

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Whittier Union High School District

CDS Code: 19651280000000

School Year: 2024-25

LEA contact information:

Timothy J. Liggett

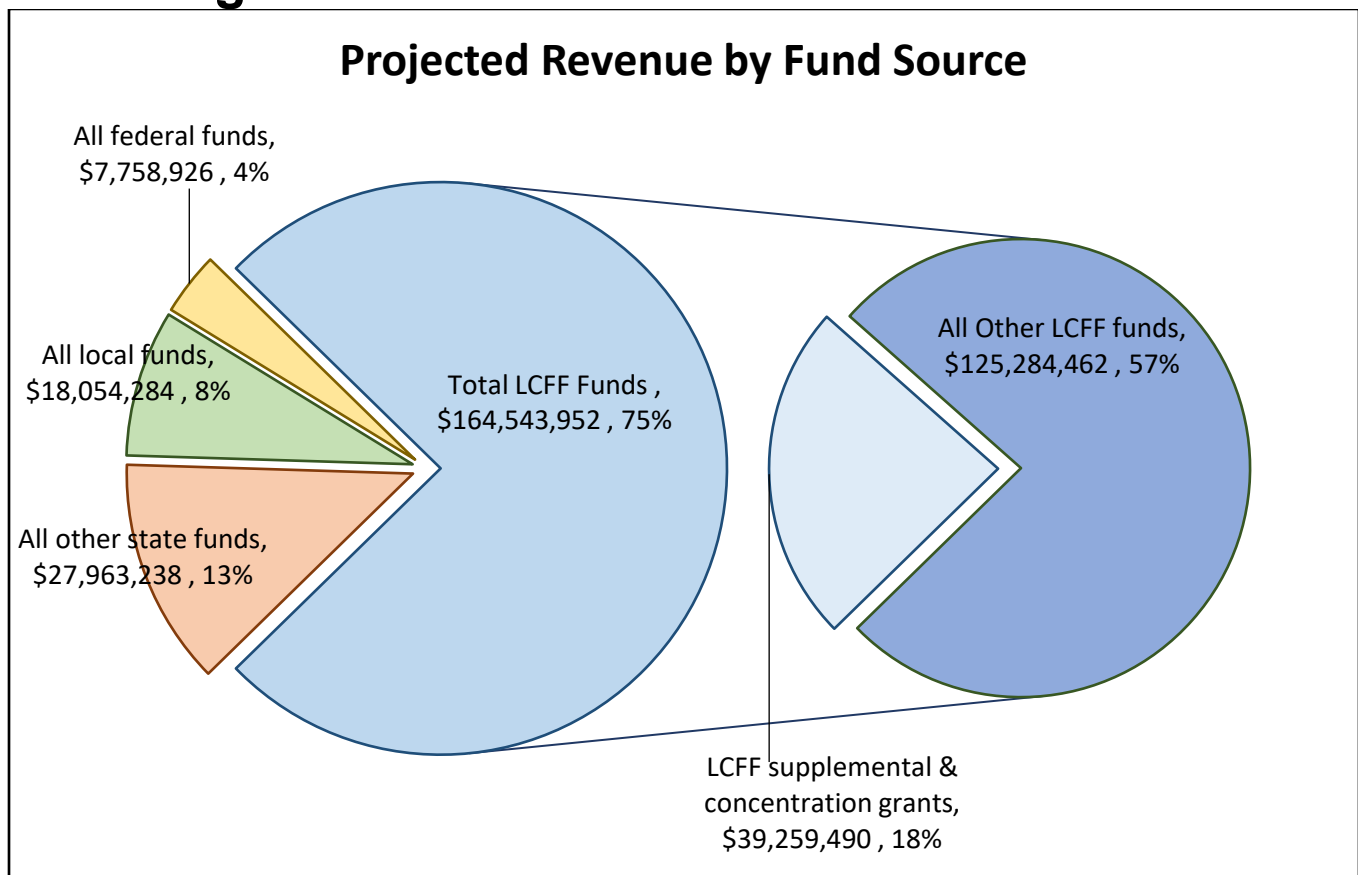
Director of Assessment and Accountability

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(562) 698-8121 ext. 1196

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

Budget Overview for the 2024-25 School Year

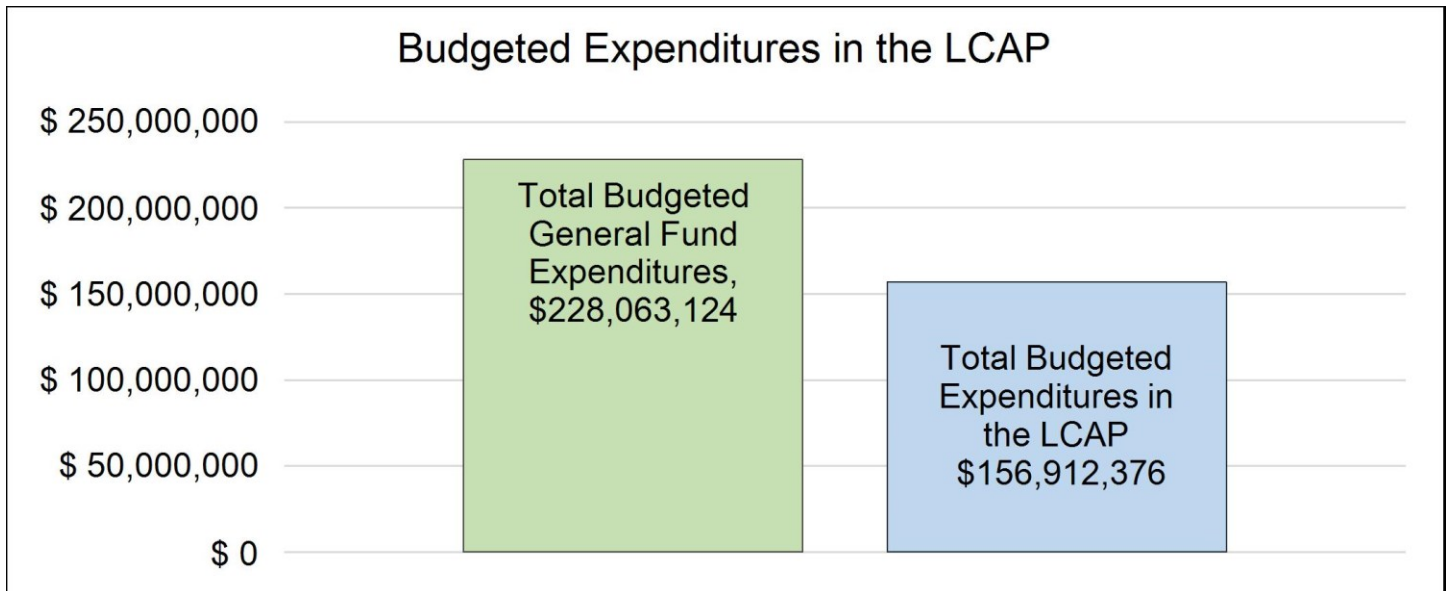


This chart shows the total general purpose revenue Whittier Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Whittier Union High School District is \$218,320,400, of which \$164,543,952.00 is Local Control Funding Formula (LCFF), \$27,963,238.00 is other state funds, \$18,054,284.00 is local funds, and \$7,758,926.00 is federal funds. Of the \$164,543,952.00 in LCFF Funds, \$39,259,490.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Whittier Union High School District plans to spend for 2024-25. 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: Whittier Union High School District plans to spend \$228,063,124.00 for the 2024-25 school year. Of that amount, \$156,912,376.00 is tied to actions/services in the LCAP and \$71,150,748 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

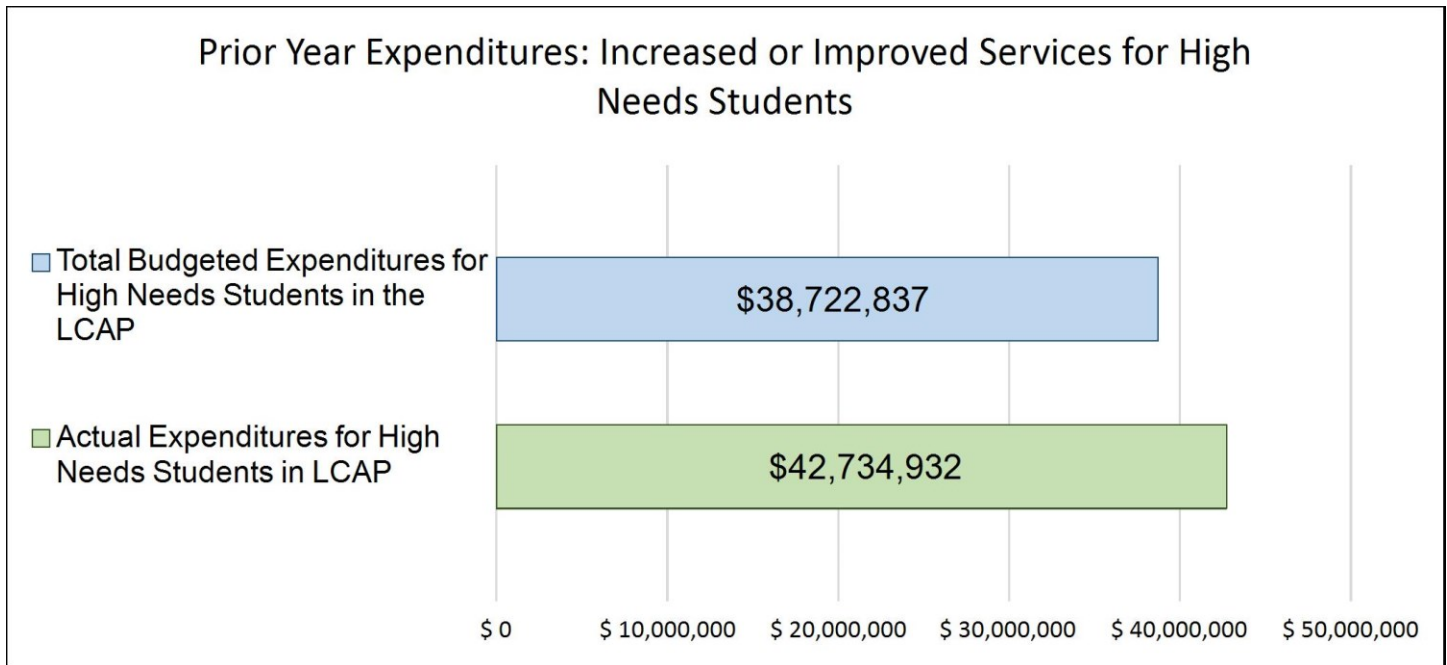
Total compensation and non-personnel costs relative to various departments that are not mentioned in the LCAP, such as the transportation department, the business department, the personnel department, and other departments and their associated costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Whittier Union High School District is projecting it will receive \$39,259,490.00 based on the enrollment of foster youth, English learner, and low-income students. Whittier Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Whittier Union High School District plans to spend \$40,482,912.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Whittier Union High School District's LCAP budgeted \$38,722,837.00 for planned actions to increase or improve services for high needs students. Whittier Union High School District actually spent \$42,734,932.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Whittier Union High School District	Timothy J. Liggett Director of Assessment and Accountability	timothy.liggett@wuhsd.org (562) 698-8121 ext. 1196

Goals and Actions

Goal

Goal #	Description
1	<p>ORGANIZATION Vision, Resources, Leadership, and Staff</p> <p>Schools will be staffed with an increasing percentage of qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support, and assess activities that focus on all students achieving high standards, ensuring that the district's mission, vision, beliefs, goals/objectives and measurable targets are reviewed annually and serve to guide the operation of the district to meet the needs of students.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none"> • A highly-qualified staff facilitates achievement of the academic standards and the school-wide learning outcomes through a system of preparation, induction, and ongoing professional development. • Leadership and staff are involved in ongoing research or data-based correlated professional learning that focuses on identified student learning needs. • All students have equal access to the school's entire program. • The human, material, physical, and financial resources are utilized effectively to support students in accomplishing the academic standards and school-wide learning outcomes. • The school is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement. • Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, school-wide learner outcomes, and the district LCAP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Conditions at School: SARC/Williams Reports	2019-20 <ul style="list-style-type: none"> • 100% Average on all indicators on Facility Inspection 	2020-21 <ul style="list-style-type: none"> • 100% Average on all indicators on Facility Inspection 	2021-22 <ul style="list-style-type: none"> • 99% Average on all indicators on Facility Inspection 	2022-23 <ul style="list-style-type: none"> • 99% Average on all indicators on Facility Inspection 	Targets: <ul style="list-style-type: none"> • 100% Average on all indicators on Facility

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Reports from all 7 sites</p> <ul style="list-style-type: none"> 0% Teachers Misassigned 100% access to textbooks in all core courses for all students 	<p>Reports from all 7 sites</p> <p>2019-20-Teachers Misassigned- 42</p> <ul style="list-style-type: none"> 100% access to textbooks in all core courses for all students 	<p>Reports from all 7 sites</p> <p>2020-21- Teachers Misassigned- 5</p> <ul style="list-style-type: none"> 100% access to textbooks in all core courses for all students 	<p>Reports from all 7 sites</p> <p>2021-22 Teacher sections Misassigned- 12.4</p> <p>2022-23 100% access to textbooks in all core courses for all students</p>	<p>Inspection Reports from all 7 sites</p> <ul style="list-style-type: none"> 0% Teachers Misassigned 100% access to textbooks in all core courses for all students
Priority 2: Implementation of State Standards	<p>2019-20</p> <ul style="list-style-type: none"> 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Teacher Professional Learning: Average Days per Teacher- 10.6 days per year 	<p>2020-21</p> <ul style="list-style-type: none"> 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Teacher Professional Learning: Average Days per Teacher- 5.7 Professional Learning: Percentage 	<p>2021-22</p> <ul style="list-style-type: none"> 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Teacher Professional Learning: Average Days per Teacher- 8.4 Professional Learning: Percentage 	<p>2022-23</p> <ul style="list-style-type: none"> 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board <p>Average Days per Teacher- 10.5 days of professional learning</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices-</p>	<p>Targets:</p> <ul style="list-style-type: none"> 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Teacher Professional Learning: Average Days per Teacher- 10.6 days per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 98% 	of Teachers by School Participating in Summer and District Best Practices- 86%	of Teachers by School Participating in Summer and District Best Practices- 88%	95%	<ul style="list-style-type: none"> Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 100%
Priority 7: Course Access	2019-20 4.0 Sections per Student in the Master Schedule to ensure access to broad selection of courses	2020-21 3.98 Sections per Student in the Master Schedule to ensure access to broad selection of courses	2021-22 3.42 Sections per Student in the Master Schedule to ensure access to broad selection of courses	2022-23 3.61 Sections per Student in the Master Schedule to ensure access to broad selection of courses	Target: Maintain sections in Master Schedule at a minimum of 4.1 sections per student to ensure access to broad selection of courses
Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC- DF3 (Met Standard) ELA- 24 points above level 3 (Met Standard) Math- 54 points below level 3 (Met Standard)	2018-19 SBAC DF3 (Met Standard) ELA- 20 points above level 3 (Met Standard) Math- 58 points below level 3 (Met Standard)	2020-21 SBAC DF3 (Met Standard) was not offered in 2020-21. Also, the SBAC was not offered during the 2019-20 school year. ELA- 65% of students met or exceeded	2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21 ELA- 27.3 points above standard Math- 61.9 points below standard	2022-23 SBAC DF3 (Met Standard) ELA- 27 points above standard Math- 65.7 points below standard CAST- 32% Met or Exceeded Standards	Targets: SBAC DF3 (Met Standard) ELA- 24 points above level 3 (Met Standard) Math- 54 points below level 3 (Met Standard) CAST- 36% Met or Exceeded Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST- 21.4% Met or Exceeded Standards Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met Level 4= Standard Exceeded	CAST- 21.4% Met or Exceeded Standards	standard (source is Dataquest) Math- 43% of students met or exceeded standard (source is Dataquest) CAST- 26.8% Met or Exceeded Standards	CAST- 31.4% Met or Exceeded Standards		
Priority 4: Academic Achievement: English Learner Progress	2018-19 ELPI rate was 44.9% of students making progress toward English language proficiency	2020-21 The ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year. CDE did not share this data, but 16% of EL students tested Proficient/Well-Developed in English. (source is Dataquest)	2021-22 45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95% participation rate).	2022-23 38.7% of students making progress toward English Language Proficiency.	Target: ELPI Target- 48% making progress toward English language proficiency
Priority 5: Student Engagement: Graduation Rate	2019-20 Graduation Rate was 96.4% at the comprehensive high schools	2020-21 Graduation Rate was 96.3% at the comprehensive high schools	2021-22 Graduation Rate was 96.5% at the comprehensive high schools	2022-23 Graduation Rate was 96.8% at the	Targets: Graduation Rates: Maintain 96% or higher at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DASS Schools Graduation Rates 47% at FHS graduation rate 54% at SVHS graduation rate District- 90.9%	DASS Schools Graduation Rates 55% at FHS graduation rate 69% at SVHS graduation rate District- 91.1%	DASS Schools Graduation Rates 76.8% at FHS graduation rate 80.6% at SVHS graduation rate District- 92.9%	comprehensive high schools DASS Schools Graduation Rates 51.1% at FHS graduation rate 67.7% at SVHS graduation rate District- 90.8%	comprehensive high schools DASS Schools- 68% 53% at FHS 60% at SVHS District- 91.2%
Priority 5: Student Engagement: Chronic Absenteeism	2019-20 Chronic Absenteeism Rate- 7.2%	2020-21 Chronic Absenteeism Rate- 6.8%	2021-22 Chronic Absenteeism Rate- 26.6%	2022-23 Chronic Absenteeism Rate- 25.5%	Target: Chronic Absenteeism- 6.9%

Goal Analysis

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

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

WUHSD believes that Goal 1 is critical because it pertains to vision, resources, leadership, and staff. When we analyzed this goal, we found that this goal was carried out as planned. Overall, we met and exceeded many of the above-mentioned metrics, and with the exception of Chronic Absenteeism (where we showed small improvement, but it was still very high) and a decrease in the ELPI, we either hit our target or were very close. Accordingly, this fact allowed the WUHSD to continue to move forward in the post-pandemic era, we have found increased stability for many of our tried and true systems and structures. As such, we maintained many of the same systems and structures from the pandemic as we continued to return to "normal". As such, we do not plan to make any significant changes, but we will continue to be diligent about our Chronic Absenteeism and ELPI rates because they are not where we want them to be. Accordingly, in order to achieve success with this goal, our schools must be staffed with qualified teachers and administrators who make effective educational decisions based on data. Whittier Union must continue to effectively implement, support and assess activities that focus on all students achieving high standards and ensuring that the district's mission, vision, beliefs, goals/objectives, and measurable targets are reviewed annually. This will serve to guide the operation of the district in order for us to continue to meet the needs of our students, and we have been mostly pleased with our progress.

With regard to staffing and professional development related actions (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.11) we know that these actions were carried out as planned because we managed to return to approximately the district's prior level of academic excellence because most of our metrics (including our most important data points, graduation, A-G rates, and On-Target rates) are trending in the right direction. Although there were sometimes challenges with enough substitute teachers to cover classes, we managed to offer some professional development after hours in our new Instructional Pathways Program. Our Best Practices meetings (where teachers review assessment data and pacing plans), as well as CIT meetings (where teacher leaders oversee our curriculum, instruction, and assessment practices), our various leadership development actions were progressing satisfactorily because teacher participation in professional learning has been increasing (which is one of our metrics) just as we had planned. These various groups met consistently, which is a mainstay of our district's systems and structures, so we are pleased with that. Our data leads (1.7) continued to pull data and help prepare for the LCAP Taskforce meetings at each school site in order to meet their site specific data needs. The WU Categorical Office continued to support our English Learner parents with parent education offerings in the areas of social-emotional and academic topics (1.8) as well as the community (1.9), so these three actions were implemented as planned. On the other hand, professional learning for the classified staff was not provided through LCAP funds, so action 1.10 was not carried out as planned. WUHSD has long had a commitment to professional learning and we strive to make additional progress to reach our pre-pandemic level, but we are satisfied with our current trajectory.

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.

For the purposes of this section, we are defining "material difference" to be a change of 15% from the previous year's expenditures, or \$10,000 (whichever is larger). WUHSD had several salary and benefits-related actions in Goal 1 that were affected by a 10% salary and benefits increase (6% on the salary schedule, 3% off the salary schedule and 1% for benefits), for example, actions 1.1, 1.2, and 1.7 added

additional cost due to these increases. In action 1.3 there was a material difference because the estimated actuals for the teachers who were included in the class size reduction was lower than anticipated because the lower cost of the teachers who filled those positions. Action 1.4 was impacted by a negotiated pay raise for teachers for their extra pay and professional development rate, as well as an increase in the cost of substitute teachers. Action 1.5 increased because we decided to make our BTSA/Induction/PASS teacher full time out of the classroom so she could support a wider range of teachers this year. In action 1.8 we did not spend as much as anticipated because WUHSD did not house the parent training this year and our contribution was not as high as we had estimated. For Action 1.10 changed because the professional learning of the classified staff was not completed and will be funded out of another source in the future. In addition, action 1.11 cost more than we anticipated because the county office raised the price of the library service more than we had anticipated. Many of the other actions in this goal returned to the manner in which we conducted business prior to the pandemic.

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

When taking all of the actions in this goal in their totality, Whittier Union deduced that most of the actions were effective in making progress toward the goal. Accordingly, the following is a brief analysis of the actions. Thus, many of our metrics are internal metrics that we have been using for several years, so continuing those metrics did not present a significant challenge for us. As mentioned above, our data for Goal 1 is rebounding from the pandemic and is mainly positive. The two areas where we know we need to improve are the ELPI and the Chronic Absenteeism rates. We have made some significant commitments to our staff in this goal area, so Whittier Union is pleased to see some growth in the various data points in this goal. When we look at our professional learning and leadership development we see that our TSF expenditures supported our staff as they interacted with our students. Fortunately, we saw continued improvements in our professional learning program. The rates are not yet higher than during the pre-pandemic era, but we implemented a new professional learning program that has showed promising participation and staff support. Our Annual Reports, where we closely and deeply analyze data, continue to be a high point in our structures and systems as we strive for constant improvement and growth. There is a tremendous amount of overlap between the actions, metrics and priorities, as they all interact and support one another as we strive to improve student achievement.

As mentioned above, in Priority 1, in the area of teacher credentialing our misassignments increased to during the 2022-23 school year (this data is always a year behind). We know that although the state is continuing to work out the bugs out for the new statewide Personnel Services/credentialing program (CALSAAS), we have to continue to refine and improve our systems. In addition, the state has communicated that the main purpose of the CALSAAS system is to determine, on a statewide basis, what needs schools will have for teachers and administrators in the near future. Our goal is to have no teacher/administrator misassignments in the future because we have had tremendous success in the past with this metric. In Priority 2, we met the metric that correlates with our Annual Reports because this metric is an internal metric that has been used in our district for several years and is a strong driver in Whittier Union. As WU continues to recover from the residual effects of the pandemic, we are seeing other types of improvement. For example, our professional learning participation increased during the 2021-22 school year from 8.4 days per teacher in 2020-21 to 10.5 days in 2021-22. Additionally, we also saw an increase in the percentage of teachers who participated in our Summer Best Practices program, as it grew from 88% to 95%.

In Priority 7, although class sizes increased we are still better than the desired outcome (3.61 in 2022-23 compared to a 4.1 goal) and gave students access to a broad selection of courses during the 2022-23 school year. In Priority 4, the percentage of students who Met or Exceeded Standard on the SBAC ELA remained the same as the previous year (62%, up 3% from 2019), and the math declined slightly from

the previous math (32%, down 2% from 2019), and CAST science exam increased 1% from the prior year (up 11% from 2019). Although Whittier Union was pleased that our students scored at or above the state and county in all three areas, we know we still have to improve the Distance from Met (27 points above the standard for ELA and 65.7 points below the standard for math) so more students benefit from our collaborative work. Unfortunately there was decline in the number of students who made progress on the ELPAC test and the ELPI (38.7% of students made progress), so we want to continue to improve in this area. With regard to Priority 5, our graduation rate continues remain steady in spite of the residual effects of the pandemic, but the districtwide graduation rate dropped to 90.8% (it increased to 96.8% at the comprehensive sites) in 2022-23. Additionally, due to changing dates in the End of Year CALPADS deadlines and statewide graduation policy our two alternate education sites were impacted. Frontier High School's rate was 51.8% and Sierra Vista High School's rate was 67.7%. As mentioned above, we will continue to focus on the Chronic Absenteeism rate even though it decreased from 26.6% in 2021-22 to 25.5% in 2022-23 because it was much higher than our baseline year. Although we have seen some improvement in the attendance rate and the Chronic Absenteeism rate during the 2023-24 school year, these areas will continue to be a focus for us and we will continue to use support staff to reach out to students with poor attendance so they can be actively engaged in the learning process.

As mentioned above, regarding staffing and professional development related actions (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.11) we know that these actions were carried out effectively because we managed to return to approximately the same level of academic excellence as our pre-pandemic level, especially with regard to our most important data points, graduation, A-G rates, and On-Target rates. For example, our student support items (staffing and class reduction), our teacher collaboration and support actions (including BTSA/PAR and the librarian) were progressing because the BTSA/PAR support teacher was supporting those staff members on a daily basis and the librarian assisted effectively as well. These teacher and administrator groups met consistently, and the small class sizes helped students get more individualized support during class time. These actions represent a mainstay of our district's systems and structures, so Whittier Union is pleased to see that level of effectiveness. As mentioned previously, our data leads (1.7) continued to provide support to the sites, and we continued to support our English Learner parents (1.8) and community (1.9) through the Categorical Office, so these actions were effective. On the other hand, our Personnel Services Department was not able to provide professional learning to the classified staff as planned (1.10), so this was not effective. Additionally, because there was no spending for this action, it did not have a budget implication for the LCAP. For various reasons, there were challenges for staffing various positions, but we have begun to strengthen our systems to improve this situation. The Personnel Services Division has plans to diversity their professional learning to the support staff and it will come from a different funding source. As mentioned above, WUHSD was satisfied with our current trajectory because they have had a mostly positive impact on the various priorities for this goal and Whittier Union looks to continue to improve in the future.

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

Even though we plan to consolidate various actions, we also reverted back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Standard for the SBAC in ELA and math, and eventually the CAST once Distance from Standard is part of the Dashboard. We did set a goal for the CAST science test and we have shown some progress in this area. We shared SBAC ELA and math data with our LCAP Taskforce so they could make plans for the Distance from Met data point. Since the ELPI returned we have shared this data with various stakeholders because it is

an area where we have to show more improvement. We believe our EL Best Practices collaborative team will help us make progress on the ELPI. Action 2.7 will be consolidated with Action 1.7 (still funded by S&C/TSF funds), as these are similar actions and can be captured in one action rather than two. Action 2.11 will be consolidated with Action 1.4 (still funded by S&C/TSF funds) as these are also similar actions and can be captured in one action rather than two. Action 1.5 changed because WUHSD decided to increase our BTSA/PAR support program by having the support teacher serve full time to support these staff members. Actions 1.8 and 1.9 will continue to be paid for with S&C/TSF funds during the 2024-25 school year and beyond, but they will be consolidated with Action 4.1 because there is a lot of overlap in these areas. Action 1.8 will be LEA-wide moving forward as the parent education provided by the district's Categorical Programs office will benefit all students across the district. This office will conduct these trainings district-wide and it will include various trainings with other parent groups, both together when appropriate (many of our parents are bilingual), and separate when needed. We will not include action 1.10 in the next LCAP, as the Personnel Services Department will pay for future professional development for our classified staff through grants and general funds. The rest of the metrics continue to be appropriate, so we will not make any other changes to these metrics because these are a significant part of the foundation on which we have built our success.

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.

