-setting and weekly teacher check-ins.

Multi-Tiered Collaboration and Coaching: Collaborative meetings will include RSTs, general education teachers, Program Specialists, Inclusion Coach, and the Director of Access, Equity, and Compliance. These forums will:

- Offer small-group, needs-based professional development
- Ensure that all teachers are equipped to deliver high-quality instruction in ELA and Math

The Inclusion Coach will provide support inside and outside the classroom through lesson modeling, co-planning, small group instruction, and check-in meetings with educational staff.

Attendance and Family Engagement Support: Attendance Clerks and Family Engagement Coordinators will:

- Make attendance calls and send home letters
- Work with families to improve attendance
- Utilize the SSPT process for additional support

Site administrators will conduct home visits when necessary.

Oversight and Monitoring by the DAEC: The Director of Access, Equity, and Compliance (DAEC) will serve as the Special Education Administrator, ensuring:

- IEP compliance
- Effective instruction
- Annual goal-setting in collaboration with site leaders and Program Specialists
- Ongoing progress monitoring through meetings with RSTs, Program Specialists, Inclusion Coach, and service providers

Leveraging District and COP Resources: The school will continue to benefit from:

- District bulletins (e.g., 504s, Alternate Curriculum, EL Reclassification)
- Charter Digest updates
- Charter Operated Programs (COP) Coordinating Council Meetings
- Outreach emails and the Special Education Self-Review Checklist

These resources guide accurate compliance and provide access to District services and best practices.

SPED (including all related services) IEP Compliance Monitoring

Weekly meetings led by the Program Specialist, Student Services Coordinator, and DAEC will cover:

- Highlights and challenges
- Tier reviews (1-6)
- Pending IEPs
- Welligent 200 and 300 report reviews

A shared "Key Caseload" calendar will be maintained to ensure IEP timelines are met.

RST/SPED Networking and PD: Monthly meetings will focus on:

- Key date and deadline reviews
- Professional development (e.g., Welligent, AI tools, testing accommodations)
- Classroom observation and feedback (BIIs, IAs, RSTs)

This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with the CA content standards, and differentiation to address the diverse learning needs of all students. Integrate well-being and mental health support programs for both staff and students to build capacity, strengthen teacher retention rates, improve student academic outcomes, and promote a healthy educational environment.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

This goal was developed to address critical gaps in professional capacity, instructional quality, and staff retention that directly impact student outcomes and the school's ability to implement state standards effectively. The goal reflects a strategic recognition that high-quality instruction and staff well-being are foundational to student success, particularly for the diverse learner population served by the school.

Professional Capacity and Retention Challenges: WAHS faces challenges in maintaining fully credentialed and appropriately assigned teaching staff. Data shows a concerning decline in the percentage of fully credentialed and appropriately assigned teachers, dropping from 88.7% in 2021-22 to 76.3% in 2022-23, representing a 12.4 percentage point decrease. This decline directly impacts the school's capacity to provide consistent, high-quality instruction aligned with state standards.

Staffing instability has created substantial gaps in instructional leadership and support systems. Key positions including the Literacy Instructional Coach and Math Instructional Coach that remained vacant, forcing existing administrators to absorb additional responsibilities for planning and facilitating professional development while maintaining their primary administrative duties. This has resulted in reduced capacity for specialized instructional coaching and has limited the scope of professional development offerings, particularly in critical areas such as Diversity, Equity, and Inclusion training. However, for the 2025-26 school year, WAHS will employ a Literacy, Math, and ELD Instructional Coach.

Systemic Impact on Student Outcomes: The connection between professional capacity and student outcomes is evident in the school's academic performance data. Mathematics performance declined significantly, and English Learner progress indicators show concerning trends, both of which can be partially attributed to inconsistent instructional capacity and limited coaching support. The school recognizes that improving student outcomes requires investing in the professionals who serve students daily through comprehensive professional development, ongoing coaching, and retention strategies.

Integrated Approach to Staff and Student Well-being: The goal's inclusion of well-being and mental health support reflects an understanding that educator effectiveness is intrinsically linked to professional satisfaction and personal wellness. The challenges experienced during staffing

transitions, increased workloads for remaining staff, and the demanding nature of serving a diverse student population with complex needs necessitate intentional support for staff well-being. By addressing both professional capacity and personal wellness, the school aims to create sustainable systems that support both staff retention and instructional effectiveness.

The goal also recognizes the dual nature of well-being support, acknowledging that staff who are well-supported professionally and personally are better equipped to provide the social-emotional and academic support that students need. This integrated approach ensures that investments in staff development and well-being ultimately benefit student outcomes and create a positive educational environment for the entire school community. This comprehensive approach to professional development and well-being reflects WAHS's commitment to building sustainable capacity that can effectively serve its diverse student population while maintaining high standards for teaching and learning across all content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% teachers – fully credentialed & appropriately assigned.	2021-22: 88.7%	2022-23: 76.3%	2023-2024: 93.8%	95%	-5.1%
2.2	% students with access to standards- aligned materials.	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	Maintained
2.3	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability</p>	<p><u>2023-24</u> ELA: 3 ELD: 4 Math: 4 Social Science: 5 Science: 3 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Language: 5</p>	<p><u>2024-25</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 4 PE: 4 VAPA: 3 World Language: 4</p>	<p><u>2025-26</u> ELA: 4 ELD:4 Math:4 Social Science:3 Science:3 CTE:3 Health:4 PE: 4 VAPA: 3 World Language:4</p>	ELA: 4 ELD: 4 Math: 4 Social Science: 5 Science: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Language: 5	ELA: +1 ELD: Maintained Math: Maintained Social Science: -2 Science: Maintained CTE: Maintained Health: Maintained PE: Maintained VAPA: +1 World Language: -:1

Goal Analysis for 2025-2026

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

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

WAHS implemented all Goal 2 actions in 2025–26 largely as planned, with adjustments made in response to staffing needs and curriculum transitions.

Action 2.1 – Admin & Educators that Support the Ed Program: WAHS continued to provide 180 instructional days, exceeding the California State requirement. Returning teachers participated in five days of summer professional development, new teachers received an additional five days of onboarding, and weekly professional development continued throughout the year. Retention bonuses were provided to teachers only this year, rather than to all educators, representing a minor departure from the original plan.

Action 2.2 – Professional Development: Instructional coaching and feedback continued using Grow by Levelset, with substitute teachers utilized to support peer observations and coaching cycles. AP teachers were supported with summer conference attendance. Quarterly professional development for support staff and paraprofessionals continued, and teacher induction expenses were reimbursed. Two substantive differences from the plan: the Standards Institute training and coaching did not take place this year, and DEI training was not expanded or implemented for all staff levels as planned.

Action 2.3 – Core Curricular Program Needs: All students-maintained access to standards-aligned curricular and instructional materials across core subjects. English Language Arts was supported with Odell Readers and trade books, Spanish with adopted curriculum materials, Science with OpenSciEd, and Mathematics with Illustrative Mathematics. The DBQ Project curriculum was in use for History, though the school is exploring a new curriculum adoption for the coming year.

Action 2.4 – Closing the Digital Divide: All students continued to have access to individual devices for use with instructional platforms, assessment tools, and digital resources. Technical support and device maintenance were maintained, and digital literacy instruction continued. No substantive differences were noted in this action.

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.

