LCFF Budget Overview for Parents

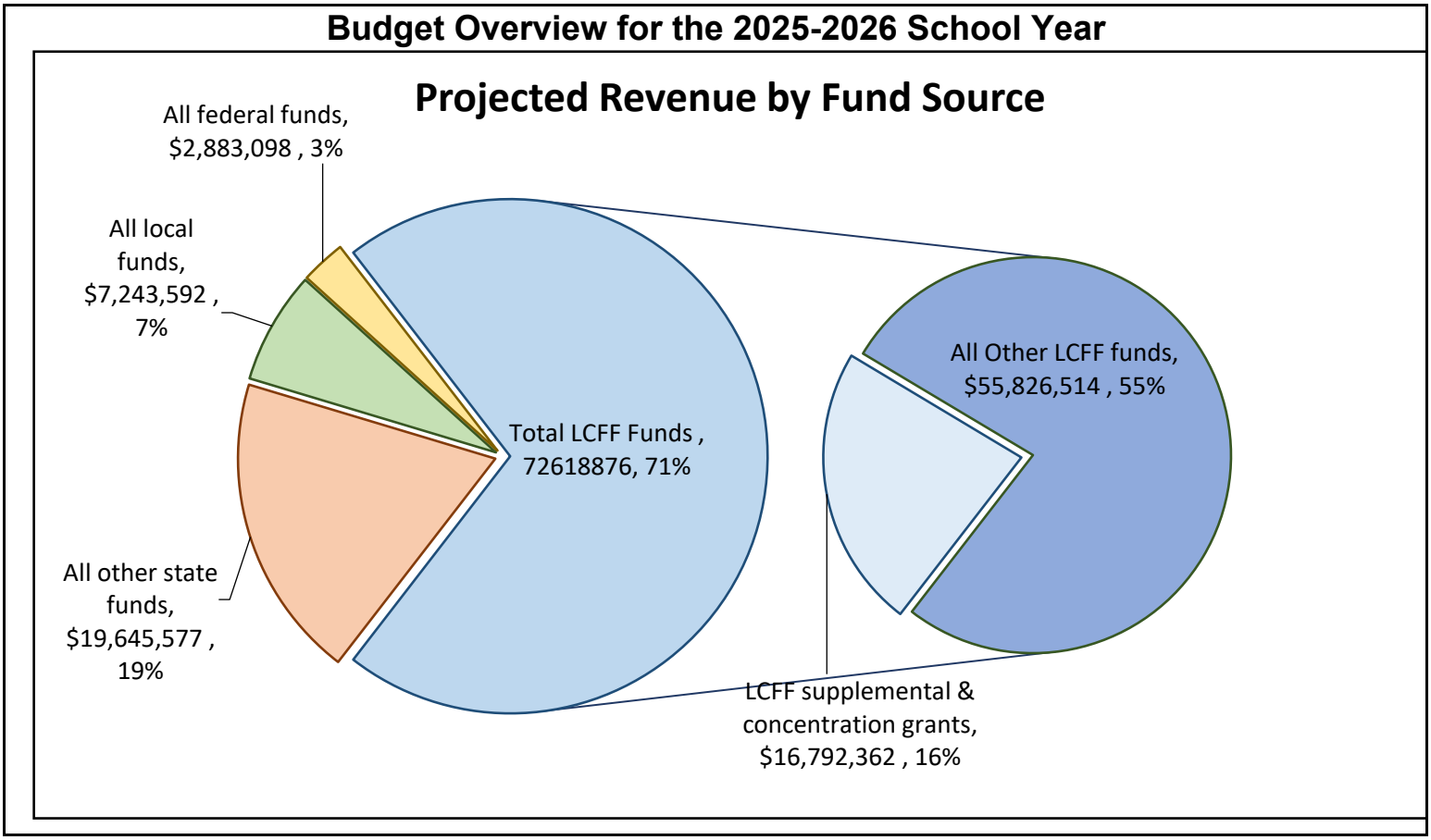
Local Educational Agency (LEA) Name: Whittier City School District

CDS Code: 19-65110

School Year: 2025-2026

LEA contact information: Angie Baltierra

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).

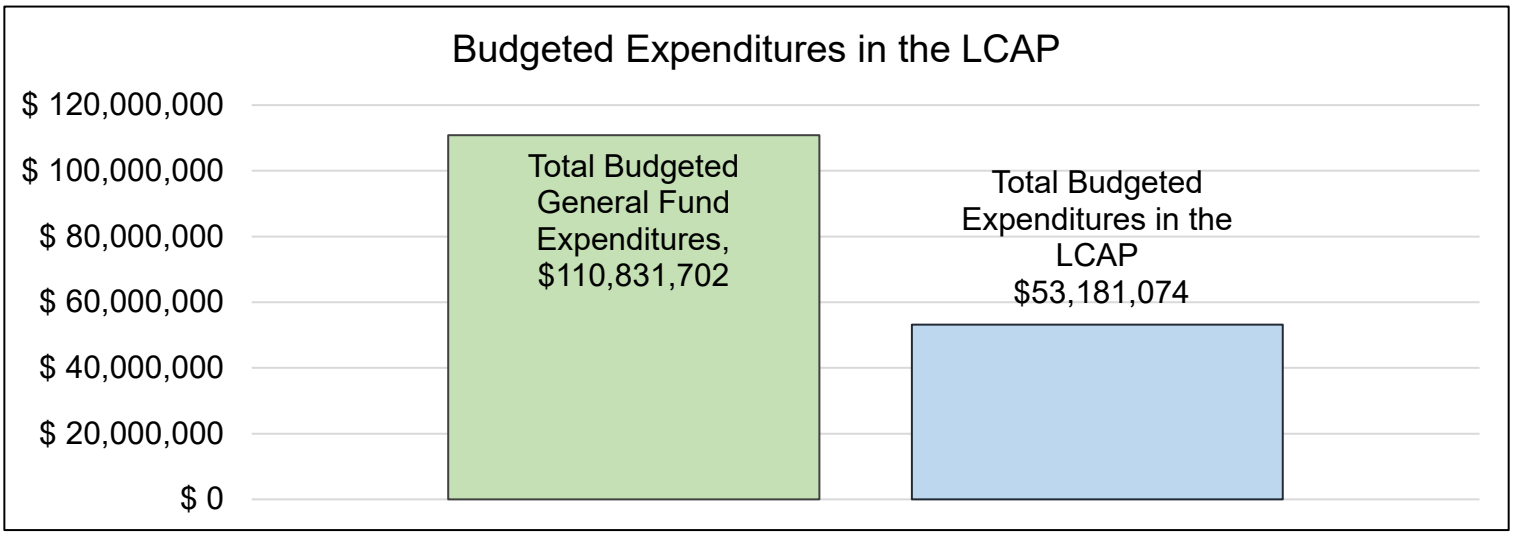


This chart shows the total general purpose revenue Whittier City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Whittier City School District is $102,391,143.00, of which $72,618,876.00 is Local Control Funding Formula (LCFF), $19,645,577.00 is other state funds, $7,243,592.00 is local funds, and $2,883,098.00 is federal funds. Of the $72,618,876.00 in LCFF Funds, $16,792,362.00 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 City School District plans to spend for 2025-2026. 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 City School District plans to spend $110,831,702.00 for the 2025-2026 school year. Of that amount, $53,181,074.00 is tied to actions/services in the LCAP and $57,650,628.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

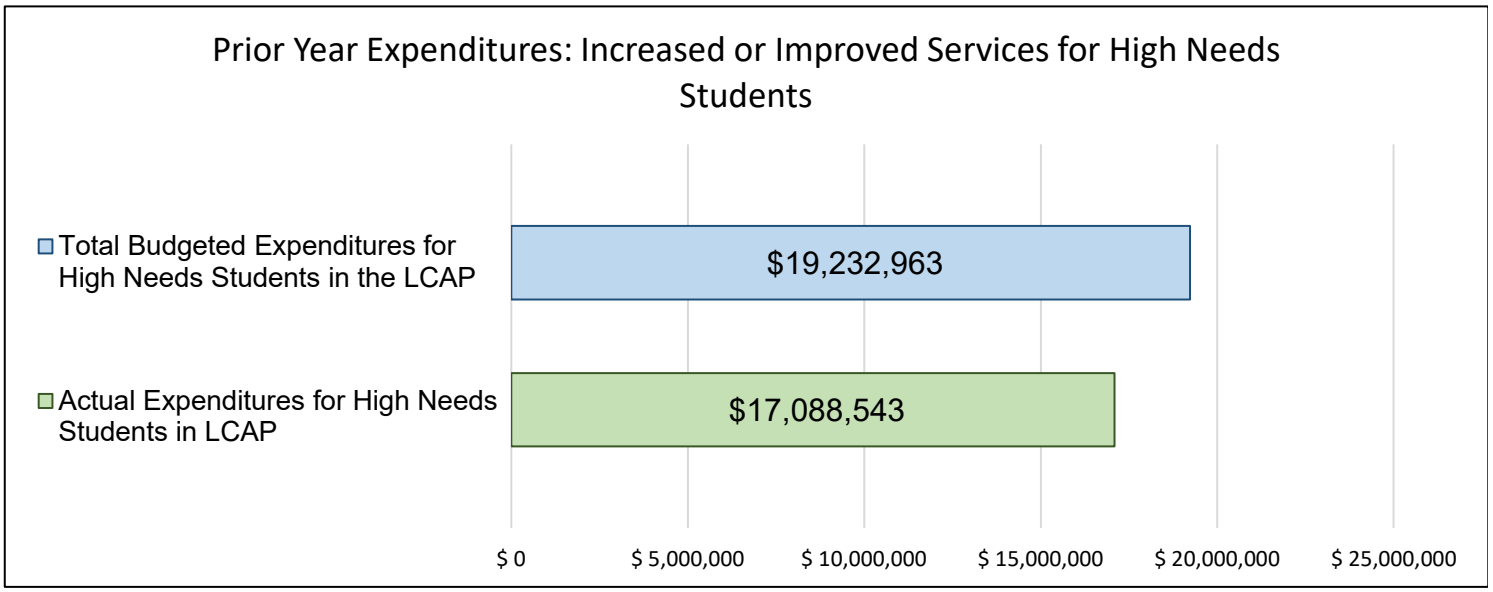
Lottery, both unrestricted and restricted, including EPA is not included in the LCAP, as well as all categorical programs except for LCFF equity multiplier funds, Learning Recovery Emergency Block Grant funds and Routine Restricted Maintenance Accounts.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Whittier City School District is projecting it will receive $16,792,362.00 based on the enrollment of foster youth, English learner, and low-income students. Whittier City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Whittier City School District plans to spend $19,069,344.00 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 2024-2025



This chart compares what Whittier City 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 City 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 2024-2025, Whittier City School District's LCAP budgeted $19,232,963.00 for planned actions to increase or improve services for high needs students. Whittier City School District actually spent $17,088,543.28 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $2,144,419.72 had the following impact on Whittier City School District's ability to increase or improve services for high needs students:

Carry over for 2024-25 will be included in the 2025-26 LCAP.

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 City	Angie Baltierra Assistant Superintendent of Educational Services	abaltierra@whittiercity.net 5627893072

Plan Summary 2025-2026

General Information

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

The Whittier City School District (WCSD) serves approximately 5,366 students TK-8th across 11 brick-and-mortar schools and one Virtual Learning Academy (VLA) in the city of Whittier, California. As a district deeply rooted in student-centered values, WCSD is committed to fostering an inclusive, equitable, and caring educational environment where every learner can thrive. Our mission is to deliver high-quality instruction in a safe, engaging, and equity-driven context that reflects the strengths and needs of our students and community.

WCSD's student population is highly diverse, mirroring the rich cultural fabric of Whittier. The district's student demographics include:

Hispanic or Latino: 90.8%
White: 3.4%
Two or More Races: 0.9%
Asian: 1.1%
African American: 0.8%
Filipino: 0.4%
American Indian or Alaska Native: 0.2%
English Learners: 13.5%

The district is comprised of eight elementary schools (TK–5), two middle schools (6–8), one TK–8 school, and one Virtual Learning Academy. All elementary schools provide Transitional Kindergarten (TK), offering critical early learning foundations. WCSD schools have earned state and national recognition, such as California Distinguished Schools, California Schools to Watch, and Apple Distinguished Schools.

WCSD offers a broad range of specialized programs designed to meet the diverse needs and aspirations of its learners. These include:

Dual Language Immersion
STEAM Academies
Fine Arts

AVID College Prep
Technology and Science Focused Schools
Pathways to Creativity and Innovation
Gifted and Talented Education (GATE)
Virtual Independent Study Programs

Driven by a belief in collaboration and continuous improvement, WCSD utilizes a Professional Learning Community (PLC) model. Teachers collaborate weekly, supported by early-release Tuesdays, to reflect on student data and enhance instructional practices. District-wide, all K–5 students benefit from instruction in the arts and physical education, delivered by credentialed specialists. Middle and TK teachers also receive structured collaboration time throughout the academic year.

Technology access is universal; each student receives a district-issued device to support digital learning. The district maintains a strong commitment to a Multi-Tiered System of Support (MTSS), addressing academic, behavioral, and social-emotional needs. This includes tiered interventions, PBIS, SEL integration, and targeted supports for at-risk students, including English Learners, foster youth, and students experiencing homelessness.

District-wide, school teams—including educators, classified staff, and administrators—engage in collaborative data analysis, implement responsive interventions, and celebrate student progress. This culture of shared responsibility ensures that all learners are known, valued, and supported.

Our Virtual Learning Academy received Equity Multiplier funding (Goal 4). These investments underscore WCSD's unwavering dedication to equity, excellence, and the holistic success of every student. Through robust instructional quality, professional learning, inclusive strategies, and strong family and community engagement, WCSD prepares its students for academic achievement, leadership, and lifelong learning. The 2024 CA Dashboard data serves as a critical tool in informing our work under the LCAP Equity Multiplier, highlighting performance trends and driving targeted actions for equity.

Academic Performance Overview
English Language Arts (ELA)
Status: 68.2 points below standard
Change: Declined by 19.3 points
Performance Level: Orange

Mathematics
Status: 69.6 points below standard
Change: Improved by 20.2 points
Performance Level: Yellow

The WCSD meets eligibility requirements for Equity Multiplier funds based on a high student non-stability rate, a key indicator of school mobility, disruption, high student poverty levels, and program-wide mobility data reveals a stability rate of just 49.6%. The corresponding non-stability rate of 50.4% illustrates a significant challenge in ensuring consistent academic support for students navigating frequent transitions.

At the heart of everything we do is our vision to put students first. Based on 23-24 DataQuest, we have about 77% socioeconomically disadvantaged students, which illustrates our poverty level in WCSD. Every decision, initiative, and investment is guided by our belief that students deserve the very best we can offer. We are steadfast in our commitment to providing inclusive, rigorous, and supportive learning environments where each child is empowered to reach their full potential.

As we move forward, we continue to embrace innovation, equity, and collaboration as cornerstones of a brighter future for every learner in the Whittier City School District.

Reflections: Annual Performance

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

Whittier City School District (WCSD) remains steadfast in its commitment to delivering a high-quality education in safe, clean, and supportive environments. In 2024–25, 100%

of WCSD teachers were appropriately credentialed and assigned, and all facilities continued to meet the standards established under the Williams Settlement. Students received up-to-date instructional materials aligned to California content standards, ensuring equitable access to a rigorous and standards-based curriculum.

WCSD continues to prioritize family and community engagement as vital to student achievement. Through LCAP Educational Partner meetings, parent/staff surveys, and ongoing community outreach led by parent and community liaisons and Community TOSAs, the district maintains a strong feedback loop with educational partners. This collaborative culture led to meaningful improvements in school climate and engagement. Parent perception of safety rose to 97%, and the percentage of parents who felt involved in district decision-making increased dramatically from 80% to 94%. Similarly, student-reported safety increased 18 percentage points—from 64% to 82%—reflecting the impact of schoolwide efforts in social-emotional learning (SEL), PBIS implementation, and MTSS-aligned supports.

While student excitement for school remained consistent at 69%, this stability presents an opportunity to deepen student engagement strategies. The district remains committed to nurturing learning environments where students not only feel safe but are inspired to participate, lead, and grow.

Academically, WCSD demonstrated modest yet meaningful gains. Our 2024 CAASPP scores in English Language Arts (ELA) rose by 2%, from 44% to 46% proficiency. In our 2024 CA Dashboard, performance gaps persist, particularly among Hispanic students and Foster Youth, prompting the district to intensify support for these populations. 2024 CAASPP Math scores improved by 1.8%, yet students with disabilities (-116.4 points below standard) and English Learners (-74.3 points below standard) continue to require targeted instructional strategies.

Progress in the 2024 English Learner Progress Indicator (ELPI) declined from 51.2% to 48.8%, resulting in an Orange designation on the 2024 California Dashboard. Although schools like Sorensen, Edwards, and Jackson made notable gains, West Whittier was identified in the Red status category. The 2024 CA Dashboard performance of Long-Term English Learners (LTELs) remains a pressing concern, with scores showing -90.4 below in ELA and -143.2 in Math. These disparities underscore the urgent need for differentiated instruction, professional development, and focused interventions for language acquisition and academic proficiency.