Goals and Actions

Goal

Goal #	Description
2	<p>CURRICULUM and INSTRUCTION</p> <p>All students experience high-quality instruction that engages their interests while providing a rigorous, relevant, and coordinated curriculum that supports the achievement of the State Content Standards.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none">• All students are engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state and national assessments that prepare them for college and career after high school• All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engages students, emphasize higher-order thinking skills, and help them succeed at high academic levels• Teachers continue to develop personally and professionally, regularly articulating with teachers from partner middle schools and local colleges, reviewing the success of the graduates to learn about their own program and others, while also using educational research to strengthen the current instructional program so all students achieve at higher levels

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Implementation of State Standards	2019-20 <ul style="list-style-type: none">• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board	2020-21 <ul style="list-style-type: none">• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board	2021-22 <ul style="list-style-type: none">• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board	2022-23 <ul style="list-style-type: none">• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board	Targets: <ul style="list-style-type: none">• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 10.6 days per year Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 98% 	<ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 5.7 Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 86% 	<ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 8.4 Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 88% 	<p>Average Days per Teacher- 10.5 days of professional learning</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 95%</p>	<p>with the Board</p> <ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 10.6 days per year Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 100%
<p>Priority 4: Academic Achievement</p> <p>Academic Indicator</p> <p>Grade 11 SBAC- DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p>	<p>2018-19 SBAC DF3: (Met Standard)</p> <p>ELA- 20 points above level 3 (Met Standard)</p> <p>Math- 58 points below level 3 (Met Standard)</p>	<p>2020-21 SBAC DF3 (Met Standard) was not offered in 2020-21. Also, the SBAC was not offered during the 2019-20 school year.</p> <p>ELA- 65% of students met or exceeded</p>	<p>2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21</p> <p>ELA- 27.3 points above standard</p> <p>Math- 61.9 points below standard</p>	<p>2022-23 SBAC DF3 (Met Standard)</p> <p>ELA- 27 points above standard</p> <p>Math- 65.7 points below standard</p>	<p>Targets: SBAC DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p> <p>Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met Level 4= Standard Exceeded</p>	CAST- 21.4% Met or Exceeded Standards	<p>standard (source is Dataquest)</p> <p>Math- 43% of students met or exceeded standard. (source is Dataquest)</p> <p>CAST- 26.8% Met or Exceeded Standards</p>	CAST- 31.4% Met or Exceeded Standards	CAST- 32% Met or Exceeded Standards	CAST- 36% Met or Exceeded Standards
Priority 4: Academic Achievement: English Learner Progress	2018-19 ELPI- Was 44.9% of students making progress toward English language proficiency	<p>2020-21 THE ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year.</p> <p>CDE did not share this data, but 16% of EL students tested Proficient/Well-Developed in English. (source is Dataquest)</p>	<p>2021-22</p> <p>45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95% participation rate).</p>	<p>2022-23</p> <p>38.7% of students making progress toward English Language Proficiency.</p>	<p>Target:</p> <p>ELPI- 48% making progress toward English language proficiency</p>
Priority 5: Student Engagement: Graduation Rate	2019-20 Graduation Rates- Maintain 96.4% at the	2020-21 Graduation Rate was 96.3% at the	<p>2021-22</p> <p>Graduation Rate was 96.5% at the</p>	<p>2022-23</p> <p>Graduation Rate was 96.8% at the</p>	<p>Targets:</p> <p>Graduation Rates- Maintain 96% or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	comprehensive high schools DASS Schools Graduation Rates- 47% at FHS 54% at SVHS District-wide- 90.9%	comprehensive high schools DASS Schools Graduation Rates 55% at FHS graduation rate 69% at SVHS graduation rate District-wide- 91.1%	comprehensive high schools DASS Schools Graduation Rates 76.8% at FHS graduation rate 80.6% at SVHS graduation rate District-wide- 92.9%	comprehensive high schools DASS Schools Graduation Rates 51.1% at FHS graduation rate 67.7% at SVHS graduation rate District-wide- 90.8%	higher at the comprehensive high schools DASS Schools- 68% Target 53% at FHS 60% at SVHS District-wide- 91.2%
Priority 5: Student Engagement: Chronic Absenteeism	2019-20 Chronic Absenteeism Rate- 7.2%	2020-21 Chronic Absenteeism Rate- 6.8%	2021-22 Chronic Absenteeism Rate- 26.6%	2022-23 Chronic Absenteeism Rate- 25.5%	Target: Chronic Absenteeism Rate- 6.9%
Priority 8: College/Career Indicator (A-G, CTE, SBAC, AP classes, College Credit Courses, and State Seal of Biliteracy) CTE Pathway Completion Rate	2019-20 Class of 2020 CCI Rate- 55.2% Prepared Class of 2020 CTE Pathway Completion Rate- 25.6% Combined CTE & A-G- 15%	2020-21 Class of 2021 CCI Rate- This data point not available from the CDE during the 2020-21 school year. Class of 2021 CTE Pathway Completion Rate- 20.2%	2021-22 Class of 2022 CCI Rate- This data point not available from the CDE during the 2021-22 school year.	2022-23 Class of 2023 CCI Rate- 51.9% Class of 2023 CTE Pathway Completion Rate- 20.1% Combined A-G and CTE Rate- 11.9%	Target: CCI Prepared- 61.2% Prepared CTE Pathway Completion- 31.6% Combined CTE & A-G- 21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE/A-G Pathway Completion Rate		Combined A-G & CTE Rate- 13.3%	Class of 2021 CTE Pathway Completion Rate- 17.7% Combined A-G and CTE Rate- 13.6%		
AP Pass Rate	2019-20 AP Pass Rate- 52.5%	2020-21 AP Pass Rate- 42%	2021-22 AP Pass Rate- 52%	2022-23 AP Pass Rate- 51%	Target: AP Pass Rate- 53.3%
AP Participation Rate	2019-20 Unique Students Taking at least one AP Class in School Year- 25% AP Students Taking at least one Test in School Year- 85%	2020-21 Unique Students Taking at least one AP Class in School Year- 29% AP Students Taking at least one Test in School Year- 64%	2021-22 Unique Students Taking at least one AP Class in School Year- 25% AP Students Taking at least one Test in School Year- 83%	2022-23 Unique Students Taking at least one AP Class in School Year- 26% AP Students Taking at least one Test in School Year- 87%	Targets: Percentage of Unique Students Taking at least one AP Class in School Year- 25.8% Target for Percentage of AP Students Taking at least one Test in School Year- 85.8%
A-G Rate	2019-20 Graduates meeting UC/CSU A-G requirements- 57.6%	2020-21 Graduates meeting UC/CSU A-G requirements- 59.4%	2021-22 Graduates meeting UC/CSU A-G requirements- 65.6%	2022-23 Graduates meeting UC/CSU A-G requirements- 65.7%	Target: UC/CSU A-G Rate- 59.1%
D/F Rates Semester 1	2019-20 D/F during Semester 1- 11.2%	2020-21 D/F during Semester 1- 16.3%	2021-22 D/F during Semester 1- 12.1%	2022-23 D/F during Semester 1- 11.7%	Target: D/F Rate Semester 1- 9.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
D/F Rates Semester 2	2019-20 D/F during Semester 2- 13.0%	2020-21 D/F during Semester 2- 18.1%	2021-22 D/F during Semester 2- 12.2%	2022-23 D/F during Semester 2- 11.4%	Target: D/F Rate Semester 2- 11.5%
On-Target for Graduation Rate Semester 1	2019-20 On-Target for Graduation Rate for Semester 1- 93.1%	2020-21 On-Target for Graduation Rate for Semester 1- 88.7%	2021-22 On-Target for Graduation Rate for Semester 1- 89%	2022-23 On-Target for Graduation Rate for Semester 1- 90.7%	Target: On-Target Rate for Graduation Semester 1- 93.4%
On-Target for Graduation Rate Semester 2	2019-20 On-Target for Graduation Rate for Semester 2- 93.8%	2020-21 On-Target for Graduation Rate for Semester 2- 87.0%	2021-22 On-Target for Graduation Rate for Semester 2- 90.3%	2022-23 On-Target for Graduation Rate for Semester 2- 92%	Target: On-Target Rate for Graduation Semester 2- 94.1%
EL Reclassification Rate	2019-20 EL Reclassification Rate rate- 14.6% (was recalibrated from 7.0% the previous year)	2020-21 EL Reclassification Rate- 6.1% (continued recalibration from 7.0% the previous year)	2021-22 EL Reclassification Rate- 9.8%	2022-23 EL Reclassification Rate- 11.7%	Target: EL Reclassification Rate- 15.2% (was recalibrated from 7.6% the previous year)

Goal Analysis

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

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

As mentioned in the previous goal, Whittier Union believes that it is important to maintain as many supports and structures as possible if we want our students to continue achieve at high levels. Accordingly, WU knows that Goal 2 is critical because it pertains to curriculum and instruction. This goal is critical because our expectation is that all students experience high-quality instruction that engages their interests while providing a rigorous, relevant, and coordinated curriculum that supports the achievement of the State Content Standards. WU believes that in order for students to maintain high levels of success, the following must be in place. All students must be engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state exams that prepare them for college and careers after high school. Furthermore, all teachers continued to use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engage students, emphasize higher-order thinking skills, and help them succeed at high levels. Additionally, teachers continued to develop personally and professionally by articulating with teachers from partner middle schools, reviewing the success of our students to teach our partners about our program as well as us learning about their programs. We also discussed educational research to strengthen both of our instructional programs so all students can achieve at higher levels. When we analyzed this goal, we found that there was continuous improvement during the three-year period. Accordingly, as WUHSD metrics continued to improve in the post-pandemic era, we have found increased stability for many of our tried and true systems and structures.

With regard to the direct student support actions (2.1, 2.3, 2.5, 2.6, 2.9, 2.10, 2.12, and 2.14), as well as the staff support actions (2.2, 2.7, 2.11, 2.13 and 2.15) these actions were carried out as planned because we managed to mostly get back on track with our tried and true systems that have been in place for almost two decades and have benefited our students' data and success. The most important metrics WU uses are graduation, A-G rates, and On-Target rates and these have all been trending in the right direction over the last three years. For example, our professional learning, additional support sections, as well as tech support have benefitted staff and students alike. These various staff groups met consistently to analyze benchmark assessments and discuss curriculum and instruction, which is a mainstay of our district's systems and structures. There were two actions that were not carried out as planned, in action 2.4 the after-school sections item was another action that was reduced because fewer teachers were willing and/or able to teach after-school courses, so it was not implemented as planned. Thus, we did not offer as many after-school courses, which allowed the district to save funds on this expense. The second action that was not carried out as planned was Action 2.8, which was affected by the fact that WU entered into a contract with the LEARN organization to conduct some of our during and after-school tutoring that was paid for by the A-G Grant rather than Supplemental and Concentration funds, so it was not implemented as planned. We also used A-G funds to pay for some of the outside learning that was covered with Supplemental and Concentration funds (2.11), but it was implemented as planned in terms of the professional learning. With regard to action 2.12 we decided to begin work with California College Guidance Initiative (CCGI) as our college and career planning program throughout the whole district, so it was implemented as planned with regard to students receiving College and Career planning.

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.

For the purposes of this section, we are defining "material difference" to be a change of 15% from the previous year's expenditures, or \$10,000 (whichever is larger). We had several salary and benefits-related actions in Goal 2 that were affected by a 10% salary and benefits increase (6% on the salary schedule, 3% off the salary schedule and 1% for benefits), for example, actions 2.5, 2.7, 2.12, and 2.15 affected the estimated actuals. Item 2.3 also changed because with regard to our partnership with Rio Hondo for summer school they paid for more sections than Mt. SAC, our prior partner, which caused our cost to decrease. In action 2.4, the after-school sections item was another action that was reduced because fewer teachers were willing and/or able to teach after-school courses. Thus, we did not offer as many after-school courses, which allowed the district to save funds on this expense. Action 2.6 saw a slight decrease because the teachers who supported students in these additional sections cost less than we had anticipated. Action 2.8 was also affected by the fact that WU entered into a contract with the LEARN organization to conduct some of our during and after-school tutoring that was paid for by the A-G Grant as well as the Supplemental and Concentration funds, so there was a decrease in expenditures in that action. In action 2.9 we used general funds to purchase Chromebooks for students rather than S & C funds. Action 2.11 was affected by an increase in the pay rate for substitute teachers.

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

When taking all of the actions in Goal 2 together, we found that most of our actions were effective in making progress toward the goal. A brief analysis of the actions further break down some of the findings. As mentioned previously, many of our metrics are internal metrics that we have been using for several years, so continuing those metrics did not present a significant challenge for us. When we look at our data for Goal 2 we can see that the data is mainly positive, with some areas where we know we need to improve. Similar to what was mentioned in Goal 1 (some of the Priorities are the same between the various goals), in Priority 2 we met the metric that correlates with our Annual Reports because this metric is an internal metric that has been used in our district for several years and is a strong driver in Whittier Union. When we look at our professional learning and leadership development and the way our Supplemental and Concentration expenditures supported our staff as they interacted with our students, there is a positive correlation here. Fortunately, we saw an increase in the participation rate for our professional learning program for the third year in a row. However, the rates are not yet higher than the pre-pandemic era. As WU continues to recover from the residual effects of the pandemic, we are seeing other types of improvement. For example, our professional learning participation increased during the 2021-22 school year from 8.4 days per teacher to 10.5 days in 2022-23. Additionally, we also saw an increase in the percentage of teachers who participated in our Summer Best Practices program, as it grew from 88% to 95%. There is a tremendous amount of overlap between the actions, metrics and priorities, as they all interact and support one another as we strive to improve student achievement.

When we analyzed our various metrics, there are correlative and causative connections with our actions (such as tech support, training of mentors, smaller class sizes and parallel sections, etc.), so WUHSD is pleased to see the positive increase in most of our metrics because it suggests that the metrics and actions are appropriately aligned. As mentioned previously, in Priority 4, the percentage of students who Met or Exceeded Standard on the SBAC ELA remained the same as the previous year (62%, up 3% from 2019), and the math declined slightly from the previous math (32%, down 2% from 2019), and CAST science exam increased 1% from the prior year (up 11% from 2019). Although Whittier Union was pleased that our students scored at or above the state and county in all three areas, we know we still have to improve the Distance from Met (27 points above the standard for ELA and 65.7 points below the standard for math) so more students benefit from our

collaborative work. Unfortunately there was decline in the number of students who made progress on the ELPAC test and the ELPI (38.7% of students made progress), so we want to continue to improve in this area. With regard to Priority 5, our graduation rate continues remain steady in spite of the residual effects of the pandemic, but the districtwide graduation rate dropped to 90.8% (it increased to 96.8% at the comprehensive sites) in 2022-23. Additionally, due to changing dates in the End of Year CALPADS deadlines and statewide graduation policy our two alternate education sites were impacted. Frontier High School's rate was 51.8% and Sierra Vista High School's rate was 67.7%. As mentioned above, we will continue to focus on the Chronic Absenteeism rate even though it decreased from 26.6% in 2021-22 to 25.5% in 2022-23 because it was much higher than our baseline year. Although we have seen some improvement in the attendance rate and the Chronic Absenteeism rate during the 2023-24 school year, these areas will continue to be a focus for us and we will continue to use support staff to reach out to students with poor attendance so they can be actively engaged in the learning process.

With regard to Priority 8, the CCI indicator returned after many years on hiatus and WU's rate fell to 51.9%, so we fell short of our desired outcome. We are confident that once our district-wide systems are re-established our CCI will be on a positive arc like it was prior to the pandemic. Our CTE pathway completion number increased from 17.7% in 2021-22 to 20.1% in 2022-23, so we are encouraged that we are turning that metric around. Unfortunately, our combined A-G/CTE rate declined from 13.6% to 11.9%, so we will monitor this data point with the goal of future improvement. WUHSD was encouraged that some of our AP data points improved last year. Although the AP pass rate decreased by 1 point to 51%, our metric for unique students taking at least one AP class increased 1% to 26% (a 1% drop from 2020-21), so we will continue to focus on this metric so we can improve more in that area. Once again, we have seen a steady trajectory toward pre-pandemic levels (for example the percentage of students taking at least one test jumped up to 87% in 2022-23 from 83% in 2021-22) because have resumed utilizing our well-established structures and routines and we have seen growth in both the D/F rates and the On-Target rates for both semesters. We are happy to say that so far during the 2022-23 school year we are beginning to see better data for both of those metrics (almost 1% improvement in D/F rates and about a 2% increase in On-Target rates). We are also pleased to say that our A-G rate continued to increase and was the highest it has ever been and it is was higher than our desired outcome. Finally, our reclassification rate increased by nearly 2%. We intentionally set an ambitious goal for our reclassification rates because ELs are an area where we need to show growth, and we believe we will improve because our EL Best Practices committee is implementing our tried and true systems to this group of students. Therefore, we will continue to work together to improve our EL reclassification rates.

As mentioned above, Whittier Union's direct student support actions (2.1, 2.3, 2.5, 2.6, 2.9, 2.10, 2.12, and 2.14) and the staff support actions (2.2, 2.7, 2.11, 2.13 and 2.15) were carried out effectively because of our mostly improving metrics/data, student achievement and the return to the traditional structures have been taking place over the last few years. The most important data points we include graduation, A-G rates, and On-Target rates and these have been trending in the right direction. For example, our summer school, textbook adoption, as well as college/career pathways have benefitted staff and students alike because it gives them access to the opportunities and resources that facilitate their learning. In action 2.14, our Transition students restarted their Micro Skills Enterprise in order to support our special needs students, so this has been effective because they have the opportunity to "run a business" at our district office and gain experience working in sales and presentation. Additionally, tech support staff and programs also supported our staff and students because technology has become so important in the post pandemic era. Some challenges we continue to face, especially with some of these big ticket items, is declining enrollment and budget insecurities at the state level. These present challenges to future planning, but they have not affected the execution of our current programs to any large degree.

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

Similar to Goal 1, although we plan to consolidate various actions for the new LCAP, we also reverted back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Standard for the SBAC in ELA and math, and eventually the CAST once Distance from Standard is part of the Dashboard. We shared SBAC ELA and math data with our LCAP Taskforce so they could make plans for the Distance from Met data point. Since the ELPI returned we have shared this data with various stakeholders because it is an area where we have to show more improvement. We believe our EL Best Practices collaborative team will help us make progress on the ELPI. WUHSD entered into a contract with LEARN tutoring (Goal 2.8) to provide classroom tutoring during the school day and added after school tutoring at two schools who did not have it prior to 2023-24 school year (we have grants that cover the after school programs at our four other locations). As mentioned previously, we will continue goal 2.9 for 2024-25 and beyond, but we decided to use general funds to purchase new Chromebooks for the incoming 9th graders. We will consolidate Actions 2.5 and 2.6 because they are very similar actions and can be well represented in one action. Action 2.5 is LEA-wide because it benefits all at-risk students across the district. As previously mentioned, Action 2.7 will be consolidated with Action 1.7 (still funded by S & C/TSF funds), as these are similar actions and can be captured in one action rather than two. Action 2.11 will be consolidated with Action 1.4 (still funded by S & C/TSF funds) as these are also similar actions and can be captured in one action rather than two. In the new three year cycle action 2.14 will be paid for with general funds, and no longer be paid with S & C/TSF funds because this is something that will be covered with special education funds. The rest of the metrics continue to be appropriate, so we will not make any other changes to the metrics. Additionally, Whittier Union will not make any additional changes to Goal 2 or add any actions because these are a significant part of the foundation on which we have built our success.

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.

Goals and Actions

Goal

Goal #	Description
3	<p>ASSESSMENT AND ACCOUNTABILITY</p> <p>Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of Best Practices so that students learn challenging content and student performance is increased.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none"> • The school effectively uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data. • Teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student. • Each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards. • The assessment of student achievement in relation to standards drives the schools' program, its regular evaluation and improvement, and the allocation and usage of resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Conditions at School: SARC/Williams Reports	2019-20 <ul style="list-style-type: none"> • 100% Average on all indicators on Facility Inspection Reports from all 7 sites • 0% Teachers Misassigned 	2020-21 <ul style="list-style-type: none"> • 100% Average on all indicators on Facility Inspection Reports from all 7 sites (completed) 2019-20-Teachers	2021-22 <ul style="list-style-type: none"> • 99% Average on all indicators on Facility Inspection Reports from all 7 sites 2020-21- Teachers	2022-23 <ul style="list-style-type: none"> • 99% Average on all indicators on Facility Inspection Reports from all 7 sites 2021-22- Teacher sections Misassigned-	Targets: <ul style="list-style-type: none"> • 100% Average on all indicators on Facility Inspection Reports from all 7 sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 100% access to textbooks in all core courses for all students 	Misassigned- 42 <ul style="list-style-type: none"> 100% access to textbooks in all core courses for all students 	Misassigned- 5 <ul style="list-style-type: none"> 100% access to textbooks in all core courses for all students 	12.4 <ul style="list-style-type: none"> 100% access to textbooks in all core courses for all students 	<ul style="list-style-type: none"> 0% Teachers Misassigned 100% access to textbooks in all core courses for all students
Priority 4: Academic Achievement: English Learner Progress	2018-19 ELPI- 44.9% of students making progress toward English language proficiency	2020-21 THE ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year. CDE did not share this data, but 16% of EL students tested Proficient/Well-Developed in English. (source is Dataquest)	2021-22 45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95% participation rate).	2022-23 38.7% of students making progress toward English Language Proficiency.	Target: ELPI Target- 48% making progress toward English language proficiency
Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC- DF3 (Met Standard) ELA- 24 points above level 3 (Met Standard) Math- 54 points below level 3 (Met Standard)	2018-19 SBAC DF3: (Met Standard) ELA- 20 points above level 3 (Met Standard) Math- 58 points below level 3 (Met Standard)	2020-21 SBAC DF3 (Met Standard) was not offered in 2020-21. Also, the SBAC was not offered during the 2019-20 school year. ELA- 65% of students met or exceeded	2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21 ELA- 27.3 points above standard Math- 61.9 points below standard	2022-23 SBAC DF3 (Met Standard) ELA- 27 points above standard Math- 65.7 points below standard CAST- 32% Met or Exceeded Standards	Targets: SBAC DF3 (Met Standard) ELA- 24 points above level 3 (Met Standard) Math- 54 points below level 3 (Met Standard) CAST- 36% Met or Exceeded Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST- 21.4% Met or Exceeded Standards Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met Level 4= Standard Exceeded	CAST- 21.4% Met or Exceeded Standards	standard (source is Dataquest) Math- 43% of students met or exceeded standard (source is Dataquest) CAST- 26.8% Met or Exceeded Standards	CAST- 31.4% Met or Exceeded Standards		
SBAC Participation Rate	2018-19 Participation Rate for ELA- 98.4%; Participation Rate for Math- 98.3%	2020-21 (SBAC not offered during 2019-20 school year) Participation Rate for ELA- Not reported by CDE Participation Rate for Math- Not reported by CDE	2021-22 Participation Rate for ELA- 96% Participation Rate for Math- 95%	2022-23 Participation Rate for ELA- 97% Participation Rate for Math- 96%	Target: Participation Rate for ELA- 95% or Higher Participation Rate for Math- 95% or Higher
AP Participation Rate:	2019-20 25% of Unique Students Taking at Least One AP Class During the School Year 85% of AP Students Taking at Least One Test During the School Year	2020-21 Unique Students Taking at least one AP Class in School Year- 29% AP Students Taking at least one Test in School Year- 64%	2021-22 Unique Students Taking at least one AP Class in School Year- 25%	2022-23 Unique Students Taking at least one AP Class in School Year- 26%	Targets: Percentage of Unique Students Taking at least one AP Class in School Year- 25.8% Percentage of AP Students Taking at Least One Test in School Year- 85.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			AP Students Taking at least one Test in School Year- 83%	AP Students Taking at least one Test in School Year- 87%	
AP Pass Rate	2019-20 AP Pass Rate Target- 52.5%	2020-21 AP Pass Rate- 42%	2021-22 AP Pass Rate- 52%	2022-23 AP Pass Rate- 51%	Target: AP Pass Rate- 53.3%
EAP College-Ready	2018-19 EAP College Ready ELA- 27% EAP College Ready Math- 11%	2020-21 (SBAC not offered during 2019-20 school year) EAP College Ready ELA- Not reported by CDE EAP College Ready Math- Not reported by CDE	2021-22 EAP College Ready ELA- 27% EAP College Ready Math- 12%	2022-23 EAP College Ready ELA- 28% EAP College Ready Math- 11%	Targets: EAP College Ready ELA- 30% EAP College Ready Math- 14%
D/F Rates Sem 1	2019-20 D/F Rate Semester 1- 11.2%	2020-21 D/F during Semester 1- 16.3%	2021-22 D/F during Semester 1- 12.1%	2022-23 D/F during Semester 1- 11.7%	Target: D/F Rate Semester 1 Target- 9.7%
D/F Rates Sem 2	2019-20 D/F Rate Semester 2- 13.0%	2020-21 D/F during Semester 2- 18.1%	2021-22 D/F during Semester 2- 12.2%	2022-23 D/F during Semester 2- 11.4%	Target: D/F Rate Semester 2 Target- 11.5%
On-Target for Graduation Sem 1	2019-20 On-Target Rate for Graduation Semester 1-93.1%	2020-21 On-Target for Graduation Rate for Semester 1- 88.7%	2021-22	2022-23	Target:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			On-Target for Graduation Rate for Semester 1- 89%	On-Target for Graduation Rate for Semester 1- 90.7%	On-Target Rate for Graduation Semester 1- 93.4%
On-Target for Graduation Rate Sem 2	2019-20 On-Target Rate for Graduation Semester 2- 93.8%	2020-21 On-Target for Graduation Rate for Semester 2- 87.0%	2021-22 On-Target for Graduation Rate for Semester 2- 90.3%	2022-23 On-Target for Graduation Rate for Semester 2- 92%	Target: On-Target Rate for Graduation Semester 2- 94.1%
SBAC ELA Proficiency Rates	2018-19 SBAC ELA Proficiency Rate- 59% (Met and Exceeded Standard)	2020-21 (SBAC not offered during 2019-20 school year) SBAC ELA Proficiency Rate- 65% (Met and Exceeded Standard) (source is Dataquest)	2021-22 SBAC ELA Proficiency Rate- 62% (Met and Exceeded Standard)	2022-23 SBAC ELA Proficiency Rate- 62% (Met and Exceeded Standard)	Target: ELA Proficiency Rate- 63%
SBAC Math Proficiency Rate	2018-19 SBAC MATH Proficiency Rate- 33% (Met or Exceeded Standard)	2020-21 (SBAC not offered during 2019-20 school year) SBAC MATH Proficiency Rate- 43% (Met or Exceeded Standard) (source is Dataquest)	2021-22 SBAC MATH Proficiency Rate- 32% (Met or Exceeded Standard)	2022-23 SBAC MATH Proficiency Rate- 31% (Met or Exceeded Standard)	Target: Math Proficiency Rate- 37%

Goal Analysis

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

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

WUHSD has determined that Goal 3 is critical because it is in the area of assessment and accountability, which has been a strong driver for the district for many years. When we analyzed this goal, we found that the goal was carried out effectively over the previous three-year period. As Whittier Union continued to move forward in the post-pandemic era, we have found increased strength from our tried and true systems and structures. As such, we maintained many of the same systems and structures during the pandemic throughout the last few years. So we continue to share student data and the identification of best practices so students learn challenging content and their performance is increased. We believe that in order for students to achieve at high levels, several items must be in place. Our schools effectively use a collaborative assessment process to collect, disaggregate, analyze, and report student performance data. Our teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Accordingly, students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student. Additionally, each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards. Furthermore, the assessment of student achievement in relation to standards drives the schools' program, its regular evaluation and improvement, and the allocation and usage of resources. Our use of intervention specialists and course leads continued to be a strong support to our students, so we continued to use these items effectively.

WUHSD has returned to full collaboration and analysis of common assessments (3.1) like we have done in the past, so this action was carried out as planned and is at pre-pandemic levels. Our district instructional coaches also returned to consistently leading their Best Practices (BP) teams, and the Curriculum Improvement Teams (CIT) teams also closely returned to pre-pandemic collaboration levels (3.3) so this action was carried out as planned. This means that we are back to robust teacher collaboration where we provide food, materials, and supplies that serve as a means to accommodate the collaboration needs for our teachers who would normally work at the district office on common assessments and professional collaboration.

Even though the UC and Cal State systems are not currently requiring the SAT for admission purposes, most schools did not require all students in grades nine through eleven to take the PSAT, but some of our schools gave a larger number of students the assessment it to all 9th-11th graders (3.6) during the 2022-23 school year. As a result, we saw a slight increase in the number of students who took the PSAT during 2023-24 so this action was carried out as planned. One of the challenges we face is that some students go to out of state schools that still require the PSAT or SAT, so we have to be attuned to the specific college plans of students to ensure they take those exams if they need them. Whittier Union will continue to monitor what the University of California (UC) and Cal State University (CSU) systems require for admittance, and if there are any changes in the future we will adjust our policies and expenditures accordingly.

With regard to our collaborative work related actions (3.1, 3.2, 3.3, and 3.4) as well as our student college readiness support (3.5 and 3.6) we know that these actions were also carried out as planned because most of our metrics (including graduation, A-G rates, and On-Target rates) are trending in the right direction. Actions 3.2 and 3.4 were fully carried out as planned and students benefitted because they received the individualized support. The course leads ensured the teachers were using the best strategies to support our students. Additionally, our common assessments and intervention release periods have helped our students and staff alike because students get the individualized support they need. Assisting our students with the cost of their Advanced Placement tests and their PSAT tests also benefitted students

because it helps them prepare for college and career in the futures These supports have been a hallmark of our district's systems and structures and we plan to continue these supports.

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.

For the purposes of this section, we are defining "material difference" to be a change of 15% from the previous year's expenditures, or \$10,000 (whichever is larger). We had a couple of salary and benefits-related actions in Goal 3 that were affected by a 10% salary and benefits increase (6% on the salary schedule, 3% off the salary schedule and 1% for benefits), for example, actions 3.2 and 3.4 were impacted by this cost increase. In action 3.2 the cost of the intervention specialist action also increased because the teachers who fulfilled this role presented a higher salary cost than anticipated. Actions 3.1 and 3.3 were also impacted by the a negotiated pay raise in the teacher extra pay and professional development rate.

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

When taking all of the actions in Goal 3 together, we have determined that most of our actions were very close to their pre-pandemic level. A brief analysis of some of the actions within this specific goal further break down some of the findings. As mentioned previously, many of our metrics are internal metrics that we have been using for several years, so continuing those metrics did not present a significant challenge for us. When we look at our data for Goal 3 we can see that the data is mainly positive, with some areas where we know we need to improve. Upon reflecting on the effectiveness of the various actions in this goal, and when taking all of the actions together, we concluded that most of the actions were effective in making progress toward the goal. The following is a brief analysis of some of the more critical actions within this specific goal. As mentioned above, in Priority 1, in the area of teacher credentialing our misassignments increased to during the 2022-23 school year (this data is always a year behind). We know that although the state is continuing to work out the bugs out for the new statewide Personnel Services/credentialing program (CALSAAS), we have to continue to refine and improve our systems. In addition, the state has communicated that the main purpose of the CALSAAS system is to determine, on a statewide basis, what needs schools will have for teachers and administrators in the near future. Our goal is to have no teacher/administrator misassignments in the future because we have had tremendous success in the past with this metric.

As mentioned previously, in Priority 4, the percentage of students who Met or Exceeded Standard on the SBAC ELA remained the same as the previous year (62%, up 3% from 2019), and the math declined slightly from the previous math (32%, down 2% from 2019), and CAST science exam increased 1% from the prior year (up 11% from 2019). Although we were pleased that WU scored at or above the state and county in all three areas, we know we still have to improve the Distance from Met (27 points above the standard for ELA and 65.7 points below the standard for math) so more students benefit from our collaborative work. Unfortunately there was decline in the number of students who made progress on the ELPAC test and the ELPI (38.7% of students made progress), so we want to continue to improve in this area. The SBAC participation rates (97% in ELA and 96% in math) met the state participation requirements and EAP ELA College Ready rates was slightly higher (28%) in 2022-23 than during the 2018-19 school year (27%) and was the same in math in 2022-23 as it was om 2018-19

(11%), which came in slightly lower than the desired outcome so we have to continue to work on these outcomes. We were encouraged that some of our AP data points improved last year. Although the AP pass rate decreased by 1 point to 51%, our metric for unique students taking at least one AP class increased 1% to 26% (a 1% drop from 2020-21), so we will continue to focus on this metric so we can improve more in that area. Once again, we have seen a steady trajectory toward pre-pandemic levels (for example the percentage of students taking at least one test jumped up to 87% in 2022-23 from 83% in 2021-22) because we have resumed utilizing our well-established structures and routines and we have seen growth in both the D/F rates and the On-Target rates for both semesters. We are happy to say that so far during the 2022-23 school year we are beginning to see better data for both of those metrics (almost 1% improvement in D/F rates and about a 2% increase in On-Target rates). There is a tremendous amount of overlap between the actions, metrics and priorities, as they all interact and support one another as we strive to improve student achievement.

As mentioned above, Whittier Union's collaborative work related actions (3.1, 3.2, 3.3, and 3.4) as well as our student college readiness support (3.5 and 3.6) were carried out effectively because we have re-established our successful programs and systems and our graduation rate, A-G rate, and our On-Target rates are all trending in the right direction. For example, training our Course Leads and collaborating on Common Assessments have had a wide benefit. Existing routines that served our students well this year was that our intervention specialists were able to support our students more effectively than during the pandemic. They were able to monitor and meet with their unduplicated students who were struggling throughout the school year. As a result, grades and A-G improved for our students last year. In addition, at the site level, our course leads continued to lead and guide the work of the other teachers in their departments. As Whittier Union returned to analysis and collaboration, the course leads and department chairs guided their work. As previously mentioned, students' outcomes in the areas of A-G preparedness and students' grades improved throughout the school year. Finally, our Advanced Placement testing system also began to bounce back as more students planned to take their AP tests. As long as students want to take an AP test, we will offer the class and help students afford the cost of the AP tests.