All expenditure variances for Goal 2 were minor except for Action 2.1, Admin & Educators that Support the ED Program, and Action 2.2. Estimated actual expenditures exceeded the budgeted amounts due to increased staffing costs, expanded personnel support provided to strengthen implementation of the educational program and student services during the school year, and the incorporation of LREBG funds to support additional program needs and student supports aligned to Goal 2 priorities.

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

Effective: Actions supporting staffing, extended learning time, curriculum access, and technology demonstrated clear effectiveness. All students had access to qualified, credentialed teachers across core subject areas. The 180-day instructional calendar provided additional learning time beyond the state requirement. Core curricular materials were consistently available and in use across all disciplines, with increased student engagement observed where new curricula were implemented with fidelity. The one-to-one technology model was fully maintained, ensuring equitable digital access for all students.

Less effective / in progress: Professional development was partially effective due to key staffing gaps. Standards Institute training and expanded DEI programming were not implemented as planned, limiting the breadth of professional learning for the full staff. The absence of dedicated instructional coaches in Literacy and Math continued from the prior year, requiring administrators to absorb coaching responsibilities alongside their other duties. The credentialing rate for 2023–24 stands at 93.8%, reflecting continued progress but with room for improvement. Implementation of the State Academic Standards Self-Reflection Tool ratings are in progress for 2025–26 and will be updated upon completion.

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

Based on reflection on prior implementation and effectiveness, including review of the 2025 California School Dashboard indicators and local data measures related to instructional practice, student achievement, and college and career readiness, WAHS will continue implementing Goal 2 as adopted. No substantive changes were made to the overall goal, actions, or metrics; however, target outcomes will be adjusted to align with the current three-year LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Admin & Educators that Support the ED Program (LREGB)	<p>WAHS will employ administrators and appropriately credentialed teachers for grades 9-12 to provide high-quality instruction in core subject areas as part of the school's comprehensive educational program. All teaching staff will maintain proper credentials and certifications to ensure students receive instruction from qualified professionals across all academic disciplines.</p> <p>Extended Learning Time WAHS will provide each student with an extended school year of 180 instructional days, which exceeds the California State requirement for charter schools of 175 days. This additional instructional time supports deeper learning opportunities and provides enhanced academic support for student achievement and growth.</p>	\$3,091,762	N

		<p>Teacher Retention and Support To maintain high teacher retention rates that ensure consistent, high-quality instruction, WAHS will provide retention bonuses to recognize and reward educator commitment to the school community. These financial incentives support stability in staffing and help maintain continuity in educational programming and student relationships.</p> <p>Professional Development and Training All returning teachers will participate in five days of summer professional development prior to the start of the school year, with new teachers participating in five additional days of comprehensive training to ensure smooth integration into the school's educational approach and culture. WAHS will also provide weekly professional development time throughout the academic year to support ongoing learning and instructional improvement. Additionally, the school will provide five non-instructional days during the academic school year dedicated to professional learning, allowing educators to engage in deeper professional growth activities, curriculum development, and collaborative planning.</p> <p>Learning Recovery Emergency Block Grant (LREBG): \$26,047</p>		
2.2	Professional Development	<p>Providing educators and administrators with robust professional learning opportunities will result in positive student outcomes, higher staff retention rates, and increased capacity and knowledge base among all staff members. This comprehensive approach to professional development ensures continuous improvement in instructional practice and educational leadership.</p> <p>Instructional Leadership and Coaching The Chief Schools Officer Principal, and Instructional Coaches will lead professional development initiatives and provide instructional coaching for teachers, utilizing SchoolMint Grow a classroom observation tool, to deliver regular and ongoing feedback to educators. Substitute teachers will be employed to allow teachers to participate in peer observations and coaching cycles while maintaining continuity of instruction across all disciplines.</p> <p>Standards-Based Instruction Training Teachers will receive training and coaching from the Standards Institute to improve instruction of the content standards. This specialized training will enhance educators' understanding and implementation of state standards, ensuring alignment between curriculum, instruction, and assessment practices.</p> <p>Diversity, Equity, and Inclusion Training WAHS will expand Diversity, Equity, and Inclusion (DEI) training for all staff levels to ensure that all staff, students, and families are meaningfully included in schoolwide decision-making processes. This comprehensive training will build cultural competency and promote inclusive practices throughout the school community.</p> <p>External Professional Development Opportunities WAHS will support teachers and the leadership team with conference attendance that includes but</p>	\$892,799	N

		<p>is not limited to College & Career Readiness, Instructional Technology, Teaching & Learning, and Diversity, Equity & Inclusion (DEI). These external learning opportunities will bring current research and best practices to the school while providing networking and collaboration opportunities with education professionals.</p> <p>Support Staff Development WAHS will continue providing quarterly professional development specifically designed for support staff and paraprofessionals, tailored to their unique roles and responsibilities within the educational program. This targeted training ensures all team members have the skills and knowledge necessary to effectively support student learning.</p> <p>Teacher Support and Retention To support teacher effectiveness, credential clearance, and teacher retention, WAHS will reimburse teacher induction expenses. This financial support helps new teachers successfully complete their credentialing requirements while demonstrating the school's investment in their professional growth and long-term commitment.</p> <p>Curriculum and Technology Systems For the 2025-2026 school year, all classrooms will continue to have access to Externally Validated Curriculum, ensuring evidence-based instructional materials across all subject areas. The school's learning management system (LMS) will continue to be Canvas, providing consistent technology integration and digital learning platforms for both educators and students.</p>		
2.3	Core Curricular Program Needs	<p>WAHS ensures all students have equitable access to standards-aligned curricular and instructional materials across all core subject areas. This commitment to high-quality educational resources supports consistent implementation of state standards and promotes academic achievement for all students.</p> <p>Annual Material Procurement Purchases are made annually to ensure sufficient supply of instructional materials including consumables, textbooks, and supplementary resources. This systematic approach to procurement ensures that all classrooms maintain adequate materials throughout the academic year without interruption to learning.</p> <p>Subject-Specific Curriculum Adoptions WAHS anticipates purchasing and implementing the following evidence-based curriculum programs across core academic disciplines:</p> <ul style="list-style-type: none"> • English Language Arts materials will include Odell Readers and Trade Books to support comprehensive literacy development, critical thinking skills, and exposure to diverse literary texts that engage students in meaningful reading and writing experiences. • History instruction will utilize the DBQ Project curriculum, which emphasizes document-based questioning and analytical thinking skills 	\$75,012	Y