2024 California Dashboard and Local Data

The 2024 California Dashboard includes tremendous growth from the prior year while still highlighting areas of improvement. Although in 2023 there were 23 lowest performance indicators district-wide, the 2024 Dashboard shows improvement for 17 of the group. This is evidence of the hard work of staff and students paying off in measurable ways.

Successes identified include:
Districtwide chronic absenteeism dropped from 32.3% to 25.8%
Suspension rate drops from 1.2% to .8%
Foster Youth Red to Yellow for Math and ELA
English Learners: Orange to Yellow in ELA and math. Orange to Yellow in Chronic Absenteeism

Challenges identified include:
Long-term English learners are included in the newest student group in the 2024 Dashboard. This student group was designated as red for English Language Arts and suspension indicators. The designation for this group for math was orange.

Long-Term English Learners (LTELs):
Districtwide academic indicators reveal substantially low performance with scores of:
-90.4 points below standard in ELA
-143.2 points below standard in Math

Despite tremendous growth, chronic absenteeism continues to be an area of focus districtwide. Three student groups demonstrated the lowest performance levels- Foster and Homeless, for chronic absenteeism. Long-Term English Learners for English Language Arts.

Parent engagement also advanced. 2024 LCAP Parent survey data revealed that 90% of parents feel their input is valued, up from 85% the prior year. The district hosted workshops in SEL, academic success, and leadership development, increasing families' confidence and capacity to support student learning. Nonetheless, additional outreach remains essential to engage underserved communities more equitably.

In technology integration, 87% of students reported using district-issued devices for academic learning. Themed academies emphasizing STEAM, robotics, and dual language expanded student opportunities and creative engagement. Still, work remains to ensure equitable access to these tools across all student groups, particularly low-income families.

Overall, WCSD has made measurable progress aligned with its LCAP goals. Improvements in student safety, parent involvement, and student outcomes are tempered by continuing challenges in chronic absenteeism, subgroup performance in academics, and ELPI regression. These insights will guide ongoing planning, professional development, and interventions in the next LCAP cycle.

2023 Dashboard Lowest Performance Level (red) Indicators

The lowest performance levels from the 2023 Dashboard will be included in each year's LCAP for the three-year LCAP Cycle. These outcomes continue to drive actions in the LCAP, although, as mentioned in the reflection on the 2024 Dashboard, improvement was seen in 20 of these 2023 lowest performance indicators.

2023 Dashboard Lowest Performance Level (red) Indicators-District-Wide Student Groups
Foster for ELA, math, and chronic absenteeism

The lowest performance levels from the 2023 CA Dashboard will be included in each year's Local Control and Accountability Plan (LCAP) for the three-year LCAP cycle.

English Language Arts (ELA) – Red Performance Level
Longfellow – Students with Disabilities (SWD)
Lydia Jackson – English Learners (EL)
Walter F. Dexter – English Learners (EL), Students with Disabilities (SWD)

Mathematics – Red Performance Level
Lydia Jackson – English Learners (EL)
Walter F. Dexter – Students with Disabilities (SWD)
Foster Youth (Districtwide)

English Learner Progress Indicator (ELPI) – Red Performance Level
Christian Sorensen – English Learners (EL)
Katherine Edwards – English Learners (EL)
Longfellow – English Learners (EL)
Lydia Jackson – English Learners (EL)
West Whittier – English Learners (EL)

Chronic Absenteeism – Red Performance Level
Katherine Edwards – English Learners (EL)
Longfellow – English Learners (EL)
Hoover – English Learners (EL)
Lydia Jackson – Socioeconomically Disadvantaged (SED)
Mill School and Technology Academy – Socioeconomically Disadvantaged (SED)
Walter F. Dexter – English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)
West Whittier – Two or More Races

These Red performance indicators highlight urgent equity gaps and reinforce the district’s commitment to implementing targeted interventions, increasing tiered supports, and engaging families to accelerate progress for the most underserved students. Priority focus will remain on Foster Youth, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students across affected schools.

As we look ahead, WCSD will center its efforts on sustained, equity-focused strategies, particularly for Foster Youth, English Learners, and students experiencing homelessness. These students will be at the heart of our continued drive to ensure that every learner is supported, challenged, and deeply connected to their learning

community.

Learning Recovery Emergency Block Grant (LREBG)

The district has unexpended Learning Recovery Emergency Block Grant funds for the 2025–26 school year, which can be found in Goal 2, Action 20. Whittier City School District anticipates having unexpended LREBG funds totaling $691,146 at the start of the 2025–26 fiscal year. These funds are projected to sustain district initiatives into the 2026–27 school year, pending expenditure rates and programmatic needs. As part of strategic fiscal planning and alignment with student support goals, the district will continue to utilize these funds primarily to maintain classified support staffing that directly contributes to student learning recovery and academic success.

The district has identified this need as an opportunity to strengthen literacy development and student engagement through expanded access to library and media resources by adding library aides at each school site for the 2025–26 school year in Goal 2, Action 20. This action is aligned with the allowable use of LREBG funds and is fully funded with LREBG funds.

Our needs assessment revealed persistent challenges in literacy performance across student groups, particularly among low-income students. Teachers, principals, and staff shared that students in schools with limited or inconsistent library staffing have fewer opportunities to access high-interest, culturally relevant, and leveled reading materials. To address this gap, Goal 2, Action 20 focuses on staffing library aides to ensure students receive support in accessing reading materials that build fluency, comprehension, and motivation to read.

This action aligns with the allowable use of Learning Recovery Emergency Block Grant (LREBG) funds by supporting strategies that accelerate learning and provide literacy programs for students.. Providing library aides directly supports extended learning opportunities, access to literacy resources, and targeted supports to meet the academic needs of students, especially those disproportionately impacted by the pandemic.

Library aides will assist in organizing and maintaining the library space, guiding students in book selection aligned to their reading levels and interests, and collaborating with teachers to support classroom literacy goals. This action addresses the districtwide need for equitable access to consistent library services and reinforces foundational literacy skills that are essential to long-term academic achievement.

Research from the American Association of School Librarians (AASL) links well-staffed libraries to improved reading outcomes and student engagement. Additionally, the California Department of Education recognizes school libraries as key in supporting early literacy, independent reading, and achievement across content areas.

As Whittier City School District continues to address the academic and social-emotional needs of all students, particularly those most impacted by the COVID-19 pandemic, the strategic use of unexpended Learning Recovery Emergency Block Grant (LREBG) funds remains a critical component of our recovery efforts. The district's investment in expanding access to literacy and media resources through the addition of library aides, as outlined in Goal 2, Action 20, demonstrates a continued commitment to student learning recovery and equitable support.

Through intentional planning and alignment with our student-centered goals, Whittier City School District remains focused on fostering literacy, engagement, and academic achievement for all learners.

Reflections: Technical Assistance

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

Whittier City School District (WCSD) is committed to equity and continuous improvement, particularly for student groups requiring targeted support. As part of the district's accountability and improvement efforts, WCSD will engage in a collaborative technical assistance process to help school sites conduct a comprehensive analysis of district and site-level data, budgets, and programs. This analysis aims to identify how current resources are being allocated and uncover opportunities to improve the delivery of equitable services for all students.

WCSD has been identified on the 2023 CA Dashboard for Differentiated Assistance based on performance outcomes for Foster Youth, who received red indicators in both English Language Arts (ELA) and mathematics on the California School Dashboard. Additionally, Foster Youth demonstrated a red indicator for Chronic Absenteeism, further highlighting the urgent need for focused interventions.

To address these critical areas, Goal 2, Action 8 of the district's Local Control and Accountability Plan (LCAP) has been designed to provide targeted support for Foster Youth. This action includes additional resources and services aimed at improving attendance and academic achievement. Through enhanced engagement strategies, access to academic tutoring, and wraparound support services, the district will work to reduce chronic absenteeism and increase positive attendance and engagement among Foster Youth.

Whittier City School District (WCSD) continues to strengthen its systems of support through ongoing collaboration with the Los Angeles County Office of Education (LACOE). As part of this partnership, WCSD has worked closely with LACOE's Foster Youth Coordinators to enhance services for our most vulnerable students. In June 2024, LACOE provided targeted professional development for our Wellness Team focused on trauma-informed practices and supporting foster youth. The team has also provided Positive Behavior Intervention Support, trauma-informed discipline training for site principals, further aligning with WCSD's goals of equity and inclusion.

Additionally, WCSD has developed partnerships to support our districtwide efforts to deepen foundational understanding and implementation of the California Multi-Tiered System of Support (CA MTSS) framework. Key focus areas include:

Deepening understanding across each of the CA MTSS framework domains.
Gaining tools and resources for effectively leading MTSS implementation.
Applying an equity lens to support the development of tiered supports for all students.

In alignment with our LCAP goals, WCSD is also working to strengthen Professional Learning Communities (PLCs) by optimizing continuous improvement through the use of a strategic data system. These efforts will support sustained collaboration, evidence-based decision-making, and targeted interventions for student success. Whittier City School District is proud to share that it is not eligible for Year 1 Differentiated Assistance (DA) based on the 2024 California School Dashboard. This positive outcome reflects the district's commitment to continuous improvement and the targeted supports provided to students across all schools.

Through collaboration with teachers, the district continues to build capacity in delivering high-quality instruction that supports diverse learners, especially those in need of targeted academic and behavioral interventions. These focused efforts have contributed to measurable progress and the district's ineligibility for DA in 2024.

Whittier City School District remains dedicated to equity and excellence by aligning instructional practices and resources to support all students in achieving success.

Comprehensive Support and Improvement

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

Schools Identified

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

There are no schools 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.

Monitoring and Evaluating Effectiveness

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

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
DELAC	Whittier City School District (WCSD) values the voice of our English Learner families and prioritizes their input in shaping programs and services that directly impact student success. As part of our Local Control and Accountability Plan (LCAP) development process, the District engaged our District English Learner Advisory Committee (DELAC) in meaningful collaboration. On January 23, 2025, WCSD met with DELAC representatives to present the Annual Update of the LCAP. This meeting provided an opportunity to share current LCAP goals and progress, review our CA Dashboard, and engagement data related to English Learners. We gathered specific input on actions and services that impact English Learner success. We encourage discussion around ways to strengthen support for English Learners and their families. Beyond this meeting, WCSD maintained ongoing collaboration on March 13, 2025 with DELAC members throughout the year to ensure their continued involvement in the LCAP development process.
Board of Trustees	The Whittier City School District (WCSD) Board of Trustees plays a critical role in shaping and adopting the Local Control and Accountability Plan (LCAP). Their continued involvement ensures alignment between district goals, student needs, and the priorities of the WCSD community. On January 25, 2025, the District presented the Mid-Year LCAP Update to the Board of Trustees. During this presentation, the Board engaged in meaningful dialogue, asked thoughtful questions, and provided valuable input to strengthen the effectiveness of the actions and services being implemented. Their insights supported reflection on academic performance, chronic absenteeism, and student engagement, and helped guide next steps in LCAP development. Looking ahead, WCSD will conduct the LCAP Public Hearing on June 10, 2025. This hearing will provide an opportunity for all educational partners, including community members, staff, and families, to review and comment on the proposed 2025–2026 LCAP prior to adoption. The final draft of the 2025–2026 LCAP will be presented to the Board of Trustees for approval on June 17, 2025. Their continued collaboration ensures the LCAP reflects WCSD’s commitment to equity, academic success, and student well-being.
Teachers, staff, students, principals, parent advisory groups, and other school personnel	Whittier City School District (WCSD) actively engaged a broad range of educational partners during the LCAP development process to ensure diverse perspectives were considered. From January through March, the District distributed LCAP surveys to gather input from certificated teachers and staff, counselors, administrators, and classified employees. Their feedback provided valuable insights into the needs of students and staff, helping shape the priorities and actions of the new LCAP. In addition, parents and students in grades 3 through 8 completed the parent and student LCAP survey, offering their perspectives on school climate, connectedness, and academic supports. Their voices were instrumental in identifying areas for improvement, particularly around engagement and social-emotional well-being. To reach families, parent surveys were distributed via ParentSquare, and hard copies were made available at school sites and district events to ensure accessibility. The parent feedback helped guide priorities related to school safety, parent engagement, and enrichment opportunities.
Site Principals and Administrators, SELPA Administrator, Bargaining Unit Members, Classified and Certificated Employees.	Whittier City School District (WCSD) actively engaged a broad range of educational partners throughout the LCAP development process to ensure inclusive and representative input. Beginning January 23, 2025, WCSD held LCAP input sessions that included participation from Site Principals and Administrators, Bargaining Unit Members, and both Classified and Certificated Employees. These collaborative discussions allowed educational leaders and staff to share feedback, examine data, and contribute to shaping the goals, actions, and services reflected in the 2025–26 LCAP. In addition, WCSD met with the SELPA Administrator on April 23, 2025, to gather input specific to the needs of students with disabilities. This engagement helped ensure that services and supports for students receiving special education were meaningfully addressed in the

	plan. From January through March, WCSD also distributed LCAP surveys to all certificated teachers and staff, counselors, administrators, and classified employees. Their insights helped guide decisions related to school climate, professional development, academic supports, and student wellness.
Parents, Parent Advisory Groups, and Students	Whittier City School District (WCSD) values authentic partnerships with families and students in shaping educational priorities. As part of the development of the 2025–26 Local Control Accountability Plan (LCAP), the Assistant Superintendent of Educational Services and the Executive Director of Educational Services led a series of engagement sessions specifically designed to gather meaningful input from parents and students. On January 30, February 20, and April 17, 2025, the Assistant Superintendent and Executive Director hosted LCAP Parent and Student Input Sessions, providing a space for families and students to share their experiences, voice concerns, and recommend strategies to improve student outcomes. These sessions focused on key areas such as academic support, school climate, enrichment opportunities, technology access, and family engagement. Participants also had the opportunity to review and provide feedback on data trends and draft goals.
Equity Multiplier Educational Services (Whittier Independent Study; Goal 4)	On March 5, 2025, the Educational Services Department met with VLA teachers, parents, and site administration to review the Equity Multiplier allocation and discuss how these supplemental funds could best support students, families, and staff at the academy. The meeting focused on identifying student needs specific to the virtual learning environment and included dialogue around academic supports, technology enhancements, family engagement strategies, and social-emotional wellness services. During this session, participants had the opportunity to share feedback on current services and propose new or expanded actions that would promote educational equity and student achievement. Emphasis was placed on meeting the needs of unduplicated students, including English Learners, Foster Youth, Homeless students, and Socioeconomically Disadvantaged populations enrolled in the Virtual Learning Academy.

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

Whittier City School District (WCSD) engaged in a robust and inclusive stakeholder engagement process from January 23 to April 17, 2025, to inform the development of the adopted Local Control Accountability Plan (LCAP). Through a series of structured meetings, surveys, and advisory forums, the district collaborated with a wide range of educational partners—including teachers, principals, administrators, classified staff, local bargaining units, parents, guardians, students, and community stakeholders—to ensure that the LCAP reflects the shared priorities of the school community.

WCSD facilitated multiple LCAP Advisory Committee meetings, engagement sessions, educational partner forums, and surveys to gather authentic input. These efforts highlighted district-wide themes and actionable needs, which directly influenced the development of goals, actions, and resource allocations in the adopted LCAP.

Parent Advisory input emphasized the importance of high-quality staffing, increased academic supports such as tutoring and early intervention, and expanded access to arts and technology-based enrichment programs. Parents also prioritized school cleanliness and safety, enhanced technology access, and specific supports for English Learners, Foster Youth, and Homeless students. These insights significantly shaped the development of Goal 2 (Equitable Access to Academic Supports) and Goal 3 (Positive School Climate and Engagement).

Classified and certificated staff, along with school leaders, emphasized the importance of strengthening community partnerships, reducing class sizes, and sustaining intervention staffing to provide targeted academic support. They advocated for enhanced English Language Development (ELD) services, ongoing investments in instructional technology, family engagement services tailored for vulnerable students, and greater access to behavioral health supports. These recommendations directly informed actions

aimed at academic acceleration and mental health support across multiple goals.

DELAC parents provided feedback through engagement on areas such as: Improving designated and integrated ELD instruction. Increasing family engagement and outreach to better connect with EL families. Parents from the DELAC shared their interest in technology programs, English as a Second Language, and a variety of workshops. Enhancing access to academic support, intervention, and enrichment for EL students. Monitoring the progress of Long-Term English Learners (LTELs) and newcomer students. Provide access to families to support technology such as hotspots and the latest devices for our students. The input gathered through DELAC was instrumental in identifying priorities for Goal 2 (Student Achievement) and Goal 3 (Engagement), especially actions and services targeting English Learners.

To broaden participation, WCSD administered LCAP surveys to parents, staff, and students. Surveys were sent electronically via ParentSquare, and hard copies were made available at school sites and during district events to ensure accessibility for all families. These surveys provided essential data used to shape LCAP goals and metrics, including areas such as parent input, student sense of safety, and student connectedness to school.