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

Similar to Goals 1 and 2, although we plan to consolidate various actions for the new LCAP, we also reverted back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Standard for the SBAC in ELA and math, and eventually the CAST once Distance from Standard is part of the Dashboard. We shared SBAC ELA and math data with our LCAP Taskforce so they could make plans for the Distance from Met data point. Since the ELPI returned we have shared this data with various stakeholders because it is an area where we have to show more improvement. We believe our EL Best Practices collaborative team will help us make progress on the ELPI. Due to the overlap between Action 3.1 and 3.3, these two actions will be consolidated and will continue to be paid with Supplemental and Concentration Grant funds. Additionally, Action 3.4 will remain the same for next year, but actions 3.5 and 3.6 will also be consolidated and will be paid with Supplemental and Concentration Grant funds due to the fact there is significant overlap between the two actions (supporting PSAT and Advanced Placement testing). Action 3.6 is now a contributing action as the needs assessment showed that paying for the PSAT is principally directed for the needs of low income students. The rest of the metrics continue to be important to our continued success.

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.

Goals and Actions

Goal

Goal #	Description
4	<p>SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH Provide a comprehensive system of support services to facilitate student success, both academically and personally.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none"> • The school leadership employs a wide range of strategies to encourage parental and community involvement, especially in the teaching/learning process • The school is a safe, clean, and orderly place that nurtures learning and maintains a culture characterized by trust, professionalism, and high expectations for all students • All students have access to a system of personal and equitable support and intervention services, activities, and opportunities at the school and within the community to help ensure school, college, and career success • The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2: Implementation of State Standards	2019-20 <ul style="list-style-type: none"> • 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board 	2020-21 <ul style="list-style-type: none"> • 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board 	2021-22 <ul style="list-style-type: none"> • 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board 	2022-23 <ul style="list-style-type: none"> • 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board 	Targets: <ul style="list-style-type: none"> • 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 10.6 days per year Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 98% 	<ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 5.7 Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 86% 	<ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 8.4 Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 88% 	<p>Average Days per Teacher- 10.5 days of professional learning</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 95%</p>	<ul style="list-style-type: none"> Teacher Professional Learning: Average Days per Teacher- 10.6 days per year Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 100%
<p>Priority 4: Academic Achievement</p> <p>Academic Indicator Grade 11 SBAC- DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p>	<p>2018-19 SBAC DF3 (Met Standard)</p> <p>ELA- 20 points above level 3 (Met Standard)</p> <p>Math- 58 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>2020-21 SBAC DF3 (Met Standard) was not offered in 2020-21. Also, the SBAC was not offered during the 2019-20 school year.</p> <p>ELA- 65% of students met or exceeded standard (source is Dataquest)</p>	<p>2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21</p> <p>ELA- 27.3 points above standard</p> <p>Math- 61.9 points below standard</p> <p>CAST- 31.4% Met or Exceeded Standards</p>	<p>2022-23 SBAC DF3 (Met Standard)</p> <p>ELA- 27 points above standard</p> <p>Math- 65.7 points below standard</p> <p>CAST- 32% Met or Exceeded Standards</p>	<p>Targets: SBAC DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 36% Met or Exceeded Standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAST- 21.4% Met or Exceeded Standards Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met Level 4= Standard Exceeded		Math- 43% of students met or exceeded standard (source is Dataquest) CAST- 26.8% Met or Exceeded Standards			
Priority 4: Academic Achievement: English Learner Progress	2018-19 ELPI- 44.9% of students making progress toward English language proficiency	2020-21 THE ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year. CDE did not share this data, but 16% of EL students tested Proficient/Well-Developed in English. (source is Dataquest)	2021-22 45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95% participation rate).	2022-23 38.7% of students making progress toward English Language Proficiency.	Target: ELPI- 48% making progress toward English language proficiency
Priority 5: Student Engagement: Graduation Rate	2019-20 Graduation Rates- 96.4% at the comprehensive high schools DASS Schools Graduation Rates	2020-21 Graduation Rate was 96.3% at the comprehensive high schools DASS Schools Graduation Rates	2021-22 Graduation Rate was 96.5% at the comprehensive high schools	2022-23 Graduation Rate was 96.8% at the comprehensive high schools	Targets: Graduation Rates: Maintain 96% or higher at comprehensive high schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	47% at FHS 54% at SVHS District-wide- 90.9%	55% at FHS graduation rate 69% at SVHS graduation rate District-wide- 91.1%	DASS Schools Graduation Rates 76.8%% at FHS graduation rate 80.6% at SVHS graduation rate District-wide- 92.9%	DASS Schools Graduation Rates 51.1% at FHS graduation rate 67.7% at SVHS graduation rate District-wide- 90.8%	DASS Schools- 68% 53% at FHS 60% at SVHS District-wide- 91.2%
Priority 5: Student Engagement: Chronic Absenteeism	2019-20 Chronic Absenteeism Rate- 7.2%	2020-21 Chronic Absenteeism Rate- 6.8%	2021-22 Chronic Absenteeism Rate- 26.6%	2022-23 Chronic Absenteeism Rate- 25.5%	Target: Chronic Absenteeism Rate- 6.9%
Priority 3: Parent Engagement: Survey of Parents Attending Events and Decision-Making. Parents assist with decision-making during our LCAP Taskforce, so their attendance and feedback is recorded.	2019-20 WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. Number of survey response- 1,900	2021-22 (The survey was not administered during the 2020-21 school year). There were 1,894 responses to the annual Parent Survey.	2022-23 There were 502 responses to the annual Parent Survey. Parents attended all of our LCAP Advisory meetings and their attendance and feedback is recorded.	2023-24 WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. There were 1,672 responses to the annual Parent Survey. Parents have attended our LCAP Advisory meetings and their attendance	Target: WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. Number of survey response- 2% increase in the responses on an annual basis.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and feedback has been recorded.	
Priority 6: School Climate: Suspension	2019-20 Suspensions- 2.9%	2020-21 Suspensions- 0.1%	2021-22 Suspensions- 4.4%	2022-23 Suspensions- 5%	Target: Suspension Rate- 2.6%
Cohort Dropout Rate	2019-20 Dropout- 2.4%	2020-21 Dropout- 2.5%	2021-22 Dropout- 1.8%	2022-23 Dropout- 2.1%	Target: Cohort Dropout Rate- 2.1%
Student Attendance Rates	2019-20 Student attendance rates at the comprehensive high schools- 96.4% Alternate Education Sierra Vista- 83.8% Frontier- 89.3%	2020-21 Student attendance rates at the comprehensive high schools- 98.9% Alternate Education Sierra Vista- 83.8% Frontier- 89.3%	2021-22 Student attendance rates at the comprehensive high schools- 93.6% Alternate Education Sierra Vista- 82.6% Frontier- 77.4%	2022-23 Student attendance rates at the comprehensive high schools- 93.8% Alternate Education Sierra Vista- 87.8% Frontier- 88.6%	Target: Student attendance rates at the comprehensive high schools- 96.7% Sierra Vista- 84.1% Frontier- 89.6%
Expulsion Rates	2019-20 Expulsion Rate- 0.24%	2020-21 Expulsion Rate- 0%	2021-22 Expulsion Rate- 0.28%	2022-23 Expulsion Rate- 0.40%	Target: Expulsion Rate- .20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
On-Target for Graduation Rate Semester 1	2019-20 On-Target Rate for Graduation Semester 1- 93.1%	2020-21 On-Target for Graduation Rate for Semester 1- 88.7%	2021-22 On-Target for Graduation Rate for Semester 1- 89%	2022-23 On-Target for Graduation Rate for Semester 1- 90.7%	Target: On-Target Rate for Graduation Semester 1- 93.4%
On-Target for Graduation Rate Semester 2	2019-20 On-Target Rate for Graduation Semester 2- 93.8%	2020-21 On-Target for Graduation Rate for Semester 2- 87.0%	2021-22 On-Target for Graduation Rate for Semester 2- 90.3%	2022-23 On-Target for Graduation Rate for Semester 2- 92%	Target: On-Target Rate for Graduation Semester 2- 94.1%
<p>Staff Morale (professional support)/Student Opinion Survey (school safety, academic support, etc.)/Parent Survey</p> <p>During these surveys, our staff, students and parents give us feedback about school climate and safety, and we incorporate their suggestions into our rules and policies.</p>	<p>Biennial/Annual Surveys: Not offered due to COVID-19, but will return in 2021-22</p> <p>2018-19 Staff Morale Survey- 95% completion rate</p> <p>2017-18 Student Survey- 86% completion rate</p> <p>2019-20 Annual Parent Survey- Number of survey responses- 1,900</p>	<p>2021-22 Biennial/Annual Surveys</p> <p>2021-22 Staff Morale Survey- 100% participation rate</p> <p>2021-22 Parent Survey- 1,894 responses</p> <p>The traditional student survey was not administered during the 2021-22 school year, but will be given during the 2022-23 school year.</p>	<p>2022-23 Annual Surveys</p> <p>2022-23 Staff Morale Survey- The traditional staff morale survey was not administered during the 2022-23 school year because we decided to administer a staff mental health survey instead of the traditional climate and safety questions.</p>	<p>2023-24 Annual Surveys</p> <p>2023-24 Staff Morale Survey- 100% completion rate. 87% of staff members report that their work site is a safe place to work.</p> <p>2023-24 Parent Survey WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. There</p>	<p>Targets: Biennial/Annual Surveys</p> <p>Staff Morale Survey- 100% completion rate</p> <p>Student Survey- 80% completion rate</p> <p>Parent Survey- 1,638 completed surveys</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>2022-23 Parent Survey- 502 responses. In response to last year's survey where some parents said that the survey was administered too early in the school year, we decided to administer the annual parent survey in the spring rather than in the fall. As a result, there were fewer parent responses. We will evaluate when the best time to administer the annual parent survey is and then make adjustments if needed. 80% of parents said they agree or strongly agree that there is feeling of safety and security at school, so we will continue to refine our policies based on parent input.</p>	<p>were 1,672 responses to the annual Parent Survey. We used the information from the Parent Survey to guide our School Site Council meeting and our DELAC meetings. 79.5% of respondents feel that school policies promote safety and security on campus.</p> <p>A student survey was administered in 23-24. Over 89% of students reported feeling safe on campus and over 87% of students feel accepted/connected/respected at their school sites.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23 Student Survey- The traditional student survey was administered in the spring of 2023 and there was an 81% participation rate. 80% of students said they mostly or always felt safe at school, so we will continue to refine our policies based on student input.		

Goal Analysis

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

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

When it comes to Goal 4 WUHSD understands the importance of school culture and support for students' personal and academic growth as we seek to provide a comprehensive system of support services to facilitate student success, both academically and personally. When we analyzed goal 4 over a multi-year period we realized that it was carried out effectively over that time span. We believe that in order for students to achieve at high levels, the following items must be in place if we want students to be successful in their post-secondary lives. School leadership employs a wide range of strategies to encourage parental and community involvement, especially in the teaching/learning process. Schools are safe, clean, and orderly places that nurture learning and maintain a culture characterized by trust, professionalism, and high expectations for all students. All students must have access to a system of personal and equitable support and intervention services, activities, and opportunities at the school and within the community to help ensure school, college, and career success. We have begun the journey back to where our schools can ensure that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes.

With regard to the direct student support actions (4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, and 4.19), the staff support actions (4.1 and 4.2), and parent/community support programs (4.10) we know that these actions were carried out extensively and

carried out as planned because we could see academic success in our metrics for our students as well as seeing our teachers and staff collaborating in a strong and positive manner. When we analyzed the metrics relative to these actions we look at our most important ones, including graduation, A-G rates, and On-Target rates and the trend for these three metrics has been positive. For example, our Student Well-Being program, the growth of our Ethnic Studies program, and our various student support programs helped our staff and students alike because we know their mental health and self-esteem are being cared for throughout the day. Our categorical office as well as our site-based Horizon's offices benefited staff, students and the community while representing a significant part of our district's systems and structures, so we can see from the positive improvement in various above-mentioned metrics that these programs have begun to regain strength and give students many opportunities inside and outside the school to expand their horizons and gain experiences. The vast majority of the actions in this goal are back to pre-pandemic levels because we continued to work on them over the last few years. Action 4.1 was affected by the fact that the parent counselor from the Categorical Office worked at one of our school sites rather than at the Categorical Office with the EL students. This occurred at the beginning of the year, so her funding source was changed from Title III to site-based TSG/S & C funds. One of the challenges we have had is finding students or young adults who are willing to work in the schools, so we are in the process of dealing with this issue. As a result, Action 4.7 was different because we were not able to hire any student mentors, like in prior years, so it was not implemented as planned and we have decided to remove 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.

For the purposes of this section, we are defining "material difference" to be a change of 15% from the previous year's expenditures, or \$10,000 (whichever is larger). We had several salary and benefits-related actions in Goal 4 that were affected by a 10% salary and benefits increase (6% on the salary schedule, 3% off the salary schedule and 1% for benefits), for example, actions 4.1, 4.2, 4.4, 4.5, 4.12, 4.13, 4.16, 4.17, 4.18, and 4.19 were affected by the salary and benefits increase although actions 4.1, 4.2, 4.4, 4.5, and 4.16 was lower than anticipated because the cost of the staff members and some of the cost was lower than anticipated. As mentioned previously, the action that changed the most, 4.1, was affected because the parent counselor from the Categorical Office worked at one of our school sites rather than at the Categorical Office. Action 4.6 had a higher cost because the raise in salary and and benefits increased the cost. In action 4.7 there was a decrease in the cost due to the fact that there were no paid student mentors. Actions 4.9 & 4.15 had decreases in cost because there were fewer activities than we anticipated.

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

Upon reflecting on the effectiveness of the various actions in this goal, and when taking all of the actions together, we deduced that the vast majority of the actions were effective in making progress toward the goal. The following is a brief analysis of the actions within this specific goal. Similar to what was mentioned in Goal 1 (some of the Priorities are the same between the various goals), in Priority 2 we met the metric that correlates with our Annual Reports because this metric is an internal metric that has been used in our district for several years and is a strong driver in Whittier Union. When we look at our professional learning and leadership development and the way our Supplemental and Concentration expenditures supported our staff as they interacted with our students, there is a positive correlation. Fortunately, we saw an

increase in our professional learning program for the third year in a row. However, the rates are not yet higher than the pre-pandemic era. As WU continues to recover from the residual effects of the pandemic, we are seeing other types of improvement. For example, our professional learning participation increased during the 2021-22 school year from 8.4 days per teacher to 10.5 days in 2022-23. Additionally, we also saw an increase in the percentage of teachers who participated in our Summer Best Practices program, as it grew from 88% to 95%.

As mentioned previously, in Priority 4, we know we still have to improve the Distance from Met (27 points above the standard for ELA and 65.7 points below the standard for math), while the CAST science exam increased 1% from the prior year (up 11% from 2019), so there is still work to be done so more students benefit from our collaborative work. Unfortunately there was decline in the number of students who made progress on the ELPAC test and the ELPI (38.7% of students made progress), so we want to continue to improve in this area. For Priority 3, WU gives our Annual Parent Survey and we had 1,170 more responses than the previous year, but it is not as high as our baseline year so there is room for growth there. In addition, our parents attended our LCAP Advisory meetings and their attendance and feedback was recorded. Their feedback influences what steps we take to support our students and families.

With regard to Priority 5, our graduation rate continues remain steady in spite of the residual effects of the pandemic, but the districtwide graduation rate dropped to 90.8% (it increased to 96.8% at the comprehensive sites) in 2022-23. Additionally, due to changing dates in the End of Year CALPADS deadlines and statewide graduation policy our two alternate education sites were impacted. Frontier High School's rate was 51.8% and Sierra Vista High School's rate was 67.7%. As mentioned above, we will continue to focus on the Chronic Absenteeism rate even though it decreased from 26.6% in 2021-22 to 25.5% in 2022-23, but it was much higher than during our baseline year.

In regard to Priority 6, although we have seen some improvement in the attendance rate, it went from 93.6% in 2021-22 to 93.8% in 2022-23, and the Chronic Absenteeism rate, 26.6 in 2022-23 to 25.5 during the 2023-24 school year, these areas will continue to be a focus for us and we will continue to use support staff to reach out to students with poor attendance so they can be actively engaged in the learning process. Unfortunately, our suspension rate increased during the 2022-23 school year to 5%, which is 2.1% higher than the baseline year. The expulsion rate increased to 0.40% during the 2022-23 school year, which was 0.26% higher than the baseline year, but the expulsions were primarily drug-related. For the 2023-24 year we implemented a new drug policy which has caused drug-related suspension and expulsions to decrease, so we know that the rates will be much lower at the end of the 2023-24 school year. Furthermore, the dropout rate increased to 2.1% during the 2022-23 school year, but it was 0.3% lower than the baseline year and we hit our desired outcome. We are also happy to see that we had continued improvements in our On-Target rates, as they improved to 90.7% in semester 1 and 92% during semester 2, so there is some room to get the On-Target rates to their pre-pandemic levels. WUHSD received 1,672 parent responses and they were very positive, so we are happy to see this progress. The Staff Morale Survey and the student survey were also administered during the spring and we will analyze the responses and results to determine the best way to support students and achieve the maximum number of responses from our students and staff. There is a tremendous amount of overlap between the actions, metrics and priorities, as they all interact and support one another as we strive to improve student achievement.

As mentioned in prior goals, although we plan to consolidate various actions for the new LCAP, we also reverted back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. With regard to the direct student support actions (4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, and 4.19), the staff support actions (4.1 and 4.2), and parent/community support programs (4.10) we can see that these actions were carried out effectively because various metrics as well as surveys and conversations with our teachers, administrators, and staff show they are benefiting from these actions. Action 4.2 will be changed in the

2024-25 LCAP because students with 504 plans (students who have medical and/or social-emotional needs will be supported by site administrators) and RFEP students do not qualify as unduplicated students. As mentioned previously, our most important data points, graduation, A-G rates, and On-Target rates have been trending appropriately. Some examples of progress include our additional counselors, the bus for our EL students, community support and various supplies and support for students are having a positive effect on our student and staff because students receive the counseling they need, EL students are placed in the right so they can graduate on time and they are making steady progress throughout their four years in Whittier Union. We intend to make a change to Action 4.7 because we have not been able to generate the success we want to have, so we will drop this action. We always strive to improve, so we will decide what aspects of these metrics are worth changing and what we will leave the same.

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

Similar to other goals, although we plan to consolidate various actions for the new LCAP, we also reverted back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Met for the SBAC in ELA and math, and eventually the CAST. We will conduct an annual student survey, per the new state requirement. We also added a metric for the CAST science test, and we have made some progress on this metric. We also returned to using the ELPI indicator so we can more precisely measure students' progress on the ELPAC. Because of the continuing need to address the social-emotional needs of our students after the pandemic, we decided to use a social-emotional tool to further understand and support our students. We are also in the process of implementing the statewide CCGI platform as our districtwide tool to support the post-secondary plans of our students. As mentioned previously, the action that changed the most, 4.1, was affected because the parent counselor from the Categorical Office worked at one of our school sites rather than at the Categorical Office with the EL students, so this action will change slightly in the new LCAP. The New Horizons offices at our sites are responsible for supporting EL students and low income students in many ways, including helping unduplicated students have various experiences, and monitoring RFEPs (even they are not an unduplicated student group), so Actions 4.8, and 4.9 will be merged with Action 4.2 because there is significant overlap. Action 4.3 will be picked up with general funds and not the S& C funds, as RFEP students are not an unduplicated group. We will analyze our graduation rates relative to Action 4.2 for our unduplicated students because that is the most important data point we have as a district. Additionally, since the district Categorical Office supports parent and community engagement, we will consolidate Action 4.10 with Action 4.1. Due to the similarity in the two actions, we decided to consolidate Actions 4.4 and 4.5. Action 4.4 was a limited action, but the new combined action will be LEA-wide because we will make sure that all students benefit from these counselor positions at all schools. Action 4.7 changed because we were not able to hire any student mentors as we had in previous years, so we will eliminate this action. We have several actions that support students in various ways, so we have decided to combine Actions 4.11, 4.14, 4.15, and 4.16. Action 4.16 was a schoolwide action, but we will ensure that these various supports are provided to all unduplicated actions at all schools to support new students as they transition to their new school. Finally, Actions 4.12 and 4.19 are also very similar, so these two actions will also be consolidated. The remaining metrics continue to be appropriate, so we will not make any other changes to them. This goal's actions are a significant part of the foundation on which we have built our success.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Whittier Union High School District	Timothy J. Liggett Director of Assessment and Accountability	timothy.liggett@wuhsd.org (562) 698-8121 ext. 1196

Plan Summary [2024-25]

General Information

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

Whittier Union High School District (WUHSD) is a high-achieving school district that does "Whatever It Takes" to ensure student achievement and well-being while supporting teachers as they implement rigorous programs. We foster a culture of collaboration, inclusiveness, and support, while setting a foundation for the ongoing success of our students-from the first day they step onto our campuses until the last day when they walk across our schools' stages as graduates.

Whittier Union serves more than 10,100 high school students at five award-winning comprehensive high schools, a model continuation school, an independent studies school, and a transition program. Each year, we welcome close to 2,400 freshmen who will spend the next 720 days of their high school experience learning from our talented teachers and staff. In that time, we take them from being teens who are just beginning to spread their wings to mature adults who are ready to take on the world in college, the military, and careers-fueling their flames of growth so they can fly to the highest heights in reaching their potential. Through a network of supports and interventions designed to meet each student's unique academic, social, and emotional needs, staff care for all of our students. Our student population consists of almost 10% English Learner (EL) students and about 79% receive subsidized lunches, with our LCFF unduplicated count just over 79%. The majority of our students (89%) identify as Hispanic/Latino, with 6% White, 1.5% Asian, 1.3% African-American, and about 2% other. Due to having a prior year non-stability rate greater than 25% and a socioeconomically disadvantaged pupil rate greater than 70% Frontier and Sierra Vista High Schools both qualified for the statewide Equity Multiplier. These two sites have taken feedback from all stakeholder groups during the LCAP Taskforce, School Site Council (SSC), and WASC committee meetings and they have developed a plan in order to help their students obtain higher success rates than they are currently obtaining. More detail about the Equity Multiplier will be given later in this LCAP.

97% of students are graduating from our comprehensive high schools in four years, and districtwide, for those students who need more time and support in an alternative school, 91% are graduating in five years; students in grades 9-12 have an On-Target for Graduation Rates of about 92%, and 96% of seniors are On-Target to graduate. These achievements would not be possible without our supportive Board of Trustees and dedicated team of educators who work vigorously to provide a world-class education to our students, providing the most transformative 720-day experience possible to each and every student.

Reflections: Annual Performance

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

Now that the Dashboard is nearly completely reinstated Whittier Union can fully focus on our goals as a district. As a data-driven district, we have continued to collect and analyze the same data points, including the CAASPP state summative assessments, during the 2023-24 school year. Our data continues to remain consistent with the results we have received over many years. Whittier Union's data during the 2022-23 school year was slightly better in many areas, and our On-Target and our grade data have continued to slightly improve as we have returned to "normal". Our Local Indicators (Materials/facilities, Academic Standards, Parent Engagement, Local Climate Surveys, and Access to a Broad Course of Study) were successfully completed. When reflecting on our Dashboard our suspension rate shows that 5% of students were suspended at least once (high) and our expulsion rate was 0.4% in 2022-23. When we reflect on our graduation rate we are not satisfied that the graduation rate dropped to 90.8% during the 2022-23 school year. We continue to excel in graduation, so we anticipate that we will bounce back and continue to grow in the future. The College and Career Readiness Indicator (CCI) was 51.9% Prepared (Medium) on the 2022-23 Dashboard. We will continue to analyze our data once status and change returns to the CCI on the 2024 Dashboard.

We were mostly satisfied with our students' CAASPP results, as Whittier Union continues to outperform Los Angeles County and the State of California on the SBAC English Language Arts, mathematics, and the CAST science exams with the percent of students who Met and Exceeded Standards. In 2022-23 the percentage of students who Met/Exceeded on the SBAC in ELA was 62%, 31% in math, and 32% on the CAST science test. Although these results are better than most surrounding districts, the state and the county, the scores are flat and not as high as we want them to be. Accordingly, we know there is still a lot of work to do because the overall rates leave room for improvement. We met in our LCAP Taskforce teams to talk about how to improve our CAASPP scores through solid instruction and student support systems. Our dropout rates were statistically consistent relative to the prior year, as the rate was 2.0% during the 2021-22 school year and 2.1% during the 2022-23 school year.

When we consider the local data that we have continued to track, there are some positive trends. Our professional learning began to rebound during the 2021-22 school year. In the "Average Days of Professional Learning Per Teacher Throughout the Year" we increased from 8.36 in 2021-22 to 10.47 in 2022-23. In the "Percentage of Teachers Participating in Best Practices", we increased from 88% in 2021-22 to 95% in 2022-23. We were also pleased that our University of California/Cal State University (UC/CSU) A-G rate increased from 65.5% in 2021-22 to

65.7% in 2022-23. WUHSD also re-implemented our district common assessments so we could analyze these data points to ensure that our data continue to trend upward. This has allowed us to continue to adjust our instruction, interventions, and our goals throughout the school year. On a broader basis than during the 2023-24 school year our teachers met in Best Practice (BPs) teams and Curriculum Improvement Teams (CITs) to analyze these data so they could adjust their instruction and support our students. We also included these data in our Annual Reports and our site administrators and their leadership teams continued to make plans to build on their successes. Our continued collaborative (Professional Learning Communities) focus on data during the 2023-24 school year, although there have been some limitations, has helped us return to the systems and structures that have brought our students' success over many years.

As we looked at our districtwide data for On-Target rates, Advanced Placement results, and our Success Rates (grade data "D"/"F"), we have continued to grow, but there are still some areas of growth. Our 1st-semester districtwide On-Target rates increased from 89% in 2021-22 to 90.7% in 2022-23. Additionally, our 2nd-semester districtwide On-Target rates increased from 90.3% in 2021-22 to 92% in 2022-23. We are closely monitoring and supporting the class of 2024 because they were most adversely affected by the pandemic but they "caught up" and had a 96.2% On-Target rate after the first semester of 2023-24. We also saw positive trends in the "D"/"F" rates, as the districtwide 1st semester "D"/"F" rates decreased from 12.1% in 2021-22, 11.7% in 2022-23, and 11% in 2023-24. This positive districtwide trend continued during the 2nd semester, as the rate decreased from 12.2% in 2021-22 to 11.4% in 2022-23. With regard to Whittier Union's attendance data, in the post-COVID era, our attendance inched up from 93.5% in 2021-22 to 93.8% in 2022-23. The Chronic Absenteeism rate decreased to 25.5% (which is still lower than the County, 26.9%), so we are working closely with our attendance offices at the schools to improve both of these data points.

Whittier Union plans to build on the success we have had over a prolonged amount of time as we continue to reinstate the systems and structures we utilized over the past twenty years. As mentioned above, these systems and structures include our CIT and BP meetings, our analysis of districtwide and school-based common assessments, state summative assessments, and our extensive collaborative systems. WUHSD put the focus on various data points into Board Policy and the administrator evaluation system twenty years ago, so it is a strong part of the culture in our district. As a result, we can see that our data has continued to show improvement (grade data, On-Target, Graduation, and A-G data for example). We know from talking to our teachers and site administrators during various meetings we have held throughout the school year that we want to continue our post-pandemic momentum as we continue to feel confident that our systems and collaboration will facilitate the success of our students.

NEED

Although there were many data points that we are satisfied with during the 2022-23 school year, we know that there are always areas that are in need of improvement. One area that we know continues to be a need is the progress and success of our Foster Youth, English Learners, students with disabilities (SWD), and our Homeless students at multiple sites. When we analyzed the 2022-23 Dashboard, we had two schools drop out of ATSI, but one school continued to qualify for ATSI for English Learners and one school continued to qualify for CSI

for Graduation Rate (63.8% three-year average in 2023), and the district qualified for Differentiated Assistance for our Homeless students. When we analyzed our Dashboard for Differentiated Assistance, we saw that our Homeless students qualified because they were "Very Low" on the SBAC in math and graduation, "Low" in SBAC ELA and CCI, and their suspension rate was "High". Accordingly, we spoke to our sites about supporting Homeless students with behavior mitigation, SBAC achievement, graduation rates, and on their CCI. We met in the WUHSD Educational Services Division multiple times to develop a plan to support our Homeless students. We communicated the plan to the Superintendent and Cabinet so they would know all of the factors that impacted the situation. We also met with the Division of Accountability, Support, and Monitoring from the Los Angeles County Office of Education (LACOE). During that meeting, the LACOE team discussed data with our team and apprised us of opportunities we will have to receive support from the county. The Director of Assessment and Accountability also attended a multiple day Differentiated Assistance training at UCLA so we could plan and strategize about how to support our Homeless students as well as the rest of our vulnerable populations.

With regard to CSI (this will be covered in more depth later in the document), Frontier High School (our continuation school) continued to qualify for the CSI grant and support. We were very proud of the progress FHS made, as their graduation rate was 76.8% last year, which is the highest rate it has ever been. FHS improved by 17.7% over the last three years (from 59.1% in 2020 to 63.5% in 2021 to 76.8% in 2022), so we hope that they will continue to make progress and can exit CSI in the near future. Frontier High's leadership team met during the LCAP Taskforce meeting on March 8th to analyze their data and develop a plan to improve the support and service for Homeless students and students with disabilities. They subsequently met with their LCAP Advisory (parent, student, community group) to discuss the same agenda items.

When we analyzed the Dashboard for ATSI, we realized that La Serna High School qualified for English Learners in the area of Suspension because their rate was "Very High" and their SBAC ELA and math and ELPI were "Very Low". La Serna High's leadership team met during the LCAP Taskforce meeting on March 7th to analyze their data and develop a plan to improve the support and service for EL students and students. They subsequently met with their LCAP Advisory (parent, student, community group) to discuss the same agenda items so they would have significant input into their support plan. Additionally, for the sites that did not qualify for ATSI or CSI, they looked at the student groups who were at risk of qualifying for intervention so they could develop a plan to support them. As a result, the sites and the LCAP Advisory teams have developed plans for working with district administration in order to support the students in these special populations. WUHSD's steps in addressing these areas with the greatest need for improvement include:

1. Support all students with their social-emotional needs and continue to develop policies, structures, and systems to mitigate the suspension rates so students can maximize their time on campus
2. Help our off-target students get back On-Target for graduation

3. Continue to develop a system to support our ELs, Foster Youth, Homeless, and students with disabilities (as well as other groups) with their language development needs, grades, On-Target rates, graduation rates, classroom and state standardized assessments, and A-G completion rates

4. Help all students continue to improve their Success Rates ("A" through "C" grades in their classes)

Additionally, in order to support our students with disabilities with their academics and their graduation rates, our Director of Special Education has continued to work with a team of site and district-level educators to analyze data and further develop Whittier Union's plan to improve in these areas. The team included outside consultants who supported the team with all of our goals, as well as the Director of Assessment and Accountability, site administrators, counselors, SELPA members, the Ed. Tech department, and most importantly several special and regular education teachers to analyze various data points. The data points included grade data, graduation data, formative assessments, SBAC scores, class schedules, etc. These data points were central to the team developing the plan to improve these students' results in the above-mentioned areas. Accordingly, we developed a secure district website that teachers and other team members could access at any time which would allow them to see how the students were progressing throughout the school year in order for them to meet as teacher/admin. teams so they could continue providing tutoring and other support for our special needs students. This team has discussed co-teaching and continued to adjust instruction and make sure that there is classroom assistance for these students. In order to support our EL/SWD students in the areas of ELA and math in the classroom and on the SBAC test, our Director of Categorical Programs trained another cohort of parents to train and mentor other parents so they could assist their children with their academic endeavors. Some of the training included how parents could help their children with their school work, how to ensure that their children were attending tutoring, and how to speak with teachers to find other ways to help their children succeed. The director has also worked with the Horizons Offices at all of the schools to ensure that the counselors and support staff are working with our EL/SWD students to ensure they were attending classes and getting the help they needed in their classrooms, especially their math and English classes. Finally, our Director of Student Support Services has worked very closely with our counselors and the Assistant Principals of Guidance and Counseling (APGs) to support our Foster Youth with their academic endeavors. The counselors and APGs have worked with staff and teachers to ensure that students are attending classes and tutoring if they are having a difficult time in their classes. Sites have also offered make-up classes during the semester to ensure that our Foster Youth students can pass their courses and stay on track to graduate and to become A-G eligible.