		<p>essential for historical inquiry and critical analysis of primary and secondary sources.</p> <ul style="list-style-type: none"> • Spanish language instruction will be supported through Senderos, Galería, and Temas curriculum materials, providing comprehensive language learning resources that develop proficiency across speaking, listening, reading, and writing skills. • Science education will implement OpenSciEd curriculum, which provides phenomenon-based learning experiences aligned with Next Generation Science Standards and promotes inquiry-driven scientific thinking and experimentation. • Mathematics instruction will utilize Illustrative Mathematics curriculum, which emphasizes conceptual understanding, problem-solving strategies, and mathematical reasoning aligned with state mathematics standards across all grade levels. 		
2.4	Closing the Digital Divide	<p>WAHS will ensure that all students are equipped with individual devices to guarantee equitable access to instructional and supplemental materials, testing platforms, and digital learning resources. This one-to-one device program eliminates barriers to technology access and ensures that every student can fully participate in digital learning opportunities regardless of their economic circumstances.</p> <p>Digital Learning Platform Access Students will have consistent access to essential digital platforms and tools necessary for academic success, including online textbooks, educational software, assessment platforms, and learning management systems. This comprehensive digital access supports both in-person and remote learning environments.</p> <p>Virtual Communication and Collaboration Zoom will be utilized for virtual meetings, enabling flexible communication between students, teachers, families, and administrators. This platform supports various educational activities including virtual tutoring sessions, parent conferences, professional development meetings, and emergency remote learning situations.</p> <p>Technology Support and Maintenance WAHS will provide ongoing technical support and device maintenance to ensure continuous functionality of student devices and digital learning platforms. This includes troubleshooting assistance, device repairs, and replacement programs to minimize disruptions to student learning.</p> <p>Digital Literacy Development Students will receive instruction and support in developing digital literacy skills necessary for academic success and future career readiness. This includes training on proper device usage, digital citizenship, online safety, and effective use of educational technology tools and platforms.</p>	\$281,763	N

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners to promote a positive school culture that fosters connectivity, acknowledges diversity, and enhances engagement and participation among students and parents.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Parent Involvement & Family Engagement
- Priority 3: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed in response to alarming declines in school climate indicators and the recognition that meaningful family engagement is essential for creating a positive educational environment that supports student success. The goal addresses the interconnected relationship between parent partnership, school culture, and student outcomes, particularly for the school's diverse community that includes significant populations of English Learners and socioeconomically disadvantaged students.

Critical School Climate Concerns: Data from Panorama surveys reveals dramatic deterioration in stakeholder perceptions of safety and school connectedness that demands immediate attention. Student sense of safety dropped precipitously from 79% to 54%, representing a 25 percentage point decline, while student school connectedness decreased from 74% to 68%. These concerning trends extend beyond the student body to families and staff, with parent safety perceptions declining from 86% to 73% and parent connectedness dropping from 88% to 71%. Most alarming is the staff connectedness decline from 78% to 56%, indicating widespread concerns about the school's sense of community and collaborative culture.

These climate challenges occur alongside other concerning indicators, including increased suspension rates from 0.4% to 2.1% and declining academic performance in key areas. The correlation between school climate, family engagement, and student outcomes underscores the critical need for comprehensive strategies that rebuild trust, connection, and partnership across the entire school community.

Historical Parent Engagement Challenges: WAHS has acknowledged that parent engagement has historically been a persistent challenge, despite steady improvements throughout the current year. Traditional barriers to family participation, including language access, work schedule conflicts, and cultural differences, have limited meaningful involvement in school decision-making processes. The need to establish required advisory committees such as the English Language Advisory Committee (ELAC), Parent Advisory Committee (PAC), and English Learner Parent Advisory Committee (EL-PAC) reflects both legal compliance requirements and the school's commitment to creating structured opportunities for diverse family voices to influence educational programming.

Communication and Cultural Responsiveness Needs: WAHS's transition to ParentSquare as the primary communication platform represents recognition that effective family engagement requires accessible, reliable communication systems. However, the diverse linguistic needs of the school community, where over 20% of students are English Learners, necessitate comprehensive language access services including interpreter support and translated materials. The disproportionate impact of disciplinary actions on English Learners and Long-Term English Learners suggests potential cultural or linguistic barriers in school policies and procedures that require culturally responsive approaches to family engagement.

Facility and Basic Conditions Foundation: The goal's inclusion of facility maintenance reflects understanding that safe, clean, well-maintained physical environments are fundamental to positive school climate and family confidence in the educational program. Consistently maintaining "Exemplary" ratings on the Facility Inspection Tool demonstrates the school's commitment to providing a physical environment that supports learning and community gathering, which is essential for hosting family events and creating welcoming spaces for parent participation.

Strategic Integration of Community Building: The comprehensive approach reflected in Goal 3 recognizes that rebuilding school climate and enhancing family engagement requires coordinated efforts across multiple domains. Student engagement activities, athletics programs, and extracurricular opportunities create positive experiences that families can celebrate and support, while structured parent input processes ensure that diverse perspectives inform school decision-making. The goal acknowledges that positive school culture emerges from authentic partnerships between students, families, and staff working collaboratively toward shared educational outcomes.

This multifaceted approach is particularly critical for WAHS's diverse student population, where cultural responsiveness, language accessibility, and inclusive practices are essential for creating an environment where all families feel valued, heard, and empowered to support their children's educational success. The goal represents a strategic commitment to rebuilding community trust and connection while establishing sustainable systems for ongoing family partnership in the educational process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool.	2023-24: Exemplary	2024-25: Exemplary	2025-2026: Exemplary	Exemplary	Maintained
3.2	Parent input in decision-making for UP & SWD <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability	<u>2023-24:</u> 9. 3 10. 3 11. 3 12. 3	<u>2024-25:</u> 9. 3 10. 3 11. 3 12. 3	<u>2025-2026</u> 9. 3 10. 3 11. 3 12. 3	9. 3 10. 3 11. 3 12. 3	Maintained
3.3	Parent participation in programs for UP & SWD	<u>2023-24:</u> 1. 3 2. 3	<u>2024-25:</u> 1. 3 2. 3	<u>2025-26:</u> 1. 3 2. 3	1. 3 2. 3 3. 3	Maintained

	<u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability	3. 3 4. 4	3. 3 4. 4	3. 3 4. 4	4. 4	
3.4	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 74% School connectedness	<u>2024-25:</u> 54% Sense of Safety 68% School Connectedness	<u>2025-26:</u> 57% Sense of Safety 35% School Connectedness	60% Sense of Safety 40% School Connectedness	-19% Sense of Safety -34% School Connectedness
3.5	Other Local Measure - Student Survey: Sense of safety & school connectedness	<u>2023-24:</u> 86% Sense of Safety 88% School connectedness	<u>2024-25:</u> 73% Sense of Safety 71% School Connectedness	<u>2025-2026</u> 57% Sense of Safety 36% School Connectedness	60% Sense of Safety 40% School Connectedness	-29% Sense of Safety -52% School Connectedness
3.6	Other Local Measure - Staff Survey: Sense of safety & school connectedness	<u>2023-24:</u> 79% Sense of Safety 78% School connectedness	<u>2024-25:</u> 75% Sense of Safety 56% School connectedness	<u>2025-2026</u> 48% Sense of Safety 61% School Connectedness	52% Sense of Safety 65% School Connectedness	-31% Sense of Safety -17% School Connectedness

Goal Analysis for 2025-2026

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

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

WAHS implemented all Goal 3 actions in 2025–26 as planned, with minor adjustments made in response to staffing and participation challenges.

Action 3.1 – Promoting Positive School Climate, Student Engagement & Safe Learning Environment: Athletic programs continued to grow across a full range of CIF sports, coordinated by an Athletics Director. ASB remained active, Grade Level Town Hall Meetings occurred to support student voice, and field trips continued as extended learning opportunities. A National Honor Society chapter was established, and students worked toward launching a Key Club chapter. Panorama SEL surveys were administered to students, staff, and parents. Nursing staff remained available for student health needs, and teachers were consistently recognized and celebrated schoolwide. A substantive difference from the plan was that PBIS student recognition and

WAHS Local Control and Accountability Plan 2026-2027

celebrations need strengthening; weekly attendance incentives were introduced as a step in this direction. Clubs and organizations struggled with student participation due to difficulty staying after school.