Additionally, Parent Community Liaisons played a vital role in this process. They provided outreach and support to families across school sites, helping to gather survey responses and facilitate participation in engagement meetings. Their support helped ensure the voices of traditionally underrepresented families, including English Learner, Foster Youth, Homeless, and low-income communities, were heard and reflected in the plan. Together, these efforts reflect WCSD's ongoing commitment to collaborative decision-making and educational equity.

Several of the questions from the parent, staff, and student surveys were intentionally selected to become part of the LCAP metrics, ensuring that stakeholder input directly informed the development, monitoring, and evaluation of the plan. This inclusive process reflects WCSD's commitment to transparency, equity, and continuous improvement through collaboration.

The feedback gathered during EQM meetings directly influenced the planning and allocation of services aligned to the goals of the 2025–26 LCAP, ensuring that the Equity Multiplier funds are used strategically to enhance outcomes for all VLA students. Parents provided feedback on continuing the goal of providing staffing support for VLA and access to materials. WCSD's Equity Multiplier stakeholder sessions further guided the LCAP's equity strategies. Parents and staff prioritized the expansion of enrichment opportunities led by certificated staff and urged that access be equitably distributed among low-income students, English Learners, Foster Youth, and students with disabilities. Staff feedback also recommended providing professional learning opportunities beyond the district—such as conferences and external training, and highlighted the need for increased math intervention supports.

Collectively, this input led to concrete actions in the adopted LCAP, including sustained funding for intervention personnel, the development of the Virtual Learning Academy, expansion of academic enrichment, targeted outreach services, and professional development aligned with equitable instructional practices. The final plan reflects a shared vision and collective commitment to ensuring that all students are supported, challenged, and empowered to succeed.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	WCSD will provide access to rigorous instructional materials aligned with academic standards, an innovative and effective environment where students will thrive, and well-qualified teachers and staff.	Broad Goal

State priorities addressed by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

This goal was identified because Whittier City School District is committed to providing all students with optimal conditions for learning by maintaining facilities that are clean, safe, and in good condition. The District will further improve conditions for learning by attracting and hiring highly qualified teachers, administrators, and support staff. All students will have access to a standards-aligned curriculum including access to visual and performing arts, and broad courses of study that meet the demands of the state standards to prepare students for college and career. Through this goal, we can create an environment where all students can succeed academically and personally, aligning with State Priorities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	The District will maintain "Good Repair" Status for clean and safe schools according to the Williams Facilities Report.	23-24 100% Good Repair as reported in the William Facilities annual report.	The District maintained "Good Repair" Status for clean and safe schools according to the Williams Facilities Report 24-25.		100% of our schools will obtain a"Good Repair" status as measured by the Facilities Inspection Report.	There is no difference from baseline.
2	Educational Partners LCAP Survey Data on Facilities for Good Repair	23-24 89% of Parents Agree that facilities are in Good Repair 23-24 40% of Students Agree that facilities are in Good Repair 23-24 64% of Staff Agree that Facilities are in Good Repair	24-25 90% Parents agree that facilities are in Good Repair 24-25 43% Students agree that facilities are in Good Repair 24-25 64% Staff agree that facilities are in Good Repair		95% of Parents Agree that facilities are in Good Repair 50% of Students Agree that facilities are in Good Repair 75% of Staff Agree that facilities are in Good Repair	Parents: Increased from 89% to 90% (+1%) Students: Increased from 40% to 43% (+3%) Staff: Remained the same at 64% (no change)

3	Percentage of fully credentialed and appropriately assigned teachers per review of the master schedule. Data Source: Human Resource Records	23-24 Elementary School 100% 23-24 Middle School 100%	24-25 Elementary School 100% 24-25 Middle School 100%		Elementary School 100% Middle School 100%	There is no current difference from baseline
4	Williams Instructional Sufficiency Report	2023-2024 100% Sufficiency of Adopted Materials as illustrated in the Williams Instructional Sufficiency Report	2024-2025 100% Sufficiency of Adopted Materials as illustrated in the Williams Instructional Sufficiency Report		100% sufficiency of adopted materials as illustrated in the Williams Instructional Sufficiency Report	There is no difference from the baseline.
5	Implementing Academic Standards adopted by State Board of Education (Local Indicators)	23-24Local Indicators Full Implementation and Sustainability of ELA Full Implementation of ELD Full Implementation and Sustainability of Math Standards Full Implementation and Sustainability of Next-Generation Science Standards Full Implementation of History	24-25 Local Indicators Full Implementation and Sustainability of ELA Full Implementation of ELD Full Implementation and Sustainability of Math Standards Full Implementation and Sustainability of Next-Generation Science Standards Full Implementation of History		Local Indicators Full Implementation and Sustainability of ELA Full Implementation and Sustainability of ELD Full Implementation and Sustainability of Math Standards Full Implementation and Sustainability of Next-Generation Science Standard Full Implementation and Sustainability of History	There is no difference from the baseline

6	LCAP Students and Staff Surveys: Access to Broad Course of Study	2023-73% Students have access to visual and performing arts 2023-78% Teachers support the use of technology	2024-84% Students have access to visual and performing arts 2024-77% Teachers support the use of technology		85% of students have access to visual and performing arts 80% Teachers support on use of technology.	Student Access to Visual and Performing Arts Group: All Students 2023: 73% 2024: 84% Difference: +11 percentage points Teacher Support for the Use of Technology Group: All Teachers 2023: 78% 2024: 77% Difference: –1 percentage point

Goal Analysis for 2024-2025

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

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

WCSD remains committed to creating the best possible environment for student learning by attracting and retaining highly qualified teachers, administrators, and staff. In alignment with this commitment, the district ensures that all students have access to standards-aligned instructional materials, a broad course of study, and opportunities that support college and career readiness.

Whittier City School District (WCSD) is continuing with Goal 1 based on data from the California 2024 Dashboard, which shows progress in closing outcome disparities. However, a significant performance gap remains between Low-Income (LI) students, English Learners (ELs), and Foster Youth (FY) compared to All Students. Our educational partners have emphasized the urgency of addressing this disparity, reinforcing the need for continued focus and intentional action.

Goal 1 consists of 10 targeted actions, all of which were implemented as planned, with no major variances between what was proposed and what was executed. Implementation demonstrated strong alignment between planning and practice across the district.

Action 1 – Certificated and Management Salaries and Benefits
Fully Implemented: Supported district efforts to retain qualified educators and leaders, ensuring instructional stability. No substantive differences from the planned action.

Action 2 – Classified Salaries and Benefits
Fully Implemented: Contributed to daily operations and student support services. While statewide staffing shortages presented challenges, proactive hiring and internal supports mitigated impacts.

Action 3 – Andrews Staffing Support
Fully Implemented: An assistant principal was assigned to Andrews to address the needs of English learners, students with disabilities, and socioeconomically disadvantaged students—leading academic intervention, monitoring, and staff collaboration.

Action 4 – Facilities and Maintenance
Fully Implemented: LCAP funds supported routine maintenance and facility improvements, ensuring all campuses were clean, safe, and conducive to learning.

Action 5 – Supplemental Instructional Materials
Partially Implemented: Schools received supplemental materials; however, other funding sources were primarily used, reducing reliance on LCAP expenditures for this action.

Action 6 – Visual and Performing Arts Support Staff
Fully Implemented: Staff supported arts programming and coordinated culminating events such as musical performances and district-wide art showcases, enhancing student engagement and family involvement.

Action 7 – Visual and Performing Arts Programs
Fully Implemented: Funding provided instruments, supplies, and partnerships to ensure inclusive student access to music, theater, and visual arts in alignment with whole-child education.

Action 8 – Physical Education Teachers and Aides
Fully Implemented: Supported student wellness and gave classroom teachers collaboration time to review data and plan instruction, promoting both physical and academic development.

Action 9 – Enrichment Programs
Fully Implemented: Offered STEAM, field trips, academic competitions, and leadership experiences with high participation rates, especially benefiting low-income students through college and career readiness opportunities.

Action 10 – LCFF Site Allocations
Fully Implemented: Provided schools with resources for academic interventions, professional development, and social-emotional supports, helping tailor services to student needs.

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.

Whittier City School District (WCSD) experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 7-Visual and Performing Arts: Budgeted $50,000; Actual $75,158. Additional costs are attributed to expanded student access to district and school showcases, arts materials, and enrichment experiences to meet high demand.

Action 9-Enrichment Programs: Budgeted $300,000; Actual $229,400. Some funding was supported through ELO-P (Expanded Learning Opportunity Program) to cover additional enrichment activities such as STEAM, leadership camps, field trips, and academic competitions. Planned enrichment activities were postponed or modified due to scheduling and supervision, resulting in substantially lower expenditures than anticipated.

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

To date, the implementation of actions under Goal 1 has been effective in supporting Whittier City School District's mission to provide optimal learning conditions for all students. The following summary outlines the impact of each action:

Action 1 and Action 2: Based on our CA Dashboard local indicator (Basics: Teachers, Instructional Materials, Facilities) Standards Met, Action 1 and Action 2 illustrate that we have appropriately hired and placed 100% certified teachers in the classroom: WCSD continued to effectively recruit and place qualified staff across school sites and departments. This has supported consistent instructional delivery, improved student engagement, and strengthened support services throughout the district. Based on our local indicator, we have appropriately hired and placed 100% certified teachers in the classroom.

Action 3: I-Ready Diagnostics show that our SED at Andrews Elementary School has increased from 28% to 36% proficiency. Andrews staffing support played a vital role in providing targeted leadership and intervention for Socioeconomically Disadvantaged (SED) students. This action has enhanced our ability to address the unique needs of these students through focused interventions and monitoring.

Action 4: Our parent input from our LCAP survey continues to illustrate positive results from our parents, which was from 89% to 90%, that our school facilities are clean and kept in good repair. The district's Facilities and Maintenance teams maintained clean, safe, and well-functioning learning environments. Their consistent efforts contributed to a positive atmosphere that supports both student learning and staff performance.

Action 5: This action is rated as partially effective, as reflected in the 2024 California Dashboard English Learner Progress Indicator (ELPI) data. While 48.8% of English Learners (ELs) demonstrated progress toward English language proficiency in 2024, this marks a slight decline from 51.2% in 2023. Although the District provided standards-aligned instructional materials to enrich teaching and learning and equipped teachers with updated resources to support differentiated instruction, the decrease in ELPI performance suggests that these efforts have not yet resulted in consistent improvement in outcomes for EL students. Continued focus on instructional practices and targeted supports is needed to improve EL progress and move beyond partial effectiveness.

Action 6 & Action 7, our annual LCAP survey showed growth and indicated the program's effectiveness. Teachers indicated that students have the opportunity to access visual and performing arts programs in activities. This was from 76% to 84%. In addition, our 2024 CA Dashboard showed an increase of 5.6 points in ELA for our low-income students moving from ORANGE to YELLOW.

Action 8: Based on the 2024 CA Dashboard, our SED population increased by 5.6 points in ELA and 7.2 points in math. School sites were supported with PE instructors, which not only promoted physical wellness but also allowed teachers additional time for data chats and collaborative planning. This contributed to improved instruction and data-driven decision-making at the site level. Our LCAP surveys revealed that the staff agreed which ranging from 57% to 79%, that students are being provided support for their well-being.

Action 9: Based on the action and results in the 2024 CA Dashboard, our SED population increased by 5.6 points in ELA and 7.2 points in math. Our enrichment programs successfully offered students opportunities to participate in leadership, GATE, arts, and college and career readiness activities. These programs played a key role in promoting equity by ensuring all students, especially those in underserved groups, had access to extended learning opportunities.

Action 10: Based on the action, the 2024 CA Dashboard indicated that our ELA proficiency rates increased from 44% to 46% and Math proficiency rates from 33% to 35%. Action 10: LCFF Site-Based Allocations empowered school sites to determine their most pressing needs through data analysis and input from community stakeholders, including LCAP surveys. This allowed for tailored approaches that reflect the unique needs of each school community.

Collectively, these actions have been effective in advancing the goals set out in our LCAP. While there are always areas for continued growth, implementation progress to date reflects a strong alignment between strategic planning and student-centered execution.

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

As a result of reflections on prior practice, Whittier City School District (WCSD) has not made any changes to the planned goal, metrics, target outcomes, or actions for the upcoming year. The existing actions and strategies under Goal 1 remain aligned with the district's priorities and have shown effectiveness in supporting student learning conditions.

Action 9-WCSD will add personnel to support the implementation of LCAP enrichment programs with a focus on increasing access and supervision for low-income students. Funding has been increased to ensure students are supported during extended learning activities. Based on LCAP survey results, teacher-reported student participation increased from 76% to 84%, reflecting stronger engagement in these enrichment opportunities.

WCSD will continue to monitor implementation closely and seek opportunities for continuous improvement through ongoing data analysis, stakeholder input, and reflection to ensure that all students benefit from high-quality learning environments and equitable access to resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated and Management Salaries and Benefits	The District will attract, hire, and retain the best and most highly qualified teachers, administrators, and support staff. Action also includes the cost of all administrators who will provide leadership and manage the everyday functions within the organization, support staff will provide additional services to students and families. In addition, the District will provide medical benefits for all WCSD Full-time employees. action encompasses the cost of all certificated staff that will provide high-quality instruction to all students. In addition, teachers must have a clear understanding of the academic and language needs of their students to ensure that English Learners and Long Term English Learners are fully supported to access rich content knowledge and develop academic English through the application of designated and/or integrated ELD.	$24,780,687.00	No
2	Classified Salaries and Benefits	The District will attract, hire, and retain the best and most highly qualified Classified staff to provide services for all operations of the District. This includes all basic operations such as food services, custodial support, clerical, instructional, and secretarial staff to sustain and provide services to maintain the basic operations of the District. Classified custodial staff will provide routine services to maintain the appearance and aesthetics of each facility to improve and maintain the quality of all our District facilities. The District will provide medical benefits for all WCSD Full-time employees.	$4,766,595.00	No
3	Andrews Staffing Support	This action encompasses the cost of a certificated staff that will provide support at school sites. Our low-income demonstrate 46% proficiency in ELA and 34% in math compared to all students who demonstrate 68% proficiency in ELA and 48% proficiency in math. Low-income students at Andrews demonstrate an achievement gap in ELA and Math and an increase in chronic absenteeism. The assistant principal will monitor interventions and programs that support the academic achievement of low-income students and communicate with parents and families about the progress of their children.	$206,238.00	Yes

4	District Facilities and Maintenance	The District will ensure that all school facilities are well-maintained, clean, safe, and in good repair. Routine maintenance and enhancements will improve the physical learning environment for students and staff. A focus on school facilities will also enhance the appearance of schools and draw interest from the community.	$2,475,550.00	No
5	Supplemental Instructional Materials	SBAC Data for 2023 indicates 44% proficiency in reading and 33% proficiency in math, low-income students scored 39% proficiency in ELA and 28% proficiency in Math. English Learners illustrated 12% proficiency in reading and 11% in math. Research shows students improve their reading scores by reading books at their instructional level. Therefore, additional instructional materials will be purchased to provide students with resources to increase and improve language development. Additionally, books at various reading levels will help students practice and improve their reading. Additional math resources will be purchased to help build a conceptual understanding of math concepts. Implementation of these actions is expected to render an increase in reading and math scores as measured by our end-of-the-year state and local data.	$200,000.00	Yes
6	Visual and Performing Arts Support Staff and Art Events	A Visual and Performing Arts TOSA will be hired to coordinate all Visual and Performing Arts opportunities for WCSD students. This is an improved service that meets the needs of our community in particular our unduplicated student population, specifically low-income students who lack access to enrichment opportunities and experiences that enhance their skills and abilities in the arts. This action also includes an additional music teacher for middle school. The support staff teacher will meet with students to provide music lessons to engage students and provide instruction on music foundations at our middle school.	$292,905.00	Yes
7	Visual and Performing Arts	Whittier City School District will support the arts by providing opportunities during the school day and after school to participate in enrichment activities. The District will partner with outside agencies to provide additional opportunities for students to engage in visual and performing arts experiences. The District will provide matching funds to support extending opportunities for access to arts when partnering for grant funding. Low-income students have limited access to enrichment experiences, therefore additional services are based on the need for such experiences for students experiencing hardships who would otherwise not have access to these opportunities.	$30,000.00	Yes
8	Physical Education Elementary Teachers and Physical Education Aides	Whittier City School District will provide release time to teachers to analyze data and identify the needs of our students. This will allow teachers to monitor the progress of our English Learners, Foster Youth, and Low-Income students. Teachers can develop interventions to support the needs of our students and support their academic achievement. In addition, physical education teachers and aides can promote physical activities to improve health outcomes and enhance the overall well-being of low-income students and school engagement during released time.	$912,944.00	Yes
9	Enrichment Programs	WCSD will provide enrichment opportunities for our low-income students to extend their educational experiences. Enrichment activities such as STEAM, leadership camps, arts, field days, educational and cultural field trips, camping expeditions, and academic competitions will promote experiences that will engage our low-income students in real-world experiences, college and career readiness, student leadership, VAPA, GATE, and academic achievement.	$250,000.00	Yes
10	LCFF Base Site Locations	LCFF school site allocations will include opportunities for academic interventions, professional development, opportunities for collaboration, and services to support all students. Funding will be provided to all school sites based on their enrollment and will be used to support the base school operations.	$317,000.00	No

Goal

Goal #	Description	Type of Goal
2	Whittier City School District will focus on increasing student achievement for all students and close the achievement gap between all demographic groups, including Hispanic/Latino, English Learners, Foster & Homeless Youth, Students with Disabilities, and Socio-economically Disadvantaged as measured by state and local assessments. As illustrated in state and local assessments, WCSD will deliver high-quality instructions, programs, and interventions that will demonstrate growth toward proficiency in English Language Arts, Mathematics, and Science.	Broad Goal

State priorities addressed by this goal.