We have continued to have in-depth conversations and have implemented plans to increase the amount of social-emotional aid for students by providing additional Licensed Clinical Social Worker (LCSW) and counseling, additional referrals to mental health providers, and in-class and outside-of-the-classroom instruction, as well as materials and assistance for this critical area of need. As we have continued to bring students up to par we worked more extensively with the LEARN program to continue to provide classroom, department, and school-wide in class and after school tutoring and interventions to ensure students have the time and help necessary to master the required standards. We have continued to provide assistance for all students by offering some face-to-face teacher collaboration through Best Practices, Summer Professional Learning, Curriculum Assessment Coaches, and CIT teams to ensure that teaching and learning remained in center stage to support students and teachers. When it comes to identifying schools, student groups, and student groups within a school who scored in the lowest performance levels on the Dashboard, please see Appendix pages 1-2 at the end of this LCAP document to see all of the school and

student groups who are in the Very Low/Red category. This topic will be explained further along in this document. WUHSD convenes LCAP Taskforce and Advisory meetings three times a year to analyze data, review the Dashboard, make plans to support student groups who underperform, and the review and refine these plans so students can improve their achievement levels.

Additionally, as we continued to analyze data we found that 14% of our EL students scored Proficient on the Summative ELPAC test during 2022-23. We acknowledge that the continued support of English Learners is an ongoing challenge across all of our school sites, so our newly created EL Best Practices team with core content EL Leads from all of our sites continues to utilize existing district systems and structures so we expect to get better results for our EL students on their state standardized tests, their high school graduation rates, their A-G eligibility rates, and their On-Target rates. We know from experience that this is not an easy task and it will take time, but we are confident that our well-honed structures and systems will help our EL students improve their progress and achievement.

We changed our drug use policies to more strongly emphasize drug and vaping prevention and support. When we analyzed our expulsion rate, the expulsion rate increased slightly during 2022-23, as it went from 0.28% during 2021-22 to .35% during 2022-23. For the 2023-24 school year we anticipate a significant decrease in our expulsion rate due to the aforementioned suspension policy change in regard to our drug policy. With regard to our suspension rate, we also saw an increase during the 2022-23 school year. The suspension rate went from 4.4% during the 2021-22 school year to 5.0% in 2022-23. We know that our students' mental health during the post-pandemic era continues to be an area of need. We have continued to use various state and federal grants to support our student's mental health needs. We continued to administer a student mental health survey and retained the additional Licensed Clinical Social Workers and counselors to assist our students and their families. WUHSD also continued to reinforce the previous mental health training that our teachers received, and we continued to encourage them to take time during their classes to provide the space for conversation and instruction about mental health in order to support their needs as much as possible. We know that we have to ensure that our student's mental health is in good standing so they can improve in the previously mentioned areas. We are confident that as we apply our structures and systems to various groups, we will help students' academic success.

Reflections: Technical Assistance

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

Whittier Union High School District qualified for Differentiated Assistance based on the 2022-23 Dashboard for the achievement of the Homeless student population. In the priority area of Academic Performance our Homeless students had an orange/low level in SBAC English/Language Arts and red/very low in SBAC math. In the priority area of Academic Engagement our Homeless students had a red/very low in Graduation Rate. WUHSD has several systems that we use to ensure that there is a high level of collaboration and shared problem-solving. At the district level, we used the LCAP Taskforce and Advisory meetings to analyze data and make plans for improvement. The Director of Assessment and Accountability worked closely with the Director of Professional Learning and the Assistant Superintendent of Educational Services to develop an agenda that presents data regarding Differentiated Assistance for the Homeless population, as well as other student populations. The LCAP Taskforce is comprised of the leadership teams (teacher leaders, counselors, classified staff, and site

administrators) of all seven of our schools (five comprehensive schools and two alternate education schools) as well as district administrators and Special Education SELPA members. During this meeting the sites evaluated the data for the district (including Homeless students) as well as for their own vulnerable groups. The teams were given prompts for them to evaluate why each student group is underperforming and how each site will get students to perform at higher levels as part of a their short and long-term plans. These plans are evaluated on a yearly basis and refined as needed because we want to improve the components of the plan that are not working well and continuing the components that are working well.

In addition, the sites took their improvement plans to the LCAP Advisory meetings that they had at their sites with the parents/guardians, students, and community members who attend these meetings. The LCAP Advisory members gave feedback to the site administrators who facilitated these meetings and the sites adjust their plans as needed. The feedback from the various stakeholders helped ensure that we have multiple perspectives to the plan is as broad and well formed as possible. In addition, the assistant principals met with the Directors of Assessment and Accountability and Professional Learning to analyze data and discuss student participation in the CAASPP tests as well as other areas that help all student groups who are underperforming. Working with the assistant principals allows us to get another perspective and work with students from their vantage point and in their area of expertise. In addition, the principals met on a consistent basis with the Superintendent's Cabinet (know as Supt.'s Council) to analyze data, plan LCAP Taskforce agendas, and to discuss their plans for improvement for Homeless students and other underperforming groups. Once again, the Supt.'s Council meeting allows the principals to frame what they need to do at the site, and how they will do it. Furthermore, the Director of Assessment and Accountability attended the LA County summer training for Differentiated Assistance and worked with the WUHSD team to support our Homeless students and other underperforming student groups. In addition, the Director of Assessment and Accountability and the Assistant Superintendent of Educational Services also met with LA County Office of Education on an individual basis on various occasions to check in and discuss improvement plans for Homeless students. We will continue to support our Homeless students and other student groups who are not achieving at high levels.

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.

Frontier Continuation High School was identified for Comprehensive Support and Improvement (CSI) support because of their graduation rate. Frontier is a Dashboard Alternative School Status (DASS) school, with the requirement of a three-year cumulative 68% graduation rate. DASS schools have the same end product of the Dashboard with different requirements for meeting each indicator, given the transient nature of the student population that attends alternative schools. Accordingly, Frontier's Five-Year Cohort Graduation Rate was 63.8% in 2022-23, so they will remain in the CSI program for the 2023-24 school year. Currently, Frontier needs a 4.2% graduation rate increase and a sustained 68% graduation rate over three years to exit Comprehensive Support and Improvement status. We are excited to see what our graduation rate is for the 2023-24 school year. We are hoping that Frontier can make the necessary adjustments so they can meet the graduation requirement in the near future and exit 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.

Introduction:

WUHSD has managed to keep many of our long-term programs in place because they are the foundation for our success. The personalized services as well as the manner in which we monitor our students' progress remained consistent during the 2023-24 school year. As a district, we are proud of our students who have the persistence and resilience to continue to pursue their diplomas in their fifth and sixth years of high school. The students (EL, SED, Homeless, and/or Foster students) who typically suffer from resource inequities, have been our focus in Whittier Union because we know they need a significant amount of support and because we have a large number of these students. This fact has long been part of the needs assessments the district has used to assist our schools in implementing and utilizing policies and practices that have been cemented in place over a prolonged amount of time.

CSI plan development, stakeholder engagement, and school-level needs assessment:

WUHSD has a very strong process for developing the School Plan for Student Achievement (SPSA). The CSI plan was included in the SPSA several years ago and it is collaboratively developed with the School Site Council (SSC), which includes school and community stakeholders. The SSC is composed of various staff members, including site administrators, classified staff, teachers, counselors, students, parents, guardians, and other stakeholders. The district provides training and assistance as needed. During each spring these meetings are held so we can solicit stakeholder input. Accordingly, the SPSA and the CSI plan are jointly and collaboratively developed with high levels of stakeholder input and engagement. During this process, we analyze data to determine our most pertinent needs so the plan is specific to our student population and takes into consideration resource inequities relative to our fiscal, programmatic, and human resources as they pertain to our students. The Office of Assessment and Accountability and the Categorical Office support the teams as they analyze data, and discuss programs, professional development, and resource allocation for students.

Additionally, as part of the process, the district's Office of Assessment and Accountability tracks parental involvement at each school monthly through a Google Form. Frontier High School continues to have excellent parental involvement and the participation rate increased, as it went from 1,379 in 2021-22 to 1,760 in 2022-23. Although our data for 2023-24 is not tallied, we will have this data soon after the school year ends and events are completed. Accordingly, the CSI plan is thoroughly reviewed at school leadership meetings and through the SSC as part of the development of the SPSA. Data review and analysis is embedded throughout the SPSA, which serves as an action plan for our schools. Our district's Assessment and Accountability Director provides site administrators and teacher leaders with an abundance of data. It is disaggregated by grade level, course, demographic points, and various student groups. Also, our teachers attend district-level "Best Practices" (PLC) meetings, which are meetings with subject-alike teachers (i.e. all Algebra 1 teachers, all English 3 teachers, etc.) where district-level common assessment results, D/F rates, and high stakes assessment data are reviewed and discussed with the goal of

identifying best teaching practices so that all students in the district may benefit. Department Chairs in English, math, and other content areas attend district Curriculum Improvement Team (CIT) (PLC) meetings that look at the same data from the broader perspective of the department level. This analysis of data is also discussed by the site leadership teams and the SSC. Analyzing data from various levels and from differing perspectives presents several layers of review and allows us to receive a wide array of input so that our SPSA and CSI plans are thoroughly vetted and well-reasoned. We are pleased to say that Frontier High School was recognized as a Model Continuation School for the programs and support they have for their vulnerable students.

Evidenced-based practices:

WUHSD is a very collaborative district that has a long history of working with leading educational experts to ensure our practices are researched-based and continually evaluated for efficacy. Our process for selecting professional development and support for our sites is to have site leadership teams, in conjunction with SSCs, work with the Educational Services Division and our teacher leaders during BPs and CITs (PLCs) to determine our next steps. Each site team analyzes its specific data to determine its needs, which were very consistent across our district. FHS also increased the length of their instructional day so that students have additional time to receive support from their teachers/staff members as they attempt to get caught up on their credits and move toward graduation. Although there were some initial challenges with the longer day, the students seem to have adjusted and are making steady progress.

In order to provide a historical reference, Whittier Union's collaborative data and program analysis led to our work with Rick DuFour and the Professional Learning Communities we call "Best Practices" meetings. As mentioned previously, these are subject-alike meetings where all district teachers in each subject area meet at least three times per year, which continued during the 2023-24 school year. Meetings are led by curriculum and assessment coaches (teachers who are in the classroom full-time and who also serve as a support to other teachers throughout the district) who facilitate the analysis of data with teachers, create and revise districtwide common assessments, and discuss and share best teaching practices. This process continued to be strong during the 2023-24 school year, so we plan to continue to do this important and impactful work during the 2024-25 school year and beyond because we have had great success for nearly twenty years.

We also used the same collaborative process when we continued to implement the work of Rick DuFour and Gayle Karhanek regarding the Pyramid of Intervention. This evidence-based professional development led to our collective work of creating a cohesive and consistent system of support for students in which interventions were prescriptive rather than invited. As a result, we have implemented Embedded Support during the school day, in class and after-school tutoring, student mentors during and after school, Saturday School support, and other programs that have shown success. Although this work is prescriptive rather than invited, we do it with caring relationships and a

gentle spirit. The adjustments we made during the 2023-24 school year were to have our tutoring program (both the LEARN program, where we added "during the school day", as well as after school tutors and our own WUHSD staff tutors) serve students in person. Just as above, these structures have proven to be beneficial over a prolonged amount of time, so we will continue to use them during the 2024-25 school year and beyond.

Furthermore, for historical context, we will continue using the same processes that we learned working with Dr. Doug Reeves when we worked with him on our grading practices from years prior. We had a districtwide staff development day with Dr. Reeves as the guest speaker. He gave us professional development about the grading scale and the purpose of testing. This was followed by many discussions which ultimately resulted in teachers offering test/retest opportunities to students and a system-wide belief that the purpose of education is to help students achieve mastery. As a result, we will continue to allow students to retake tests to demonstrate their knowledge and obtain better grades because this is how students achieve mastery. This speaks to the fact that student's knowledge and skills will vary with the time it takes for them to achieve mastery, which works well for our students. Fortunately, our teachers continued this process during 2023-24 and will do so in the future because it has proven to be successful for our students.

Additionally, we created a districtwide EL Best Practices team so we can use existing systems and structures to support our EL students. Frontier High School teachers took part in these EL Best Practices meetings, where we looked at EL data, and we discussed rewards and incentives for EL students who show growth and improvement. Frontier teachers have continued to refine their instructional practices as a result of their collaboration. We will continue to refine our work in the EL Best Practices meetings so we can help our EL students achieve at higher rates than they are currently achieving.

Data Analysis and Resource Inequities:

Data review is part of all of the previously mentioned meetings. WUHSD is a data-driven district with school and district data annually reviewed by district and site administrators. In addition, teachers constantly review data at both district-level "Best Practices" meetings and site-level staff meetings. Data includes state assessments and local subject-alike common assessments, credit production, academic grade data, On-Target for graduation data, attendance data, and surveys of students, parents, and staff. As mentioned previously, data is reviewed with stakeholders during the development of the SPSA with the SSC. Part and parcel of the process is to discuss resource inequities. Due to the fact that about 97% of the students at Frontier are economically disadvantaged, the SSC and leadership teams ensure that resources are distributed equitably. This process is supported by our district Categorical Office, as the director interacts with the sites as they develop their SPSA and plan for their Federal Title Program allocations. Ultimately, with direction from the Director of Assessment and

Accountability, the Director of Categorical Programs approves the SPSA and the CSI plan. In doing so, there is oversight of resource inequities to ensure that students are receiving equitable resources.

Additionally, the district's Office of Assessment and Accountability sends each school site a "Kitchen Sink" report and Pivot Tables with Slicers every four-to-five weeks at each grading period (mid-quarter one, quarter one, mid-quarter two, semester one, and so on). These data tools include students' grades, attendance, credits attempted and earned, grade point averages, as well as any special program designations such as Special Education, English Learners, SED, Homeless students, Foster Youth, and various other student groups. The Office of Assessment and Accountability provides various data points from these reports, which are monitored by the schools, the Educational Services Division, and the Superintendent. At the school level, the data is monitored by the administration and the school leadership team. For our alternative education schools, these data drive the SPSA. We continued to do this during the 2023-24 school year and will continue to do so in the future.

To address the issue of resource inequities for our underserved populations, during the 2023-24 school year, the WUHSD continued to distribute Title I funds to all seven high schools. Frontier High School has been a Title I school for many years. The WUHSD State and Federal Categorical Office ensures that every school is trained annually in the roles and responsibilities of the School Site Council. Frontier and Sierra Vista High Schools have a shared SSC, so documentation of parental involvement and the development of the SPSA/CSI plan is sent to the Categorical Office annually. As mentioned previously, we are very meticulous about ensuring that our under-resourced students receive the support they need through the SPSA and the CSI plan, as there are a disproportionate number of these students at Frontier High School.

Currently, Frontier needs a 4.2% graduation rate increase and a sustained 68% graduation rate over three years to exit Comprehensive Support and Improvement status. Accordingly, Whittier Union strongly supports Frontier High School in promoting a student-centered philosophy that allows students to work toward their personal goals-whether it is graduating from their school of choice or concurrently working full-time to help support their families. Each student has their own unique story and circumstance, with different needs that drive their motivations and it is at schools like Frontier where personalization can occur on an individual level. This is their strength, so we will continue to support them in this endeavor.

When reflecting on the root causes, we continue to use "fixes", such as using a different system at the alternative high schools that does not change students' grade levels until they get the requisite credits for each year. WUHSD will continue to stand behind our students, supporting their continual climb toward graduation. Accordingly, the primary reason that students are referred to Frontier High School is that they were behind on credits and Frontier allows fifth and sixth-year seniors to stay at the school, provided they continue to be productive. All of these students continued to be labeled as grade 12, some for two or three years. This has a negative impact on DASS accountability as

the system currently identifies students to be classified as "seniors" in the denominator for the graduation calculation. But in order to support our students, we will continue to do this in the future.

Whittier Union's analysis of needs helped us identify a couple of factors that could assist in increasing the number of graduates coming out of Frontier, regardless of which school stage they actually walk across. These factors have been included in the CSI plan, and with the support of the LCAP, were continued during the 2023-24 school year and will continue to be monitored. Continued support to increase productivity so that more students get on track to graduate was seen to be one area that could possibly increase the focus on the graduation rate in order to further increase the overall rate. One strategy that has begun to see positive results that can be further refined has been the use of the cohort model at Frontier for new students so they feel more connected to the school and a caring adult, as the research indicates. This evidence-based intervention allows the students to make connections with the staff and with one another in a safe and secure environment. This has led to increased productivity, fewer absences, and stronger engagement with the school from the new students. As Frontier has new enrollments monthly, this cohort model creates a "buffer zone" that allows students to learn more rapidly about their new school, how to earn credits in a new system, and where to access resources on campus. This translates into quicker assimilation into the new system, and for many of those students who decide to stay at Frontier, graduation. Whittier Union intends to continue these programs so we can make our students successful with these interventions.

Another possible need for Frontier students is access to online credit recovery. In 2023-24, and beyond, we returned to the on-site after-school/before-school labs that were available for students to use for making up credits. In various instances, we have continued to use Cyber High and have expanded our Apex course offerings because they are a little more user-friendly. Additionally, many of our students are in need of partial credits and the ability to enroll in partial credits through Cyber High or Apex Learning. The motivational factor alone for students as they are able to see their partial credits disappear from their transcripts as their credits toward graduation increase would lead to increased time spent in the lab outside of class time, resulting in increased productivity and higher graduation rates. Additionally, students receive during the school day as well as after-school assistance from their teacher or from a LEARN tutor, which is an increase from prior years. These courses are teacher-led and tailored to our students because that is the type of support they need.

Another support from the district that we have continued to use is the DASS "counter" field that has been placed on each student record within the Student Information System to identify how many consecutive days a student has been enrolled at Frontier High School. This tool assists staff in determining if the student will meet the DASS criteria and be in the DASS pool of students or not so that calculations can be done throughout the year to monitor progress toward the goal, as students graduate continually from Frontier. While this does not discern who gets services, it does assist in progress monitoring overall.

Frontier has a Data Lead to generate site-based data and review it to ensure that the effectiveness of interventions is monitored so adjustments can be made to support students' success. Thus, Data Leads assist with the disaggregation and analysis of classroom and school-wide data so we can ensure that our students are making appropriate progress toward graduation. They allow us to respond quickly to the needs of our teachers and students. CSI funds have also supported the addition of an EL support intervention counselor during the 2023-24 school year and beyond. The benefit has been very encouraging so we will monitor this program and continue to refine and grow it as it continues to pay dividends. We also plan to have students take field trips where they can get information about College and Career-related programs and activities.

In addition, Frontier High continues to utilize new science lab equipment, as well as technology in all classrooms, and purchased an online Social Emotional Learning program to support students with barriers to learning beyond their academic deficiencies. We have found that the Social Emotional Learning program has helped us to support our students, but also helped us deal with the aftereffects of the pandemic. We have used this program as well as support from our district Student Support Services Department to assist our students and their families. Accordingly, we feel that the various programs, data analysis meetings, professional development opportunities, oversight of resource inequities through the SPSA/CSI plans, and the staff support positions that were added will help us make progress toward exiting CSI status and better supporting our students during the 2024-25 school year and into the future.

Monitoring and Evaluating Effectiveness

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

Frontier is located on the same physical plant as the District Office, which allows easy check-ups on the implementation of its CSI Plan. During the course of the 2023-24 school year the Ed. Services Division and Frontier continue to use strong support and communication with one another. Accordingly, longitudinal data on all indicators will continue to be collected by the Data Lead so the data can be analyzed by the site administration and the district Ed Services Division during the 2024-25 school year and beyond. Discussions and/or surveys with students and staff regarding their perceptions on both the credit-recovery programs and the impact of the cohort model for new students will add depth to the outcome data. Additionally, Frontier's Data Lead will assist in the collection of data throughout the year, including collecting data on quarterly grades throughout the year, including both DASS and non-DASS grads. They will continue to compare them to previous years' graduation and grades data, which will give us the longitudinal data we need during the 2023-24 school year as well as into the 2024-25 school year.

The amount of credit that is recovered, the course it is recovered in, the start/end dates, and the number of students who recovered the credit will be collected for Cyber High and Apex Learning. While bringing in more credit recovery options is always a bit dangerous, we have continued to use a document to prevent potential use and abuse of online credit recovery to safeguard the use and ensure the integrity of WUHSD credits and grades, including the use of District Common Assessments as the final before the student receives credit. WU has returned to using the common assessments during the 2023-24 school year because we know this allows us to better ensure the integrity and validity of our assessments during in-person instruction. As mentioned previously, Frontier posts grades and credits quarterly rather

than on the date students complete courses, which are often the midterm. This procedure has allowed for the quarterly reports of credit production by students to be run and shared with staff so we could analyze it and make adjustments as needed. At Frontier, students earning the credits needed to be On-Target for graduation receive recognition at quarterly awards nights. Students who are underperforming meet with their counselors to create a plan for remediation. We will continue to do these things during the 2024-25 school year as well as into the future.

One process Frontier uses is that after each term (quarter), the average productivity of new students who were placed into cohorts and have been at Frontier for at least four months will continue to be compared to the same number of students' average productivity of those who have been at Frontier who were not placed in a cohort when they entered the schools. The productivity will continue to be compared by utilizing the number of credits per term. Another measure of the effectiveness of the cohort model is behavior. Referrals and suspensions will continue to be collected during the 2023-24 school year as well as the 2024-25 school year on the students who were in the cohort and compared to the other sample group. There have been some behavior management concerns, but we have changed our drug use policy so we expect things will improve in this area. Once the end of year data is available (during the summer of 2024, as well as all the summers thereafter), a review of the data by WU personnel will be conducted to evaluate the effectiveness of the implementation of the interventions and determine if there should be more focus placed upon the practices and processes at Frontier. Frontier will make adjustments and capture its findings in their future SPSAs and their CSI plans for the 2024-25 school year and then annually thereafter.

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
<p>Description of the educational partner groups that were engaged in the development of the LCAP.</p> <p>The information below shows the involvement of the different stakeholder groups at a variety of meetings. The various groups include teachers, counselors, principals/administration, classified, collective bargaining reps, students, parents, and the community.</p> <ul style="list-style-type: none">• Site LCAP meetings include: Teachers, counselors, principals/administration, classified, collective bargaining reps, students, parents, and the community.• ELAC meetings include: Teachers, counselors, principals/administration, and parents.• School Site Council meetings include: Teachers, counselors, principals/administration, classified, students, and parents.• PTSA meetings include: Teachers, principals/administration, students, parents, and the community.	<p>A summary of the process used to engage educational partners in the development of the LCAP.</p> <p>During the 2023-24 school year, we engaged our parents and community in order to solicit their input into the formation of our LCAP. In limited instances we used Zoom meetings (such as some LCAP Advisories) because it was convenient for our parents. As such, engagement was elicited for the development and refinement of the LCAP through the parent network at monthly parent organization meetings, at faculty and staff meetings, with the District Student Advisory Committee, and with WSEA and CSEA leadership. A sampling of these meetings is described in more detail below to demonstrate how teachers, counselors, principals, administrators, classified support staff, certificated and classified union representatives, students, parents, and community members are all engaged in the LCAP development process. They also discussed the curriculum, instruction, assessment and professional development plans relative to the grant in order to improve student achievement, and they were conducted throughout the 2023-24 school year with the LCAP Taskforce and Advisory as well as the School Site Council during the development of their SPSA and the WASC plans.</p>

Educational Partner(s)	Process for Engagement
<ul style="list-style-type: none"> • Student Congress meetings include: Principals/administration and students. • Staff meetings include: Teachers, counselors, principals/administration, classified, and collective bargaining reps. • Site Teachers' Team meetings include: Teachers. • Site Leadership meetings include: Teachers, counselors, principals/administration, classified, and collective bargaining reps. • LCAP Taskforce meetings include: Teachers, counselors, principals/administration, classified, and collective bargaining reps. • LCAP Advisory Committee meetings include: Teachers, counselors, principals/administration, classified, collective bargaining reps, students, parents, and the community. • DELAC meetings include: Principals/administration and parents. • Superintendent's Council meetings include: Principals/administration and Superintendent's Cabinet. • PTSA Presidents' meetings include: Principals/administration and parents. • Superintendent's Student Advisory meetings include: Principals/administration and students. • Parent Mentors Program from our Categorical Office: District administrators, trained parent mentors (both Spanish and English groups), community members, and the parents who were receiving training and support. 	<p>Site Meetings include: LCAP, ELAC, SSC, PTSA, Student Congress, Staff Meetings, Teachers' Team Meetings, and Leadership Meetings</p> <p>District Meetings include: LCAP Taskforce, LCAP Advisory Committee, DELAC, Superintendent's Council, PTA President's Meeting, and Superintendent's Student Advisory Committee</p> <p>Meetings make use of:</p> <ul style="list-style-type: none"> • Presentations and handouts of priorities and longitudinal WUHSD data on metrics that comprise state and local priorities • Data handouts on the change in student performance on the metrics, specifically graduation rates, On-Target rates, D/F rates, attendance rates, suspension and expulsion rates, AP participation and pass rates, and SBAC/CAST scores (with data disaggregated) • Information and district data on the Local Indicators as well as state priorities and the alignment to District Measurable Targets • Talking points distributed to district personnel to ensure a consistent message to all stakeholders

Educational Partner(s)	Process for Engagement
<p>Description of the educational partner groups that were engaged in the development of the Equity Multiplier.</p> <p>The above mentioned teams of educational partners were included in the discussions about the Equity Multiplier grant at our two alternative education schools during meetings with the School Site Council while developing the SPSA and the WASC plan on March 6 and 21, and May 21. Frontier and Sierra Vista worked closely with the educational partners during the LCAP Taskforce and Advisory, as well as with the School Site Council, the ELAC, and the WASC committee to review their data and create the goal and the actions in goal five. Our various teams received input in the areas of support staff, technology, incentives/rewards and tutorial support because these were the most pressing needs.</p>	<ul style="list-style-type: none"> • Website to promote stakeholder engagement and to provide more information about the LCFF and LCAP • Training parents on how to use educational tools, help their students with homework, parent advocacy strategies, and college and career readiness for students <p>District meetings: LCAP Taskforce: Wide representation of teachers, counselors, classified support staff, and administrators from every school comprise the team from each site that attended each of the three Taskforces, which were held on October 17th and 18th, 2023. The second round was held the week of January 24th and 25th, 2024. The third round was held on March 5th, 6th and 7th, 2024. The teams met to review concepts of LCFF and LCAP; review budgets, CSI/ATSI, SBAC ELA/math/science/data and instructional programs, goals and actions, and the successes of our instructional programs and interventions; review the Local Indicators, prepare and refine draft plans to specifically serve "unduplicated students" at each unique site and review the success of these plans once implemented, making adjustments as needed.</p> <p>District Meetings: LCAP Parent/Community Advisory Committee-Through evening meetings, the parents, staff, students, and community were informed about LCFF and LCAP, along with the implementation process of LCAP interventions and their impact on student success at each site and districtwide. The purpose was to clarify and address the agenda items from the LCAP Taskforce as well as any questions our stakeholders have, discuss the Local Indicators, and seek input in order to better address student needs. Meetings for each school were conducted in both English and Spanish. LCAP Advisory Meetings were held during the latter weeks of October 2023 (for the first round), the latter weeks of January 2024 (for the second round), and before the end of March, 2024 for the third round. A high number of EL Parents attended the meetings</p>

Educational Partner(s)	Process for Engagement
	<p>because our Categorical Office and our sites communicated very effectively about the importance of the meetings and their input. WUHSD placed a notice of public hearing in the Whittier Daily News on May 30, 2024 that mentioned that parents have the opportunity to submit written comments regarding specific actions and expenditures in the LCAP.</p> <ul style="list-style-type: none">• On June 11, 2024- The LCAP and the budget were presented to the Board of Trustees for review during a public hearing.• On June 25, 2024- The LCAP was adopted by the Board of Trustees. At the same Board meeting on June 25, 2024 the Local Indicators were presented to the Board as a non-consent item and were approved. <p>Strong support was voiced from all stakeholder groups. This includes district DELAC meetings, which were held with a high number of EL parents in attendance. The purpose and structure of the LCAP, including expenditures, was explained during the DELAC meeting on November 29, 2023. Parent input and review of the LCAP was presented at the regular DELAC (EL Parent Advisory Committee) meeting on February 15, April 17, and May 1, 2024. We presented state and local data, as well as the Dashboard and plans to improve student achievement (including additional in-school and after-school tutoring), and educational partners agreed that tutoring was a need for students so they could do better in school and on state assessments</p>

Educational Partner(s)	Process for Engagement
	<p>and priorities. Parents and Stakeholders were also given an opportunity to respond at the site-based School Site Council (SSC) meetings during the fall of 2023 and spring of 2024. The educational partners gave us feedback on SPSA and LCAP plans during these meetings. There were not any comments or questions from the DELAC, ELACs, LCAP Taskforce, the LCAP Advisory Council (Parent Advisory Committee), or at any other stakeholder group presented to the Superintendent or Deputy Superintendent; therefore, there was no requirement for the Superintendent's written reply, but the Superintendent attended DELAC meetings during the 2023/24 school year. The school sites also held their ELAC and SSC summits at different points during the school year. The Director of WASCEP, our local SELPA, was also consulted formally on March 21, 2024, and informally throughout the school year to ensure that there were not any additional services that WUHSD could provide that would result in higher achievement for students with disabilities. The Director of Special Education Services shared his perspectives about the LCAP Taskforces and Advisories to ensure the representation of the students with disabilities subgroup at our planning sessions. The LCAP had been presented to these groups throughout the year, with their input incorporated into changes, so a continual discussion with stakeholders has made this process more of a seamless cycle.</p> <p>A summary of the process used to engage educational partners in the development of the Equity Multiplier</p> <p>There were in depth discussions at Sierra Vista and Frontier High Schools about the intent and the needs/expenditures for the Equity Multiplier Grant. Feedback from the committee included a review of data and they created the goal and the actions in goal five. The input included suggestions in the areas of support staff, technology, incentives/rewards and tutorial support because these were the most pressing needs.</p>

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

A summary of the feedback provided by specific educational partners.