Action 3.2 – Parent Input in Decision-Making: ELAC meetings occurred regularly, ensuring family input on EL programs and services. The PAC met approximately once a month, providing consistent opportunities for broader family input. Families were engaged through celebratory events including Awards Nights, College Signing Days, and Student-Led Conferences. Interpreter services were available for all meetings. No substantive differences from the planned action were noted.

Action 3.3 – Opportunities Provided to Support Parent Engagement & Participation: ParentSquare continued as the primary family communication platform, supplemented by social media. A Parent Engagement Coordinator was added and facilitated regular parent workshops on relevant topics. Materials were translated and interpreter services were available. A minor gap from the plan was that a dedicated parent-only night had not yet been held during the year.

Action 3.4 – Maintaining Safe & Clean School Facilities: The school adhered to all state and local health department guidelines. The annual FIT report was completed, repairs and maintenance were addressed in a timely manner, and results were transparently reported through the SARC, Local Indicators Report, and LCAP. The FIT overall rating remained Exemplary. No substantive differences from the plan were noted.

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.

Expenditure variances for Goal 3 were generally minor. The largest variance occurred in Action 3.1, Promoting Positive School Climate, Student Engagement, and Safe Learning Environment, where estimated actual expenditures exceeded the budgeted amount due to expanded student supports, staffing, school climate initiatives implemented during the school year, and the incorporation of LREBG funds to support additional student wellness, engagement, and safety-related services. Minor increases also occurred in Actions 3.3 and 3.4 due to parent engagement activities and facility-related costs.

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

Effective: Actions to maintain safe facilities, support parent input structures, and promote family communication were effective. The FIT report yielded an Exemplary overall rating, reflecting consistently well-maintained campus conditions that support a positive learning environment. Advisory committees — ELAC, PAC, and EL-PAC — operated in compliance with California Education Code and provided meaningful opportunities for family input. The addition of a Parent Engagement Coordinator strengthened family outreach, and ParentSquare improved the consistency and reach of school-to-family communication. Athletic programs, student leadership activities, and extracurricular opportunities continued to support student engagement and school connectedness.

Less effective / in progress: Panorama survey data for 2025–26 is still in progress. Prior year data indicated significant declines in student sense of safety (79% to 54%) and school connectedness (74% to 68%), as well as declines in parent and staff perceptions, signaling that programming alone has not fully reversed these trends. Wayfinder SEL implementation was inconsistent, limiting its intended impact on student belonging and emotional regulation. Student participation in clubs and organizations remained a challenge due to after-school scheduling barriers. A dedicated parent-only night was not held, representing a gap in direct family engagement opportunities.

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

Based on reflection on prior implementation and effectiveness, including review of Panorama survey results, attendance data, and family engagement indicators, WAHS will continue implementing Goal 3 as adopted. No substantive changes were made to the overall goal, actions, or metrics; however, target outcomes will be adjusted to align with the current three-year LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	<p>WAHS will continue to implement activities, programs, and strategies to promote student engagement, positive school climate, and a safe learning environment for all students. This comprehensive approach ensures that students have multiple opportunities to connect with their school community and develop both academically and socially.</p> <p>Athletic Programs and Competition WAHS will provide students with extensive CIF Sports opportunities including Boys/Girls Volleyball, Boys/Girls Soccer, Boys/Girls Basketball, Boys/Girls Swimming, Boys/Girls Cross Country, Softball, Girls Flag Football, E-Sports, and Competitive Cheer. An Athletics Director will coordinate all sports programs to ensure quality coaching, proper scheduling, and student athlete support across all competitive levels. Student Leadership and Engagement Activities The school will support Student Leadership through Associated Student Body (ASB) programs that provide students with opportunities to develop leadership skills and contribute to school governance. Monthly Grade Level Town Hall Meetings will create structured opportunities for student voice and input on school policies and programming.</p> <p>Extended Learning and Enrichment Opportunities WAHS will provide field trips as extended learning opportunities that connect classroom instruction to real-world experiences and career exploration. The school will host various clubs and organizations including Student Body Activities Committee (SBAC), Music, College, Spirit Club, and Yearbook Club, providing diverse avenues for student interest and talent development.</p>	\$504,659	N

		<p>Positive Behavioral Support Systems WAHS will continue implementing Positive Behavioral Interventions and Supports (PBIS) practices, including incentives and student recognition celebrations that reinforce positive behaviors and academic achievement. Campus Aides trained in PBIS will provide security and supervision to ensure a positive and safe school climate throughout all areas of the campus.</p> <p>Climate Assessment and Data Collection WAHS will administer Panorama Social-Emotional Learning (SEL) surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement levels. Results will be reported in the school's Local Control and Accountability Plan (LCAP) and local indicators report and will be used in the annual development of the school's LCAP to inform continuous improvement efforts.</p> <p>Health and Medical Support The school will have nursing staff available to address student medical needs, providing immediate health care support that helps maintain student attendance and ensures prompt response to health emergencies or ongoing medical conditions.</p>		
3.2	Parent Input in Decision Making	<p>Parent input in decision-making will take place through multiple formal committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). This inclusive approach ensures that diverse family voices and perspectives are meaningfully incorporated into school governance and strategic planning processes.</p> <p>English Learner Family Advisory Structure The English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) will provide specialized input regarding programs and services for English Learner students, as required by California Education Code 52062(a)(2). These committees ensure that families of English Learners have dedicated forums to influence decisions affecting their children's educational experience and language development support.</p> <p>General Parent Advisory Committee The Parent Advisory Committee (PAC) will serve as the primary venue for broader parent input in school decision-making, as mandated by California Education Code 52062(a)(1). This committee provides opportunities for all families to participate in discussions about school policies, programs, budget priorities, and strategic planning initiatives that impact the entire school community.</p> <p>Regular Parent Engagement Meetings Parent meetings will be held regularly to provide additional opportunities for family input and communication beyond formal committee structures. These meetings will address various topics including academic programs, school policies, student achievement data, and community concerns.</p>	\$0.00	N

		<p>Language Access and Inclusion Interpreter services will be available for all committee meetings and parent engagement activities to ensure that language barriers do not prevent any family from participating in school decision-making processes. This commitment to linguistic accessibility demonstrates the school's dedication to inclusive family engagement and equitable participation opportunities.</p>		
3.3	Opportunities Provided to Support Parent Engagement & Participation	<p>WAHS provides all parents, including those representing unduplicated students and Students with Disabilities, with multiple opportunities and methods to engage as partners in their child's education. This comprehensive approach ensures that every family has meaningful access to participation opportunities regardless of their background, language, or circumstances.</p> <p>Communication Systems and Platforms To keep families informed about school events and promote parent engagement and participation, the school's website will be regularly updated and will include social media integration for broader communication reach. WAHS will communicate with families using various platforms including ParentSquare, ensuring that information is accessible through multiple channels and meets diverse family communication preferences.</p> <p>School-Wide Events and Activities WAHS will continue hosting school-wide events including dedicated "Parent Only" nights that provide focused opportunities for adult family members to engage with school staff, learn about educational programs, and connect with other parents in the school community.</p> <p>Parent Engagement Coordination and Workshops WAHS will add a Parent Engagement Coordinator who will serve as the primary liaison for family communication and facilitate parent workshops in collaboration with the school's leadership team. These workshops will address topics that support the educational program and respond to family requests, including Financial Aid and FAFSA completion, the college application process, behavior management strategies, social-emotional topics such as suicide awareness, cyber-safety issues, accessibility resources, and other relevant topics as identified by families and school leadership.</p> <p>Language Access and Cultural Responsiveness Materials issued to families will be translated into appropriate languages to ensure accessibility for all community members. Interpreter services will be available for meetings and upon request to eliminate language barriers and promote equitable participation in all school activities and decision-making processes.</p>	\$50,067	Y
3.4	Maintaining Safe & Clean School Facilities	<p>WAHS strives to provide all students and staff with a safe and clean school facility that supports effective teaching and learning. The school is committed to maintaining high standards of cleanliness, safety, and functionality across all</p>	\$120,364	N