4, 8

An explanation of why the LEA has developed this goal.

WCSD identified this goal because we prioritize high-quality instruction, researched-based interventions, and cultivating high student achievement in English Language Arts, Science, and Mathematics. WCSD is committed to ensuring all students meet or exceed academic standards as supported by state and local assessments. This goal aligns with State Priorities 4 and 8.

To achieve Goal 2, our actions and metrics will measure student performance on the CAASPP ELA and math. This data will help our educators identify areas where students need additional academic support. It will also help us adjust instructional strategies and best practices to meet our students' academic needs.
WCSD will also monitor student performance in Science through the CAST. To support our efforts, we will monitor our local diagnostic assessments in the fall, winter, and spring. This will help us monitor our students and adjust our instructional practices and interventions.

To support our focus, we will monitor our intervention, after-school and in-school programs. We will assess our professional development to ensure our teachers and staff are equipped with research based strategies to support instructions and student learning.

WCSD will continue to measure our effectiveness in coaching, training, technology integration, and professional learning communities. Through our comprehensive approach, we will ensure all students receive effective instructions and support to achieve at all levels.

Measuring and Reporting Results

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

1	Percent of students in grades 3-8 who meet or exceed standards on the ELA, Math, and Science CAASPP and CAST assessments. Data Source: CAASPP/CAST	2023 CAASP ELA All students: 44.47% SED: 39.10% Hispanics: 57.4% EL: 12.79% FY: 25% SWD: 12.35% 2023 CAASPP Math All students 33.50 SED: 28.84% Hispanics: 44.23% EL: 11.41% FY: 6.25% SWD: 9.56% 2023 CAST Science All Students: 25.32% SED: 21.23% Hispanics: 33.70% EL: 1.72% SWD: 5.30%	2024 CAASP ELA All students: 46.6% SED: 43.4% Hispanics: 46.3% EL: 14.4% FY: 32.1% SWD: 30.7% 2023 CAASPP Math All students 35.3% SED: 32.6% Hispanics: 34.6% EL: 12.3% FY: 22.2% SWD: 11.4% 2023 CAST Science All Students: 25.6% SED: 24% Hispanics: 24% EL: 2.6% SWD: 7.4%		CAASP ELA All students: 54% SED: 50% Hispanics: 65% EL: 20% FY: 35% SWD: 20% CAASPP Math All students 43% SED: 38% Hispanics: 54% EL: 20% FY: 15% SWD: 15% CAST Science All Students: 35% SED: 30% Hispanics: 40% EL: 10% SWD: 10%	CAASPP ELA (English Language Arts) All Students – +2.13 Socioeconomically Disadvantaged (SED) – +4.3 English Learners (EL) – +2.1 Foster Youth (FY) – +7.1 Students with Disabilities (SWD) – +18.35 Hispanic – –11.1 CAASPP Math All Students – –1.8 Socioeconomically Disadvantaged (SED) – –3.76 English Learners (EL) – –1.88 Foster Youth (FY) – –15.95 Students with Disabilities (SWD) – –1.67 Hispanic – +9.63 CAST Science All Students – –0.28 Socioeconomically Disadvantaged (SED) – –0.88 English Learners (EL) – –2.77 Students with Disabilities (SWD) – –2.38 Hispanic – +9.7

2	IReady ELA Proficiency IReady Math Proficiency Data Source: I-Ready Proficiency	2023 IReady ELA All Students 47% at/> Grade Level 2023 IReady Math All Students 41% at/> Grade Level 2023 IReady ELA English Language Learners at/> 24% Grade Level 2023 IReady Math English Language Learners at/> 19% Grade Level 2023 IReady ELA SED at/> 42% Grade Level 2023 IReady Math SED at/> 37% Grade Level 2023 IReady ELA FY at/> 43% Grade Level 2023 IReady Math FY at/> 40% Grade Level 2023 IReady ELA SWD at/> 24% Grade Level 2023 IReady Math SWD at/> 22% Grade Level	2024 IReady ELA All Students 44% at/> Grade Level 2024 IReady Math All Students 38% at/> Grade Level 2024 IReady ELA English Language Learners at/> 20% Grade Level 2024 IReady Math English Language Learners at/> 17% Grade Level 2024 IReady ELA SED at/> 39% Grade Level 2024 IReady Math SED at/> 38% Grade Level 2024 IReady ELA FY at/> 44% Grade Level 2024 IReady Math FY at/> 38% Grade Level 2024 IReady ELA SWD at/> 24% Grade Level 2024 IReady Math SWD at/> 22% Grade Level		IReady ELA All Students 60% at/> Grade Level IReady Math All Students 50% at/> Grade Level IReady ELA English Language Learners 40% at/> at Grade Level IReady Math English Language Learners 30% at/> Grade Level IReady ELA SED 60% at/> Grade Level IReady Math SED 50% at/> Grade Level IReady ELA FY 60% at/> Grade Level IReady Math FY 50% at/> Grade Level IReady ELA SWD 35% at/> Grade Level IReady Math SWD 35% at/> Grade Level	i-Ready ELA Performance (2023 to 2024) All Students: Decreased from 47% to 44% (–3 percentage points) English Learners (ELs): Decreased from 24% to 20% (–4 percentage points) Socioeconomically Disadvantaged (SED): Decreased from 42% to 39% (–3 percentage points) Foster Youth (FY): Increased from 43% to 44% (+1 percentage point) Students with Disabilities (SWD): Remained steady at 24% (no change) i-Ready Math Performance (2023 to 2024) All Students: Decreased from 41% to 38% (–3 percentage points) English Learners (ELs): Decreased from 19% to 17% (–2 percentage points) Socioeconomically Disadvantaged (SED): Increased from 37% to 38% (+1 percentage point) Foster Youth (FY): Decreased from 40% to 38% (–2 percentage points) Students with Disabilities (SWD): Remained steady at 22% (no change)
3	Smarter Balanced- ELA and Math Distance from Standards (DFS) Grades 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points below standard (DFS) 2023 CA School Dashboard DFS Math Status All Students-Yellow -47.7 points below standard (DFS)	2024 CA School Dashboard DFS ELA Status All Students-Yellow -11.7 points below standard (DFS) 2024 CA School Dashboard DFS Math Status All Students-Yellow -42.8 points below standard (DFS)		CA School Dashboard DFS ELA Status All students-Green+ 5 points DFS CA School Dashboard DFS Math Status All students-Green +5 points DFS	ELA Status Status: Yellow 2023: –15.6 points below standard 2024: –11.7 points below standard Difference: +3.9 Math Status Status: Yellow 2023: –47.7 points below standard 2024: –42.8 points below standard Difference: +4.9

4	Smarter Balanced English Learners in ELA and math Distance from Standard (DFS) 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status All Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS English Learners ELA-Orange -57.8 DFS 2023 CA School Dashboard DFS English Learners Math-Orange -84.3 DFS	2024 CA School Dashboard DFS ELA Status All Students-Yellow -11.7 points DFS 2024 CA School Dashboard DFS Math Status All Students-Yellow -42.8 points DFS 2024 CA School Dashboard DFS English Learners ELA-Yellow -50.1 DFS 2024 CA School Dashboard DFS English Learners Math-Yellow -74.3 DFS		CA School Dashboard DFS All Students ELA Status-Green+ 5 points DFS CA School Dashboard DFS All Students Math Status-Green +5 points DFS CA School Dashboard DFS English Learners ELA-Yellow -25 points DFS CA School Dashboard DFS English Learners Math-Yellow -40 points DFS	All Students ELA Status: Yellow 2023: –15.6 2024: –11.7 Difference: +3.9 Math Status: Yellow 2023: –47.7 2024: –42.8 Difference: +4.9 English Learners ELA Status: Moved from Orange to Yellow 2023: –57.8 2024: –50.1 Difference: +7.7 Math Status: Moved from Orange to Yellow 2023: –84.3 2024: –74.3 Difference: +10.0

5	Smarter Balanced Students with Disabilities in ELA and math Distance from Standard (DFS) 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS Students with Disabilities ELA Orange -95 DFS 2023 CA School Dashboard DFS Students with Disabilities Math Orange -129 DFS	2024 CA School Dashboard DFS ELA Status All Students-Yellow -11.7 points DFS 2024 CA School Dashboard DFS Math Status Students-Yellow -42.8 points DFS 2024 CA School Dashboard DFS Students with Disabilities ELA Orange -83.4 DFS 2024 CA School Dashboard DFS Students with Disabilities Math Orange -116.4 DFS		CA School Dashboard DFS ELA Status-Green+ 5 points DFS CA School Dashboard DFS Math Status-Green +5 points DFS CA School Dashboard and DFS Students with Disabilities ELA Yellow -40 points DFS CA School Dashboard and DFS Students with Disabilities Math Yellow -70 points DFS	All Students ELA Status: Yellow 2023: –15.6 2024: –11.7 Difference: +3.9 Math Status: Yellow 2023: –47.7 2024: –42.8 Difference: +4.9 Students with Disabilities ELA Status: Orange 2023: –95.0 2024: –83.4 Difference: +11.6 Math Status: Orange 2023: –129.0 2024: –116.4 Difference: +12.6

6	Smarter Balanced SED in ELA and math Distance from Standard (DFS) 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS Socioeconomic Disadvantaged ELA Orange -28.4 DFS 2023 CA School Dashboard DFS Socioeconomic Disadvantaged Math Yellow -61.3 DFS	2024 CA School Dashboard DFS ELA Status All Students-Yellow -11.7 points DFS 2024CA School Dashboard DFS Math Status Students-Yellow -42.8 points DFS 2024 CA School Dashboard DFS Socioeconomic Disadvantaged ELA Yellow-22.8 DFS 2024 CA School Dashboard DFS Socioeconomic Disadvantaged Math Yellow -54.1 DFS		CA School Dashboard DFS ELA Status-Green+ 5 points DFS CA School Dashboard DFS Math Status-Green +5 points DFS CA School Dashboard and DFS Socioeconomic Disadvantaged ELA Yellow -5 points DFS CA School Dashboard and DFS Socioeconomic Disadvantaged Math Green -35 points DFS	All Students ELA Status: Yellow 2023: –15.6 2024: –11.7 Difference: +3.9 Math Status: Yellow 2023: –47.7 2024: –42.8 Difference: +4.9 Socioeconomically Disadvantaged Students ELA Status: Improved from Orange to Yellow 2023: –28.4 2024: –22.8 Difference: +5.6 Performance Level Change: Moved up one level Math Status: Yellow 2023: –61.3 2024: –54.1 Difference: +7.2

7	Smarter Balanced-ELA and Math Distance from Standards (DFS) Grades 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard Foster Youth ELA Red, -85 DFS 2023 CA School Dashboard Foster Youth Math Red, -135 DFS	2024 CA School Dashboard DFS ELA Status All Students-Yellow -11.7 points DFS 2024 CA School Dashboard DFS Math Status Students-Yellow -42.8 points DFS 2024 CA School Dashboard Foster Youth ELA Yellow, -37.6 DFS 2024 CA School Dashboard Foster Youth Math Yellow, -60.1 DFS		CA School Dashboard DFS All Students ELA Status-Green+ 5 points DFS CA School Dashboard DFS All Students Math Status-Green +5 points DFS CA School Dashboard DFS Foster Youth ELA Orange, -50 points DFS CA School Dashboard DFS Foster Youth Math Orange, -70 points DFS	All Students ELA Status: Yellow 2023: –15.6 2024: –11.7 Difference: +3.9 Math Status: Yellow 2023: –47.7 2024: –42.8 Difference: +4.9 Foster Youth ELA Status: Improved from Red to Yellow 2023: –85.0 2024: –37.6 Difference: +47.4 Performance Level Change: Moved up two levels Math Status: Improved from Red to Yellow 2023: –135.0 2024: –60.1 Difference: +74.9 Performance Level Change: Moved up two levels

8	Smarter Balanced ELA and Math Distance from Standard (DFS) Grades 3-8	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023 CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS Homeless ELA Orange -20.7 DFS 2023 CA School Dashboard DFS Homeless Math Yellow -44.5 DFS	2024 CA School Dashboard DFS ELA Status All Students-Yellow -11.7 points DFS 2024 CA School Dashboard DFS Math Status Students-Yellow -42.8 points DFS 2024 CA School Dashboard DFS Homeless ELA Orange -10.6 DFS 2024 CA School Dashboard DFS Homeless Math Orange -46.6 DFS		CA School Dashboard DFS All students ELA Status-Green+ 5 points DFS CA School Dashboard DFS All students Math Status-Green +5 points DFS CA School Dashboard and DFS Homeless ELA Yellow -10 DFS CA School Dashboard and DFS Homeless Math Yellow -20 points DFS	All Students ELA Status: Yellow 2023: –15.6 2024: –11.7 Difference: +3.9 Math Status: Yellow 2023: –47.7 2024: –42.8 Difference: +4.9 Homeless Students ELA Status: Orange 2023: –20.7 2024: –10.6 Difference: +10.1 Performance Level Change: Maintained Orange status Math Status: Declined from Yellow to Orange 2023: –44.5 2024: –46.6 Difference: –2.1 Performance Level Change: Dropped one level
9	English Learner Proficiency (ELPAC)	2023 CA English Learner Progress Indicator (ELPI) as measured by the ELPAC. WCSD is at a Yellow Level with 51.2% of the English Learners students making progress.	2024 CA English Learner Progress Indicator (ELPI) as measured by the ELPAC. WCSD is at a Orange Level with 48.8% of the English Learners students making progress.		CA English Learner Progress Indicator (ELPI) as measured by the ELPAC. WCSD is at a Green with 60% of the English Learners students making progress.	There is a -2.4 percentage points and a drop in performance level from Yellow to Orange
10	Reclassification Rate	2023 WCSD Reclassification Rate WCSD 13.56%	2024 WCSD Reclassification Rate WCSD 12. 7%		WCSD 16%	-0.86 percentage points. This reflects a slight decline in the reclassification rate of English Learner students from the previous year.

Goal Analysis for 2024-2025

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

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

Whittier City School District (WCSD) remains steadfast in its commitment to increasing student achievement and closing the academic and opportunity gap for all student groups, including Hispanic/Latino students, English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students, as measured by both state and local assessments.

Throughout the 2024–2025 school year, WCSD fully implemented key strategies and supports aligned to Goal 2 of the LCAP. School sites used data to identify academic needs and apply effective instructional practices to ensure high-quality teaching, access to technology, and targeted interventions, supporting student proficiency in English Language Arts, Mathematics, and Science per the 2024 California School Dashboard indicators.

Actions 1 & 2 were fully implemented: WCSD delivered three professional development (PD) days for all certificated and classified staff, focused on instructional quality and fostering collaboration. These sessions specifically supported Foster Youth and English Learners (ELs), with 100% of elementary and middle schools participating and over 320 staff attending at least one PD day. A 90% attendance rate was verified through district rosters. Teachers used embedded collaboration time to review subgroup data and refine planning.

Action 3 was fully implemented: Teachers and staff were provided access to external and local PD, including high-impact conferences in math, science, dual immersion, and PLCs. These efforts targeted strategies for supporting low-income students. Notably, in the 2024 CA Dashboard, 32.60% of students met/exceeded standards in Math and 43.44% in ELA. Professional learning was embedded into site PLCs to strengthen coherence and equity in instructional practices.

Action 4 was fully implemented: Every school designated lead teachers who provided coaching and site-based training aligned to goals. These teacher leaders supported EL strategies, PBIS, technology, and assessments. They participated in district-level learning and collaborated monthly to align with LCAP goals.

Action 5 was fully implemented: The Instructional Design Team (IDT) enhanced curriculum alignment and instructional coherence. The IDT developed pacing guides, assessments, and integration strategies with a focus on improving outcomes for low-income students. Their work continues in summer 2025 to refine instructional tools and support underserved learners.

Action 6 was fully implemented: Summer programs provided targeted academic and enrichment support for low-income and at-risk students. Offerings included foundational ELA and Math, STEM, arts, wellness, and small-group instruction to combat learning loss and promote school connectedness.