As WUHSD staff met with students, parents, and other stakeholders during the 2023-24 school year many of the same topics came up continuously. This included the social-emotional support for our students and families, tutoring and academic support for all students, transportation needs of students, and ways to get students back On-Target for graduation. In addition to our LCAP Taskforce and Advisory meetings, we had several site-based meetings where we queried our stakeholders about their continued needs. During our last LCAP Taskforce and Advisory, we asked our stakeholders to review budgets the 2023-24 school year and each site took feedback regarding various budget items. We also asked our stakeholders to review and give us feedback on how to get our English Learners and 12th graders back On-Target for graduation, since they were the most off-target group. When we analyzed the data we saw that the 12th graders' (class of 2024) On-Target rate had improved tremendously so we celebrated their success. We also discussed SBAC scores, CSI/ATSI, and the ELA/math/science instructional plans that went with them.

As mentioned previously, during 2023-24 a big concern continued to be that our students, parents, administrators, and staff communicated the need for continued support for the social-emotional health and mental well-being of our students. When we administered a districtwide mental health survey with the Panorama program in the fall of 2023 and spring of 2024 we found out that many of our students continued to struggle with mental health concerns because of the residual strain of the pandemic for them and their families. Due to various unfortunate circumstances, many of our students were continuing to deal with numerous social-emotional challenges. As a result, our Student Support Services Department and our Student Well-Being staff continued to use videos, train teachers, staff and families, create materials, and made referrals within the District as well as outside referrals to support their needs and we plan to continue to do this during the 2024-25 school year and beyond. During the 2023-24 school year, we witnessed slight improvements in our attendance rates from 2022-23, but it was still lower than in the pre-pandemic years. This affected attendance and work completion for some students, which caused our teachers to work very hard to keep students up to date on their assignments and assessments. We also heard on many occasions that our students needed access to tutoring, mentoring, strong counseling support (academic as well as social-emotional), and support classes (Parallel classes) to get them to improve their academic standing. Accordingly, WUHSD has developed unique and robust Mentor and Link Crew programs that allow our students to mentor, tutor, and befriend their peers in various academic and social areas, which we will continue during the 2024-25 school year and beyond. The pandemic has also helped us to more deeply understand the academic and social-emotional support that the counselors provide to our students. We know that they are a point of contact for many of our parents and guardians and they guide them through the high school requirements, as well as the College and Career pathways that are critical to their success and their future. As a result, we continued to use some of the additional grant money that we received to increase the number of counselors and Licensed Clinical Social Workers (LCSWs) so they could continue to support our staff, students, and families with their identified needs. We anticipate that the needs that our stakeholders mentioned above will continue to be a need for the next few years, so we will respond in kind.

Regarding the Equity Multiplier Grant, the staff and educational partners met during School Site Council meetings to development their Equity Multiplier Plan in conjunction with the LCAP, SPSA and their WASC plans because we want all of these plans to be intricately linked

and cohesive. Educational partners discussed the need for second social worker to assist students who have social-emotional concerns. They also discussed a need for the dean position to support a positive school climate. Because many of the students at these two schools struggle academically, they discussed the need for additional tutors for English and math. Educational partners also talked about the need for student incentives including their quarterly awards events. There was also discussion of ensuring that all students have access to take-home Chromebooks rather than just on-site Chromebook labs.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As mentioned above, in response to suggestions from WU's various stakeholders we increased in-class and after school tutoring, counseling support, and interventions for our unduplicated students as well as our students who were underperforming. Since our students continued to have a need for support for the social-emotional health and mental well-being, we increased services for our students. As mentioned above, our Student Support Services Department and our Student Well-Being staff continued to support our teachers as they provided this support in the classroom. They also provided one-on-one and small group counseling as well as referrals to outside agencies in the case of more severe circumstances. We used our seasoned and effective Mentor and Link Crew programs to support all students, but especially our unduplicated students and students who struggle. Accordingly, as mentioned above we used some of the additional grant money that we received to increase the number of counselors and Licensed Clinical Social Workers (LCSWs) so they could continue to support our staff, students, and families with their identified needs. We anticipate that the needs that our stakeholders mentioned above will continue to be a need for many years to come. Additionally, with reference to the Equity Multiplier Grant (as well as the LCAP, SPSA, and WASC plans), because the planning meetings for the Equity Multiplier grant were focused and the teams were in strong agreement, our educational partner's suggestion for a second social worker to assist students who have social-emotional concerns. There was also agreement about need for the dean position to support a positive school climate and the need for additional tutors for English and math. There was also agreement about the need for student incentives and ensuring that all students have access to take-home Chromebooks rather than just on-site Chromebook labs. The Frontier and Sierra Vista teams will continue to monitor the needs of their students and adjust as needed in order to help their students achieve at higher levels in the future.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>ORGANIZATION Vision, Resources, Leadership, and Staff</p> <p>Schools will be staffed with an increasing percentage of qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support, and assess activities that focus on all students achieving high standards, ensuring that the district's mission, vision, beliefs, goals/objectives and measurable targets are reviewed annually and serve to guide the operation of the district to meet the needs of students.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none">• A highly-qualified staff facilitates achievement of the academic standards and the school-wide learning outcomes through a system of preparation, induction, and ongoing professional development.• Leadership and staff are involved in ongoing research or data-based correlated professional learning that focuses on identified student learning needs.• All students have equal access to the school's entire program.• The human, material, physical, and financial resources are utilized effectively to support students in accomplishing the academic standards and school-wide learning outcomes.• The school is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement.• Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, school-wide learner outcomes, and the district LCAP.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed because WUHSD's people are what make us so effective. We know that we have to select top-notch people to serve as classified staff, teachers, counselors, site administrators, and district administrators and then train and support them. In WUHSD we have a high level of trust in our staff members as they make hundreds of decisions every day, so we give them the professional autonomy to make these decisions. When things work out well we talk about it to determine what was right about the decision and then share it with others to see if the decision will work well at other sites, or if they can be adapted to work well at other sites. In instances where the decision didn't work out in the manner we had hoped it would, we analyze and discuss that as well. Then we learn from these decisions and adapt them for the next time a similar situation comes along we can make an informed decision. Our district philosophy helps us to make the best decisions for all students so they can maximize their human potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Conditions at School: SARC/Williams Reports: WUHSD data	<p>2022-23</p> <ul style="list-style-type: none"> 99% Average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. <p>2021-22 Teacher sections Misassigned (Dataquest)- 12.4</p> <p>2022-23 100% access to textbooks in all core courses for all students</p>			<p>2025-26</p> <ul style="list-style-type: none"> 100% average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. <p>2024-25 Teacher sections Misassigned (Dataquest)- 0</p> <p>2025-26 100% access to textbooks in all</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					core courses for all students	
1.2	Priority 2: Implementation of State Standards: WUHSD data	<p>2022-23</p> <ul style="list-style-type: none"> 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc. to measure the effectiveness of standards-based instruction.) <p>Average Days per Teacher- 10.5 days of professional learning designed around standards-based instruction.</p> <p>Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices on standards-based</p>			<p>2025-26</p> <ul style="list-style-type: none"> 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc. to measure the effectiveness of standards-based instruction.) <p>Average Days per Teacher- 12 days of professional</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instruction- 95%			learning designed around standards-based instruction. Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices on standards-based instruction- 98%	
1.3	Priority 7: Course Access: WUHSD Aeries	<p>2022-23</p> <p>3.61 Students per Section in the Master Schedule to ensure access to broad selection of courses with 80% of the seats across the master schedule being offered to unduplicated students</p> <p>26% of all students enrolled in at least one AP class</p> <p>6% of all students enrolled in at least one dual-enrollment class</p>			<p>2025-26</p> <p>4 or fewer Students per Section in the Master Schedule to ensure access to broad selection of courses with at least 80% of the seats across the master schedule being offered to unduplicated students</p> <p>30% of all students enrolled in at least one AP class</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					10% of all students enrolled in at least one dual-enrollment class	
1.4	<p>Priority 4: Academic Achievement</p> <p>Academic Indicator Grade 11 SBAC- DF3 (Met Standard): Dataquest</p> <p>ELA- 24 points above level 3 (Met Standard): Dataquest</p> <p>Math- 54 points below level 3 (Met Standard): Dataquest</p> <p>CAST- 21.4% Met or Exceeded Standards: Dataquest</p> <p>Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met</p>	<p>2022-23 SBAC DFS (Met Standard)</p> <p>ELA: All Students- 26.9 pts above stnd</p> <p>SED- 16 pts above stnd</p> <p>Foster Youth- 84.2 pts below stnd</p> <p>English Learners- 63.8 pts below stnd</p> <p>Homeless- 43.1 pts below stnd</p> <p>SWD- 84.2 pts below stnd</p> <p>Hispanic- 22.2 pts above stnd</p> <p>Math: All Students- 65.9 pts below stnd</p> <p>SED- 78.1 pts below stnd</p>			<p>2025-26 SBAC DFS (Met Standard)</p> <p>ELA: All Students- 33 pts above stnd</p> <p>SED- 22 pts above stnd</p> <p>Foster Youth- 78 pts below stnd</p> <p>English Learners- 58 pts below stnd</p> <p>Homeless- 37 pts below stnd</p> <p>SWD- 78 pts below stnd</p> <p>Hispanic- 28 pts above stnd</p> <p>Math: All Students- 60 pts below stnd</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level 4= Standard Exceeded	<p>Foster Youth- 194.9 pts below stnd</p> <p>English Learners- 150.4 pts below stnd</p> <p>Homeless- 141.6 pts below stnd</p> <p>SWD- 182.5 pts below stnd</p> <p>CAST: All Students- 30.3% Met/Exceeded stnd</p> <p>SED- 26.5% Met/Exceeded stnd</p> <p>Foster Youth- 7.7% Met/Exceeded stnd</p> <p>English Learners- 0.8% Met/Exceeded stnd</p>			<p>SED- 72 pts below stnd</p> <p>Foster Youth- 189 pts below stnd</p> <p>English Learners- 144 pts below stnd</p> <p>Homeless- 137 pts below stnd</p> <p>SWD- 177 pts below stnd</p> <p>CAST: All Students- 36% Met/Exceeded stnd</p> <p>SED- 33% Met/Exceeded stnd</p> <p>Foster Youth- 13% Met/Exceeded stnd</p> <p>English Learners- 5% Met/Exceeded stnd</p>	
1.5	Priority 4: Academic Achievement: English Learner Progress: Dataquest	<p>2022-23</p> <p>38.7% of students making progress toward</p>			<p>2025-26</p> <p>45% of students making progress</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Proficiency on the English Learner Progress Indicator on the state Dashboard			toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard	
1.6	Priority 5: Student Engagement: Graduation Rate: Dataquest	<p>2022-23 Graduation Rate was 96.8% at the comprehensive high schools</p> <p>SED- 90% grad rate</p> <p>Foster Youth- 84.2% grad rate</p> <p>English Learners- 78.4% grad rate</p> <p>Homeless- 79.6% grad rate</p> <p>DASS Schools Graduation Rates</p> <p>FHS: All Students- 51.1 grad rate</p>			<p>2025-26 Graduation Rate- no less than 96% at the comprehensive high schools because this is in our Board policy</p> <p>SED- 95% grad rate</p> <p>Foster Youth- 89% grad rate</p> <p>English Learners- 83% grad rate</p> <p>Homeless- 85% grad rate</p> <p>DASS Schools Graduation Rates</p> <p>FHS:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 52.7% grad rate			All Students- 56% grad rate	
		SED- 51.1% grad rate			Hispanic- 58% grad rate	
		Foster Youth- 71.4% grad rate			SED- 56% grad rate	
		English Learners- 44.1% grad rate			Foster Youth- 76% grad rate	
		Homeless- 48.5% grad rate			English Learners- 49% grad rate	
		SWD- 45.8% grad rate			Homeless- 54% grad rate	
		SVHS: All Students- 67.7% grad rate			SWD- 51% grad rate	
		Hispanic- 67.1% grad rate			SVHS: All Students- 73% grad rate	
		Homeless- 60.3% grad rate			Hispanic- 72% grad rate	
		SED- 67% grad rate			Homeless- 65% grad rate	
		Foster Youth- N/A			SED- 72% grad rate	
		English Learners- 65.7% grad rate				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District-wide- 90.8% grad rate			Foster Youth- 68% grad rate English Learners- 71% grad rate District-wide goal- 93% grad rate	
1.7	Priority 5: Student Engagement: Chronic Absenteeism: Dataquest	2022-23 Chronic Absenteeism Rate- 25.5%			2025-26 Chronic Absenteeism Rate- 22%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base level of staffing	Base level of staffing of teachers, administrators and support staff to develop students' academic endeavors.	\$113,165,905.00	No
1.2	Academic and career counseling, transition support and other services to students	Provide an appropriate counselor-to-student ratio of academic and career counseling services by fully credentialed counselors (rather than technicians) to focus on and ensure that our English Learners, Foster Youth and Economically Disadvantaged students are placed in the most rigorous coursework in preparation for the College and Career path. We ensure that our unduplicated students are directed, not invited, to stretch to maximum heights because they often lack the needed support at home (English speaking parents, knowledgeable foster parents, or college educated parents who can give them academic/college guidance). Student groups who are in the Very Low/Red category for suspension include Asian American, Foster Youth, Homeless (at the district level) as well as English Learners (La Serna, Santa Fe, and Whittier High Schools) and Students with Disabilities (Santa Fe and Whittier High Schools) so these students will be counseled and supported for their needs in this area and the suspension rates will decrease by 5% by 2025-26.	\$5,570,844.00	Yes
1.3	Reduce class sizes	The master schedules at the schools are created first with the needs of English Learners, Foster Youth and Economically Disadvantaged students in mind. So we continue to reduce class sizes and increase course access for English Learners, Foster Youth and Economically Disadvantaged students by increasing staffing by additional students per FTE. Teachers use instructional strategies and support (language development strategies, organization strategies, college and career awareness, and social-emotional support strategies, etc.) so English Learners, Foster Youth and Economically Disadvantaged students have access to honors and AP classes that they would not normally have access to if there were not extra sections with specialized training for the teachers and support staff. The use of specialized training for the reduced class size teachers/support staff helps unduplicated students because they would get lost in classes that have a higher number of students.	\$818,567.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Teacher Professional Learning	Within the district Teacher Professional Learning and outside Professional Learning during the Summer and Best Practices (CCSS, NGSS, ELD strategies for ELs/LTELs so they acquire English proficiency, integration of technology with content standards, assessment apps, organization strategies, and social-emotional support strategies etc.) give unduplicated students an academic advantage. Support and training for Course Lead +1 from each site who attend content weeks during the summer for ELA, Math, Science, SS, and World Language regarding best teaching practices for English Learners, Foster Youth and Economically Disadvantaged students. Participants attend Best Practice meetings after administration of common assessments. This action is meant to address the need to support Homeless Students as part of the Differentiated Assistance program because our professional learning will focus on these students and best practices when it comes to supporting these students. In addition, student groups who are in the Very Low/Red category for SBAC ELA and math include Homeless (at the district level), ELs (all of our comprehensive high schools), and Students with Disabilities (all comprehensive high schools except Whittier High School) so teachers will be given additional professional development and support in order to meet the needs of these students so their distance from met scores improve by six points by 2025-26.	\$463,189.00	Yes
1.5	Provide the BTSA/ Induction/ PASS Support to Teachers	Provide the BTSA (Beginning Teacher Support and Assessment) Induction Program for beginning teachers, and Peer Assistance Support System (PASS) Program for teachers, as needed.	\$186,640.00	No
1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	Leadership Development for Course Leads, Department Chairs, and Administrators on mentoring and coaching certificated staff. This training is created to specifically meet the needs of English Learners, Foster Youth and Economically Disadvantaged students. The training supports effective teaching and learning strategies for English Learners, Foster Youth and Economically Disadvantaged students. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas.	\$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Data Leads and Ed Tech Support Leads	<p>Data Leads at eight sites (10 hours/month) to collect and display data on the services provided to English Learners, Foster Youth and Economically Disadvantaged students in order to provide decision-makers with information about the effectiveness of those services for English Learners, Foster Youth and Economically Disadvantaged students.</p> <p>Ed Tech Support Leads foster seamless integration of technology with curriculum in order to assist all teachers with strategies that best support English Learners, Foster Youth and Economically Disadvantaged students. We have found that our English Learners, Foster Youth and Economically Disadvantaged students sometimes struggle with educational technology, so the Ed. Tech Leads support these students and their teachers. Teachers at each comprehensive high school receive stipends to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further students' understanding and engagement.</p>	\$188,834.00	Yes
1.8	District Librarian	In order to support the learning needs of all students in the district, we support students by providing library services to Whittier Union so students have the resources they need to be successful in their academic endeavors.	\$6,741.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>CURRICULUM and INSTRUCTION</p> <p>All students experience high-quality instruction that engages their interests while providing a rigorous, relevant, and coordinated curriculum that supports the achievement of the State Content Standards.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none">• All students are engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state and national assessments that prepare them for college and career after high school• All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engages students, emphasize higher-order thinking skills, and help them succeed at high academic levels• Teachers continue to develop personally and professionally, regularly articulating with teachers from partner middle schools and local colleges, reviewing the success of the graduates to learn about their own program and others, while also using educational research to strengthen the current instructional program so all students achieve at higher levels	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

WUHSD developed this goal because we understand that the most important work in the district takes place inside the classroom between our teachers and support staff as they teach our students. We know that our teachers and support staff have to participate in a robust professional learning program that allows them to collaborate on curriculum and instruction. Our Best Practices (BP) meetings, Curriculum Improvement Teams, summer professional learning program, and our commitment to collegiality and collaboration allow our teachers and staff to engage students at high levels so they fully benefit from rigorous classroom instruction every day. Our teachers and staff work together to incorporate technology, provide meaningful group activities, assign interesting research projects as well as other learning

activities that require students to think critically, collaborate, and find solutions to problems so they can succeed at high academic levels and be prepared for life after high school. We also monitor data on a consistent basis to ensure that we are improving our curriculum and instruction while enabling students to maximize their human potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 2: Implementation of State Standards: WUHSD data	2022-23 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 10.5 days of professional learning Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 95%			2025-26 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 12 days of professional learning Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 98%	
2.2	Priority 4: Academic Achievement	2022-23			2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Indicator Grade 11 SBAC- DF3 (Met Standard): Dataquest	SBAC DFS (Met Standard) ELA: All Students- 26.9 pts above stnd			SBAC DFS (Met Standard) ELA: All Students- 33 pts above stnd	
	ELA- Points above level 3 (Met Standard): Dataquest	SED- 16 pts above stnd Foster Youth- 84.2 pts below stnd			SED- 22 pts above stnd Foster Youth- 78 pts below stnd	
	Math- Points below level 3 (Met Standard): Dataquest	English Learners- 63.8 pts below stnd Homeless- 43.1 pts below stnd			English Learners- 58 pts below stnd Homeless- 37 pts below stnd	
	CAST- % Met or Exceeded Standards: Dataquest	SWD- 84.2 pts below stnd Hispanic- 22.2 pts above stnd			SWD- 78 pts below stnd Hispanic- 28 pts above stnd	
	Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met Level 4= Standard Exceeded	Math: All Students- 65.9 pts below stnd SED- 78.1 pts below stnd Foster Youth- 194.9 pts below stnd			Math: All Students- 60 pts below stnd SED- 72 pts below stnd Foster Youth- 189 pts below stnd	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners- 150.4 pts below stnd</p> <p>Homeless- 141.6 pts below stnd</p> <p>SWD- 182.5 pts below stnd</p> <p>CAST: All Students- 30.3% Met/Exceeded stnd</p> <p>SED- 26.5% Met/Exceeded stnd</p> <p>Foster Youth- 7.7% Met/Exceeded stnd</p> <p>English Learners- 0.8% Met/Exceeded stnd</p>			<p>English Learners- 144 pts below stnd</p> <p>Homeless- 137 pts below stnd</p> <p>SWD- 177 pts below stnd</p> <p>CAST: All Students- 36% Met/Exceeded stnd</p> <p>SED- 33% Met/Exceeded stnd</p> <p>Foster Youth- 13% Met/Exceeded stnd</p> <p>English Learners- 5% Met/Exceeded stnd</p>	
2.3	Priority 4: Academic Achievement: English Learner Progress: Dataquest	<p>2022-23</p> <p>38.7% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard</p>			<p>2025-26</p> <p>45% of students making progress toward English Language Proficiency on the English Learner Progress Indicator</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					on the state Dashboard	
2.4	Priority 5: Student Engagement: Graduation Rate: Dataquest	<p>2022-23 Graduation Rate was 96.8% at the comprehensive high schools</p> <p>SED- 90% grad rate</p> <p>Foster Youth- 84.2% grad rate</p> <p>English Learners- 78.4% grad rate</p> <p>Homeless- 79.6% grad rate</p> <p>Hispanic- 90.9% grad rate</p> <p>Students w/Disabilities- 74.5% grad rate</p> <p>DASS Schools Graduation Rates</p> <p>FHS: All Students- 51.1 grad rate</p>			<p>2025-26 No less than 96% at the comprehensive high schools because this is in our Board policy</p> <p>SED- 95% grad rate</p> <p>Foster Youth- 89% grad rate</p> <p>English Learners- 83% grad rate</p> <p>Homeless- 85% grad rate</p> <p>Hispanic- 95% grad rate</p> <p>Students w/Disabilities- 80% grad rate</p> <p>DASS Schools Graduation Rates</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 52.7% grad rate SED- 51.1% grad rate Foster Youth- 71.4% grad rate English Learners- 44.1% grad rate Homeless- 48.5% grad rate SWD- 45.8% grad rate SVHS: All Students- 67.7% grad rate Hispanic- 67.1% grad rate Homeless- 60.3% grad rate SED- 67% grad rate Foster Youth- N/A English Learners- 65.7% grad rate			FHS: All Students- 56% grad rate Hispanic- 58% grad rate SED- 56% grad rate Foster Youth- 76% grad rate English Learners- 49% grad rate Homeless- 54% grad rate SWD- 51% grad rate SVHS: All Students- 73% grad rate Hispanic- 72% grad rate Homeless- 65% grad rate SED- 72% grad rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District-wide- 90.8% grad rate			Foster Youth- 68% grad rate English Learners- 71% grad rate District-wide goal 93% grad rate	
2.5	Priority 5: Student Engagement: Chronic Absenteeism: Dataquest	2022-23 Chronic Absenteeism Rate- 25.5%			2025-26 Chronic Absenteeism Rate- 22%	
2.6	Priority 8: College/Career Indicator (A-G, CTE, SBAC, and AP classes): Dataquest and College Board CTE Pathway Completion Rate CTE/A-G Pathway Completion Rate	2022-23 CCI Rate: All Students- 51.9% SED- 48.9% EL- 23.3% Foster Youth- 16.7% CTE Pathway Completion Rate- 20.1% Combined A-G and CTE Rate- 11.9%			2025-26 CCI Rate: All Students- 57% SED- 54% EL- 27% Foster Youth- 22% CTE Pathway Completion Rate- 28% Combined A-G and CTE Rate- 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	AP Pass Rate: College Board	2022-23 AP Pass Rate- 51%			2025-26 AP Pass Rate- 54%	
2.8	AP Participation Rate: College Board	2022-23 Unique Students Taking at least one AP Class in School Year- 26% AP Students Taking at least one Test in School Year- 87%			2025-26 Unique Students Taking at least one AP Class in School Year- 30% AP Students Taking at least one Test in School Year- 90%	
2.9	A-G Rate: Dataquest	2022-23 Graduates meeting UC/CSU A-G requirements- 65.7%			2025-26 Graduates meeting UC/CSU A-G requirements- 68%	
2.10	D/F Rates Semester 1: WUHSD data	2022-23 D/F during Semester 1- 11.7%			2025-26 D/F during Semester 1- 10%	
2.11	D/F Rates Semester 2: WUHSD data	2022-23 D/F during Semester 2- 11.4%			2025-26 D/F during Semester 2- 9%	
2.12	On-Target for Graduation Rate	2022-23			2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Semester 1: WUHSD data	On-Target for Graduation Rate for Semester 1- 90.7%			On-Target for Graduation Rate for Semester 1- 94% or higher	
2.13	On-Target for Graduation Rate Semester 2: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 2- 92%			2025-26 On-Target for Graduation Rate for Semester 2- 94% or higher	
2.14	EL Reclassification Rate: Dataquest	2022-23 EL Reclassification Rate- 11.7%			2025-26 EL Reclassification Rate- 16%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Textbooks & Instructional Materials	WUHSD purchases textbooks & Instructional Materials for our base school program (Lottery funds for IMRFP).	\$1,500,000.00	No
2.2	Technological Teacher Support Tools	Technological Teacher Support Tools for teachers to maintain student and textbook records (e.g., SEIS Special Ed System, Destiny Textbook Manager, etc.).	\$59,000.00	No
2.3	Summer School	Provide additional sections of summer school classes and support staff that are targeted for EL, Foster Youth, Economically Disadvantaged students at all sites to ensure that academic proficiency and credit attainment are at expected levels. The summer school master schedules are first developed with the needs of English Learners, Foster Youth and Economically Disadvantaged students in mind. Unduplicated students often find themselves behind on credits because of the stressors in their lives, and a summer school program that is designed with their needs in mind helps them get caught up on their credits and prepares them for college and career.	\$190,000.00	Yes
2.4	After-School and Parallel Sections	After-School courses to support English Learners, Foster Youth and Economically Disadvantaged students in credit recovery along with parallel support in English and math classes to ensure success the first time in the course. We have found that our English Learners, Foster Youth and Economically Disadvantaged students tend to struggle more in our most demanding and rigorous courses, that is why these students are targeted for the after-school and parallel/support classes. Unduplicated students often find themselves behind on credits because of the stressors in their lives, and the after-school and parallel sections that is designed with their needs in mind helps them get caught up on their credits and prepares them	\$202,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for college and career. Each site will make individual decisions about how many, if any, sections they will choose to offer after school each year.		
2.5	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	Additional sections at each site provide credit recovery and parallel academic sections, language development and academic proficiency, as well as socio-emotional support for unduplicated students. They are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks in order to keep students on track to graduate with their class. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for high-risk unduplicated students during the ninth grade year. We have found that these intervention sections ease the transition for the unduplicated and EL students, lowers the dropout rates, connects students to school, results in students wanting to come to school, thus improving the attendance rates so students can learn. WUHSD also provides additional sections for SDAIE and ELD in order to support EL and LTEL students' language development and success. Parallel Academic Language Development (ALD) courses assist unduplicated students in mastering the English language and gaining proficiency in academic coursework, along with gaining organizational skills.	\$18,036,560.00	Yes
2.6	Open Media Center	Open Media Center during the evening so English Learners, Foster Youth and Economically Disadvantaged students can access technology, resources, and tutoring services. Staffed with a full-time computer lab assistant to monitor the media center and provide computer assistance to students at their schools in case they don't have access in their homes. The goal is to provide tutoring and targeted academic assistance in the media centers after school, using certificated, classified, outside tutoring services, college and high school tutors to assist students. The full-time computer lab assistant in the Media Center also monitors the location of the tutoring in the classrooms during the day using college tutors.	\$947,247.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Technology	<p>Technology: As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying furniture will ensure students have access to all forms of content and that they are fully prepared for college and career.</p> <p>Technological services and programs to engage students and provide them with additional support and access to the content (e.g., Turn-it-In and other content/platform providers). Implementation of online course provider for on-site credit recovery program for at-risk students, Cyber High and Apex Learning.</p>	\$175,000.00	No
2.8	Support and Training of Academic Mentors	<p>Academic Mentors support teachers in the classroom to ensure English Learners, Foster Youth and Economically Disadvantaged students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge of the requisite skills and demeanor needed to maximize learning when supporting English Learners, Foster Youth and Economically Disadvantaged students in the classroom.</p> <p>The use of Academic Mentors has proven to be highly effective, not only from the surveys of English Learners, LTELs, Foster Youth and Economically Disadvantaged students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational, engagement, and academic gains on the part of our students.</p>	\$32,417.00	Yes
2.9	College and Career Pathways	<p>College and Career Pathways: In order to engage English Learners, Foster Youth and Economically Disadvantaged students in their current educational pursuit and prepare them for college and career readiness. Interaction with potential careers is done through a variety of methods,</p>	\$943,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>including CCGI, hands-on experiences, or course sequences. Support of English Learners, Foster Youth and Economically Disadvantaged students in these different exploratory experiences varies from clerk positions, additional tutoring, and assignments in career exploration programs.</p> <p>CTE Pathways are expanded on the sites with the support of ROP and various staff members that facilitate exploration and completion of pathways for English Learners, Foster Youth and Economically Disadvantaged students. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state with the goal of enrollment in a four-year college upon graduation (CHS, LS, WHS). Finally, supporting students with their FAFSA documents has become a significant endeavor for our counselors, and we plan to use the CCGI program once we are online with their program. Unduplicated students need support as they learn about and access college and career information because they often have language, organizational, or social-emotional barriers that preclude success in these areas.</p>		
2.10	Visual and Performing Arts Lead	The district Visual and Performing Arts (VAPA) Lead engages English Learners, Foster Youth and Economically Disadvantaged students with the Visual and Performing Arts Programs by enhancing and aligning current VAPA offerings and by expanding support to these students. Outreach to the community continues through the development and maintenance of a district VAPA website and articulation with middle schools and community groups. Our goal is to support English Learners, Foster Youth and Economically Disadvantaged because they are not as well-versed in the VAPA fields as other students, so our VAPA lead will help bring the arts to these students. The VAPA Lead is a teacher on special assignment who teaches for three periods (plus a prep period) at one of the school sites but is granted two periods of release to support VAPA at all school sites.	\$42,000.00	Yes
2.11	Ed. Tech. Help Desk Staff	WUHSD utilizes an Ed. Tech. Help Desk staff member to support the seamless integration of technology and curriculum needs of English	\$126,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners, Foster Youth and Economically Disadvantaged students and the staff that supports these students since students have one-to-one devices and instructional apps and programs. We have found that unduplicated students have additional challenges with some of the educational technology, so the Help Desk will support our English Learners, Foster Youth and Economically Disadvantaged students and their teachers.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>ASSESSMENT AND ACCOUNTABILITY</p> <p>Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of Best Practices so that students learn challenging content and student performance is increased.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none">• The school effectively uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data.• Teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student.• Each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards.• The assessment of student achievement in relation to standards drives the schools' program, its regular evaluation and improvement, and the allocation and usage of resources.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed several years ago by WUHSD because we understand the benefit of staff collaboration around assessment, as it is the cornerstone of our professional learning and accountability programs. We know that when teachers give common assessments, then analyze and disaggregate the data that they can make adjustments to their instruction which will enable students to learn the content at high levels. Our assessment and accountability system entails four district common assessments and four site common assessments that teachers analyze and then share Best Practices. We know that when teachers analyze data and share their successes and their struggles that they learn from each other and then instruction improves. All of our work is grounded in the state standards, which prepares our