		<p>areas of the campus to create an environment conducive to academic success and personal well-being.</p> <p>Health and Safety Compliance WAHS will adhere to all state and local county health department guidelines to ensure that facility operations meet or exceed regulatory requirements for educational environments. This includes compliance with health codes, safety regulations, and emergency preparedness standards that protect the welfare of all students, staff, and visitors to the campus.</p> <p>Facility Inspection and Assessment The Facility Inspection Tool (FIT) report will be completed annually to systematically evaluate the condition and safety of all school facilities. This comprehensive assessment covers areas including structural systems, exterior surfaces, electrical systems, heating and ventilation, interior surfaces, and cleanliness standards to identify any issues requiring attention.</p> <p>Maintenance and Repair Response When findings are identified through the FIT assessment or other facility evaluations, appropriate repairs and maintenance will be completed in a timely manner to address safety concerns and maintain optimal learning conditions. This proactive approach ensures that facility issues are resolved before they impact the educational environment.</p> <p>Transparency and Reporting FIT report findings will be reported annually in multiple public documents including the School Accountability Report Card (SARC), Local Indicators Report, and Local Control and Accountability Plan (LCAP). This transparent reporting ensures that the school community and stakeholders have access to current information about facility conditions and maintenance priorities.</p>		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,483,901	\$1,260,657

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
40%	0%	\$0	40%

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 2	WAHS has identified English Learners (ELs) and Long-Term English Learners (LTELs) as student groups requiring targeted support to accelerate English language acquisition, strengthen literacy skills, improve academic achievement, and increase reclassification rates. The 2024 California School Dashboard reported an ORANGE performance level on the English Learner Progress Indicator (ELPI), demonstrating the need for additional language development and academic supports. EL and LTEL students often require targeted instruction in reading, writing, listening, speaking, and academic language development to successfully access grade-level content and achieve English	WAHS addresses these needs through a comprehensive EL and LTEL support program that includes designated ELD instruction utilizing the Language Live curriculum, targeted literacy interventions, individualized reclassification planning, student goal setting, and ongoing progress monitoring. To strengthen support across all content areas, teachers receive professional development in foundational reading and integrated ELD strategies, while the ELD Instructional Coach and Literacy Coach provide instructional coaching and support focused on the Science of Reading and academic language development. Although professional development and instructional coaching are	<ul style="list-style-type: none"> - English Learner Progress Indicator (ELPI) - English Learner and LTEL Reclassification Rates - Summative ELPAC Results• NWEA Reading and Lexile Growth Data - English Language Arts Course Performance - Completion of Individual Reclassification Plans

	proficiency.	implemented schoolwide, these services are principally directed toward improving outcomes for EL and LTEL students by increasing access to effective literacy instruction and language development supports across the curriculum. The action is expected to improve English language proficiency,	
Goal 1, Action 3	<p>WAHS has identified the critical need for comprehensive, actionable data systems to support instructional decision-making and student achievement across all populations, particularly given the school's diverse learner needs and recent academic performance declines. The school requires systematic data collection mechanisms to track student growth, identify learning gaps, and measure the effectiveness of instructional programs and interventions. Specific assessment needs include reliable methods to monitor academic progress for English Learners who comprise over 20% of the student population, particularly given the concerning decline in English Learner Progress Indicator performance from 49.4% to 41%. The school also needs robust data systems to track mathematics achievement, where students demonstrated a significant decline to -112.8 Distance from Standard, and to monitor progress toward college and career readiness goals where only 5.88% of students currently demonstrate college readiness in mathematics. Additionally, WAHS requires assessment systems that can effectively identify students needing Tier 2 and Tier 3 interventions within the Multi-Tiered System of Supports framework, ensuring timely and targeted academic support. The school needs data that enables teachers to adjust instructional strategies based on student performance evidence while supporting the evaluation of program effectiveness across the comprehensive educational initiatives outlined in Goal 1, including English Learner support programs, academic acceleration efforts, and social-emotional learning interventions.</p>	<p>This action is provided schoolwide because effective Multi-Tiered System of Supports (MTSS) implementation requires comprehensive assessment data for all students to identify those needing intervention, track growth patterns, and evaluate program effectiveness. Universal screening ensures that unduplicated students receive support within an inclusive system rather than through separate, potentially stigmatizing processes. Schoolwide implementation enables teachers to make informed instructional decisions that benefit entire classrooms while identifying specific students needing additional support. Complete data sets allow meaningful comparison analysis to identify achievement gaps and monitor progress toward closing them, particularly for English Learners, socioeconomically disadvantaged students, and students with disabilities. Additionally, comprehensive data collection meets state compliance requirements for all eligible students while generating actionable information that supports improved outcomes for unduplicated student groups within the context of high-quality instruction for all students. This approach ensures that differentiated support occurs naturally within general education programming rather than through isolated interventions.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
	WAHS has identified critical academic achievement gaps that require intensive	These academic supports including tutors, instructional aides, after-school tutoring, summer	The metrics being used to