Action 7 was partially implemented: Although designated ELD and targeted interventions for ELs were supported, fidelity of implementation varied by site. Districtwide training was provided, but more focused PD and support are needed to deepen staff capacity and improve consistency, particularly for newcomers and Long-Term English Learners (LTELs). English Learners improved by 7.7 points in ELA but remain in the Yellow performance band, 50.1 points below standard.

Action 8 was fully implemented: WCSD enhanced support for Foster Youth via staffing, individualized services, and community partnerships. Despite these efforts, 29% of Foster Youth were chronically absent (Red level). Challenges included real-time responsiveness and site-level monitoring, highlighting areas for continued improvement.

Action 9 was fully implemented: K–3 Class Size Reduction was maintained across the district to increase individual attention for low-income students. Paired with Action 11, which

was also fully implemented, Full-Day Kindergarten expanded foundational learning time and closed early gaps in literacy, math, and social-emotional development.

Action 10 was fully implemented: AVID was implemented across schools, targeting college readiness for low-income students. Staff received training in inquiry-based learning and organization strategies. AVID classrooms saw improved engagement and student motivation, alongside college visits and workshops to raise awareness.

Action 13 was fully implemented: Technology tools like Educlimber and i-Ready supported real-time data use and differentiated instruction. These systems allowed teachers to track progress, adjust instruction, and target interventions for low-income students, supporting data-driven decisions aligned to LCAP priorities.

Action 14 was fully implemented: TK staff, materials, and training were provided across all sites to ensure equitable early education access for low-income families. Professional development supported early educators, while outreach increased TK enrollment. Families reported stronger transitions to kindergarten and appreciation for early learning opportunities.

Action 15 was partially implemented: Technology Support Staff were impacted by hiring delays early in the year. While full staffing was achieved later, initial gaps slowed site-level tech assistance. Once staffed, the new team improved response times. WCSD will continue prioritizing consistent tech support to meet instructional needs.

Action 16 was fully implemented: LCFF site allocations were equitably distributed based on unduplicated counts. Funds supported K–8 academic interventions, enrichment programs, and PD. Participating students grew an average of 6.2 points in i-Ready reading and 5.9 in math. PD reached over 270 educators, with 92% reporting increased instructional confidence. PLCs reviewed data weekly to refine supports for ELs and at-risk groups.

Action 17 was fully implemented: WCSD completed a technology refresh that included devices, software, and training to maintain equity and access. The refresh supported both students and staff in delivering and receiving high-quality, tech-integrated instruction. Survey data indicated improved satisfaction with device availability and use.

Action 18 – Special Education was fully implemented to strengthen instructional practices and support systems for students with disabilities. The focus included targeted professional development in instructional strategies, Individualized Education Program (IEP) goal setting, and social-emotional learning (SEL). The implementation aligned with WCSD's goal of providing equitable and inclusive education for all students, particularly those receiving special education services.

Action 19 – Director of Educational Services was fully implemented and played a pivotal role in strengthening instructional leadership, advancing data-informed practices, and driving educational equity across WCSD. The Director of Educational Services provided consistent leadership to guide site administrators, support teachers, and engage educational partners in the continuous improvement process. This role was central to aligning systems that benefit low-income students and ensure equitable outcomes.

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

Whittier City School District (WCSD) experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 6-Summer Intervention and Support: Budgeted $60,000; Actual $30,000. Underspending reflects lower-than-expected student enrollment and staffing availability for summer programs due to E-LOP funding.

Action 7-English Language Development Training and Instructional Materials and Support: Budgeted $99,000; Actual $152,558. Increased expenditures resulted from expanded support in staffing and targeted intervention for newcomer and long-term English learners, including additional materials and training.

Action 8-Foster Youth Support and Resources: Budgeted $140,000; Actual $31,509. Underspend due to delays in initiating support services and reduced vendor engagement during the school year. Additional services and supports were funded through the American Rescue Plan (ARP) and the Los Angeles County Board of Supervisors' social programs. These additional funding sources helped ensure that foster youth had access to necessary supports without placing the full expenditure on LCAP.

Action 10-Advancement Via Individual Determination (AVID): Budgeted $40,000; Actual $16,973. Underspent due to school sites utilizing their categorical funding.

Action 13-Technology Subscriptions: Budgeted $950,000; Actual $393,257. The difference is due to the school sites utilizing their categorical funding.

Action 15-Technology Support Staff: Budgeted $194,587; Actual $120,492. Variance reflects staffing vacancies and a delay in hiring additional personnel to support expanding technology needs.

Action 17-Technology Refresh Equipment, Software, and Training: Budgeted $2,400,000; Actual $1,609,873
Underspending due to carryover.

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

We will continue to see promise in our Goal 2 actions through our educational partnership meetings.

Action 1 (Professional Development Training) and Action 2 (Three Professional Development Sessions) have been effective in supporting student achievement and building staff capacity to address the needs of foster youth, English learners, and low-income students. Throughout the year, Whittier City School District (WCSD) provided ongoing professional development focused on improving instructional strategies, intervention supports, and student engagement practices. The implementation of these actions has resulted in measurable academic growth. According to the 2024 California School Dashboard. Overall, student performance in English Language Arts (ELA) increased by 4 points, and performance in Mathematics increased by 5 points. The district is on a YELLOW status in both ELA and Mathematics.

Low-income students increased by 5.6 points in ELA and 7.2 points in Mathematics compared to the previous year.
English Learners increased by 7.7 points in ELA and 10 points in Mathematics. Foster Youth demonstrated significant growth, increasing by 37.5 points in ELA and 76.3 points in Mathematics, moving from RED status in the previous year to YELLOW status. These outcomes indicate that the professional development provided through Actions 1 and 2 has been effective in strengthening instructional practices and improving student outcomes, particularly for unduplicated student groups.

Through Action 3, strategic contracts and conference participation were effective. Teachers and staff were equipped with high-leverage instructional strategies, professional

learning community practices, early literacy, and culturally responsive practices specifically designed to accelerate learning for low-income students. As indicated in the CA Dashboard, low-income students increased by 5.6 points in ELA and 7.2 points in Mathematics compared to the previous year. Staff survey also showed an increase in our LCAP survey from 78% to 81% that teachers in the district are provided opportunities to achieve their professional goals.

Action 4, Site-Based Lead Teachers were identified at each school site to support the implementation of district-wide initiatives focused on closing the achievement gap for unduplicated students, including English learners. Lead Teachers provided direct coaching to teachers, modeled best instructional practices, and supported site-level professional development aligned to district priorities. The effectiveness of this action is evidenced by the growth shown by English learners on the California School Dashboard: English Learners increased by 7.7 points in English Language Arts (ELA) compared to the previous year. English Learners increased by 10 points in Mathematics compared to the previous year.

This growth demonstrates that having designated Lead Teachers at each site to provide targeted support, implement research-based instructional strategies, and collaborate with principals and classroom teachers contributed significantly to the academic gains of English learners.

While this action has been effective in improving outcomes, there remains a need for continued monitoring, coaching, and differentiated site-based supports to sustain and accelerate progress, especially for students who remain below standard.

Action 5-The Instructional Design Team (IDT) was effective as it established to support teachers in using local and state assessments to disaggregate and analyze student achievement data, identify essential standards, plan instruction, and design targeted interventions for students, with a particular focus on meeting the needs of low-income students. The impact of this action is reflected in the academic gains made by low-income students:
Low-income students increased by 5.6 points in English Language Arts (ELA) compared to the previous year.
Low-income students increased by 7.2 points in Mathematics compared to the previous year. Further evidence of the impact is supported by local survey results: 80% of teachers indicated in the LCAP survey that they received training on the implementation of California State Standards, demonstrating a strong system of support that contributes to improved instructional practices.

Action 6-Summer Intervention and Support Program was implemented with effectiveness to provide additional academic opportunities in English Language Arts (ELA), Mathematics, and Science for students, with a focus on increasing access and support for low-income students. The effectiveness of this action is evident through the academic growth of low-income students indicated in the CA Dashboard. Our low-income students increased by 5.6 points in English Language Arts (ELA) compared to the previous year. In addition, our low-income students increased by 7.2 points in Mathematics compared to the previous year. Our low-income students also illustrated growth in our I-Ready from 22% to 32% in Reading and 14% to 24% in math.

The implementation of Action 7 targeted English Language Development (ELD) training and support for all teachers has proven effective in improving outcomes for English Learners. Through release time and professional development, teachers received ongoing training on effective strategies for planning Designated and Integrated ELD. Training emphasized the use of Balanced Literacy methodologies, including shared and close reading strategies, to support language development across content areas. According to the LCAP survey, 49% of teachers indicated they received professional development and resources to support multilingual learners, showing that while training was impactful, there is still a need to expand professional development efforts to reach more staff. The effectiveness of this action is reflected in student outcomes: English Learners increased by 7.7 points in English Language Arts (ELA) compared to the previous year. English Learners increased by 10 points in Mathematics compared to the previous year. This growth demonstrates the positive impact of a coordinated and structured ELD program. However, continued monitoring, differentiated support, and expansion of professional development for multi-language learner support remain critical to ensure even greater academic gains, particularly for students identified as Long-Term English Learners.

Action 8-Foster Youth Support was a critical action and ongoing focus for WCSD. The implementation of targeted tutoring services for foster youth students was an effective action in supporting academic achievement in the Whittier City School District (WCSD). The Coordinator of Student/Pupil Services collaborated with school sites to identify foster

and homeless youth, communicated directly with families, and ensured they were informed about available academic interventions. The effectiveness of this action is demonstrated by significant academic growth: Foster Youth increased by 37.5 points in English Language Arts (ELA) compared to the previous year. Foster Youth increased by 76.3 points in Mathematics compared to the previous year. Foster Youth moved from RED status to YELLOW status on the California Dashboard. WCSD is also no longer eligible for differentiated assistance.

Action 9, WCSD K-3 Class Size Reduction initiative in WCSD has been an effective action in addressing the academic needs of students, particularly for low-income students and those requiring foundational support in reading and math. By reducing class sizes in the primary grades, students have benefited from more frequent access to their classroom teachers and increased opportunities for small-group targeted instruction.
This approach has been crucial in providing personalized attention to students, which in turn allows for more tailored and scaffolded lessons that target areas of academic need. For low-income students, particularly those struggling with language proficiency and foundational skills, this targeted support is critical to closing achievement gaps. The impact on student achievement is evident in the following growth, as illustrated in our I-Ready Diagnostic. ELA Early Literacy: The percentage of students in Tier 1 increased from 26% to 38%. Early Foundations in Math: The percentage of students in Tier 1 increased from 17% to 27%.

The AVID (Advancement Via Individual Determination) program, Action 10, has proven to be an effective initiative in supporting the academic success and college readiness of our low-income students. We continued to implement AVID at three school sites—Jackson, Dexter, and Orange Grove—the district focused on providing additional resources and academic support to help students build a clear pathway to college and community gatherings. Our LCAP survey revealed that teachers recognize the impact of the AVID program in preparing students for success beyond the classroom. Teachers agreed from 79% in the previous year to 82%. The effectiveness of this action is evident through the academic growth of low-income students: Low-income students increased by 5.6 points in English Language Arts (ELA) compared to the previous year. Low-income students increased by 7.2 points in Mathematics compared to the previous year.

Action 11, The Full-Day Kindergarten (FDK) program has proven to be an effective initiative to support our unduplicated student population, particularly low-income students, English Learners, and foster youth. Though not a required program, the district offers full-day kindergarten at all 9 elementary school sites, providing students with increased services and early intervention aimed at narrowing the achievement gap. The full-day program is designed to offer a developmentally appropriate, early childhood education to ensure that all students, especially those from disadvantaged backgrounds, have the time and resources needed to develop foundational academic skills. The district has invested in 15 Full-Time Equivalent (FTE) kindergarten positions, which extend the school day. This additional time in the classroom provides students with more opportunities for individualized instruction, hands-on learning, and meaningful interactions with teachers, ensuring that they are better prepared for future academic challenges.

As a result of these efforts, our kindergarten students have shown significant academic growth in both literacy and math. According to the I-Ready Diagnostic data: Early Literacy: Kindergarten students increased from 18% proficiency in Diagnostic 1 to 46% proficiency in Diagnostic 2, showing strong progress in foundational reading skills. Math: Similarly, kindergarten students improved from 14% proficiency in I-Ready Math Diagnostic 1 to 30% proficiency in Diagnostic 2, demonstrating solid growth in early math skills.

Overall, the Full-Day Kindergarten and Kindergarten Round-Up programs have proven to be a valuable asset in providing early, equitable access to high-quality education. With ongoing support through small-group instruction and additional classroom aides, we will continue to ensure that all students, especially those from underserved backgrounds, have the best possible start to their academic careers.

The Virtual Learning Academy (VLA), Action 12, has been effective based on the 2024 CA Dashboard. VLA had an increase in ELA proficiency from 25% to 27% and in math proficiency from 18% to 25%. It provided students a differentiated access to a virtual independent study program. This program continued to offer an accessible virtual learning environment for our students.

Action 13: Technology Subscriptions has been effective. The Whittier City School District continues to prioritize the use of technology subscriptions to monitor and support student academic progress, particularly for low-income students and English Learners. Through this action, the District has utilized platforms such as Illuminate, Educlimber, and

I-Ready to provide both teachers and administrators with tools to better assess and respond to student needs.

Illuminate and Educlimber serve as a student information system and a comprehensive online assessment platform, offering a bank of pre-made assessments to support formative assessment practices across classrooms.
The I-Ready platform specifically supports ongoing monitoring of reading and mathematics proficiency. It provides diagnostic assessments and individualized learning pathways for students, allowing teachers to address skill gaps and accelerate academic growth. The results from the 2024 California School Dashboard illustrate the positive academic impact of this action: English Learners increased by 7.7 points in English Language Arts (ELA) compared to the previous year. English Learners increased by 10 points in Mathematics compared to the previous year. Low-income students increased by 5.6 points in English Language Arts (ELA) compared to the previous year.
Low-income students increased by 7.2 points in Mathematics compared to the previous year.

Action 14: Transitional Kindergarten (TK) Support has been effective. The Whittier City School District remains committed to providing early learning opportunities for all students by maintaining a two-year Kindergarten program, offering full-day Transitional Kindergarten (TK) classes at all nine elementary school sites. Through this action, WCSD directly funds four TK teachers across the district, enhancing access to early education for students, particularly for our unduplicated student populations (low-income, foster youth, and English learners).

Research consistently shows that early learning experiences have a significant positive impact on student achievement, particularly in foundational literacy skills. For low-income students, who often lack access to early childhood education due to financial barriers, this program provides critical exposure to developmentally appropriate instruction that prepares them for success in Kindergarten and beyond.

In addition to staffing, WCSD also provided increased professional development and instructional coaching to support TK teachers. This focus on ongoing professional learning helped enhance teachers' abilities to deliver high-quality, developmentally appropriate lessons tailored to meet the academic and social-emotional needs of our youngest learners. The Teacher LCAP survey revealed a 3% increase from 78% and 81% that the district provides instructional materials and supports learning for all students.

Through action 15, Whittier City School District provided three technology support staff to assist across school sites, offering technical support for all student and staff technology devices has been partially effective. This investment was aimed at improving student proficiency in English Language Arts (ELA) and Mathematics, as well as increasing the percentage of students who reported that technology was used effectively in their classrooms. Technology support helped ensure devices remained functional, and students and teachers could consistently access online instructional and assessment platforms like Illuminate, Educlimber, and i-Ready.

This action contributed to overall student performance gains as indicated on the California School Dashboard:
Overall, student performance increased by 4 points in ELA and 5 points in Mathematics. Low-income students increased by 5.6 points in ELA and 7.2 points in Mathematics compared to the previous year. English Learners increased by 7.7 points in ELA and 10 points in Mathematics compared to the previous year. Foster Youth showed remarkable growth, increasing by 37.5 points in ELA and 76.3 points in Mathematics, moving from RED to YELLOW status.

Whittier City School District (WCSD) allocated LCFF supplemental funds to school sites (Action 16) to enhance opportunities for academic interventions, professional development, collaboration, and services to support English Learners. Each site used its allocation to contract with outside consultants for professional development focused on the effective implementation of Balanced Literacy and Math Instruction. Provide after-school academic interventions in reading and math. Offer enrichment opportunities in STEM, Art, and Dance to promote a well-rounded education. Support weekly teacher collaboration time to share best practices and refine instructional strategies, with a focus on improving services for unduplicated students. Fund additional training for teachers to strengthen effective instructional practices, with an emphasis on closing achievement gaps. Through the strategic use of LCFF site allocations, WCSD saw notable improvements: Teacher feedback in the LCAP survey indicated that perceptions of students' access to Visual and Performing Arts improved from 76% to 84%. Teacher input also reflected an increase from 79% to 82% in agreement that the district is providing a high-quality education that prepares students for college and career readiness.

Action 17: Technology Refresh, Equipment, Software, and Training. This action was highly effective in ensuring students had access to updated instructional technology. The replacement of outdated devices, addition of new classroom equipment, and the provision of current software tools directly supported teaching and learning. Staff training further enabled effective integration of technology into instruction. Effectiveness is evidenced by our staff survey results, which showed an increase from 78% to 81% in agreement that the district provides appropriate instructional tools to support student learning, reflecting improved access and satisfaction with available technology.