students to perform well on state standardized assessments, allows them to become well-prepared for life after high school, and enables them to maximize their human potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic Conditions at School: SARC/Williams Reports: WUHSD data	<p>2022-23</p> <ul style="list-style-type: none"> 99% Average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. <p>2021-22</p> <p>Teacher sections Misassigned (Dataquest) - 12.4</p> <p>2022-23</p> <p>100% access to textbooks in all core courses for all students</p>			<p>2025-26</p> <ul style="list-style-type: none"> 100% average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. <p>2024-25</p> <p>Teacher sections Misassigned (Dataquest)- 0</p> <p>2025-26</p> <p>100% access to textbooks in all core courses for all students</p>	
3.2	Priority 4: Academic Achievement: English	2022-23			2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner Progress: Dataquest	38.7% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard			45% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard	
3.3	<p>Priority 4: Academic Achievement</p> <p>Academic Indicator Grade 11 SBAC- DF3 (Met Standard): Dataquest</p> <p>ELA- Points above level 3 (Met Standard): Dataquest</p> <p>Math- Points below level 3 (Met Standard): Dataquest</p> <p>CAST- % Met or Exceeded Standards: Dataquest</p>	<p>2022-23 SBAC DFS (Met Standard)</p> <p>ELA: All Students- 26.9 pts above stnd SED- 16 pts above stnd Foster Youth- 84.2 pts below stnd English Learners- 63.8 pts below stnd Homeless- 43.1 pts below stnd SWD- 84.2 pts below stnd Hispanic- 22.2 pts above stnd</p>			<p>2025-26 SBAC DFS (Met Standard)</p> <p>ELA: All Students- 33 pts above stnd SED- 22 pts above stnd Foster Youth- 78 pts below stnd English Learners- 58 pts below stnd Homeless- 37 pts below stnd SWD- 78 pts below stnd Hispanic- 28 pts above stnd</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met Level 4= Standard Exceeded	Math: All Students- 65.9 pts below stnd SED- 78.1 pts below stnd Foster Youth- 194.9 pts below stnd English Learners- 150.4 pts below stnd Homeless- 141.6 pts below stnd SWD- 182.5 pts below stnd CAST: All Students- 30.3% Met/Exceeded stnd SED- 26.5% Met/Exceeded stnd Foster Youth- 7.7% Met/Exceeded stnd English Learners- 0.8% Met/Exceeded stnd			Math: All Students- 60 pts below stnd SED- 72 pts below stnd Foster Youth- 189 pts below stnd English Learners- 144 pts below stnd Homeless- 137 pts below stnd SWD- 177 pts below stnd CAST: All Students- 36% Met/Exceeded stnd SED- 33% Met/Exceeded stnd Foster Youth- 13% Met/Exceeded stnd	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Learners- 5% Met/Exceeded stnd	
3.4	SBAC Participation Rate: Dataquest	2022-23 Participation Rate for ELA- 97% Participation Rate for Math- 96%			2025-26 Participation Rate for ELA- 95% or higher Participation Rate for Math- 95% or higher	
3.5	Priority 7: College/Career Indicator (A-G, CTE, SBAC, and AP classes): Dataquest and College Board AP Participation Rate: College Board	2022-23 Unique Students Taking at least one AP Class in School Year- 26% AP Students Taking at least one Test in School Year- 87%			2025-26 Unique Students Taking at least one AP Class in School Year- 30% AP Students Taking at least one Test in School Year- 90%	
3.6	AP Pass Rate: College Board	2022-23 AP Pass Rate- 51%			2025-26 AP Pass Rate- 54%	
3.7	EAP College-Ready: Dataquest	2022-23 EAP College Ready ELA- 62%			2025-26 EAP College Ready ELA- 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EAP College Ready Math- 31%			EAP College Ready Math- 36%	
3.8	D/F Rates Sem 1: WUHSD data	2022-23 D/F during Semester 1- 11.7%			2025-26 D/F during Semester 1- 10%	
3.9	D/F Rates Sem 2: WUHSD data	2022-23 D/F during Semester 2- 11.4%			2025-26 D/F during Semester 2- 9%	
3.10	On-Target for Graduation Sem 1: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 1- 90.7%			2025-26 On-Target for Graduation Rate for Semester 1- 94% or higher	
3.11	On-Target for Graduation Sem 2: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 2- 92%			2025-26 On-Target for Graduation Rate for Semester 2- 94% or higher	
3.12	SBAC ELA Proficiency Rates: Dataquest	2022-23 SBAC ELA Proficiency Rate- 62% (Met and Exceeded Standard) ELA-			2025-26 SBAC ELA Proficiency Rate- 65% (Met and Exceeded Standard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Econ Disad- 58% Met/Exceeded Foster Youth- 31% Met/Exceeded English Learners- 10% Met/Exceeded			ELA- Socio-Econ Disad- 61% Met/Exceeded Foster Youth- 33% Met/Exceeded English Learners- 12% Met/Exceeded	
3.13	SBAC Math Proficiency Rate: Dataquest	2022-23 SBAC MATH Proficiency Rate- 31% (Met or Exceeded Standard) Math- Socio-Econ Disad-27% Met/Exceeded Foster Youth- 15% Met/Exceeded English Learners- 1% Met/Exceeded			2025-26 SBAC MATH Proficiency Rate- 36% (Met or Exceeded Standard) Math- Socio-Econ Disad- 32% Met/Exceeded Foster Youth- 18% Met/Exceeded English Learners- 3% Met/Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	PSAT Participation Rate: College Board	2022-23 District-wide participation rate: All Students- 27% SED- 22% Foster Youth- 0.3% English Learners- 3%			2025-26 District-wide participation rate: All Students- 30% Socio-Econ Disad- 25% Foster Youth- 0.5% English Learners- 6%	
3.15	College/Career Indicator: Dataquest	2022-23 CCI Percent Prepared All Students- 51.9% SED- 48.9%% Foster Youth- 16.7% English Learners- 23.3% Hispanic- 50.5% Homeless- 29.7% SWD- 21.5%			2025-26 CCI Percent Prepared All Students- 56% SED- 53% Foster Youth- 21% English Learners- 27% Hispanic- 55% Homeless- 34% SWD- 26%	
3.16	Priority 8- Other Pupil Outcomes:	2022-23			2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Seal of Biliteracy: Dataquest	Percent of Students who received the State Seal of Biliteracy- 15.1%			Percent of Students who received the State Seal of Biliteracy- 17.1%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Common Assessments and Collaboration and Analysis	Whittier Union provides interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of English Learners, Foster Youth and Economically Disadvantaged students, ensuring that they are college and career ready when they graduate from WUHSD. An emphasis on instructional strategies that support unduplicated students (based on the	\$1,346,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>data from the common assessments) in the area of language development, organizational strategies, college and career awareness, and social/emotional support will better prepare them for academic success. Collectively, Whittier Union teachers utilize other sources of data, research, and information to inform the collaborative analysis of common assessment results and discussion of practice in order to improve student learning. Within WUHSD, we strongly believe that collaboration is the reason for unduplicated students' continued academic growth, with change driven through the use of common assessments as a tool for improvement. Common assessments are a tool that defines content covered during a certain period, as well as a tool to dive deep into student performance and guide dialogue directed to overcoming barriers to English Learners, Foster Youth and Economically Disadvantaged student learning. They are also a tool for the sharing of best instructional and curricular practices between our teachers when it instructing our unduplicated students.</p> <p>WUHSD supports the facilitation, collaboration, and analysis of common assessment data as our interdependent teams continuously support strong student achievement for English Learners, Foster Youth and Economically Disadvantaged students. The goal is to ensure that they are college and career ready when they graduate from Whittier Union. This is done through the Director of Professional Learning with nine coaches, who are teachers that receive additional monthly hours to prepare, who facilitate course-alike teams throughout the year. The Director of Professional Learning trains the Curriculum and Assessment Coaches to engage teachers in conversations about curriculum, assessments, instruction, and other supports that assist unduplicated students with their college an career goals because they have unique needs. These needs include language development, organizational support, and social-emotional support.</p> <p>Teams are also able to come in to develop and analyze site common assessments, along with plan strategies, routines, and lesson if the time is approved by their site administrator. The increased use of time to collaborate with one's own has demonstrated improved student</p>		

Action #	Title	Description	Total Funds	Contributing
		achievement for English Learners, Foster Youth and Economically Disadvantaged students because the course-alike teams focus on instructional strategies that support unduplicated students.		
3.2	Intervention Specialist Release Periods	The Intervention Specialist is a teacher who has one release period to analyze data and provide support and information to personnel on the site to ensure that English Learners, Foster Youth and Economically Disadvantaged students are provided with additional time and support/tutoring to achieve academic success. These intervention specialists work primarily with unduplicated students because these students need support so they can be college and career ready.	\$380,213.00	Yes
3.3	Course Leads Provide Leadership at Sites and During District Meetings	Course Leads: 126 Course Leads, who, at each site, provide leadership and facilitate the development of the course-alike team at the sites as well as during district meetings; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that English Learners, Foster Youth and Economically Disadvantaged student groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for unduplicated students, working with teachers and staff to identify their unduplicated students in need of intervention, ensuring that all students not only master the content, but move on to the most rigorous course of study and graduate on time. The course leads support other teachers as they contemplate the needs of unduplicated students, who often have specific needs such as language development, organizational support, college and career readiness, and social-emotional support.	\$519,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	College Readiness for Unduplicated Students	Whittier Union prepares all students for the option of attending college after completing high school by taking the PSAT and as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Whittier Union supports these students with additional materials specifically designed to prepare for AP tests when students lack the background experiences that are often capitalized upon on these forms of standardized exams. Due to the fact that the UC/CSU no longer require the PSAT/SAT/ACT, we have made the PSAT optional (but still free) for students who wish to take it. Standardized assessments continue to be necessary for our students, so WUHSD will continue to support students as needed.	\$210,962.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH</p> <p>Provide a comprehensive system of support services to facilitate student success, both academically and personally.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none">• The school leadership employs a wide range of strategies to encourage parental and community involvement, especially in the teaching/learning process• The school is a safe, clean, and orderly place that nurtures learning and maintains a culture characterized by trust, professionalism, and high expectations for all students• All students have access to a system of personal and equitable support and intervention services, activities, and opportunities at the school and within the community to help ensure school, college, and career success• The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

WUHSD has developed a robust and comprehensive system of support for students that includes counselors, intervention staff, parents, student mentors, support personnel, and various other programs that assist all students, especially students who may face barriers to their success. WUHSD's commitment is to maintain immaculate facilities, top-notch staff, and numerous support systems that allow all students to experience connectedness and success at school, as well as in their life after high school. We believe that providing timely interventions and exciting co-curricular activities for students will help them to become well-prepared and well-rounded. We also believe that we must give our site administrators, teachers, and staff the tools they need to support students to the fullest extent possible so students can maximize their human potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 2: Implementation of State Standards: WUHSD data	2022-23 <ul style="list-style-type: none"> 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 10.5 days of professional learning Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 95%			2025-26 <ul style="list-style-type: none"> 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 12 days of professional learning Professional Learning: Percentage of Teachers by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School Participating in Summer and District Best Practices- 98%	
4.2	<p>Priority 4: Academic Achievement</p> <p>Academic Indicator Grade 11 SBAC- DF3 (Met Standard): Dataquest</p> <p>ELA- Points above level 3 (Met Standard): Dataquest</p> <p>Math- Points below level 3 (Met Standard): Dataquest</p> <p>CAST- % Met or Exceeded Standards: Dataquest</p> <p>Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met</p>	<p>2022-23</p> <p>SBAC DFS (Met Standard)</p> <p>ELA: All Students- 26.9 pts above stnd</p> <p>SED- 16 pts above stnd</p> <p>Foster Youth- 84.2 pts below stnd</p> <p>English Learners- 63.8 pts below stnd</p> <p>Homeless- 43.1 pts below stnd</p> <p>SWD- 84.2 pts below stnd</p> <p>Hispanic- 22.2 pts above stnd</p> <p>Math: All Students- 65.9 pts below stnd</p>			<p>2025-26</p> <p>SBAC DFS (Met Standard)</p> <p>ELA: All Students- 33 pts above stnd</p> <p>SED- 22 pts above stnd</p> <p>Foster Youth- 78 pts below stnd</p> <p>English Learners- 58 pts below stnd</p> <p>Homeless- 37 pts below stnd</p> <p>SWD- 78 pts below stnd</p> <p>Hispanic- 28 pts above stnd</p> <p>Math:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Level 4= Standard Exceeded	<p>SED- 78.1 pts below stnd</p> <p>Foster Youth- 194.9 pts below stnd</p> <p>English Learners- 150.4 pts below stnd</p> <p>Homeless- 141.6 pts below stnd</p> <p>SWD- 182.5 pts below stnd</p> <p>CAST: All Students- 30.3% Met/Exceeded stnd</p> <p>SED- 26.5% Met/Exceeded stnd</p> <p>Foster Youth- 7.7% Met/Exceeded stnd</p> <p>English Learners- 0.8% Met/ Exceeded stnd</p>			<p>All Students- 60 pts below stnd</p> <p>SED- 72 pts below stnd</p> <p>Foster Youth- 189 pts below stnd</p> <p>English Learners- 144 pts below stnd</p> <p>Homeless- 137 pts below stnd</p> <p>SWD- 177 pts below stnd</p> <p>CAST: All Students- 36% Met/Exceeded stnd</p> <p>SED- 33% Met/Exceeded stnd</p> <p>Foster Youth- 13% Met/Exceeded stnd</p> <p>English Learners- 5% Met/Exceeded stnds</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Priority 4: Academic Achievement: English Learner Progress: Dataquest	<p>2022-23</p> <p>38.7% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard</p>			<p>2025-26</p> <p>45% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard</p>	
4.4	<p>Priority 3: Parent Participation: Survey of Parents Attending Events and Decision-Making: WUHSD data</p> <p>Parents assist with decision-making during our LCAP Taskforce, so their attendance and feedback will be recorded: WUHSD data</p> <p>This is one of two parent participation data points.</p>	<p>2023-24</p> <p>WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. There were 1,672 responses (more than triple the prior year) to the annual Parent Survey. 89% of parents (regarding their children), students and staff feel that they are safe on their campus. Over 90% of parents (regarding their children), students, and staff feel accepted/connected/respected at their school site.</p>			<p>2026-27</p> <p>1,750 responses to the annual Parent Survey. Maintain a rate of 90% or more of parents, students and staff who feel safe on their campus. Maintain a rate of 90% or more of parents, students, and staff feel accepted/connected/respected at their school site.</p> <p>Parents attend our LCAP Advisory meetings and their attendance and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents have attended our LCAP Advisory meetings and their attendance and feedback has been recorded in each site's meeting notes. We did not capture the numbers this year, but we plan to capture parent attendance rates during the 2024-25 school year and beyond.			feedback will be recorded in each site's meeting notes. Parent attendance rates will be captured during this three year cycle. The goal will be to engage 300 unique parents in the LCAP Advisory process per year across the district.	
4.5	Priority 5: Student Engagement: Graduation Rate: Dataquest	<p>2022-23</p> <p>Graduation Rate was 96.8% at the comprehensive high schools</p> <p>SED- 90% grad rate</p> <p>Foster Youth- 84.2% grad rate</p> <p>English Learners- 78.4% grad rate</p> <p>Homeless- 79.6% grad rate</p>			<p>2025-26</p> <p>Graduation Rate- no less than 96% at the comprehensive high schools because this is in our Board policy</p> <p>SED- 95% grad rate</p> <p>Foster Youth- 89% grad rate</p> <p>English Learners- 83% grad rate</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DASS Schools Graduation Rates			Homeless- 85% grad rate	
		FHS: All Students- 51.1 grad rate			DASS Schools Graduation Rates	
		Hispanic- 52.7% grad rate			FHS: All Students- 56% grad rate	
		SED- 51.1% grad rate			Hispanic- 58% grad rate	
		Foster Youth- 71.4% grad rate			SED- 56% grad rate	
		English Learners- 44.1% grad rate			Foster Youth- 76% grad rate	
		Homeless- 48.5% grad rate			English Learners- 49% grad rate	
		SWD- 45.8% grad rate			Homeless- 54% grad rate	
		SVHS: All Students- 67.7% grad rate			SWD- 51% grad rate	
		Hispanic- 67.1% grad rate			SVHS: All Students- 73% grad rate	
		Homeless- 60.3% grad rate				
		SED- 67% grad rate				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- N/A English Learners- 65.7% grad rate District-wide- 90.8% grad rate			Hispanic- 72% grad rate Homeless- 65% grad rate SED- 72% grad rate Foster Youth- 68% grad rate English Learners- 71% grad rate District-wide goal 93% grad rate	
4.6	Priority 5: Student Engagement: Chronic Absenteeism: Dataquest	2022-23 Chronic Absenteeism Rate- 25.5%			2025-26 Chronic Absenteeism Rate- 22%	
4.7	Priority 6: School Climate: Suspension: Dataquest	2022-23 Suspended at least 1 day All Students- 5% susp rate Foster Youth- 21% susp rate			2025-26 Suspended at least 1 day All Students- 3% susp rate Foster Youth- 16% susp rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners- 7.5% susp rate African American- 12.3% susp rate SWD- 8.1% susp rate Homeless- 8.8% susp rate SED- 5.7% susp rate Hispanic- 5% susp rate			English Learners- 4% susp rate African American- 7% susp rate SWD- 4% susp rate Homeless- 6% susp rate SED- 4% susp rate Hispanic- 3% susp rate	
4.8	Cohort Dropout Rate: Dataquest	2022-23 Dropout rate- 2.1%			2025-26 Dropout rate- 1.8%	
4.9	Student Attendance Rates: WUHSD Data	2022-23 Student attendance rates at the comprehensive high schools- 93.8% SED- 93.3% Foster Youth- 90.7% English Learners- 93.5%			2025-26 Student attendance rates at the comprehensive high schools- 95% SED- 95% Foster Youth- 92% English Learners- 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Alternate Education Sierra Vista- 87.8% Frontier- 88.6%			Alternate Education Sierra Vista- 90% Frontier- 90%	
4.10	Expulsion Rates: Dataquest	2022-23 Expulsion Rate- 0.40%			2025-26 Expulsion Rate- 0.20%	
4.11	On-Target for Graduation Rate Semester 1: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 1- 90.7%			2025-26 On-Target for Graduation Rate for Semester 1- 94% or higher	
4.12	On-Target for Graduation Rate Semester 2: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 2- 92%			2025-26 On-Target for Graduation Rate for Semester 2- 94% or higher	
4.13	Staff Morale (professional support)/Student Opinion Survey (school safety, academic support, etc.)/Parent Survey: WUHSD data	2023-24 Annual Surveys 2023-24 Staff Morale Survey- Over 95% of staff feel safe on campus. Over 90% feel accepted/connected/			2025-26 Annual Surveys 2025-26- Staff Morale Survey 100% participation rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>During these surveys, our staff, students and parents give us feedback about school climate and safety, and we incorporate their suggestions into our rules and policies.</p> <p>This is the second of two parent participation data points.</p>	<p>respected at their school site.</p> <p>2023-24 Parent Survey WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. There were 1,672 (triple the amount of the previous year) responses to the annual Parent Survey. Over 90% of parents (regarding their children), say their students feel accepted/connected/respected at their school site.</p> <p>89% of parents (regarding their children), feel that they are safe on their campus.</p> <p>2023-24 Student Survey- Over 89% of students feel safe on campus. Over 87% of</p>			<p>2025-26 Parent Survey 1,750 responses to the annual Parent Survey.</p> <p>2025-26- Student Survey 80% participation rate</p> <p>Maintain a rate of 90% or more of parents, students and staff who feel safe on their campus. Maintain a rate of 90% or more of parents, students, and staff feel accepted/connected/respected at their school site.</p> <p>Parents attend our LCAP Advisory meetings and their attendance and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students feel accepted/connected/respected at their school site.			feedback will be recorded.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the	With the use of additional S & C/TSF funds the Whittier Union High School District's Categorical Office assists all of the sites in providing services to English Learners, Economically Disadvantaged students, Foster Youth, and their families. The district's professional development team provided additional professional learning to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of unduplicated students and their families whose first language is not English (state mandated translation is provided with general funds, so	\$992,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	District Categorical Office	<p>other supports are provided), whose students are economically disadvantaged, or who are part of the foster care system. WUHSD provides food and child care during DELAC meetings to ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of unduplicated students throughout the district. The Categorical Office staff use various resources to support the community by developing relationships and encouraging participation with the educational partners of our unduplicated students who normally would not participate in the LCAP process. Staff provides child care when need, as well as coffee and snacks to encourage parents to attend LCAP meetings and give input to the sites about various topics. Although these three groups are not normally as engaged in the LCAP process, this support brings them into the process so their voices can be heard and their children can achieve at the same level as other students. WUHSD engages parents through the use of communication tools in their native language to advise of attendance and other administrative announcements, as well as communication from the teaching staff. Whittier Union uses S & C/TSF funds to employ staff who provide additional layers of support to parents throughout the school year that we would not be able to provide if we did not have these funds. We go beyond what is required because S & C/TSF funds allow us to do so.</p>		
4.2	Experiences, monitoring, supplies, and behavioral support for unduplicated students through the Horizon's Office and the student support office at each comprehensive high school.	<p>Whittier Union funds Horizon's Office at each comprehensive high school site with a site Director, Assistant, and Specialist providing services to English Learners and facilitating their progress. Services provided out of this office for students and families include additional college field trips (including overnight trips) and monthly parent workshops that go above and beyond the standard high school experience. Other services provided out of this office for staff include additional professional learning and conferences to include their proficiency in working with English Learners. Books (college texts and other academic material) and supplies are offered to unduplicated students. Extra-curricular excursions, progress monitoring, behavioral support that promotes school safety and alleviates suspensions are meant to help students with their transition to high school as well as support them on a daily basis throughout their high school tenure. Various</p>	\$2,943,405.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students support programs assist students as they navigate the challenges of high school.</p> <p>Staff works to ensure that there are an above and beyond amount of support during ELAC meetings, such as refreshments and child care for the parents of young children, in order to ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners and other unduplicated students throughout the school. Using S & C/TSF funds Whittier Union provides additional training per parent requests for more parent education and involvement at the DELAC and the LCAP Taskforce, increased opportunities for parent workshops, open houses and parent mentoring of one another. Students who are in the Very Low/Red category for the ELPI are at California and La Serna High Schools and the goal is to have them reach at least 45% of English Learners making progress toward English language proficiency by 2025-26.</p>		
4.3	Additional Intervention Counselors	WUHSD provides Intervention Counselors at the school sites to address the needs of unduplicated students. These counselors monitor and facilitate students' progress, ensure that all of their academic credits have been posted to their transcript, coordinate all of their social and emotional supports, and ensure that their needs are met both in and out of school.	\$859,412.00	Yes
4.4	Bus for English Learners	Whittier Union provides a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district. This gives them access to an appropriate education that provides the language support they need to be successful.	\$368,362.00	Yes
4.5	Student Well-Being Program Provides School Counselors/Social Workers to Provide	WUHSD utilizes the skills and knowledge of counselor and social workers as part of the Student Well-Being (SWB) Program that supports the Social Emotional Learning (SEL) and academic support for unduplicated students throughout the district. Additionally, professional learning will be continually provided for the crisis team and other personnel throughout the	\$5,296,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
	SEL and Academic Support for Unduplicated Students	<p>district to ensure that students are provided with a strong safety net, regardless of the issues or situations they may be facing, but especially for the needs of our unduplicated students because their needs tend to be more exacerbated than our students who are not unduplicated. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas.</p> <p>Additionally, threat assessments are administered (internal and external with a contracted service providers when needed) to ensure a safe and secure environment for learning. Special counseling and advocacy services are provided to unduplicated students, as these counselors/licensed clinical social workers collaborate with traditional academic counselors to monitor credits and graduation requirements. Specific training is provided to the social work interns who are assigned to each of the comprehensive high schools to work with unduplicated students to ensure that they have a smooth and effective educational experience.</p>		
4.6	School nurses	WUHSD maintains three school nurses to better serve our students' health needs. Students who are not Economically Disadvantaged may not need the additional support that these students need because they have private insurance, but we have committed to meeting the medical needs of our Economically Disadvantaged students.	\$513,510.00	No
4.7	Attendance Caller	The Attendance Caller at Santa Fe High School's job is to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education with a live person from the site. English Learners and their families may not have strong communication skills in English, so we want to ensure that they fully understand the importance of strong attendance and how it affects students' college and career trajectories.	\$62,454.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Elective sections of Ethnic Studies classes	Ethnic Studies is currently an elective (it will become a graduation requirement in two years) so the sections will first be offered to English Learners, Foster Youth, and Economically Disadvantaged students throughout the district in order to first serve the unduplicated students who want to take the course as an elective class. This course will facilitate unduplicated students' understanding of the benefits and contributions that people from various underserved backgrounds have made in the United States since the inception of this nation. The teachers of this course have been trained to emphasize language development support, organizational support, college and career awareness, and social-emotional support because unduplicated students often have needs in these areas.	\$300,214.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
5	<p>By June 2025, Frontier High School will improve student outcomes in the following areas:</p> <p>Graduation rate: All Students will increase from 51.1% to 56% EL will increase from 44.1% to 49% Hispanic will increase from 52.7% to 58% Homeless will increase from 48.5% to 54% SED will increase from 51.1% to 56% SWD will increase 45.8% to 51%</p> <p>Suspension rate: All students will decrease from 11.3% to 6% EL will decrease from 12% to 7% Hispanic will decrease from 11.5% to 7% Homeless will decrease from 16.2% to 11% SED will decrease from 12.5% to 8% White will decrease from 12.9% to 8%</p> <p>ELA achievement: All students will increase from 164 below standard to 154 below standard. Hispanic will increase from 162 below standard to 156 below standard SED will increase from 156.1 below standard to 150 below standard</p> <p>College-Career Indicator: All students will increase from 0.6% prepared to 1% prepared EL will increase from 0% prepared to 1% prepared Hispanic will increase from 0.6% prepared to 1% prepared Homeless will increase from 0% prepared to 1% prepared SED will increase from 0.6% prepared to 1% prepared SWD will increase from 0% prepared to 1% prepared</p> <p>By June 2025, Sierra Vista High School will improve student outcomes in the following areas:</p> <p>Graduation rate: All students will increase from 67.7% to 73% Hispanic will increase from 67.1 to 72% Homeless will increase from 60.3% to 65% SED will increase from 67% to 72%</p>	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	<p>College-Career Indicator: All students will increase from 9.9% prepared to 13% prepared EL will increase from 0% prepared to 3% prepared Hispanic will increase from 8.6% prepared to 12% prepared Homeless will increase from 3.4% prepared to 7% prepared SED will increase from 8.9% prepared to 12% prepared</p> <p>Frontier and Sierra Vista High Schools are the only two schools in the district that meet the requirements for the Equity Multiplier Grant with non-stability rates of at least 25% and at least 70% of their student populations qualifying as socio-economically disadvantaged.</p>	

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Due to the fact that Frontier and Sierra Vista High Schools have a non-stability rate greater than 25% and more than 70% of their student population identified as socioeconomically disadvantaged these two schools qualified for the Equity Multiplier. Although these two schools have had some success in the past, there is still room for improvement. Both of these schools have to show growth in the area of Priority 5: Pupil Engagement, for the graduation rate. Frontier and Sierra Vista worked closely with the educational partners during the LCAP Taskforce and Advisory, as well as with the School Site Council, the ELAC, and the WASC committee to review their data and create the goal and the actions in Goal Five. They received input in the areas of support staff, technology, incentives/rewards and tutorial support because these were the most pressing needs. One of the strongest sentiments from the feedback from various educational partners was that there is a need to improve the graduation rate for all students while maintaining the need for high standards for each graduate. The following actions reflect this sentiment, as these are the tools that will help students meet Whittier Union's stringent graduation requirements. All actions in goal five supplement existing school activities and support because they are additional items, they do not supplant them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 4: Academic Achievement	2022-23			2025-26	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Academic Indicator Grade 11 SBAC- DF3 (Met Standard) and % Met/Exceeded Standard: Dataquest</p> <p>ELA- Points above level 3 (Met Standard)</p> <p>Math- Points below level 3 (Met Standard)</p> <p>CAST- Met or Exceeded Standards</p> <p>Level 1= Standard Not Met Level 2= Standard Nearly Met Level 3= Standard Met Level 4= Standard Exceeded</p>	<p>ELA- Points above level 3 (Met Standard)</p> <p>FHS: All Students- 160.4 pts below stnd</p> <p>Hispanic- 162 pts below stnd</p> <p>SED- 156.1 pts below stnd</p> <p>SVHS: All Students- 36.2 pts below stnd</p> <p>Math- Points below level 3 (Met Standard)</p> <p>FHS: All Students- 238 pts below stnd</p> <p>SVHS: All Students- 187.7 pts below stnd</p> <p>CAST- Met/Exceeded Standard</p>			<p>ELA- Points above level 3 (Met Standard)</p> <p>FHS: All Students- 154 pts below stnd</p> <p>Hispanic- 156 pts below stnd</p> <p>SED- 150 pts below stnd</p> <p>SVHS: All Students- 30 pts below stnd</p> <p>Math- Points below level 3 (Met Standard)</p> <p>FHS: All Students 232 pts below stnd</p> <p>SVHS: All Students 181 pts below stnd</p> <p>CAST- Met/Exceeded Standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FHS- 7% Met/Exceeded Standard SVHS- 14.4% Met/Exceeded Standard			FHS- 10% Met/Exceeded Standard SVHS- 17 Met/Exceeded Standard	
5.2	Priority 5: Student Engagement: Graduation Rate: Dataquest	2022-23 DASS Schools Graduation Rates FHS: All Students- 51.1 grad rate Hispanic- 52.7% grad rate SED- 51.1% grad rate Foster Youth- 71.4% grad rate English Learners- 44.1% grad rate Homeless- 48.5% grad rate SWD- 45.8% grad rate SVHS:			2025-26 DASS Schools Graduation Rates FHS: All Students- 56% grad rate Hispanic- 58% grad rate SED- 56% grad rate Foster Youth- 76% grad rate English Learners- 49% grad rate Homeless- 54% grad rate SWD- 51% grad rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students- 67.7% grad rate Hispanic- 67.1% grad rate Homeless- 60.3% grad rate SED- 67% grad rate Foster Youth- N/A English Learners- 65.7% grad rate			SVHS: All Students- 73% grad rate Hispanic- 72% grad rate Homeless- 65% grad rate SED- 72% grad rate Foster Youth- 71% grad rate English Learners- 68%	
5.3	Priority 6: School Climate: Suspension: Dataquest	2022-23 Suspended at least 1 day FHS: All Students- 11.3% susp rate English Learners- 12% susp rate Hispanic- 11.5% susp rate Homeless- 16.2% susp rate			2025-26 Suspended at least 1 day FHS: All Students- 6% susp rate English Learners- 7% susp rate Hispanic- 7% susp rate Homeless- 11% susp rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 12.5% susp rate White- 12.9% susp rate SVHS: All Students- 0.3% susp rate			SED- 8% susp rate White- 8% susp rate SVHS: All Students- 0.3% or lower susp rate	
5.4	Priority 7: College/Career Indicator: Dataquest	2022-23 CCI Percent Prepared FHS: All Students- 0.6% Prepared English Learners- 0% Prepared Hispanic- 0.6% Prepared Homeless- 0% Prepared SED- 0.6% Prepared SWD- 0% Prepared SVHS: All Students- 9.9%			2025-26 CCI Percent Prepared FHS: All Students- 1% Prepared English Learners- 1% Prepared Hispanic- 1% Prepared Homeless- 1% Prepared SED- 1% Prepared White- 1% Prepared SVHS: All Students- 13%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners- 0% Prepared Hispanic- 8.6% Prepared Homeless- 3.4% Prepared SED- 8.9% Prepared			English Learners- 3% Prepared Hispanic- 12% Prepared Homeless- 7% Prepared SED- 12% Prepared	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Additional Staff to Support Students	The educational partners at Frontier and Sierra Vista High Schools decided to hire new/additional counseling /behavioral support staff who will work with students to help them improve their behavior and attendance so they can increase their time inside the classroom. Additionally, staff will help students with their social/ emotional needs so they can maximize their time on campus, in class and on their academic endeavors.	\$400,000.00	No
5.2	Take home computers for students	Student will have access to take home Chromebooks, as opposed to computer lab devices that they cannot take home. There will be other equipment that support the take home Chromebooks that will ensure students have full access to the course content.	\$30,000.00	No
5.3	Additional Incentives and Rewards	Although students have had some rewards and incentives in the past, they will now have the opportunity to participate in various new/additional incentives that will be awarded to students for their academic and behavioral accomplishments. Students will participate in additional field trips and cultural experiences, including receiving certificates and medallions for various accomplishments that they did not have access to in the past.	\$10,000.00	No
5.4	Additional Support from Tutors	Students will receive more/additional support from tutors so they can access the course content and achieve academic success. FHS and SVHS have had success with the tutoring program, now they will receive additional support.	\$20,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$39,259,490.00	\$4,525,156.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.714%	0.000%	\$0.00	31.714%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Academic and career counseling, transition support and other services to students</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-</p>	WUHSD relies on its counselors to support our students because they have many special talents and/or needs and they need to have access to a system of personal support services, activities, and opportunities at the school, counseling services are proactive throughout the four years that a student is in Whittier Union. The services are primarily directed toward socio-economically disadvantaged, EL, and Foster Youth, beginning before a student even enters WUHSD, with counselors contacting middle schools to obtain	Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.