<p>Goal 1, Action 4</p>	<p>intervention and accelerated learning opportunities, particularly in mathematics where student performance has declined significantly. The school received an "Orange" performance level for mathematics on the 2024 California School Dashboard, with an average Distance from Standard (DFS) of -112.8, representing a substantial 22.9-point decline from the previous year and placing the school significantly below the state average of -47.6 DFS. The mathematics performance crisis affects all student populations but disproportionately impacts the school's most vulnerable learners. English Learners scored -175.9 DFS while Long- Term English Learners achieved -195.2 DFS, indicating that language acquisition challenges compound mathematical learning difficulties. Only 5.88% of students demonstrate college readiness in mathematics according to EAP results, with an additional 10.92% conditionally ready, revealing substantial gaps in post- secondary preparation.</p> <p>Beyond mathematics, the school needs comprehensive academic acceleration strategies to address learning recovery needs across all subject areas. Students require intensive support to master grade-level standards while simultaneously addressing foundational skill gaps that have accumulated over time. The diverse student population, including over 20% English Learners and significant numbers of socioeconomically disadvantaged students, needs differentiated instructional approaches that provide both remediation and acceleration within an inclusive educational framework. Additionally, WAHS has identified the need for expanded credit recovery options, summer programming, and bridge courses to ensure students can graduate on time while being prepared for post-secondary success. The school requires robust academic support systems including tutoring, vocabulary development across disciplines, and enhanced literacy instruction to address the interconnected nature of academic</p>	<p>programming, and assistant principals serving as math coaches are provided schoolwide because comprehensive academic intervention benefits all students while ensuring unduplicated students receive support within inclusive, non-stigmatizing environments.</p> <p>The mathematics performance crisis affects the majority of students, with an overall DFS of -112.8, making schoolwide intervention both necessary and efficient. When academic supports are available to all students, unduplicated students can access high-quality tutoring and coaching without being separated or labeled, promoting their engagement and reducing barriers to participation. This approach ensures that English Learners, socioeconomically disadvantaged students, and other vulnerable populations receive intensive support alongside peers, creating collaborative learning environments that benefit everyone. Schoolwide tutoring and instructional aide support allows for flexible grouping based on specific learning needs rather than demographic categories, enabling more targeted and effective intervention. Teachers and coaches can identify struggling students organically through classroom interactions and provide immediate support without bureaucratic barriers or stigmatization that might occur with targeted-only programs. Additionally, the assistant principals serving as math coaches can observe and support instruction across all classrooms, ensuring that evidence-based practices benefit all students while paying particular attention to the progress of unduplicated student groups. After-school and summer programming provided universally creates opportunities for peer learning and removes potential obstacles that might prevent unduplicated students from accessing support if programs were restricted to specific populations. This comprehensive approach ensures that unduplicated students receive intensive academic support while maintaining their access to grade-level curriculum and peer interactions essential for academic and social development.</p>	<p>monitor effectiveness:</p> <ul style="list-style-type: none"> ● #1: CAASPP ELA Assessment: Distance from Standard (DFS) ● #2: CAASPP Math Assessment: Distance from Standard (DFS)
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	<p>skills and provide students with multiple pathways to demonstrate mastery and achieve their educational goals.</p>		
<p>Goal 1, Action 5</p>	<p>WAHS has identified critical behavioral and social-emotional support needs driven by a dramatic increase in suspension rates from 0.4% to 2.1%, earning an "Orange" performance level on the 2024 California School Dashboard. This increase disproportionately affects vulnerable student populations, with English Learners experiencing 5.3% suspension rates, Long-Term English Learners at 6.3%, and Students with Disabilities at 3.1%.</p> <p>The school requires comprehensive social-emotional and behavioral intervention systems within the Multi-Tiered System of Supports framework to address underlying factors contributing to disciplinary incidents. Staffing challenges, including vacant Assistant Principal and Dean of Culture positions until mid-November 2024, created gaps in consistent behavioral support and restorative practices implementation.</p> <p>Students need access to mental health services, trauma-informed support, and social-emotional learning programming to address post-pandemic challenges and develop healthy coping strategies. The school requires systematic approaches to chronic absenteeism, positive behavior support systems, and culturally responsive disciplinary practices that address root causes of behavioral concerns while maintaining safe learning environments for all students.</p>	<p>These social-emotional and behavioral supports are provided schoolwide because creating a positive school climate and safe learning environment requires universal systems that benefit all students while particularly supporting unduplicated student groups who are disproportionately affected by disciplinary actions.</p> <p>Family Engagement Coordinator and Restorative Justice Training are implemented schoolwide because effective behavioral interventions require consistent approaches across all classrooms and staff interactions. When all staff receive restorative practice training, unduplicated students benefit from culturally responsive, relationship-centered discipline throughout their school experience rather than inconsistent responses that can perpetuate disparities.</p> <p>Hazel Health Mental Health Support is available to all students because mental health needs cross demographic boundaries, and universal access removes barriers and stigma that might prevent unduplicated students from seeking help. This approach ensures that English Learners, socioeconomically disadvantaged students, and others can access mental health services without being identified or isolated based on their demographic status.</p> <p>PBIS Implementation functions most effectively as a schoolwide system because consistent behavior expectations and positive reinforcement across all settings create predictable, supportive environments that particularly benefit students who have experienced trauma or instability. Universal PBIS ensures that unduplicated students experience the same high expectations and support</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #12: Chronic Absenteeism Rates • #15: Suspension Rate • #16 Expulsion Rate

		<p>as all students while receiving additional targeted interventions as needed.</p> <p>This comprehensive approach addresses the root causes of the suspension rate increases while ensuring that vulnerable student populations receive support within inclusive, non-stigmatizing systems that promote belonging and academic engagement.</p>	
<p>Goal 1, Action 6</p>	<p>WAHS has identified the need to strengthen college and career readiness preparation for all students, particularly given low college readiness rates and the requirement to maintain recent gains in the College/Career Indicator. While the school improved from "LOW" to "GREEN" performance on the 2024 California School Dashboard, only 26.05% of students demonstrate college readiness in ELA and just 5.88% in mathematics according to EAP results.</p> <p>The school serves a diverse population where many students are first-generation college-goers who require comprehensive support to navigate post-secondary pathways. Students need access to college exploration opportunities, career technical education pathways, dual enrollment programs, and individualized guidance to develop realistic post-secondary plans aligned with their interests and abilities.</p> <p>Additionally, WAHS requires systematic college and career readiness programming that addresses the unique needs of English Learners, socioeconomically disadvantaged students, and other unduplicated populations who may face additional barriers to post-secondary success. The school needs to maintain graduation rates at 94.8% while ensuring graduates are truly prepared for college and career opportunities through comprehensive academic planning, financial aid guidance, and exposure to diverse post-secondary options.</p> <p>The college-going culture must be embedded throughout the educational experience to ensure all students develop the academic skills, social</p>	<p>This action is provided schoolwide because college and career readiness requires comprehensive cultural shifts and universal access to opportunities that particularly benefit unduplicated students who may lack social capital and family experience with post-secondary pathways.</p> <p>Universal College and Career Readiness Programming ensures that all students, including first-generation college-goers and English Learners, receive systematic exposure to post-secondary options without being identified or separated based on demographic status. When college-going expectations are embedded throughout the school culture, unduplicated students benefit from peer networks and normalized expectations that support their aspirations.</p> <p>Reduced College & Career Advisor Caseloads (150:1) enable individualized guidance for all students while ensuring unduplicated populations receive intensive support for navigating complex college application, financial aid, and career planning processes. This universal approach prevents unduplicated students from being stigmatized while guaranteeing they receive necessary support.</p> <p>CTE Pathway Benefits are particularly significant for unduplicated students because they provide multiple pathways to post-secondary success beyond traditional four-year college routes. Arts, Media & Entertainment pathways in Graphic Design and Digital Media offer students practical</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #6: % students: A-G completion rate • #3: % students' college ready measured by Math EAP. Source: • #4: % students' college ready measured by ELA EAP. Source:

	<p>capital, and self-efficacy necessary for post-secondary success.</p>	<p>skills, industry certifications, and direct employment opportunities while maintaining college preparation options. CTE programs help students see immediate relevance in their education, increasing engagement and providing alternative routes to economic mobility. Universal access to Advanced Placement, dual enrollment, college visits, and MESA programming ensures that unduplicated students have equal opportunities to develop college readiness skills and social capital, while CTE pathways provide career-focused alternatives that respect diverse student interests and strengthen the local workforce.</p>	
<p>Goal 1, Action 7</p>	<p>WAHS has identified significant academic support needs for Students with Disabilities (SWD) who demonstrate persistent achievement gaps and face barriers to accessing grade-level curriculum. Students with Disabilities experienced a 3.1% suspension rate, higher than the overall school rate of 2.1%, indicating that academic and behavioral challenges are interconnected and require comprehensive intervention.</p> <p>The school requires enhanced special education services that ensure Students with Disabilities receive appropriate accommodations, modifications, and specialized instruction aligned with their Individualized Education Programs (IEPs) while maintaining access to grade-level content. Many SWD need coordinated support between Resource Specialist Teachers and general education staff through effective co-teaching models and systematic progress monitoring. Additionally, WAHS needs comprehensive professional development for all staff on implementing IEP accommodations, evidence-based instructional strategies, and data-driven approaches that address both academic and behavioral needs of students with diverse learning</p>	<p>These special education supports are provided schoolwide because Students with Disabilities are served primarily in inclusive general education classrooms alongside all students, requiring universal systems that support diverse learners while ensuring specialized services for those with IEPs.</p> <p>Instructional Aides are deployed schoolwide because Students with Disabilities benefit from support within inclusive classrooms rather than being removed or isolated. When aides work across all classrooms, they can provide discrete assistance to SWD while supporting other struggling learners, including English Learners and socioeconomically disadvantaged students who may have unidentified learning needs or require additional academic support.</p> <p>SPED Inclusion Coach serves all teachers schoolwide because effective inclusive education requires that general education teachers have the skills to support Students with Disabilities alongside their peers. This coaching benefits all students by improving instructional practices, differentiation strategies, and classroom management techniques that support diverse learners, while ensuring SWD receive appropriate accommodations within the general education curriculum.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> ● #1: CAASPP ELA Assessment: Distance from Standard (DFS) for SWD ● #2: CAASPP Math Assessment: Distance from Standard (DFS) for SWD

	<p>disabilities within inclusive educational environments.</p>	<p>Counselor support is provided schoolwide because early identification and intervention prevent academic and behavioral challenges from escalating for all students. Universal access to counseling services allows Students with Disabilities to receive support without stigmatization while enabling identification of other students who may need evaluation for special education services or mental health support. This inclusive approach ensures that Students with Disabilities receive specialized support within environments where they can learn alongside peers, while creating systematic supports that benefit all students and promote a culture of acceptance and academic success for diverse learners.</p>	
<p>Goal 2, Action 3</p>	<p>WAHS has identified critical needs for comprehensive professional development and instructional coaching to address declining teacher retention, gaps in instructional capacity, and inconsistent implementation of state standards. The percentage of fully credentialed and appropriately assigned teachers declined significantly from 88.7% to 76.3%, creating urgent needs for enhanced support systems and professional growth opportunities. The school requires intensive summer professional development to build teacher capacity before the school year begins, particularly given staffing transitions and the need to onboard new educators effectively. Key instructional coaching positions, including Literacy and Math Instructional Coaches, remain vacant, necessitating that the Principal and other administrators assume coaching responsibilities to maintain instructional support and professional development programming. Additionally, WAHS needs an extended school year of 180 instructional days (exceeding the state requirement of 175 days) to provide students with additional learning time while creating more opportunities for embedded professional</p>	<p>This action is provided schoolwide because high-quality instruction and teacher retention benefit all students while particularly supporting unduplicated student groups who are most impacted by instructional inconsistencies and staff turnover. When all teachers receive comprehensive professional development and coaching, unduplicated students experience consistent, evidence-based instruction across all classrooms rather than uneven quality that can perpetuate achievement gaps.</p> <p>Extended School Year and Professional Development ensure that all students receive additional learning time while teachers develop capacity to serve diverse learners effectively. Universal implementation prevents unduplicated students from being isolated in separate programs while guaranteeing they benefit from enhanced instructional practices throughout their educational experience.</p> <p>Retention Bonuses and Administrative Coaching maintain staffing stability that particularly benefits English Learners, socioeconomically disadvantaged students, and Students with Disabilities who require</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> ● #21: Implementation of the State Academic content & performance standards for all students & enable ELs access. ● #1: CAASPP ELA Assessment: Distance from Standard (DFS) ● #2: CAASPP Math Assessment: Distance from Standard (DFS)

	<p>development throughout the academic year. The extended calendar allows for sustained professional learning through weekly development sessions and dedicated non- instructional days focused on curriculum planning, data analysis, and instructional improvement.</p> <p>The school requires systematic professional development that addresses state standards implementation, differentiated instruction for diverse learners, and evidence-based teaching practices, while retention bonuses are needed to maintain instructional continuity and prevent further staffing disruptions that negatively impact student learning and school climate.</p>	<p>consistent relationships and specialized instructional approaches. When experienced, well-trained teachers remain in all classrooms, unduplicated students avoid the disruption and lower expectations that often accompany high teacher turnover.</p> <p>This comprehensive approach ensures that unduplicated students receive instruction from qualified, supported educators within inclusive environments while building systemic capacity that benefits the entire learning community.</p>	
<p>Goal 3, Action 3</p>	<p>English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities benefit from increased family engagement, effective school-home communication, and access to educational resources that support academic achievement, attendance, college and career readiness, and social-emotional well-being. Additional support is needed to ensure all families have meaningful opportunities to participate in their child's education, access school information, and engage in school decision-making processes.</p>	<p>WAHS addresses these needs through a Parent Engagement Coordinator, parent workshops, schoolwide events, communication platforms, and language access services. Workshops and resources support families in understanding academic expectations, college and career planning, student wellness, and available school supports. Translation and interpretation services ensure equitable access for all families. These services are provided schoolwide because increased family engagement supports improved attendance, academic achievement, and student connectedness, particularly for unduplicated student groups.</p>	<ul style="list-style-type: none"> - Parent participation rates in workshops and advisory groups - Parent survey results - ParentSquare engagement metrics - Attendance Rate - Chronic Absenteeism Rate - Graduation Rate - College and Career Readiness Indicator (CCI)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>Goal 1, Action 1</p>	<p>WAHS has identified critical needs for comprehensive English Learner support services driven by significant declines in English language acquisition progress. The English Learner Progress Indicator (ELPI) dropped dramatically from 49.4% to 41%, earning an "Orange" performance level on the 2024 California School Dashboard and falling below the state average of 45.7%. This represents an 8.4 percentage point decrease that affects over 20% of the student population who are English Learners.</p> <p>The school requires enhanced designated English Language Development (ELD) instruction that addresses specific proficiency needs, as analysis revealed that Level 3 students struggle significantly with reading comprehension, averaging only 14 out of 26 points on reading subtests. Level 1 students demonstrate substantial challenges with speaking and listening components that account for more than half of the total ELPAC score.</p> <p>Additionally, WAHS needs comprehensive ELD instructional coaching and professional development to build teacher capacity for implementing evidence-based language acquisition strategies across all content areas. The school requires systematic performance monitoring systems to track individual student progress toward English language proficiency and reclassification, along with appropriate curriculum resources including USA Learns for newcomers and Language Live for comprehensive language development.</p> <p>The school has established an internal growth goal of 55% student level improvements to achieve "Blue" performance on the 2025 California School Dashboard, requiring intensive, targeted interventions that address both oral language development and academic reading comprehension skills essential for English Learner success.</p>	<p>The addition of an ELD Instructional Coach directly addresses the identified English Learner performance declines by providing specialized expertise and systematic support that was previously lacking. The ELD Instructional Coach will lead comprehensive professional development focused on ELD Standards and evidence-based strategies, building teacher capacity to support English Learners across all subject areas rather than limiting language development to isolated ELD classes.</p> <p>The coach will teach designated ELD courses while modeling best practices for other educators, ensuring that Level 1 students receive intensive speaking and listening instruction and Level 3 students get targeted reading comprehension support identified as critical gaps. This dual role allows for immediate student impact while building broader instructional capacity throughout the school.</p> <p>Additionally, the ELD Instructional Coach will implement systematic performance monitoring and tracking systems to ensure English Learners make measurable progress toward language proficiency and reclassification. The coach will oversee the implementation of appropriate curricula including USA Learns for newcomers and Language Live for comprehensive development, ensuring evidence-based resources are used effectively.</p> <p>Most importantly, the coach will provide ongoing support and coaching to teachers implementing integrated ELD strategies, ensuring that English Learners receive consistent, high-quality language development support throughout their academic day rather than only during designated ELD periods. This comprehensive approach directly targets the school's goal of achieving 55% student level improvements to reach "Blue" performance on the California School Dashboard.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #7: % EL who made progress towards English Language Proficiency • #8: % students English Language Proficiency for Summative ELPAC • #9: Reclassification Rate