Action 18: Special Education Support, Whittier City School District (WCSD) has been effective as it provided targeted professional development for all Special Education (SPED) teachers to ensure the effective implementation of state standards across ELA, Mathematics, and other content areas. The district focused on offering ongoing professional development opportunities to expand and refine instructional practices aimed at improving academic outcomes and services for students with disabilities. In addition to teacher training, WCSD assigned a dedicated SPED support staff member to monitor Special Education services and provide support related to compliance, inclusion practices, and best instructional strategies to meet the needs of students with disabilities. The implementation of this action led to notable improvements in student achievement: Students with disabilities increased by 11.6 points in ELA on the California School Dashboard compared to the previous year. Students with disabilities increased by 12.5 points in Mathematics on the California School Dashboard compared to the previous year.

Action 19, The Executive Director of Educational Services has been effective as it played a critical role in ensuring that unduplicated students—including low-income, English Learners, and foster youth—receive increased and improved services and expanded learning opportunities to positively impact student achievement. The Director led the Multi-Tiered System of Supports (MTSS) program to ensure that all schools implement Response to Intervention (RTI) supports and Positive Behavior Interventions and Supports (PBIS) frameworks to meet the academic and behavioral needs of our most vulnerable students. To strengthen instructional practices and increase services for unduplicated students. The Director also managed LCFF centralized budgets and categorical programs to ensure funding was strategically directed to enhance services for low-income students. Throughout the year, programs such as academic tutoring were launched at the beginning of the school year to provide additional support in both ELA and Mathematics.

The district also strengthened English Language Development (ELD) practices, including improving reclassification rates, progress monitoring of English Learners, and enhancing support for academic achievement through the federal monitoring process. Moreover, Gifted and Talented Education (GATE) programs were expanded and monitored to ensure equitable access and support for all eligible students.

This action demonstrated clear success, as reflected in the growth from 2023 to 2024 California School Dashboard results: Overall student performance increased by 4 points in ELA and 5 points in Mathematics. Low-income students increased by 5.6 points in ELA and 7.2 points in Mathematics compared to the previous year. English Learners increased by 7.7 points in ELA and 10 points in Mathematics compared to the previous year. Foster Youth demonstrated remarkable progress, increasing by 37.5 points in ELA and 76.3 points in Mathematics, moving from RED to YELLOW performance status.

WCSD remains committed to the effective use of resources in supporting academic growth and equitable outcomes for all students.

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

As part of Whittier City School District's commitment to continuous improvement, we regularly reflect on the implementation and impact of our LCAP goals and actions. Based on this analysis, several adjustments have been made to planned actions, target outcomes, and supports to better meet student needs and enhance program effectiveness in the coming year.

As a result of reflections on prior practice, Whittier City School District (WCSD) has identified the need to expand support for Preschool and Transitional Kindergarten (TK) students and families. Funds have been increased to accommodate the staffing related to student support and parent outreach. Action 11 – Full Day Kindergarten Round-Up, WCSD will expand support for K–2 students by providing instructional aides to enhance early learning. Funds have been increased to accommodate the extra cost related to student support.

For Action 12 – Virtual Learning Academy, no significant changes were made to the planned goal or metrics; however, based on prior implementation and positive outcomes, WCSD will staff the Virtual Learning Academy with two dedicated teachers. Funds have to be increased to accommodate the extra cost of staffing.

Action 14-TK Support Staff, Materials, and training have increased to budgeted expenditures. Funds have been increased to accommodate the cost of TK Instructional Aides and materials.

Action 17 – Technology Refresh. As a result of reflections on prior implementation, Action 17 has been updated to include the purchase of furniture that supports the integration of technology in learning environments. Feedback from school sites and staff surveys highlighted the need for functional and flexible classroom furniture to complement the 1:1 iPad Program and enhance student engagement. Funds have been increased to accommodate the cost of technology and furniture.

Action 20-This is a new action. The district has identified an opportunity to strengthen literacy development and student engagement through expanded access to library and media resources by adding library aides at each school site for the 2025–26 school year (LREBG-funded action). Our needs assessment revealed persistent challenges in literacy performance across student groups, especially among low-income students. In response, Action 20 focuses on increasing access to high-interest, culturally relevant, and leveled reading materials by staffing library aides who can support students in developing a love of reading and improving literacy outcomes.

Library aides will assist in organizing and maintaining the library space, guiding students in book selection aligned to their reading levels and interests, and collaborating with teachers to support classroom literacy goals. This action addresses a gap in equitable access to consistent library services across sites and reinforces foundational literacy skills that are critical to long-term academic success.

According to research from the American Association of School Librarians (AASL), access to a well-staffed school library is associated with improved reading achievement and increased student engagement, particularly when library professionals work directly with students. Furthermore, the California Department of Education emphasizes the role of school libraries in supporting early literacy, independent reading, and academic achievement across content areas.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Develoment Training and Support Staff	The district will provide ongoing professional development in all content areas including technology for classified and certificated staff. The district will provide a support staff and pay	$241,225.00	Yes

		teachers, hire consultants, and purchase materials to support the effective implementation of a standards-based instructional program. This includes summer committee work, new teacher professional development, and any hourly professional development over the school year. The diverse needs of our unduplicated students such as English Learners and foster youth not meeting grade-level standards require that teachers meet regularly to learn research-based instructional strategies that diverse needs of various subgroups.		
2	Three Professional Development Days	Three professional development days will remain on the Instructional Calendar for certificated staff. Additional days will be dedicated to administrators and teachers who will study best practices, analyze data to best meet the demands of the CA Standards, and provide differentiated support to the diverse needs of students. During these additional days, staff will devise targeted strategies to provide differentiated support and equitable practices for our unduplicated students.	$600,000.00	Yes
3	Contracts and Conferences for Professional Development	Educational Services will provide support to administrators, teachers, and Instructional Coaches to strengthen instructional programs at every school site. Contracts with outside consultants will provide ongoing training and support for teachers, administrators, and Instructional Coaches on best practices in all content areas, including training on equity and diversity, and culturally responsive teaching. Staff will be provided with opportunities to attend professional development conferences that support deep learning of content standards, leadership practices, coaching practices, and collaborative structures and practices. Ongoing training will guide how to best meet the needs of our unduplicated student population.	$300,000.00	Yes
4	Site-Based Lead Teachers	Lead Teachers will be identified at each site to provide additional support to staff with the implementation of student-based district-wide initiatives aimed at closing the achievement gap. Each school site will designate a teacher to provide support with the implementation of PBIS, a 1:1 iPad Program, assessment literacy, response to intervention, state assessments, and monitoring the progress of English Learners. Lead teachers will assist with monitoring and supporting these initiatives at their school site. Lead teachers will also provide support with public relations for their school site by ensuring all information from the school website is updated.	$149,052.00	Yes
5	Instructional Design Team Hourly Certificated	Teachers will use an online assessment reporting system to disaggregate and analyze assessment data, identify essential standards, plan instruction, and design interventions. Our unduplicated student data demonstrate a need to provide differentiated lessons to meet the needs of low-income students in reading, writing, and math. Teacher leaders from each school site will meet throughout the school year to analyze student achievement data and revise curriculum and instruction to meet the needs of low-income students.	$60,000.00	Yes
6	Summer Intervention and Support	Summer intervention services will be provided during the summer program to increase student services and offer more support by extending learning and enrichment into the summer. This will support our low-income student population by offering more learning opportunities at no additional cost to families.	$20,000.00	Yes
7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	Release time and training for all teachers on effective strategies for planning Designated and Integrated ELD. Teachers will receive ongoing training on best practices for English Learners throughout the school year and be provided with release time to monitor English Learners and plan lessons that target instruction within students' language proficiency levels. English Learner Teacher on Special Assignment (TOSA) will provide leadership support towards professional development, parent engagement, and programs for English Learners. Bilingual aides will provide support to identified English Learners. A greater emphasis will be placed on aligning practices to support Long Term English Learners. Instructional approaches during ELD will focus primarily on shared and close reading strategies outlined in the Balanced Literacy methodology. Teachers will review ELPAC data to determine an area of instructional focus for students identified as LTELS. The District will purchase supplemental materials, staff support, and online subscriptions to	$256,493.00	Yes

		support students identified as English Learners and Long Term English Learners and help increase English language proficiency. Teachers will use supplemental materials during the school day and/or after school when providing targeted support to EL and RFEP students. The District will support each site by offering opportunities for teachers to provide targeted interventions for English Learners after school. Students will be in small groups based on language proficiency levels. Teachers will review ELPAC data (Listening, Speaking, Reading, and Writing) to determine an area of instructional focus and provide instruction in the greatest area of need.		
8	Foster Youth and Homeless Support and Resources	The District will provide tutoring services to low-performing foster youth and homeless students throughout the school year. Our Coordinator of Student/Pupil Services will assist schools with identifying foster and homeless youth and will contact families to inform them of additional services offered for academic interventions. Once needs have been determined, tutoring and interventions will be provided.	$140,000.00	Yes
9	K-3 Class Size Reduction	WCSD will reduce class sizes to provide intensive and improved services to low-income students in grades K-3. Data in K-3 indicates an achievement gap in reading and math. Our local assessment data indicates that 58% of our low-income students are not proficient in reading and 64% of low-income students are not proficient in math. Lowering class size will provide students with frequent access to the classroom teacher and provide increased opportunities for small-group targeted instruction. The needs of our low-income student population demonstrate a need for increased language proficiency, and improved skills in foundational reading and math. Lowering class size in the primary grades allows students to benefit from increased support by having frequent access to the classroom teacher. Smaller classes allow for increased small group instruction opportunities and small group instruction allows the teacher to provide targeted and scaffolded lessons to better close the achievement gap of our students.	$3,334,487.00	Yes
10	Advancement Via Individual Determination (AVID)	Student Achievement Via Individual Determination (AVID) program will be implemented to increase services and provide additional support to students at three of our AVID school sites; Jackson, Dexter, and Orange Grove. AVID provides low-income students with a pathway to college and academic support to achieve college goals. Each school site will receive annual training, subscriptions, and resources to support AVID implementation. Support will be provided to enhance the AVID program at Dexter Middle School with the addition of AVID tutors and additional FTE for elective periods. These supports will be funded to strengthen and expand the program. Additional supports are targeted towards meeting the needs of our unduplicated student population at each identified school site. Students will receive training on developing skills that will make them college and career-ready.	$40,000.00	Yes
11	Full Day Kindergarten and Kindergarten Round Up	A full-day Kindergarten program, not a required program, provides unduplicated students in the Whittier City School District with increased services and early intervention at all 9 elementary school sites. The full-day program provides low-income students, foster youth, and English Learners with a developmentally appropriate, early childhood education to narrow the achievement gap. 15 Kindergarten FTEs and instructional aides to extend the school day beyond the required instructional minutes outlined in EdCode. Our Kindergarten Round Up will support our students as teachers and instructional aides will provide diagnostic assessments before the school year to identify their academic needs. The full-day program will increase services for Socioeconomically Disadvantaged, English Learners, and Foster Youth students to close the achievement gap by providing more instructional time, and small group interventions on foundational reading skills	$2,617,100.00	Yes
12	Virtual Learning Academy	As part of Whittier City School District’s efforts to expand equitable access and address the needs of chronically absent students, particularly those from low-income households, the Virtual Learning Academy offers a comprehensive virtual independent study program that serves as a	$403,075.00	No

		flexible and accessible alternative to traditional in-person instruction. This action is designed to ensure continuity of learning for students who, due to medical, personal, or socio-economic barriers, are unable to regularly attend in-person schooling. The Virtual Learning Academy provides structured instruction supported by certificated teachers and contracted educational professionals. Students enrolled in the academy benefit from supplemental instructional materials and digital resources, which enable personalized, standards-aligned learning experiences that mirror core district curricula. These additional materials also serve to extend and enrich student learning, helping to close achievement gaps and support academic growth, especially for historically underserved populations. By offering a virtual setting tailored to student needs, this action directly contributes to increased services for low-income and at-risk students. It reflects the district's commitment to flexibility, access, and individualized support, ensuring that every student, regardless of circumstance, has a pathway to academic success.		
13	Technology Subscriptions	The District will utilize technology subscriptions as a student information system and a comprehensive online assessment platform to monitor student academic progress. Illuminate and Educlimber will provide teachers with a bank of various pre-made assessments that will increase formative assessment practices. It will provide inclusive monitoring of our low-income students. Teachers will use data to determine student's needs and plan for targeted instructional support. The I-Ready assessment platform will be purchased and used to monitor students' ongoing progress in the areas of reading and mathematics. Whittier City School District low-income students currently are scoring in the ORANGE range for ELA and Yellow in Math according to the 2023 CA Dashboard. The need for additional instructional monitoring, tech training, and interventions has made this action critical to the success of the success of low-income students. Historically, low-income students do not have access to instructional technology at home, this action will help bridge the gap that exists between students not identified as low-income.	$400,000.00	Yes
14	Transitional Kindergarten Support Staff, Materials, and Training	Whittier City School District will maintain its two-year kindergarten program by offering full-day transitional kindergarten classes at all nine of our school sites. Through this action, WCSD compensates four TK teachers and instructional aides out of the nine schools. This program is offered to support the needs of our unduplicated student population. Research demonstrates the positive impact early learning experiences have on student achievement in the area of reading. Low-income students do not have access to early education due to related costs, therefore providing a two-year Kindergarten program to students supports our low-income population and ensures they have the early reading skills when entering kindergarten and first grade. In addition, increased professional development and coaching will be provided to all teachers during the school year on how to adapt teaching to younger students.	$920,000.00	Yes
15	Technology Support Staff	Our CAASPP Data data indicates that low-income students are currently scoring 43.44% in reading and scoring at 32.6% proficiency in math. Supporting students' access to technology and books is vital to ensuring students have access to curriculum and assessment software tools to develop critical thinking skills and enhance creativity and communication. Three technology support staff members will be available to provide technical support for all technology devices. The outcome will be increased proficiency in ELA and Math from each subgroup and an increased percentage of students reporting technology is used effectively in classrooms.	$194,587.00	Yes
16	LCFF Site Locations	LCFF school site allocations will include opportunities for academic interventions, professional	$396,267.00	Yes

		development, opportunities for collaboration, and services to support English Learners. Each site will contract with outside consultants to provide professional development on the effective implementation of Balanced Literacy and Math Instruction. Site allocations will be distributed based on the unduplicated student count at each school site. Sites will use allocations to support after-school interventions in reading and math and also provide enrichment opportunities focused on STEM, Art, and Dance. Teachers will also have opportunities to attend training on effective instructional practices and meet weekly to collaborate on best practices for reaching our most vulnerable student population. Sites will use their LCFF supplemental allocations to provide additional training for teachers to improve services for students in the areas of reading and math. Sites will use their LCFF supplemental allocations to provide additional after-school academic interventions and enrichment opportunities to support the needs of English Learners.		
17	Technology Refresh Equipment, Software, and Training	The District will provide professional development to all teachers to ensure successful integration of the 1:1 iPad program to support the achievement and development of 21st Century Skills. Based on the needs and circumstances of our low-income students, the district will provide students who are considered low-income access to advanced technology equipment to help strengthen their technology skills and gain access to educational software. Teachers will learn how to effectively use an iPad to develop engaging and dynamic lessons to enhance student learning and includes furniture and equipment to support innovative learning spaces. Effective technology use will provide students with targeted instruction and feedback and will result in an increase in student achievement by 5% overall in ELA and Math. Staff and students will report high rates of technology use as measured by the annual stakeholder survey. The District will renew and refresh its technology to support our 1:1 iPad Program. The District will purchase additional iPads, hardware, books, and supplies and provide a robust website to continue providing access to technology to underserved students and staff.	$950,000.00	Yes
18	Special Education Professional Development, Resources, and Support Staff	All WCSD Special Education teachers will participate in ongoing professional development to effectively implement the state standards in ELA, Mathematics, and all content areas. WCSD will offer professional development opportunities to expand and refine instructional practices to improve services for students with disabilities. A SPED support staff will monitor SPED services and provide the necessary support in compliance, inclusion, and best practices.	$200,000.00	No
19	Educational Services Support Staff	The Executive Director of Educational Services will assist in ensuring that unduplicated students are receiving increased and improved services and learning opportunities to positively impact student achievement in our unduplicated population. The Director of Educational Services will oversee the implementation of the District MTSS Program to ensure all schools are implementing RTI (Response to Intervention) support and PBIS (Positive Behavior Supports) to provide increased services to Low-Income Students. The Director will meet with District TOSAs regularly to compile data on unduplicated students and provide training to principals on how to structure and manage an effective site-based MTSS Program. The Director will also provide training to District TOSAs on the delivery of effective instructional strategies and programs to be used for unduplicated students. TOSAs will then utilize the information to provide additional training and support to classroom teachers which will improve the quality of instruction and increase student achievement for low-income students. Under the guidance of the Director of Ed. Services Instructional Coaches/TOSAs will provide targeted support to teachers, principals, and teams to plan for increased programs and services for unduplicated students. LCFF centralized budget and categorical programs will be managed by the Director of Ed Services to support school sites in increasing services for low-income students.	$243,000.00	Yes
20	Library Aides	LREBG, Goal 2- Action 20	$275,000.00	No

		As part of Goal 2, Action 20, Whittier City School District will utilize $275,000 in Learning Recovery Emergency Block Grant (LREBG) funds to provide library aides at each school site for the 2025–26 school year. This action is fully funded by LREBG and directly supports efforts to expand student access to literacy and media resources. CAASPP data shows that only 43.44% of low-income students are meeting ELA standards, highlighting the need for targeted literacy support. Library aides will assist students in selecting books aligned to their reading levels and interests, support classroom literacy goals, and promote daily reading. Research from the American Association of School Librarians (AASL) and the California Department of Education affirms that access to well-staffed libraries improves reading outcomes and student engagement. This action will be monitored through CAASPP ELA proficiency rates.		