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	<p>wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who do not have sufficient finances, or personal or linguistic in home academic support that will help ensure school, college, and career success, Whittier Union has decided to hire additional counselors to bring the student to counselor ratio down so students get the personal attention they need so they graduate from high school and are college and career ready.</p> <p>Scope: LEA-wide</p>	<p>information regarding students' personal and home life that could potentially impact their academic success. Whittier Union collaborates with our middle schools to support incoming students in order to get results in a coordinated support network for students who face personal challenges, such as serious illness, accidents, divorce, death, or other major personal events that they may not be able to navigate because they don't have the resources to overcome because they don't have financial support, don't have a personal network, or because they don't have the linguistic skills to effectively manage these situations. Critical dialogue between high school and middle school support personnel ensures that unduplicated students who face personal challenges are immediately connected to adults on each campus in whom they can confide and trust to provide them with the personal support they need. Additionally, a review of cumulative records in the summer before ninth grade allows staff to identify students in need of additional support and care, making sure that no student falls through the cracks.</p> <p>Research has shown that transition-to-high-school programs can lower the dropout rates of ninth-grade students by up to 16%. We are proud that our Cohort Dropout Rate is far below that. Strong transition programs not only include peer-to-peer programs, but unduplicated students receive appropriate academic support to help ensure school, college, and career success. To safeguard that unduplicated students have access to a system of personal support services, activities, and opportunities at the school, counseling</p>	

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		services are proactive throughout the four years that a student is in Whittier Union. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
1.3	<p>Action: Reduce class sizes</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who do not have sufficient in home academic support that will help ensure school, college, and career success, Whittier Union has decided to reduce class sizes in order to meet our students' need for academic support and specialization so student get the personal attention they need so they graduate from high school and are college and career ready.</p> <p>Scope: LEA-wide</p>	The master schedules at the schools are created first with the needs of English Learners, Foster Youth, and economically disadvantaged students in mind. So we continue to reduce class sizes and increase course access for English Learners, Foster Youth, and economically disadvantaged students by increasing staffing by additional .5 students per FTE. Teachers use instructional strategies and support (language development strategies, organization strategies, social-emotional support strategies, etc.) so English Learners, Foster Youth, and economically disadvantaged students have access to honors and AP classes that they would not normally have access to if there were not extra sections with specialized training for the teachers and support staff. This ensures that the wide variety of Advanced Placement, and other advanced coursework, along with support courses that remained open at all sites. These courses are open to all students at the school and the demographics of the courses reflect the demographics of the school site, unlike the additional support courses mentioned elsewhere in the plan that are added with TSFG/S & C funds that primarily serve targeted students. This service ensures that targeted students (English Learners, Foster Youth, and economically disadvantaged students) are going to have access to courses that will enrich and stretch them. Often the focus is on	Our continued goal is to see improvements in the graduation rate. Other metrics will include AP participation rates and AP passing rates.

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		<p>developing the structures and providing the support for students to obtain mastery of the standards; however, we want to ensure that students receive that caring and gentle push throughout their high school career. Through the addition of smaller AP and honors courses, we are able to honor language diversity as an asset in AP Spanish Language for our English Learners and introduce other students to honors coursework for the first time. The analysis of data from eighth-grade assessment scores and dialogue through articulation begins the process to lift up students. Without the ability to tend to unduplicated students in a variety of classes with enrollments under 35 students, many unduplicated students would not have the opportunity to experience the more rigorous curricular options. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.</p>	
1.4	<p>Action: Teacher Professional Learning</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who have learning challenges with</p>	<p>Teacher Professional Learning during the Summer and Best Practices meetings (CCSS, NGSS, ELD strategies for ELs, integration of technology with content standards, assessment apps, organization strategies, and social-emotional support strategies, etc.) focus on the needs of our unduplicated students. Accordingly, support and training for Course Lead +1 from each site who attend content weeks during the summer for ELA, Math, Science, SS, and World Language regarding best teaching practices for English Learners, Foster Youth, and economically disadvantaged (for example: During English Week, summer professional learning has course tables for English 1, English 2, English 3, and English 4). This time allows for a few nuggets of new learning;</p>	<p>Our continued goal is to see improvements in the graduation rate. Another goal is to see an increase in staff participation in professional learning during the school year and during the summer. An additional metric will be the CCI.</p>

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	<p>language development, organization, and resources, Whittier Union has decided to provide professional learning that supports teachers continuous improvement in their instructional practices and interpersonal interactions with students and colleagues. Supplemental professional learning outside of the district is utilized for learning best instructional practices for teaching unduplicated students in all content areas.</p> <p>Scope: LEA-wide</p>	<p>one of which is always strategies for increasing the achievement of English Learners, economically disadvantaged students, and Foster Youth in the classroom and then the application of that new learning to the revision of common assessments and pacing guides, as well as the sharing of lessons and other means of applying the new knowledge in the classroom. And based on the needs assessment of our unduplicated students who have learning challenges with language development, organization, and resources, teachers will be trained to support these unique needs. Teachers (course lead + 1 from each site) also review unduplicated students' performance data on both internal and external assessments, refine common pacing guides and assessments, identify challenging topics, either due to language fluency, gaps in background knowledge, or other factors; and share targeted strategies to address these issues, in preparation for the upcoming school year. These teacher representatives then take the knowledge from these days to share with their colleagues at their sites.</p> <p>These assessments define the parameters of the curriculum on one hand, as well as identify areas of students' needs. Using the students' results on common assessments to spark dialogue among teachers regarding support for students, re-testing, and spiraling of questions has led to the consistent growth in multiple measures, including On-Target rates, Cohort Graduation rates, GPAs, as well as narrowing the gap between subgroups. Disaggregation of student results identifies concepts that students are not mastering. Together, teachers break down the learning</p>	

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		<p>process to identify where and why the unduplicated students are struggling, then how they can possibly teach it differently than before so they might understand it better. Strategies are shared, discussed, and developed to meet their needs. Resources are shared on the District's Google Drive or in a shared Google Classroom, allowing all teachers to both share and access resources. With this professional learning model, the continued growth of teachers and administrators leads to increased knowledge and consistent application of the curriculum across the district. Thus, the primary outcome of this model is the continued growth of teachers and students through the collective monitoring and shared accountability of student progress, the sharing of best instructional and curricular practices, and the focus on strategies that support unduplicated students, particularly those who are not meeting standards.</p> <p>Experienced district staff coordinate professional learning in a cohesive manner, providing timely and differentiated assistance and developing lateral networks of support between school sites; thus, raising expectations and support simultaneously. This is the same process that goes on throughout the year at Best Practices, only it is one course at a time at the district for one day analyzing the past quarterly assessment, examining the strengths and areas of needed growth displayed by the unduplicated students, looking forward to the next exam/quarter, and sharing what might be done to improve student learning in that time frame. Collaborative decisions are made regarding changes in past and future</p>	

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		<p>assessments, along with areas of focus for the group. Strategies for supporting unduplicated students are learned at outside conferences or workshops and are then shared with other teachers in the district. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.</p> <p>Note: This focus on improving outcomes for students who are often underperforming (English Learners, Foster Youth, and economically disadvantaged students) begins with looking at assessments. This is simply where WUHSD enters the cycle of improvement and the vantage point where we collaboratively drive change, but it is not our only stop.</p>	
1.6	<p>Action: Leadership Development for Course Leads, Department Chairs, and Administrators</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who have learning challenges and need Course Leads, Department Chairs, and</p>	<p>Leadership Development for Course Leads and Department Chairs on mentoring and coaching certificated staff and training to support effective teaching and learning, particularly for the unduplicated students who are underachieving. Collaboration is a non-negotiable in our district, yet, few teachers have the background or innate skills to adroitly lead their peers in true collaboration when a storm appears on the horizon or a shark appears in the waters. Leadership development work focuses on how to lead a group of your peers to look at disaggregated data and then use it to improve classroom instruction and student learning for unduplicated students, without making anyone feel uncomfortable. By focusing on the results of English Learners, Foster Youth, and economically disadvantaged students in comparison with other students on an assessment,</p>	<p>Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.</p>

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	<p>Administrators who know how to support their need for language development, organization, and resources Whittier Union has decided to train these staff to ensure they know how to support unduplicated students.</p> <p>Scope: LEA-wide</p>	<p>areas of needed growth come to the forefront so that those teachers with Best Practices in this area, or those whose students performed better than others, can share them with others. And based on the needs assessment of our unduplicated students who have learning challenges with language development, organization, and who may not have the financial resources to get at-home or other tutor support, teachers will be trained to support these unique needs.</p> <p>Through the development of these instructional leaders, colleagues are able to guide one another through this sensitive territory so that teachers are open to learning new practices from one another and trying new strategies in the classroom, facilitating the success of unduplicated students, regardless of their challenges. It is the personal leadership development in how to handle those difficult moments when sharing practices that allows all teachers to improve their pedagogy for the unduplicated student groups, positively promoting one another and not feeling tread upon when their results are not exemplary. Building individual, social, and decisional capital throughout the organization is critical for the academic success of English Learners, Foster Youth, and economically disadvantaged students.</p> <p>Pil and Leana (2009) found that horizontal ties, or the number and strength of ties within teams of teachers and the strength of those ties, had a significant impact on teacher ability and student performance. The Course Lead has a direct bearing on the health of the team's horizontal ties.</p>	

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		This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
1.7	<p>Action: Data Leads and Ed Tech Support Leads</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who have learning challenges and need Data Leads who can pull site-based data to support their need for language development, organization, and resources, Whittier Union has decided to hire Data Leads to pull data for our site administrators so they know how to support unduplicated students based on their academic as well as social-emotional needs. Also, Ed Tech Leads foster seamless integration of technology with the curriculum so teachers know how to best serve and support unduplicated students based on our needs assessment.</p> <p>Scope: LEA-wide</p>	Each Site has a Data Lead who receives additional hours each month. The role of the Data Lead is to monitor the effectiveness of the services and actions funded through LCFF Supplemental and Concentration Funds for English Learners, Foster Youth, and economically disadvantaged students. And based on the needs assessment of our unduplicated students who have learning challenges with language development, organization, and resources, data leads and ed tech support leads will provide staff with the data they need to support these unique needs so they can monitor and evaluate the continued provision of that service, or determine if that service needs to be modified in any way. Data Leads meet together three times each year to learn from one another and to ensure they are doing their job in the most effective and efficient manner possible. Before each of the three LCAP Taskforce meetings, a meeting with 12-15 stakeholders from each site focused on the evaluation of actions and services, Data Leads collect up-to-the-minute data on the site's actions and services that can be used to inform the dialogue on the day of the Taskforce, linking the data to a Google document so that longitudinal data can be explored throughout the day. The final meeting of the year includes discussions of site data and budgets, incorporating perspectives from different stakeholders so there is collaboration and buy-in.	Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.

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		<p>We have found that our English Learners, Foster Youth, and economically disadvantaged students struggle with educational technology because they don't have the resources to have their own technology in their home, they don't have the English language support at home to overcome the technical challenges, or they don't have consistent adult support to manage it, so the Ed Tech Leads support these students with the technical support to overcome these barriers. Teachers at each comprehensive high school receive a stipend to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further students' understanding and engagement. Some sites have their Ed Tech Leads supporting students with workshops on a variety of academic technology. While students know social media, they sometimes lack the knowledge necessary for academic technology. This is particularly true for unduplicated students who have limited interaction outside of school with technology. These students are at a disadvantage in regard to their keyboarding skills, their research ability, and other technological skills that are more academic in nature. The Ed Tech Leads are ready when teachers need these leads to assist them in their own classrooms. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.</p>	
2.3	<p>Action: Summer School</p> <p>Need:</p>	<p>The summer school master schedules are first developed with the needs of English Learners, Foster Youth, and economically disadvantaged students in mind. Whittier Union funds summer school sections that we want to keep small so as</p>	<p>Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates</p>

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	<p>The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who sometimes fail classes and fall behind on credits because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), Whittier Union has decided to provide additional sections of summer school classes that are targeted at EL, Foster Youth, and economically disadvantaged students at all sites to ensure that academic proficiency and credit attainment are at expected levels.</p> <p>Scope: LEA-wide</p>	<p>to provide a more nurturing welcome to high school for unduplicated students needing skill building (economically disadvantaged) or work on language proficiency (ELs). During the summer of 2023, the number of classes offered through TSF/S & C funds for economically disadvantaged, Foster Youth and EL students were added to our traditional Rio Hondo courses because we wanted to offer face-to-face courses in addition to their online courses. Additionally, we have continued to offer a higher number of sections that would benefit unduplicated students in order to meet their needs because we wanted to ensure equitable opportunities are available at all school sites. We are fortunate to have Rio Hondo (they replaced Mt. SAC, but there was no significant cost for this change) at all five sites to support our students' credit recovery and enrichment, providing unduplicated students with the ability to take even more courses throughout the upcoming school year. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.</p>	<p>per grade level and A-G completion rates.</p>
2.4	<p>Action: After-School and Parallel Sections</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically</p>	<p>English is typically offered second semester at some sites to those students who failed the first semester and English and Social Science is also typically offered at other sites to those students who got "D"/"F" during the first semester. Repeating the first semester before the second semester is completed ensures that students will end the year with the course and credits on target. The students will keep a slot in their schedule open for advanced coursework, or other preferences. Making up a "D"/"F" as soon as</p>	<p>Our continued goal is to see improvements in the graduation rate. An additional metric will be on-target for graduation rates per grade level.</p>

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	<p>Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who sometimes fail classes and fall behind on credits because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), or struggle in classes because of academic deficiencies and need parallel support, Whittier Union has decided to provide after school and parallel support that is targeted at EL, Foster Youth, and economically disadvantaged students at all sites to ensure that academic proficiency and credit attainment are at expected levels.</p> <p>Scope: LEA-wide</p>	<p>possible does not give students time to think that it is not possible and keeps them thinking positive thoughts about their future. In the past, there were other courses offered after school for credit recovery; however, a more strategic plan may have greater results in the long run. Parallel courses are run during the school day for math, as we have found that daily instruction was needed at the same time as the primary course to ensure passing both courses at the end of the semester, which has tremendously benefitted our unduplicated students. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.</p>	
2.5	<p>Action: Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth</p>	<p>In order for our unduplicated students to remain on track this action is critically important as students may be lacking different aspects of their background, from organizational skills, academic language, simple background knowledge, specific content knowledge, or how to read the textbook to gain this knowledge, just to name a few possibilities in the academic realm. We also know that some unduplicated students also need support in the social-emotional area because of the burden of poverty/other previously mentioned factors that can place on students. Although not all EL students face poverty, most of the EL students in WUHSD do face poverty. On the other hand, WU's EL students who do not face poverty will also benefit from additional support sections. With</p>	<p>Our continued goal is to see improvements in the graduation rate as well as their On-Target rates.</p>

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	<p>student group at 16.7%. And based on the needs assessment of our unduplicated students who struggle with language development, organization, resources and academic proficiency, Whittier Union has decided to provide additional sections, including SDAIE, ELD and ALD at each site so these students receive the support they need and do not fall behind in credits.</p> <p>Scope: LEA-wide</p>	<p>additional sections, some of these challenges can be addressed through relationships with caring adults and peer mentors who deliver a sound curriculum that is built on training that focuses on the needs of unduplicated students. Guided Study is a support program that serves primarily freshmen and sophomores (but other grades as well), providing continued intensive support and monitoring of students through interpersonal engagement, instruction in organizational skills, and time management, along with daily homework checks. Many of the unduplicated students come into high school with gaps in their background knowledge and lacking the study skills necessary for success in academic courses. The Guided Study teacher connects with all the other teachers that each student has throughout the day to ensure that they are on track with homework, class assignments, and tests so the students gain a solid foundation in their ninth and tenth-grade years. Then, by connecting with their Academic Mentor and Guided Studies teacher, unduplicated students have someone who can not only help them academically but also with other issues they face in their daily lives. Students see peers serving as Academic Mentors and they can visualize themselves being Academic Mentors in the future, supporting other targeted students in the classroom, ensuring those unduplicated students master academic content, as well as listening to any troubles they are having coming to school or other issues they are having in their lives.</p> <p>Other support courses for unduplicated and EL students who need ELD and ALD support as well as those who have passed Algebra 1- College</p>	

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		<p>Prep (with a low C) include Concepts of Geometry for various students. This course provides a bridge between Algebra and Geometry, giving students an additional year to gain a deeper mastery of the concepts of Algebra and prepare for Geometry the following year, putting them back on the A-G track. These smaller courses ensure students are ready not only to succeed in Geometry but also in Algebra 2 the following year. Other sections for unduplicated students who are struggling even more are parallel math courses for students in Algebra I. These cover the same concepts at the same time, but in a different way during another period of the day so the unduplicated students do not fail Algebra I, thus following Gusky's method for successful intervention. We have found that these sections of Guided Study, parallel Algebra 1, and other smaller support classes in the ninth grade ease the transition to high school for high-risk students, thus, lowering the dropout rates and connecting students to school. Parents are supportive of these interventions also, including bilingual Academic Mentors placed in ninth-grade Algebra I classes so their child can speak Spanish and feel even more comfortable in their new school. WUHSD does not experience the loss of students between eighth and ninth grade that research finds in many districts. For a high school district, with students coming in from five partner elementary school districts, the deliberate connections made in these courses help guarantee that students continue to come to school. Accordingly, unduplicated students want to come to school, because of their experience in school. Once at school, unduplicated students can then learn the content more deeply. This action is</p>	

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		being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
2.6	<p>Action: Open Media Center</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our unduplicated students who struggle with language development, organization, resources and quiet and well supplied locations with help from tutors to study and complete homework, Whittier Union has decided to provide open Media Centers at each site that have computer printers and ink that are available to unduplicated students who do not have access to resources at home to complete assignments.</p> <p>Scope: Schoolwide</p>	Because of these needed services for our unduplicated students, our Media Centers have extended their hours into the early evening. A supper program has been added at our high schools to support students staying late for tutoring. Depending on the campus, tutoring services are provided in the Media Center by either teachers, college students, the LEARN Program or peer mentors. This action is being provided on a schoolwide basis at our comprehensive schools to maximize the impact in increasing overall graduation rates for all students.	Our continued goal is to see improvements in the graduation rate.
2.8	<p>Action: Support and Training of Academic Mentors</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students,</p>	Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting English Learners, Foster Youth and Economically Disadvantaged students in the classroom. The use of Academic Mentors has proven to be highly	Our continued goal is to see improvements in the graduation rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our unduplicated students who do not have sufficient in home academic support that will help ensure school, college, and career success, Whittier Union has decided offer Academic Mentors to support teachers in the classroom to ensure English Learners, Foster Youth and Economically Disadvantaged students master academic content. These mentors need to be trained and supported so they know how to effectively support unduplicated students.</p> <p>Scope: Schoolwide</p>	<p>effective, not only from surveys of English Learners, Foster Youth and Economically Disadvantaged students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational and engagement results on the part of the student, along with academic gains. This action is being provided on a schoolwide basis to maximize the impact on all students in this area of specialization.</p>	
2.9	<p>Action: College and Career Pathways</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our unduplicated students who may not have knowledge of post high school options such as college career awareness because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), Whittier Union has decided to provide College and Career Pathways and training. WUHSD aspires to engage</p>	<p>Support of unduplicated students in these different exploratory experiences varies from clerks who provide administrative support and tutors who provide additional academic support. CTE Pathways are expanded on sites into academies, which by nature, have to first enroll economically disadvantaged, Foster Youth, and EL students, and with the support of ROP as well as College and Career readiness programs. Additionally, the UC Puente Program is supported on three sites to expose unduplicated students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal of enrollment in a four-year college upon graduation. This action is being provided on a schoolwide basis to maximize the impact in increasing overall graduation rates for all students.</p>	<p>Our continued goal is to see improvements in the graduation rate. An additional metric will be the CCI.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated students in their current educational pursuit and prepare them for College and Career paths, interaction with potential careers is done through a variety of methods (e.g. CCGI/other post-secondary programs, hands-on experiences, or course sequences in academies).</p> <p>Scope: Schoolwide</p>		
2.10	<p>Action: Visual and Performing Arts Lead</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who may not have knowledge or receive the benefits of a well-rounded education that includes participation in the visual and performing arts, Whittier Union has decided to provide one teacher with two release periods to work on the LCAP goals that are aligned with Arts for All Grant goals. Ed partners have identified a need to increase F credit / A-G opportunities for unduplicated students.</p>	<p>The VAPA Lead does this by facilitating the process to enhance and align current VAPA offerings and by expanding support to unduplicated students and teachers. The alignment of VAPA courses has led to increasing A-G approvals on courses with anticipated higher recruitments in the future. Articulation with middle schools and the community on art shows and webpages is designed to support more unduplicated students in gaining access to more VAPA courses at a higher level. One of our goals is to support English Learners, Foster Youth, and the Economically Disadvantaged because they are not as well-versed in the VAPA fields as other students because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), so our VAPA lead will help bring the arts to these students. Additionally, the Arts for All Plan includes goals to increase EL percentages within the different art courses, with different forums designed for teachers to share strategies for effectively reaching increasingly diverse demographics within each course. A release period was required to do community outreach and to access teachers and unduplicated</p>	<p>Our continued goal is to see improvements in the graduation rate. An additional metric will be A-G completion rate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students while they were still at various sites. Improving teaching strategies to engage EL students in art classes so that more that an increasing number of ELs are enrolled in VAPA courses. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
2.11	Action: Ed. Tech. Help Desk Staff Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who sometimes lack access to and an understanding of the proper use of educational technology, Whittier Union has decided to provide a staff member at the Ed Tech Help Desk to continue to support the seamless integration of technology with the curriculum since we are a one-to-one district so unduplicated students benefit from the use of technology. Scope: LEA-wide	The Ed Tech Help Desk will continue to support the seamless integration of technology with the curriculum now that we are a one-to-one district. They will support the continued use of online instructional apps and resources as our teachers continue to utilize and refine their knowledge and skills. Accordingly, the Help Desk will offer one-on-one assistance to teachers and staff that will support the classroom in order to further unduplicated students' understanding and engagement. We have found that unduplicated students have additional challenges with some of the educational technology, so the Help Desk will support our English Learners, Foster Youth, and Economically Disadvantaged students and their teachers. The Help Desk will also support students because while students know social media, they sometimes lack the knowledge necessary for academic technology. This is particularly true for many students with low socio-economic backgrounds because they have limited interaction outside of school with instructional technology. These students are at a disadvantage in regard to their keyboarding skills, their research ability, and other technological skills that are more academic in nature. The Ed Tech Help Desk is ready when teachers and students need classroom instruction or after-school support. This action is being provided on an LEA-Wide basis to maximize the	Our continued goal is to see improvements in the graduation rate. An additional metric will be CCI.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		impact in increasing overall graduation rates for all students.	
3.1	<p>Action: Common Assessments and Collaboration and Analysis</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who struggle with language development, organization, resources and academic proficiency, Whittier Union has decided to provide quarterly common and interim assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of unduplicated students, particularly the underperforming unduplicated students. These data give us insight into how to help students with these needs and gives us the forum to discuss best practices.</p> <p>The Director of Professional Learning and Leadership Development and the Curriculum Coaches, who are teachers with additional</p>	<p>Assessments are the vehicle used to communicate change and levels of support throughout the district. Areas in need of additional support are identified through the use of assessments, with support shared with parallel courses (with ELs) and tutors to assist in our raising unduplicated students to the mastery level so they can graduate and meet the A-G requirements.</p> <p>Our Coaches facilitate course-alike teams throughout the year and work with Course Leads to prepare them to work with their teams to best serve the unduplicated students in all their courses, highlighting gaps in performance so that teams can address these at a classroom level, on a course level, and a department level. While building the capacity of the Course Leads and the organization, the unduplicated students at all sites are best served. We have found this organic intervention method of serving unduplicated students within the classroom to be the most effective academically and the most time efficient so that students can move on to advanced coursework within the content area without having to repeat courses. While outside tutoring is still provided in addition to this, the first-best instruction that addresses any gaps within the classroom the first time the student takes the course, as soon as possible, is the goal in all classrooms. Thus, common assessments, data analysis, sharing of best practices, and development and facilitation of course-alike teams by knowledgeable and skilled leaders result in teams of teachers who return to their individual classrooms and engage with</p>	Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>monthly hours, facilitate collaboration and analyses of common assessment data and the development of strong, interdependent teams to support robust student achievement for unduplicated students, based on their needs that are derived from data analysis, ensuring that they are College and Career ready when they graduate from WUHSD.</p> <p>Scope: LEA-wide</p>	<p>unduplicated students with a wide variety of background knowledge and skills, bringing them up to the next level of learning. In the analysis of assessment data, the unduplicated data is disaggregated from other students' data to determine the differences: Where is the difference? What topics were covered there? How much is the difference? What strategies can be used (or were used) to minimize the difference? This discussion among colleagues has led to continued improvement over several years. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.</p>	
3.2	<p>Action: Intervention Specialist Release Periods</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our unduplicated students who struggle with language development, organization, resources and academic proficiency, Whittier Union has decided to provide Intervention Specialist teachers who have two release periods to analyze data and provide support and information to personnel on the site to ensure that unduplicated students are</p>	<p>While the two release periods are offered at each site, the work of the Intervention Specialist is focused on the unduplicated students and ensuring that the gap, if there is one, is closing at each grading term. Other data, besides grades, are used, depending on the site. This action is being provided on a schoolwide basis at our comprehensive schools in order to maximize the impact in increasing overall graduation rates for all students.</p>	<p>Our continued goal is to see improvements in the graduation rate. An additional metric will be on-target for graduation rates by grade level.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>provided with time and support to achieve academic success.</p> <p>Scope: Schoolwide</p>		
3.3	<p>Action: Course Leads Provide Leadership at Sites and During District Meetings</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who struggle with language development, organization, resources and academic proficiency and need teachers with course lead knowledge and expertise in order to help these students, Whittier Union has decided to provide a Course Leads at each site to facilitate the development of course-alike teams as a member of the district team who contribute to the development of assessments and curriculum, ensuring that the needs of the unduplicated students drive the analysis for their needs, conditions, and circumstances.</p>	<p>Course Leads also work with their District and Site teams to identify unduplicated students in need of intervention and the areas where intervention may be particularly needed for specific students (e.g., English Learners). Early identification of students ensures that they master the content and pass the course so that they can access advanced coursework, thus meeting state and district goals. While Common Assessments communicate change and the levels of support throughout the district, it is the Course Lead in each course that provides the individual teacher with the support they need in the classroom to ensure that the change is actually implemented, with the frequent forums that lead to innovative student support strategies and pedagogical approaches for each topic or unit.</p> <p>Despite increases in the annual stipend, this is still the most economical and effective method for driving change while supporting both teachers and unduplicated students that we have found. There are 126 Course Leads in the District. With at least four full-day Best Practices during the school year and full weeks of content in the summer, the learning to support unduplicated students is infused throughout these days, then passed along with a trainer-of-trainer model throughout the district so that all teachers are recipients of this knowledge and practices.</p>	<p>Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>At the team level, the horizontal sharing of best practices gives strength to teams and is a significant predictor of student improvement (Pil and Leana, 2009). Among teachers on the team, the number of ties, the frequency and strength of interactions, and the closeness with other teachers on the team are all byproducts of how the Course Lead schedules and works with the team. The positive impact of horizontal teaming tie strength on unduplicated students' performance, such as that developed on the teams by the Course Lead, was greatest on low-income students, and we have seen the same phenomena in WUHSD. The social capital positively impacts low-income students' performance through the collective accountability assumed by teachers for unduplicated students-even if they never sit in their class.</p> <p>Thanks to the Course Leads, unduplicated students continue to improve due to their teachers' continual improvement in pedagogy, focused on closing the gap between English Learners, Foster Youth, economically disadvantaged students, and the other students in the course. Course Leads provide opportunities for their team to analyze disaggregated data on the assessments, identify gaps, then find out who did a good job teaching that particular concept so they can share how they approached it in the classroom-what best practices for teaching they have that contributed to improving unduplicated students' learning and mastery of the content standards. This action is being provided on an LEA-Wide basis to maximize</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the impact in increasing overall graduation rates for all students.	
3.4	<p>Action: College Readiness for Unduplicated Students</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who struggle with financial resources and academic proficiency, Whittier Union has decided to provide unduplicated students with assistance with taking the PSAT and as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. We will analyze disaggregated data for the PSAT and AP tests. Whittier Union supports these students with additional materials specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams.</p> <p>Scope: LEA-wide</p>	Support unduplicated students with additional materials specifically designed to prepare for AP and PSAT tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	Our continued goal is to see improvements in the graduation rate. Additional metrics will include A-G completion rates, AP participation rates, PSAT participation rates, and the CCI.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	<p>Action: Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the District Categorical Office</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who struggle with language development, organization, resources and academic proficiency it is necessary for district staff members who can work with the sites to help these students with their various needs. So Whittier Union has decided to provide a district Categorical Programs Office that supports unduplicated students, including English Learners, and their families for various endeavors.</p> <p>Scope: LEA-wide</p>	<p>The district Categorical Office uses S & C/TSF funds to provide additional increased and improved services to unduplicated students that we would not be able to provide if these funds were not available. For example, these staff members provide additional professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English and who come from unduplicated populations. We are convinced that these items contribute to the whole student and will make their lifelong goals more feasible. This above and beyond support of also extended to DELAC trainings and meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving as a strong planning committee for providing services to the parents of other English Learners and unduplicated students throughout the district. We will analyze data for unduplicated students.</p> <p>Various forms of communication, including translations (which are provided with general funds), are used to develop and maintain a transparent process to educate and support our Spanish speaking parents and give them access to opportunities that they may not have in circumstances where communication in their language is not possible. This additional support for the parents of unduplicated students, in our parent surveys, they have told us that they feel welcomed in the schools and the district. As a result, they participate in the LCAP Advisories to help shape future improvement efforts, with</p>	Our continued goal is to see improvements in the graduation rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		translation provided to those who attend. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
4.2	<p>Action: Experiences, monitoring, supplies, and behavioral support for unduplicated students through the Horizon's Office and the student support office at each comprehensive high school.</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at our high schools. And based on the needs assessment of our unduplicated students who do not have sufficient in home academic support that will help ensure school, college, and career success, Whittier Union has decided to use S & C/TSF funds the Horizon's Office and student support services our high school site with the Categorical Director, Assistant, Specialist, Assistant Principals and counseling staff to provide services to unduplicated students and facilitate their progress. Without these funds, we would not be able to provide this quantity and level of support for our students and their parents.</p> <p>Scope: Schoolwide</p>	<p>The Horizon's Offices at our schools use S & C/TSF funds to provide additional increased and improved services to unduplicated students that we would not be able to provide if these funds were not available. These additional transitional support services have been shown to engage unduplicated students with the high school academic program and have proven to increase On-Target for graduation rates. Research has shown that building resilience through positive strategies and developing the strengths of unduplicated students will connect them to the educational environment, which will help them to thrive. Various programs, taken together, have helped our students obtain high graduation rates and A-G rate.</p> <p>The purpose is to provide resources and other supplies to unduplicated students to support engagement in coursework and academic success because EL, Foster Youth, and Economically Disadvantaged students often lack the opportunity to participate in trips to colleges, museums and other cultural events so they are less aware of the experiences and knowledge to achieve success in school and in life.</p> <p>We seek to Implement research-based school-wide positive behavioral support systems to enhance the experience for all of our students, especially 9th graders, who need support as they</p>	Our continued goal is to see improvements in the graduation rate.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>transition into high school and maintain a strong academic and behavioral standing throughout their high school tenure. This action is being provided on a schoolwide basis to maximize the impact on unduplicated students in this area of specialization.</p> <p>Services provided out of these offices for unduplicated students and their families include additional college field trips and parent workshops. Other services for staff include professional learning and conferences to include their proficiency in working with English Learners and unduplicated students. Parent meetings ensure they are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners and other unduplicated students throughout the school. English Learners, Foster Youth, and Socioeconomically Disadvantaged Students can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their high school site.</p> <p>Field experiences for EL, Foster Youth, and Economically Disadvantaged students and their parents (e.g., trips to colleges, museums and other cultural events) provide opportunities for students and their parents that build background knowledge that was previously lacking.</p> <p>Various additional support programs include Link Crew, which is a specialized program where junior and senior student mentors meet regularly with</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>entering ninth-grade unduplicated students. The mentor program serves students at multiple grade levels and develops strong relationships between struggling students and supportive student leaders who guide and support them, ensuring a successful transition and tenure in high school. Another example is student leaders serving as guides during Freshman First Day, which provides an opportunity for ninth-grade students to attend school and meet their teachers and learn their way around the campus, so they know how to get from one class to the next. This special time on the day before tenth through twelfth-grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school.</p>	
4.3	<p>Action: Additional Intervention Counselors</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who benefit from counselors who are specifically trained to understand and meet the needs of unduplicated students, Whittier Union has decided to fund the Intervention</p>	<p>Intervention Counselors at WUHSD's sites address the needs of unduplicated students so they can monitor and facilitate their progress, ensure that all of their academic credits have been posted to their transcripts, coordinate all of their social and emotional supports, and ensure that their needs are met both in and out of school. And based on the needs assessment of our unduplicated students who have learning challenges with language development, organization challenges, and a lack of resources and consistent family support in the home, the intervention counselors given them the support they need to overcome these challenges. This action is being provided on a LEA-wide basis to maximize the impact on all students in this area of specialization.</p>	<p>Our continued goal is to see improvements in the graduation rate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Counselors to support unduplicated students so they meet graduation and A-G requirements and they receive the social-emotional support they need to be successful.</p> <p>Scope: LEA-wide</p>		
4.5	<p>Action: Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for Unduplicated Students</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our unduplicated students who don't typically have the resources, language ability, or family support to address the social emotional and mental health needs they may experience, it is necessary for our Student Well-Being staff to work with the sites to help these students with their various needs. Accordingly, the Student Well-Being (SWB) Program has expanded with additional FTEs of Social Workers/Counselors who support unduplicated</p>	<p>The Social Emotional Learning (SEL) program has been critical for our unduplicated students and their families. And based on the needs assessment of our unduplicated students who don't typically have the resources, language ability, or family support to address the social emotional and mental health needs they may experience, our mental health support teams work with unduplicated students and their families, as well as the staff to assist students when needed. They form a team that provides professional development and training for the crisis team to other personnel throughout the district so that students are provided with a strong safety net, as their mental health and well being are critical to their success. The program also trains counselors and staff how to support unduplicated students when they conduct internal threat assessments and work with other programs to support unduplicated students with their various needs, such as counseling in the primary language (EL), to bring out of school stability (FY), or give counseling they may not have access to due to financial limitations (SED). The unduplicated students that the Well-Being Counselors and the Interns see throughout the day are the unduplicated students who do not have the resources, English proficiency or family support</p>	<p>Our continued goal is to see improvements in the graduation rate. Additional metrics include chronic absenteeism, suspension rates, and student responses on the Panorama survey.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students' socio-emotional growth and supervise school social work interns serving the mental health needs of unduplicated students on each site throughout the district, and it includes Priority areas 5 and 6. These staff members help our students meet the most important goal we have in the district, which is graduating social emotionally healthy students who will graduate on time.</p> <p>Scope: LEA-wide</p>	<p>and may not be knowledgeable about accessing medical services offered at various clinics. The program gives support to all unduplicated students seeking emotional support, counseling, and, at times, emergency shelter and any other actions or activities. The SWB program and the use of Licensed Clinical Social Workers (LCSWs) will continue during 2024-25 and beyond. This action includes the Concentration Grant Add-On for all sites in the district. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.</p>	