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

Not Applicable

Additional Concentration Grant Funding

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

Wallis Annenberg High School will use additional concentration grant add-on funds to fund Academic Tutors and Instructional Aides to provide tutoring during the instructional day. (Goal 1, Action 4)

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 8,174,912.00	\$ 8,465,072.54

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	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 160,448	\$ 169,807
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	\$ 39,383	\$ 43,617
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 199,227	\$ 212,543
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 1,080,291	\$ 1,083,290
1	5	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 484,189	\$ 503,092
1	6	PROMOTING A COLLEGE- GOING CULTURE	Yes	\$ 732,446	\$ 773,746
1	7	SERVICES TO SUPPORT SWD	No	\$ 855,119	\$ 887,404
1	7	SERVICES TO SUPPORT SWD	Yes	\$ 227,033	\$ 245,302
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 2,553,742	\$ 2,674,823
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 170,511	\$ 176,633
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 883,122	\$ 890,869
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 74,300	\$ 74,589
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 278,976	\$ 280,750
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 312,037	\$ 322,317
3	2	PARENT INPUT IN DECISION- MAKING	No	\$ -	
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 27,645	\$ 28,282
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 96,443	\$ 98,008

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,290,491	\$ 2,407,806	\$ 2,528,306	\$ (120,500)	0.000%	0.000%	0.000% - 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	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 160,448	\$ 169,807	0.000%	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	\$ 39,383	\$ 43,617	0.000%	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 168,205	\$ 212,543	0.000%	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 1,080,291	\$ 1,083,290	0.000%	0.000%
1	6	PROMOTING A COLLEGE- GOING CULTURE	Yes	\$ 732,446	\$ 773,746	0.000%	0.000%
1	7	SERVICES TO SUPPORT SWD	Yes	\$ 227,033	\$ 245,302	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,765,143	\$ 2,290,491	0.000%	39.730%	\$ 2,528,306	0.000%	43.855%	\$0.00 - No Carryover	0.00% - No Carryover

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 5,765,143	\$ 2,290,491	0.000%	39.730%	\$ 1,943,043	0.000%	33.703%	\$ 347,447.76	6.027%

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	\$ 6,256,361	\$ 2,483,901	39.702%	0.000%	39.702%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,938,393	\$ 1,302,223	\$ -	\$ 779,359	\$ 9,019,975.00	\$ 7,404,726	\$ 1,615,249

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	STRENGTHENING EL PROGRAM & SERVICES	All	Yes	Schoolwide	English Learners	WAHS	2026-2027	\$ 169,940	\$-	\$ 169,940	\$-	\$ -	\$-	\$ 169,940	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	All	Yes			WAHS	2026-2027	\$-	\$ 44,000	\$ 44,000	\$-	\$ -	\$-	\$ 44,000	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	Yes	Schoolwide	All	WAHS	2026-2027	\$ 133,595	\$ 79,664	\$ 133,595	\$ 79,664	\$ -	\$-	\$ 213,259	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	WAHS	2026-2027	\$ 910,415	\$ 195,151	\$ 359,459	\$ 550,956	\$ -	\$ 195,151	\$ 1,105,566	0.000%
1	5	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	WAHS	2026-2027	\$ 557,328	\$ 1,812	\$ 559,140	\$-	\$ -	\$-	\$ 559,140	0.000%
1	6	PROMOTING A COLLEGE- GOING CULTURE	All	Yes	Schoolwide	All	WAHS	2026-2027	\$ 765,477	\$ 9,000	\$ 774,477	\$-	\$ -	\$-	\$ 774,477	0.000%
1	7	SERVICES TO SUPPORT SWD	SWD	Yes	Schoolwide	All	WAHS	2026-2027	\$ 727,416	\$ 409,751	\$ 341,618	\$ 671,603	\$ -	\$ 123,946	\$ 1,137,167	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide	All	WAHS	2026-2027	\$ 3,091,762	\$-	\$ 2,655,128	\$-	\$ -	\$ 436,634	\$ 3,091,762	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No			WAHS	2026-2027	\$ 468,211	\$ 424,588	\$ 869,171	\$-	\$ -	\$ 23,628	\$ 892,799	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	Yes			WAHS	2026-2027	\$-	\$ 75,012	\$ 75,012	\$-	\$ -	\$-	\$ 75,012	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No			WAHS	2026-2027	\$ 67,180	\$ 214,583	\$ 281,763	\$-	\$ -	\$-	\$ 281,763	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No			WAHS	2026-2027	\$ 379,866	\$ 124,793	\$ 504,659	\$-	\$ -	\$-	\$ 504,659	0.000%
3	2	PARENT INPUT IN DECISION- MAKING	All	No			WAHS	2026-2027	\$-	\$-	\$-	\$-	\$ -	\$-	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	Yes			WAHS	2026-2027	\$ 35,946	\$ 14,121	\$ 50,067	\$-	\$ -	\$-	\$ 50,067	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No			WAHS	2026-2027	\$ 97,590	\$ 22,774	\$ 120,364	\$-	\$ -	\$-	\$ 120,364	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,256,361	\$ 2,483,901	39.702%	0.000%	39.702%	\$ 2,507,308	0.000%	40.076%	Total:	\$ 2,507,308
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 2,338,229

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	Schoolwide	English Learners	WAHS	\$ 169,940	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes		0	WAHS	\$ 44,000	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	Schoolwide	All	WAHS	\$ 133,595	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	WAHS	\$ 359,459	0.000%
1	5	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	WAHS	\$ 559,140	0.000%
1	6	PROMOTING A COLLEGE- GOING CULTURE	Yes	Schoolwide	All	WAHS	\$ 774,477	0.000%
1	7	SERVICES TO SUPPORT SWD	Yes	Schoolwide	All	WAHS	\$ 341,618	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	Schoolwide		WAHS	\$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No			WAHS	\$ -	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	Yes		0	WAHS	\$ 75,012	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No			WAHS	\$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No			WAHS	\$ -	0.000%
3	2	PARENT INPUT IN DECISION- MAKING	No			WAHS	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes		0	WAHS	\$ 50,067	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No			WAHS	\$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