Goal

Goal #	Description	Type of Goal
3	Whittier City School District will increase meaningful parent involvement, student and community engagement. WCSD will cultivate a supportive and inclusive climate where everyone is respected, valued, and supported.	Broad Goal

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed because our commitment is to create a nurturing school environment that fosters positive relationships and environment. By prioritizing this goal, we aim to provide meaningful and inclusive engagement among students, parents, and staff. WCSD aims to promote safety, connectedness, and ongoing communication where our students, parents, and staff feel valued. This goal also aligns with State Priorities 3, 5, and 6.

To monitor our actions and support our goal, WCSD created comprehensive actions and metrics that will support chronic absenteeism, suspension, and expulsion, and survey data on our parents' feeling safe and connected. In addition, we want to monitor our students' safety and their sense of motivation which provide valuable information in our school environment. In addition, parent and staff surveys share information about their perceptions of school climate, parental involvement, and the effectiveness of our programs and workshops.

By evaluating our actions and metrics, WCSD will continue to improve our actions in creating a safe and positive climate and school environment for students to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Middle School Dropout Rate (Local Data)	2023 0 Students	2024 0 students		0 students	There is no current difference from baseline

2	LCAP Surveys: Parents' Sense of Safety Parents' Sense of School Connectedness	23-24 Parents' Sense of Safety-91% at school and 61% at the District 23-24 Parents Sense of School Connectedness-Parents involved in Decision Making-80% and Parent Input is valued-83%	24-25 Parents' Sense of Safety-97% at school and 92% at the District 24-25 Parents Sense of School Connectedness-Parents involved in Decision Making-94% and Parent Input is valued-90%		Parents Sense of Safety-95% at school and 90% at the District Parents Sense of School Connectedness-Parents involved in Decision Making-90% and Parent Input is Valued 90%	Parent Sense of Safety At School 2023–24: 91% 2024–25: 97% Difference: +6% increase At the District Level 2023–24: 61% 2024–25: 92% Difference: +31% increase Parent Sense of School Connectedness Parents Involved in Decision Making 2023–24: 80% 2024–25: 94% Difference: +14% increase Parent Input is Valued 2023–24: 83% 2024–25: 90% Difference: +7% increase
3	LCAP Survey (School Climate): Perception of Safety-% of Students feeling safe at school School Connectedness-% of Students Looking Forward to coming to school	23-24 64% of students indicate they feel safe at school 23-24 69% of students look forward to coming to school	24-25 82% of students indicate they feel safe at school 24-25 69% of students look forward to coming to school		75% of students indicate they feel safe at school 80 % of students look forward to coming to school	Student Perception of Safety at School 2023–24: 64% 2024–25: 82% Difference: +18 percentage point increase Students Looking Forward to Coming to School 2023–24: 69% 2024–25: 69%
4	Suspension Rates	2023 Suspension Rates CA Dashboard 1.2% Suspension Rate Green Indicator	2024 Suspension Rates CA Dashboard 0.4% Suspension Rate Green Indicator		Suspension Rates CA Dashboard <1% Suspension Rate Blue Indicator	.08 decrease and CA Dashboard color remained green

5	Attendance Rates Data Source: AERIES	2023 Attendance Rates All Students-92.81% English Learners-92.66% Foster Youth-93.80% SPED-91.70% SED-92.49%	2024 Attendance Rates All Students-92.31% English Learners-92.3% Foster Youth-94.3% SPED-91.31% SED-92.19%		2023 Attendance Rates All Students-95% English Learners-95% Foster Youth-95% SPED-94% SED-95%	All Students 2023: 92.81% → 2024: 92.31% Difference: ▼ 0.50% English Learners 2023: 92.66% → 2024: 92.30% Difference: ▼ 0.36% Foster Youth 2023: 93.80% → 2024: 94.30% Difference: ▲ 0.50% Students with Disabilities (SPED) 2023: 91.70% → 2024: 91.31% Difference: ▼ 0.39% Socioeconomically Disadvantaged (SED) 2023: 92.49% → 2024: 92.19% Difference: ▼ 0.30%
6	Chronic Absenteeism CA School Dashboard	2023 CA School Dashboard Yellow Status 2023 Chronic Rate All students-32.30% SPED-38.8% EL-34.4% Homeless-30.7% Foster-25.3% SED-35.8% Two or More Races-32.8%	2024 CA School Dashboard Yellow Status 2024 Chronic Rate All students-25.8% SPED-30.9% EL-26.9% Homeless-32% Foster-29% SED-28.9% Two or More Races-18.6%		CA School Dashboard Green Status All Students-25% SPED-25% EL-20% Homeless-20% Foster-20% SED-20% Two or More Races-20%	All Students decreased from 32.3% in 2023 to 25.8% in 2024, showing a 6.5 percentage point improvement. Students with Disabilities (SPED) saw a substantial reduction from 38.8% to 30.9%, improving by 7.9 percentage points. English Learners (EL) improved from 34.4% to 26.9%, a 7.5 percentage point decrease. Socioeconomically Disadvantaged (SED) students improved from 35.8% to 28.9%, a 6.9 percentage point decrease. Students identified as Two or More Races experienced the most significant improvement, decreasing from 32.8% to 18.6%, a 14.2 percentage point drop. Homeless students increased slightly from 30.7% to 32% (+1.3 percentage points). Foster Youth increased from 25.3% to 29% (+3.7 percentage points).
7	Expulsion Rates (DataQuest)	2023 Expulsion Rates at 0%	2024 Expulsion Rate at 0%		Expulsion Rates at 0%	No difference from Baseline

8	LCAP Teachers and Staff Survey Perception of Safety Staff Sense of School Connectedness	23-24 LCAP Teachers and Staff Survey Perception of Safety-64% of teachers and staff agree or strongly agree that schools are clean, safe, and in good repair Staff Sense of School Connectedness -86% of staff agree or strongly agree that they are provided with opportunities to achieve their professional goals.	24-25 LCAP Teachers and Staff Survey Perception of Safety-64% of teachers and staff agree or strongly agree that schools are clean, safe, and in good repair Staff Sense of School Connectedness -90% of staff agree or strongly agree that they are provided with opportunities to achieve their professional goals.		Perception of Safety-75% of teachers and staff agree or strongly agree that schools are clean, safe, and in good repair Staff Sense of School Connectedness -90% of staff agree or strongly agree that they are provided with opportunities to achieve their professional goals.	Perception of Safety: In both 2023–24 and 2024–25, 64% of teachers and staff agreed or strongly agreed that schools are clean, safe, and in good repair. There is a 4% increase from the previous that staff agree or strongly agree that they are provided opportunities to achieve their professional goal.

Goal Analysis for 2024-2025

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

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

Whittier City School District (WCSD) remains committed to increasing parent involvement, student engagement, and community participation by fostering a positive and safe school climate. This goal is measured by survey data from students, parents, and staff and supported by school site efforts to adopt or progress toward adopting unique school themes that strengthen school identity and engagement.

During the 2024–2025 school year, WCSD actively carried out the planned actions under Goal 3 with a focus on connecting parents and the community with schools through inclusive engagement strategies, theme-based events, and ongoing communication (Action 1 and Action 5).

All actions under Goal 3 were fully implemented as planned, with no major substantive differences between planned and actual implementation. The following actions highlight WCSD's effective efforts to strengthen engagement and school climate:

Action 1 – Parent Liaison and Communication
This action was fully implemented. WCSD employed a Parent Liaison who served as a key communicator between the school and families. In addition, district and site leadership utilized multiple modes of communication—including newsletters, Parent Square, and flyers—to ensure families were informed and involved. This action was effective in increasing parent participation, strengthening relationships, and fostering a sense of belonging within the school community.

Action 2 – Attendance Recovery Program
This action was fully implemented. WCSD launched a recovery program that allowed students with absences to make up missed instructional time. This program was effective in improving attendance rates and re-engaging middle school students, helping reduce chronic absenteeism. However, elementary participation did not yield the same results and will be a focus for future refinement.

Action 3 – Leadership Support for Foster and Homeless Youth
This action was fully implemented. The district provided designated leadership to monitor and advocate for Foster and Homeless Youth, including service coordination, academic tracking, and regular check-ins. This support effectively removed engagement barriers and laid the groundwork for additional opportunities in the coming year.

Action 4 – Parent Community Liaison
This action was fully implemented. Liaisons at every site facilitated communication with families, led outreach to underrepresented groups, hosted input meetings, and collected feedback. Their work was instrumental in fostering inclusive and equitable family engagement.

Action 6 – Data-Informed Student Support
This action was fully implemented. Staff used disaggregated data to identify and support student subgroups. These efforts ensured targeted interventions and progress monitoring that promoted equity across school sites.

Action 7 – Themed Academies and Enrichment Access
This action was fully implemented. Themed academies such as STEM, Arts, and College & Career enriched student learning and engagement, particularly for SED, Foster, and Hispanic youth. These programs enhanced school connectedness and relevance.

Action 8 – Site Clerks for Attendance and Engagement
This action was fully implemented. Site clerks tracked attendance, flagged chronic absenteeism, and coordinated early interventions alongside administrators, contributing to a data-driven attendance strategy.

Action 9 – District and Licensed Vocational Nurses
This action was fully implemented. Nurses provided essential health services that reduced health-related absences and supported student wellness, ensuring students remained ready to learn.

Action 10 – Academic and Behavioral Support Services
This action was fully implemented. Through MTSS structures, students received academic and behavioral interventions and counseling, resulting in systematic support aligned with their individual needs.

Action 11 – MTSS TOSAs
This action was fully implemented. TOSAs provided instructional coaching, launched sitewide literacy campaigns, modeled best practices, and led data discussions. Their work elevated instructional practices and supported struggling learners.

Action 12 – Behavior Technicians
This action was fully implemented. Technicians implemented PBIS strategies, managed behavior intervention plans, and collaborated with staff to maintain positive, supportive learning environments.

Action 13 – Transportation Services
This action was fully implemented. By eliminating transportation barriers, WCSD increased daily attendance and reduced truancy among Foster Youth, Homeless Youth, and students lacking reliable transportation.

Action 14 – Health Clerks
This action was fully implemented. Health clerks maintained health records, supported basic care, and ensured students remained in class whenever possible, fostering wellness and reducing instructional interruptions.

Action 15 – Safety Aides and Noon Duty Aides
This action was fully implemented. These staff created safe, welcoming spaces during non-instructional time, fostering trusted relationships with students—especially those from high-need subgroups.

Action 16 – Data and Assessment Clerks
This action was fully implemented. Clerks supported real-time data tracking and flagged at-risk students to enable timely interventions, especially in relation to attendance and academic performance.

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.

Whittier City School District (WCSD) experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 1-Parent Liaison and Communication: Budgeted $125,398; Actual $94,722. Underspending due to school sites utilizing their categorical funding to purchase supplies.

Action 16-Data and Assessment Clerks: Budgeted $385,874; Actual $ 193,453- Underspending occurred due to a vacant position, impacting the overall salary and benefit costs.

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

WCSD continues to prioritize Goal 3 in the LCAP, focused on fostering a safe, inclusive, and supportive environment that promotes students' behavioral, emotional, and social well-being. Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels in achieving Goal 3 as demonstrated by both quantitative and qualitative indicators.

Action 1 – Parent Community Liaison and Communication was effective in increasing parent involvement and improving communication, particularly for families of English Learners. WCSD provided targeted workshops and guidance on ELD standards and reclassification, leading to stronger family engagement and a 7.7 points increase in ELA scores for English Learners, as reported in the 2024 CA Dashboard.

The implementation of ParentSquare enabled consistent, multilingual outreach. According to the LCAP Parent Survey, 98% of families accessed ParentSquare, and satisfaction with communication rose from 92% to 94%. Parent involvement in decision-making also increased by 2 percentage points, with higher participation in workshops, school events, and intervention meetings.

Action 2- Attendance Recovery Program was partially effective in reducing chronic absenteeism and increasing attendance, particularly for foster youth. Although the 2024 CA Dashboard showed a 3.7% increase in chronic absenteeism overall, targeted intervention through the Saturday Morning Attendance Recovery Program supported unduplicated students across all sites. These results suggest that while focused supports are showing promise, broader strategies may be needed to reverse chronic absenteeism trends district-wide.

Action 3-Student Services Support Staff was partially effective in addressing chronic absenteeism, particularly for foster youth. While the Student Services Coordinator supported attendance efforts leading to a slight increase in foster youth attendance, the 2024 CA Dashboard showed a 3.7% overall increase in chronic absenteeism, signaling the need for stronger interventions. These results highlight the importance of implementing more targeted supports, addressing attendance barriers, and developing a comprehensive incentive plan to re-engage students and families, especially those in vulnerable groups.

Improvements reflected in the 2024 CA Dashboard include:

Overall chronic absenteeism: decreased from 32.2% to 25.8%
English Learners: 34.4% to 26.9%
Low-Income students: 35.8% to 28.9%
Students with Disabilities: 38.8% to 30.9%

Action 4 – Parent Community Liaisons was fully effective in increasing parent engagement and communication, particularly for families of English Learners. The 2024 CA Dashboard showed a 7.7-point gain in ELA for English Learners, reflecting improved academic support at home. Liaisons coordinated parent workshops and events at school sites and through the WCSD Parent Center, while also distributing helpful resources. According to the LCAP parent survey, the percentage of parents who felt able to participate and valued rose from 85% to 90%, with continued growth in satisfaction with communication.

Action 5-Parent Engagement Workshops were fully effective in strengthening family engagement and supporting student success, especially for English Learners, who saw a 7.7-point increase in ELA, per the 2024 CA Dashboard.
WCSD hosted a wide range of parent workshops and academies, including technology training, reclassification info sessions, and Parent Academy events. These offerings removed barriers, fostered leadership, and deepened involvement from underserved families. According to the LCAP Parent Survey, parent participation and sense of value increased from 85% to 90%, and perceptions of schools offering engaging events rose from 93% to 95%.

Action 6-WCSD contracted professional services were fully effective as they supported our goal to develop, administer, and analyze surveys for staff, students, and parents, ensuring LCAP actions aligned with academic, social-emotional, and engagement needs. According to the 2025 LCAP Parent Survey, 90% of parents reported they could access the information needed to support their child's education, highlighting effective outreach and communication systems. Ongoing investment in data analysis has strengthened WCSD's ability to respond to stakeholder input and promote continuous improvement.

Action 7-Themed Academies was fully implemented and effective in increasing student engagement, enrichment, and attendance, especially for low-income students. WCSD expanded academies in dual language, STEAM, art, robotics, and technology, aligning with college/career readiness and 21st-century skills. According to the 2025 Student LCAP Survey, 88% of students reported using technology for creativity (up from 87%). Chronic absenteeism dropped from 32.2% to 25.8% overall, and from 35.8% to 28% among low-income students, showing themed academies' positive impact on student connection and success.

Action 8- Site Clerks was partially effective in improving attendance and reducing chronic absenteeism, especially for high-risk student groups. Site Clerks supported attendance tracking, PBIS efforts, and family outreach at school sites. Their work contributed to key reductions, as shown in the latest CA Dashboard:
Overall: 32.2% to 25.8%
English Learners: 34.4% to 26.9%
Low-Income: 35.8% to 28.9%
Students with Disabilities: 38.8% to 30.9%

While progress was made, continued support and refined strategies are needed to further impact chronic absenteeism; however, chronic absenteeism increased for Foster Youth (25.3% to 29%) and Homeless students (30.7% to 32%), signaling a need for deeper, subgroup-specific supports.

Action 9-This action was fully effective in supporting the district's goal of improving student attendance and well-being through expanded health services. Continued funding for the District Nurse and Licensed Vocational Nurses (LVNs) provided consistent, high-quality medical support and proactive health education across all school sites—especially benefiting low-income families with limited access to healthcare.