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
4.4	<p>Action: Bus for English Learners</p> <p>Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8% and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our English Learners who need specific academic support in a Newcomer program, Whittier Union has decided to fund the Newcomer EL bus so they have access to La Serna High School so they can benefit from</p>	<p>Provide a bus for Newcomer English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district.</p>	<p>Our continued goal is to see improvements in the graduation rate. Additional metrics include reclassification rates and the ELPI.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the Newcomer Program and services at La Serna High School. This action is being provided on an limited basis to maximize the impact on Newcomer English Learners in this area of specialization. Our goal for graduation is 80% for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

N/A

Additional Concentration Grant Funding

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

WUHSD's will continue to provide LCSWs at all schools because they all have an unduplicated population of 55% or more (Action 4.5). They will also work with staff to meet their social-emotional needs as well as work with teachers so they can incorporate strategies and practices that support all students and create healthy classroom environments. We know that there will be a need for the services of LCSWs and Intervention Counselors and teachers for several years, as staff, students and families continue to manage their social emotional and academic needs. Accordingly, Whittier Union plans to use the additional 15% Concentration Grant Add-On Funds at our schools to retain the LCSWs and counselors during the 2024-25 school year and in future. WUHSD understands that it will take several years for our students to rebound from the effects of the pandemic. We know that it will be critical for our schools to have staff members who can speak to students about their social-emotional and academic needs as we support them and their families as well as remediate against any deficits in order to bring students up to speed so they are on-target for graduation and can meet the A-G requirements.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 5.5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 5.3

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$123,790,349.00	39,259,490.00	31.714%	0.000%	31.714%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$155,952,376.00	\$960,000.00	\$0.00	\$0.00	\$156,912,376.00	\$152,961,693.00	\$3,950,683.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1.1	Base level of staffing	All		No				Ongoing	\$113,165,905.00	\$0.00	\$113,165,905.00	\$0.00	\$0.00	\$0.00	\$113,165,905.00	0
1	1.2	Academic and career counseling, transition support and other services to students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Low Income	Specific Schools: Comprehensive High Schools	Ongoing	\$5,570,844.00	\$0.00	\$5,570,844.00	\$0.00	\$0.00	\$0.00	\$5,570,844.00	0
1	1.3	Reduce class sizes	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Low Income	All Schools	Ongoing	\$818,567.00	\$0.00	\$818,567.00	\$0.00	\$0.00	\$0.00	\$818,567.00	0
1	1.4	Teacher Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Low Income	All Schools	Ongoing	\$363,815.00	\$99,374.00	\$463,189.00	\$0.00	\$0.00	\$0.00	\$463,189.00	0
1	1.5	Provide the BTSA/ Induction/ PASS Support to Teachers	All		No				Ongoing	\$176,640.00	\$10,000.00	\$186,640.00	\$0.00	\$0.00	\$0.00	\$186,640.00	0
1	1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Low Income	All Schools	Ongoing	\$3,300.00	\$200.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	0
1	1.7	Data Leads and Ed Tech Support Leads	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Low Income	All Schools	Ongoing	\$188,834.00	\$0.00	\$188,834.00	\$0.00	\$0.00	\$0.00	\$188,834.00	0
1	1.8	District Librarian	All		No				Ongoing	\$6,741.00	\$0.00	\$6,741.00	\$0.00	\$0.00	\$0.00	\$6,741.00	0
2	2.1	Textbooks & Instructional Materials	All		No				Ongoing	\$0.00	\$1,500,000.00	\$1,000,000.00	\$500,000.00	\$0.00	\$0.00	\$1,500,000.00	0
2	2.2	Technological Teacher Support Tools	All		No				Ongoing	\$0.00	\$59,000.00	\$59,000.00	\$0.00	\$0.00	\$0.00	\$59,000.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
2	2.3	Summer School	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$190,000.00	\$0.00	\$190,000.00	\$0.00	\$0.00	\$0.00	\$190,000.00	0
2	2.4	After-School and Parallel Sections	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$202,783.00	\$0.00	\$202,783.00	\$0.00	\$0.00	\$0.00	\$202,783.00	0
2	2.5	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$18,036,560.00	\$0.00	\$18,036,560.00	\$0.00	\$0.00	\$0.00	\$18,036,560.00	0
2	2.6	Open Media Center	English Foster	Learners Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Comprehensive High Schools	Ongoing	\$0.00	\$947,247.00	\$947,247.00	\$0.00	\$0.00	\$0.00	\$947,247.00	0
2	2.7	Technology	All		No				Ongoing	\$0.00	\$175,000.00	\$175,000.00	\$0.00	\$0.00	\$0.00	\$175,000.00	0
2	2.8	Support and Training of Academic Mentors	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	Ongoing	\$27,417.00	\$5,000.00	\$32,417.00	\$0.00	\$0.00	\$0.00	\$32,417.00	0
2	2.9	College and Career Pathways	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	Ongoing	\$871,788.00	\$72,150.00	\$943,938.00	\$0.00	\$0.00	\$0.00	\$943,938.00	0
2	2.10	Visual and Performing Arts Lead	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$37,000.00	\$5,000.00	\$42,000.00	\$0.00	\$0.00	\$0.00	\$42,000.00	0
2	2.11	Ed. Tech. Help Desk Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$126,575.00	\$0.00	\$126,575.00	\$0.00	\$0.00	\$0.00	\$126,575.00	0
3	3.1	Common Assessments and Collaboration and Analysis	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,346,422.00	\$0.00	\$1,346,422.00	\$0.00	\$0.00	\$0.00	\$1,346,422.00	0
3	3.2	Intervention Specialist Release Periods	English Foster	Learners Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Comprehensive	Ongoing	\$380,213.00	\$0.00	\$380,213.00	\$0.00	\$0.00	\$0.00	\$380,213.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
			Low Income				Low Income	nsive High Schools									
3	3.3	Course Leads Provide Leadership at Sites and During District Meetings	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$519,402.00	\$0.00	\$519,402.00	\$0.00	\$0.00	\$0.00	\$519,402.00	0
3	3.4	College Readiness for Unduplicated Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$210,962.00	\$210,962.00	\$0.00	\$0.00	\$0.00	\$210,962.00	0
4	4.1	Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the District Categorical Office	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$776,350.00	\$215,650.00	\$992,000.00	\$0.00	\$0.00	\$0.00	\$992,000.00	0
4	4.2	Experiences, monitoring, supplies, and behavioral support for unduplicated students through the Horizon's Office and the student support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	Ongoing	\$2,442,860.00	\$500,545.00	\$2,943,405.00	\$0.00	\$0.00	\$0.00	\$2,943,405.00	0

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
		office at each comprehensive high school.															
4	4.3	Additional Intervention Counselors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$859,412.00	\$0.00	\$859,412.00	\$0.00	\$0.00	\$0.00	\$859,412.00	0
4	4.4	Bus for English Learners	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: La Serna High School	Ongoing	\$368,362.00	\$0.00	\$368,362.00	\$0.00	\$0.00	\$0.00	\$368,362.00	0
4	4.5	Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for Unduplicated Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,185,725.00	\$110,555.00	\$5,296,280.00	\$0.00	\$0.00	\$0.00	\$5,296,280.00	0
4	4.6	School nurses	All		No				Ongoing	\$513,510.00	\$0.00	\$513,510.00	\$0.00	\$0.00	\$0.00	\$513,510.00	0
4	4.7	Attendance Caller	All		No				Ongoing	\$62,454.00	\$0.00	\$62,454.00	\$0.00	\$0.00	\$0.00	\$62,454.00	0
4	4.8	Elective sections of Ethnic Studies classes	All		No				Ongoing	\$300,214.00	\$0.00	\$300,214.00	\$0.00	\$0.00	\$0.00	\$300,214.00	0
5	5.1	Additional Staff to Support Students	All		No				Ongoing	\$400,000.00	\$0.00	\$0.00	\$400,000.00	\$0.00	\$0.00	\$400,000.00	0
5	5.2	Take home computers for students	All		No				Ongoing	\$0.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00	\$30,000.00	0
5	5.3	Additional Incentives and Rewards	All		No				Ongoing	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	0
5	5.4	Additional Support from Tutors	All		No				Ongoing	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00	0

2024-25 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
\$123,790,349.00	39,259,490.00	31.714%	0.000%	31.714%	\$40,482,912.00	0.000%	32.703 %	Total:	\$40,482,912.00
								LEA-wide Total:	\$34,867,330.00
								Limited Total:	\$368,362.00
								Schoolwide Total:	\$5,247,220.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic and career counseling, transition support and other services to students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	\$5,570,844.00	0.00
1	1.3	Reduce class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$818,567.00	0.00
1	1.4	Teacher Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$463,189.00	0.00
1	1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	0.00
1	1.7	Data Leads and Ed Tech Support Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,834.00	0.00
2	2.3	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,000.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	After-School and Parallel Sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$202,783.00	0.00
2	2.5	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,036,560.00	0.00
2	2.6	Open Media Center	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Comprehensive High Schools	\$947,247.00	0.00
2	2.8	Support and Training of Academic Mentors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	\$32,417.00	0.00
2	2.9	College and Career Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	\$943,938.00	0.00
2	2.10	Visual and Performing Arts Lead	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	0.00
2	2.11	Ed. Tech. Help Desk Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,575.00	0.00
3	3.1	Common Assessments and Collaboration and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,346,422.00	0.00
3	3.2	Intervention Specialist Release Periods	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	\$380,213.00	0.00
3	3.3	Course Leads Provide Leadership at Sites and During District Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$519,402.00	0.00
3	3.4	College Readiness for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,962.00	0.00
4	4.1	Support for the families of English Learners, Foster Youth, and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$992,000.00	0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Socioeconomically Disadvantaged students by the District Categorical Office						
4	4.2	Experiences, monitoring, supplies, and behavioral support for unduplicated students through the Horizon's Office and the student support office at each comprehensive high school.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	\$2,943,405.00	0.00
4	4.3	Additional Intervention Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$859,412.00	0.00
4	4.4	Bus for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: La Serna High School	\$368,362.00	0.00
4	4.5	Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,296,280.00	0.00

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$155,195,194.00	\$162,273,831.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Base level of staffing	No	\$114,025,955.00	117,881,151.00
1	1.2	Academic and career counseling services	Yes	\$4,595,332.00	5,802,963.00
1	1.3	Reduce class sizes	Yes	\$904,224.00	852,674.00
1	1.4	Teacher Professional Learning	Yes	\$391,895.00	545,850.00
1	1.5	Provide the BTSA/ Induction Support to Teachers	No	\$98,188.00	193,891.00
1	1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	Yes	\$4,000.00	3,412.00
1	1.7	Data Leads	Yes	\$79,039.00	89,033.00
1	1.8	Workshops for parents of English Learners	Yes	\$16,000.00	13,500.00
1	1.9	Community Support	Yes	\$45,500.00	48,050.00
1	1.10	Classified Professional Learning	No	\$10,000.00	0
1	1.11	District Librarian	No	\$5,210.00	6,128.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Textbooks & Instructional Materials	No	\$1,210,000.00	1,175,783.00
2	2.2	Technological Teacher Support Tools	No	\$59,500.00	58,754.00
2	2.3	Summer School	Yes	\$377,600.00	182,040.00
2	2.4	After-School and Parallel Sections	Yes	\$222,425.00	210,191.00
2	2.5	Additional Intervention Sections	Yes	\$10,424,695.00	12,594,093.00
2	2.6	Additional sections for SDAIE, ELD and ALD	Yes	\$6,257,071.00	6,193,990.00
2	2.7	Ed Tech Support Leads	Yes	\$94,411.00	107,669.00
2	2.8	Open Media Center	Yes	\$1,126,321.00	986,716.00
2	2.9	Technology	No	\$942,000.00	175,000.00
2	2.10	Support and Training of Academic Mentors	Yes	\$36,153.00	28,559.00
2	2.11	Outside Professional Learning	Yes	\$150,974.00	185,642.00
2	2.12	College and Career Pathways	Yes	\$917,173.00	983,269.00
2	2.13	Visual and Performing Arts Lead	Yes	\$40,500.00	39,131.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	Career Life Skills Micro Enterprise	No	\$16,000.00	14,400.00
2	2.15	Ed. Tech. Help Desk Staff	Yes	\$102,016.00	131,849.00
3	3.1	Common Assessments	Yes	\$134,600.00	171,142.00
3	3.2	Intervention Specialist Release Periods	Yes	\$267,357.00	396,055.00
3	3.3	Collaboration and Analysis of Common Assessments	Yes	\$794,754.00	885,280.00
3	3.4	Course Leads	Yes	\$449,912.00	541,044.00
3	3.5	Advanced Placement Testing	Yes	\$165,000.00	182,750.00
3	3.6	College Readiness	No	\$30,000.00	28,212.00
4	4.1	District Categorical Office	Yes	\$837,978.00	759,579.00
4	4.2	Horizon's Office at each comprehensive high school	Yes	\$2,662,046.00	2,544,646.00
4	4.3	Monitoring of RFEP students	No	\$6,200.00	5,580.00
4	4.4	Foster Youth Counselors	Yes	\$462,128.00	447,610.00
4	4.5	Intervention Counselors	Yes	\$462,128.00	447,610.00
4	4.6	Bus for English Learners	Yes	\$319,155.00	368,362.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Paid Student Mentors	Yes	\$5,000.00	0.00
4	4.8	Books and supplies for students	Yes	\$155,350.00	159,816.00
4	4.9	Field Experiences for EL, Foster Youth, and SED students	Yes	\$103,661.00	97,294.00
4	4.10	Parent and Community Engagement	Yes	\$120,100.00	108,090.00
4	4.11	Cumulative Records Review	Yes	\$29,244.00	27,782.00
4	4.12	Student Well-Being Program for SEL and Foster Students	Yes	\$553,907.00	581,808.00
4	4.13	School nurses	Yes	\$476,398.00	534,906.00
4	4.14	504 Student Support	Yes	\$8,680.00	7,812.00
4	4.15	School-wide positive behavioral support systems	Yes	\$11,025.00	9,922.00
4	4.16	Freshman Support	Yes	\$164,857.00	151,864.00
4	4.17	Attendance Caller	Yes	\$56,032.00	65,056.00
4	4.18	Sections of Ethnic Studies classes	Yes	\$281,000.00	312,723.00
4	4.19	Student Well-Being Program for SEL and Academic Support for Unduplicated Students	Yes	\$4,486,500.00	4,935,150.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$38,858,587.00	\$38,722,837.00	\$42,734,932.00	(\$4,012,095.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic and career counseling services	Yes	\$4595332	5,802,963.00	0	0
1	1.3	Reduce class sizes	Yes	\$904,224.00	852,674.00	0	0
1	1.4	Teacher Professional Learning	Yes	\$391,895.00	545,850.00	0	0
1	1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	Yes	\$4,000.00	3,412.00	0	0
1	1.7	Data Leads	Yes	\$79,039.00	89,033.00	0	0
1	1.8	Workshops for parents of English Learners	Yes	\$16,000.00	13,500.00	0	0
1	1.9	Community Support	Yes	\$45,500.00	48,050.00	0	0
2	2.3	Summer School	Yes	\$377,600.00	182,040.00	0	0
2	2.4	After-School and Parallel Sections	Yes	\$222,425.00	210,191.00	0	0
2	2.5	Additional Intervention Sections	Yes	\$10,424,695.00	12,594,093.00	0	0
2	2.6	Additional sections for SDAIE, ELD and ALD	Yes	\$6,257,071.00	6,193,990.00	0	0
2	2.7	Ed Tech Support Leads	Yes	\$94,411.00	107,669.00	0	0
2	2.8	Open Media Center	Yes	\$1,126,321.00	986,716.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Support and Training of Academic Mentors	Yes	\$36,153.00	28,559.00	0	0
2	2.11	Outside Professional Learning	Yes	\$88,350.00	185,642.00	0	0
2	2.12	College and Career Pathways	Yes	\$917,173.00	983,269.00	0	0
2	2.13	Visual and Performing Arts Lead	Yes	\$40,500.00	39,131.00	0	0
2	2.15	Ed. Tech. Help Desk Staff	Yes	\$102,016.00	131,849.00	0	0
3	3.1	Common Assessments	Yes	\$134,600.00	171,142.00	0	0
3	3.2	Intervention Specialist Release Periods	Yes	\$267,357.00	396,055.00	0	0
3	3.3	Collaboration and Analysis of Common Assessments	Yes	\$794,754.00	885,280.00	0	0
3	3.4	Course Leads	Yes	\$449,912.00	541,044.00	0	0
3	3.5	Advanced Placement Testing	Yes	\$165,000.00	182,750.00	0	0
4	4.1	District Categorical Office	Yes	\$837,978.00	759,579.00	0	0
4	4.2	Horizon's Office at each comprehensive high school	Yes	\$2,662,046.00	2,544,646.00	0	0
4	4.4	Foster Youth Counselors	Yes	\$462,128.00	447,610.00	0	0
4	4.5	Intervention Counselors	Yes	\$462,128.00	447,610.00	0	0
4	4.6	Bus for English Learners	Yes	\$319,155.00	368,362.00	0	0
4	4.7	Paid Student Mentors	Yes	\$5,000.00	0.00	0	0
4	4.8	Books and supplies for students	Yes	\$155,350.00	159,816.00	0	0
4	4.9	Field Experiences for EL, Foster Youth, and SED students	Yes	\$103,661.00	97,294.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.10	Parent and Community Engagement	Yes	\$120,100.00	108,090.00	0	0
4	4.11	Cumulative Records Review	Yes	\$29,244.00	27,782.00	0	0
4	4.12	Student Well-Being Program for SEL and Foster Students	Yes	\$553,907.00	581,808.00	0	0
4	4.13	School nurses	Yes	\$476,398.00	534,906.00	0	0
4	4.14	504 Student Support	Yes	\$2,000.00	7,812.00	0	0
4	4.15	School-wide positive behavioral support systems	Yes	\$11,025.00	9,922.00	0	0
4	4.16	Freshman Support	Yes	\$164,857.00	151,864.00	0	0
4	4.17	Attendance Caller	Yes	\$56,032.00	65,056.00	0	0
4	4.18	Sections of Ethnic Studies classes	Yes	\$281,000.00	312,723.00	0	0
4	4.19	Student Well-Being Program for SEL and Academic Support for Unduplicated Students	Yes	\$4,486,500.00	4,935,150.00	0	0

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
\$127,338,403.00	\$38,858,587.00	0%	30.516%	\$42,734,932.00	0.000%	33.560%	\$0.00	0.000%

Appendix 1
Whittier Union High School District
Goals/Actions/Equity Multiplier Table 2024-25

School or District	District Name	Diff Assist Eligibility	School Name	Equity Mult	CSI	Category	Student Group	Status	Goal	Action	Baseline Score	Year 3 Target
D	Whittier Union					suspension rate	AA	1	1	1.2		
D	Whittier Union					math	EL	1	1	1.4		
D	Whittier Union					suspension rate	FOS	1	1	1.2		
D	Whittier Union	Yes				math	HOM	1	1	1.4		
D	Whittier Union	Yes				ELA	HOM	1	1	1.4		
D	Whittier Union	Yes				graduation rate	HOM	1	1	1.2		
S	Whittier Union		California High			math	EL	1	1	1.4		
S	Whittier Union		California High			math	SWD	1	1	1.4		
S	Whittier Union		California High			ela	SWD	1	1	1.4		
S	Whittier Union		La Serna High			math	EL	1	1	1.4		
S	Whittier Union		La Serna High			ela	EL	1	1	1.4		
S	Whittier Union		La Serna High			rate	EL	1	1	1.2		
S	Whittier Union		La Serna High			math	SWD	1	1	1.4		
S	Whittier Union		La Serna High			ela	SWD	1	1	1.4		
S	Whittier Union		Pioneer High			ela	EL	1	1	1.4		
S	Whittier Union		Pioneer High			ela	SWD	1	1	1.4		
S	Whittier Union		Pioneer High			math	SWD	1	1	1.4		
S	Whittier Union		Santa Fe High			rate	EL	1	1	1.2		
S	Whittier Union		Santa Fe High			ela	SWD	1	1	1.4		
S	Whittier Union		Santa Fe High			rate	SWD	1	1	1.2		
S	Whittier Union		Whittier High			math	EL	1	1	1.4		
S	Whittier Union		Whittier High			rate	EL	1	1	1.2		
S	Whittier Union		Whittier High			rate	SWD	1	1	1.2		
S	Whittier Union		California High			elpi	EL	1	4	4.2		
S	Whittier Union		La Serna High			elpi	EL	1	4	4.2		
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	ela	ALL	1	5	5.1-5.4	160.4 pts below stnd	154 pts below stnd
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	graduation rate	ALL	1	5	5.1-5.4	51.1% Grad Rate	56% Grad Rate
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	suspension rate	ALL	1	5	5.1-5.4	11.3% susp at least 1 day	6% susp at least 1 day
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	college career	ALL	1	5	5.1-5.4	0.6% Prepared	1% Prepared
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	graduation rate	EL	1	5	5.1-5.4	44.1% Grad Rate	49% Grad Rate
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	suspension rate	EL	1	5	5.1-5.4	12% susp at least 1 day	7% susp at least 1 day
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	college career	EL	1	5	5.1-5.4	0% Prepared	1% Prepared
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	ela	HI	1	5	5.1-5.4	162 pts below stnd	156 pts below stnd
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	graduation rate	HI	1	5	5.1-5.4	52.7% Grad Rate	58% Grad Rate
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	suspension rate	HI	1	5	5.1-5.4	11.5% susp at least 1 day	7% susp at least 1 day
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	college career	HI	1	5	5.1-5.4	0.6% Prepared	1% Prepared
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	graduation rate	HOM	1	5	5.1-5.4	48.5% Grad Rate	54% Grad Rate
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	suspension rate	HOM	1	5	5.1-5.4	16.2% susp at least 1 day	11% susp at least 1 day
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	college career	HOM	1	5	5.1-5.4	0% Prepared	1% Prepared
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	ela	SED	1	5	5.1-5.4	156.1 pts below stnd	150 pts below stnd

S	Whittier Union		Frontier High (Continuation)	Yes	Yes	graduation rate	SED	1	5	5.1-5.4	51.1% Grad Rate	56% Grad Rate
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	suspension rate	SED	1	5	5.1-5.4	12.5% susp at least 1 day	8% susp at least 1 day
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	college career	SED	1	5	5.1-5.4	0.6% Prepared	1% Prepared
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	graduation rate	SWD	1	5	5.1-5.4	45.8% Grad Rate	51% Grad Rate
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	college career	SWD	1	5	5.1-5.4	0% Prepared	1% Prepared
S	Whittier Union		Frontier High (Continuation)	Yes	Yes	suspension rate	WH	1	5	5.1-5.4	12.9% susp at least 1 day	8% susp at least 1 day
S	Whittier Union		Sierra Vista High (Alternative)	Yes		graduation rate	ALL	1	5	5.1-5.4	67.7% Grad Rate	73% Grad Rate
S	Whittier Union		Sierra Vista High (Alternative)	Yes		college career	ALL	1	5	5.1-5.4	9.9% Prepared	13% Prepared
S	Whittier Union		Sierra Vista High (Alternative)	Yes		college career	EL	1	5	5.1-5.4	0% Prepared	3% Prepared
S	Whittier Union		Sierra Vista High (Alternative)	Yes		graduation rate	HI	1	5	5.1-5.4	67.1% Grad Rate	72% Grad Rate
S	Whittier Union		Sierra Vista High (Alternative)	Yes		college career	HI	1	5	5.1-5.4	8.6% Prepared	12% Prepared
S	Whittier Union		Sierra Vista High (Alternative)	Yes		graduation rate	HOM	1	5	5.1-5.4	60.3% Grad Rate	65% Grad Rate
S	Whittier Union		Sierra Vista High (Alternative)	Yes		college career	HOM	1	5	5.1-5.4	3.4% Prepared	7% Prepared
S	Whittier Union		Sierra Vista High (Alternative)	Yes		graduation rate	SED	1	5	5.1-5.4	67% Grad Rate	72% Grad Rate
S	Whittier Union		Sierra Vista High (Alternative)	Yes		college career	SED	1	5	5.1-5.4	8.9% Prepared	12% Prepared

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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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