Improvements reflected in the 2024 CA Dashboard include:
Overall chronic absenteeism: decreased from 32.2% to 25.8%
English Learners: 34.4% to 26.9%
Low-Income students: 35.8% to 28.9%
Students with Disabilities: 38.8% to 30.9%

These outcomes affirm the effectiveness of health-based interventions in reducing attendance barriers. However, chronic absenteeism increased among Foster Youth (25.3% to 29%) and Homeless students (30.7% to 32%), indicating the need for more targeted health services. Addressing these disparities will require enhanced outreach, case management, and stronger coordination with social service providers to meet the complex needs of these vulnerable groups.

Action 10-MTSS and PBIS was partially effective in improving school climate and supporting student behavior. Suspension rates declined overall (1.2% to 0.8%) and among key groups: English Learners (1.3% to 1.0%), Homeless (2.6% to 1.5%), Low-Income (1.4% to 1.0%), and Students with Disabilities (1.4% to 1.0%). A baseline was also established for LTELs (1.5%). About 96% of students reported awareness of behavioral expectations, supporting strong Tier I PBIS implementation. Foster Youth suspension rates rose slightly (1.2% to 1.4%), and student connectedness dropped (90% to 87%), indicating a need for stronger Tier II/III supports and trauma-informed strategies.

Action 11-Academic Support for Socioeconomically Disadvantaged Students showed emerging effectiveness. On the 2024 California School Dashboard, this student group improved by 5.6 points, indicating positive progress toward academic achievement. WCSD will continue refining academic support strategies, focusing on high-impact instructional practices and targeted interventions for this student group.

Action 12- This action was effective and demonstrated strong results in improving student behavior and well-being across Whittier City School District. The district expanded behavioral support services by placing Behavior Technicians at school sites to provide direct support to students requiring Tier II and Tier III interventions. The overall district suspension rate decreased from 1.2% in 2022–23 to 0.8% in 2023–24, representing a 33% reduction. For SED students, the suspension rate dropped from 1.3% to 0.9%, showing significant improvement in behavioral outcomes for one of the district's largest and most vulnerable student populations.

Action 13-Transportation-This action was effective in reducing chronic absenteeism by removing transportation barriers for students, particularly those from low-income households. Whittier City School District provided free city bus passes to qualifying students, ensuring that transportation challenges did not interfere with daily attendance or access to instruction. The impact of this action is reflected in districtwide and subgroup data. Chronic absenteeism across the district declined from 32.2% in 2022–23 to 25.8% in 2023–24, a reduction of 6.4 percentage points. Among Low-Income students, who represented the majority of bus pass recipients, chronic absenteeism dropped from 35.8% to 28.9%, a 6.9 percentage point improvement. These reductions indicate that transportation support contributed meaningfully to improved student attendance, particularly for those most affected by economic challenges.

Action 14-This action was effective in reducing health-related barriers to attendance by funding Health Clerks at school sites. These staff provided on-site medical support, health screenings, immunizations, and daily care, especially benefiting low-income students who may lack timely access to healthcare. As a result, chronic absenteeism across Whittier City School District declined from 32.2% in 2022–23 to 25.8% in 2023–24. Among key student groups, Low-Income students' absenteeism dropped from 35.8% to 28.9%.

Action 15-This action was effective in reducing behavioral incidents and improving school climate through the placement of Safety Aides and Noon Duty Aides across all elementary and middle schools in Whittier City School District. These aides provided structured supervision during recess and lunch, intervened early to prevent conflicts, and supported students in practicing positive behaviors. As a result of this targeted supervision and relationship-building, the district's overall suspension rate decreased from 1.2% in 2022–23 to 0.8% in 2023–24, according to the 2024 California School Dashboard.

Action 16-This action was effective in supporting English Learners and reducing chronic absenteeism by funding Data and Assessment Clerks to manage and analyze key student data. Working closely with Educational Services, the Fiscal Department, and a contracted data consultant, these clerks generated monthly reports tracking attendance patterns and identifying students needing academic or engagement interventions. Their data-driven efforts contributed to a decline in chronic absenteeism across the district, with rates dropping from 32.2% in 2022–23 to 25.8% in 2023–24. Among targeted groups, Low-Income students' absenteeism decreased from 35.8% to 28.9%, and English Learners' absenteeism fell from 34.4% to 26.9%. The ongoing collaboration and timely data monitoring by Data and Assessment Clerks remain vital in identifying at-risk students and ensuring effective support and intervention strategies districtwide.

Looking ahead, WCSD remains focused on addressing areas needing improvement and enhancing our implementation of whole-child support for our students. Through ongoing evaluation, collaboration, and
dedication to our students' success, we are poised to continue fostering a supportive learning environment.

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

Based on reflections and data gathered during the 2024–2025 school year, Whittier City School District (WCSD) will make targeted adjustments to Goal 3 – Engagement, while maintaining the core focus of improving student, parent, and community engagement.

Action 11 – MTSS Teachers on Special Assignment (TOSAs): Action 11 will be revised to strengthen support for targeted academic interventions. MTSS Aides and Intervention teachers will be utilized to directly conduct and monitor intervention services during the school day and extended learning opportunities. These services will focus on addressing the needs of specific student subgroups, including: Foster Youth, Homeless Students, English Learners (ELs), Socioeconomically Disadvantaged (SED) Students, Students with Disabilities (SWDs). This adjustment reflects the district's ongoing commitment to equity and increasing the effectiveness of interventions for students most in need of additional support.

Action 12-This action will expand comprehensive behavioral and mental health supports by staffing counselors, social workers, psychologists, and behavior technicians to address the growing needs of students. Our needs assessment revealed significant challenges with suspension rates and chronic absenteeism, particularly among low-income, English Learner, foster youth, and students with disabilities. In response, Goal 3, Action 12 focuses on increasing access to school-based mental health professionals who provide direct counseling, behavioral interventions, and systemic supports to students.

WCSD remains committed to adjusting practices that ensure equitable access, active participation, and student 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Liaison and Communication	The parent liaison will provide parents with information on how to support student's academic and social-emotional needs. Parents will be informed of the various resources to help them navigate successfully within our current school system. An additional focus will be on helping parents understand the process for reclassification and the ELD standards for English Learners. Schools will utilize the Parent Square Communication platform to support communication with our parents and the community.	$125,398.00	Yes
2	Attendance Recovery Program	WCSD will implement a Saturday Morning Attendance Recovery and Attendance Incentive Program for students to allow them to make up for an absence. This program will focus on academics and enrichment to support unduplicated students at risk for chronic absenteeism and poor attendance. This program will be offered four times during the school year at all school sites where additional funding is needed. Teachers and staff will work on Saturdays and provide additional academic support for students. The CA Dashboard indicates a need in the area of chronic absenteeism with our foster youth student population. The intended outcome of this action will be improved attendance for our foster youth on the CA Dashboard the goal will be to reach green status.	$200,000.00	Yes
3	Student Services Support Staff with benefits	The Educational Services Department will hire a Coordinator of Student Services for the Whittier City School District. The Coordinator of Student Services provides direct support to sites to increase attendance, monitor student attendance for unduplicated students, and focus on parent engagement.	$213,000.00	Yes
4	Parent Community Liaisons	Community Liaisons will coordinate parent events and will work with parents to promote greater parent engagement and education opportunities within schools and the WCSD Parent Center. Resources; including books, reference materials, and tools such as dictionaries and translators will be purchased to support parent engagement.	$207,121.00	Yes
5	Parent Engagement Workshops and Support	WCSD will contract with agencies and other consulting companies to enhance our district parent center to provide ongoing classes for our parents on how to access resources that support the development of an effective parent leader. In addition, parent classes will be offered to provide strategies and resources on how to support students academically and emotionally. Additional classes will be offered to build capacity for parent leadership development of our English Learner student population.	$100,417.00	Yes
6	Data Analysis and Document Tracking	Professional/Consulting Services And Operating Expenditures Contract to support the LCAP Stakeholder Surveys including staff, students, and parents and ongoing data to identify the specific needs of our students.	$75,000.00	No
7	Themed Academies	The district and schools will continue to be supported in their efforts to market and develop themed academies with support from staff and the community. This action contributes to increasing and improving services to low-income students by offering additional enrichment opportunities embedded within the school day. Dashboard data demonstrate a need for increased student achievement among low-income students. Our themed academies provide additional	$100,000.00	Yes

		learning experiences for students and families who are underserved. Academies nurture 21st-century skills that prepare students to be college and/or career-pathway ready		
8	Site Clerks and Benefits	Site Clerks will be funded to support increased attendance and PBIS Data Entry. Site clerks will monitor student attendance with a focus on connecting with families of our low-income student population. According to our current data, low-income students demonstrate a need for increased attendance. Therefore, Site clerks will provide outreach to families and monitor students who are demonstrating a risk of being chronically absent.	$531,288.00	Yes
9	District and Licensed Vocational Nurses	Classified: District Nurse Salary & Benefits. The District nurse will consult and provide support to all District Health clerks. In addition, provide medical support to our low-income parents and students who lack access to healthcare needs and resources.	$316,555.00	No
10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	The District will continue to make efforts to improve the climate at each school by increasing student engagement through the implementation of a Positive Behavior Interventions and Supports (PBIS) approach at each school. The PBIS initiative is aimed at providing multi-tiered behavior support to decrease suspension rates and increase attendance. Dashboard data demonstrates that students in the unduplicated category have higher rates of suspension and absenteeism, therefore PBIS interventions are aimed to provide support specifically to unduplicated students. Schools will provide additional support to students by expanding PBIS implementation to include Tier II & Tier III intervention and provide additional support for PBIS and RtI site planning: Teachers will meet to design plans for four hours during the summer and 6 meetings throughout the school year. The District will also contract with outside consultants to ensure Tier 1 training is revisited and MTSS Leadership teams will attend ongoing training focused on improving our MTSS efforts in PBIS and RtI.	$419,000.00	Yes
11	Multi Tiered Support System (MTSS) Instructional Aides (combo and RTI) and Intervention Substitute Teachers	A Multi-Tiered System of support will be implemented at each school site in the Whittier City School District. Each school will have instructional aides to provide direct services to students in reading and math interventions. The need to increase student achievement in reading and math for low-income students was the basis for this new action and support for students. Intervention substitutes teachers will provide academic interventions for students. The impact of these actions will result in increased student achievement in ELA for low-income students.	$619,098.00	Yes
12	Behavior Technicians, Social Workers, Psychologist, and Counselors	Whittier City School District is deeply committed to advancing both academic excellence and social-emotional well-being for all students. In response to the long-lasting impacts of the COVID-19 pandemic, the district has prioritized addressing the increased social-emotional and mental health needs of its students—particularly those who are low-income and in foster care, who often lack access to timely and comprehensive mental health services outside of school.	$2,789,034.00	Yes
13	Transportation	This action will assist families in accessing a free city bus pass for students. This action was developed because the number of students with high absenteeism was students identified as low-income. 36% of low-income students were identified as chronically absent.	$42,000.00	Yes
14	Health Clerks	Before the pandemic, our low-income students already experienced greater challenges in accessing physical support. WCSD is providing health support services and resources to support the physical and mental needs of our low-income students. Staff will assist them with health check ups, mandatory immunization, and health-related needs.	$651,690.00	Yes
15	Safety Aides and Noon Duty Aides	As part of Whittier City School District’s commitment to creating safe, supportive, and inclusive learning environments, the district is investing in expanded staffing through the deployment of Safety Aides and Noon Duty Aides across campuses. This action is specifically designed to increase supervision and provide additional behavioral and emotional support, with a targeted	$376,268.00	No

		focus on meeting the needs of low-income students, who may face increased exposure to stress, trauma, or instability outside of school. These staff members play a critical role during non-instructional times—such as recess, lunch, arrival, and dismissal—by promoting positive behavior, reinforcing school expectations, and proactively addressing conflicts or concerns. Their presence helps to create emotionally safe environments where students feel known, supported, and connected. In doing so, they contribute to reducing incidents of behavioral disruption, improving overall school climate, and supporting students' social-emotional well-being. This action increases services for low-income students by providing consistent adult relationships and interventions that foster resilience and belonging. It aligns with the district's Multi-Tiered System of Support (MTSS) framework and LCAP goals around equity, safety, and inclusive practices.		
16	Data and Assessment Clerks	In close collaboration with Educational Services and the Fiscal Department, clerks will review and gather data that will help educators identify and intervene with our English Learners. In addition, clerks will provide additional support for materials, supplies, and resources that will support school sites promptly to address the needs of our English Learner students and ensure they are provided with their immediate needs to succeed. The District will also contract with a data consultant to provide monthly reports to monitor student attendance and identify students with chronic absenteeism that are demonstrating academic needs.	$317,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Virtual Learning Academy will increase the academic achievement of students as measured by state standardized test scores and/or internal data. Students in our virtual academy will receive supplemental evidence-based services, resources, and support that meet the needs of learners and lead to improved outcomes. In the 2024 CA Dashboard. Our Hispanic and SED subgroups scored RED in ELA.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4

An explanation of why the LEA has developed this goal.

WCSD established this goal to support our students' needs such as our English Learners and students from low-income families. WCSD ensures that students are provided a well-rounded educational program including improving academic achievement in Language Arts and math. To support the academic performance of our equity multiplier school, we developed an academic goal of achieving an increase of 5% a year as measured by our local assessment in ELA and math. This will help us continue to monitor our programs and instructional practices. In addition, we will monitor our comprehensive approach toward professional development and community engagement through parent workshops and student programs.
For Virtual Learning Academy, we met with teachers, parents, and administration. It was determined that it was necessary to provide academic support, personalize tutoring, and opportunities for enrichment for our students who participate in our Virtual Learning Academy.

By consistently monitoring these metrics, we will be able to evaluate the impact and practices of our instructions and interventions. Analyzing our data will support our adjustments to our strategies and promote equitable educational outcomes for our students in our equity multiplier school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	IReady ELA Proficiency IReady Math Proficiency Data Source: I-Ready Proficiency	2023 IReady ELA All Students 56% at/> Grade Level 2023 IReady Math All Students 42% at/> Grade Level 2023 IReady ELA English Language Learners at/>	2024 IReady ELA All Students 44% at/> Grade Level 2024 IReady Math All Students 31% at/> Grade Level 2024 IReady ELA English Language Learners at/>		2026 IReady ELA All Students 65% at/> Grade Level 2026 IReady Math All Students 55% at/> Grade Level 2026 IReady ELA English Language Learners at/> 67% Grade Level 2026 IReady Math English	Overall All Students: ELA (2023): 56% of students were at or above grade level. ELA (2024): 44% of students are at or above grade level. Difference: -12% decrease Math (2023): 42% of students were at or above grade level. Math (2024): 31% of students are at

		57% Grade Level 2023 IReady Math English Language Learners at/> 50% Grade Level 2023 IReady ELA SED at/> 42% Grade Level 2023 IReady Math SED at/> 42% Grade Level 2023 IReady ELA SWD at/> 56% Grade Level 2023 IReady Math SWD at/> 0% Grade Level	33% Grade Level 2024 IReady Math English Language Learners at/> 22% Grade Level 2024 IReady ELA SED at/> 37% Grade Level 2024 IReady Math SED at/> 23% Grade Level 2024 IReady ELA SWD at/> 40% Grade Level 2024 IReady Math SWD at/> 0% Grade Level		Language Learners at/> 60% Grade Level 2026 IReady ELA SED at/> 52% Grade Level 2026 IReady Math SED at/> 52% Grade Level 2026 IReady ELA SWD at/> 66% Grade Level 2026 IReady Math SWD at/> 15% Grade Level	or above grade level. Difference: -11% decrease English Language Learners (ELL): ELA (2023): 57% of English Learners were at or above grade level. ELA (2024): 33% of English Learners are at or above grade level. Difference: -24% decrease Math (2023): 50% of English Learners were at or above grade level. Math (2024): 22% of English Learners are at or above grade level. Difference: -28% decrease Socioeconomically Disadvantaged (SED): ELA (2023): 42% of SED students were at or above grade level. ELA (2024): 37% of SED students are at or above grade level. Difference: -5% decrease Math (2023): 42% of SED students were at or above grade level. Math (2024): 23% of SED students are at or above grade level. Difference: -19% decrease Students with Disabilities (SWD): ELA (2023): 56% of SWD were at or above grade level. ELA (2024): 40% of SWD are at or above grade level. Difference: -16% decrease Math (2023): 0% of SWD were at or above grade level. Math (2024): 0% of SWD are at or above grade level. Difference: No change (0%)

Goal Analysis for 2024-2025

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

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

During the 2023–24 school year, Whittier City School District (WCSD) started its Virtual Learning Academy (VLA) as an alternative learning pathway to support students and families needing a more flexible or personalized educational environment. The Virtual Learning Academy continued its implementation on 24-25 and was designed to offer access to standards-aligned curriculum, credentialed teachers, and consistent academic support while meeting the diverse needs of our student population, including students with health concerns, those requiring independent study options, or families seeking an alternative to in-person instruction.

There were no major substantive differences between the planned and actual implementation of this action. The VLA operated as scheduled, providing instruction, support services, and regular progress monitoring aligned with state requirements.

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.

Whittier City School District (WCSD) experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

Action 1=Virtual Academy Staff (Equity Multiplier): Budgeted $167,000; Actual $215,032
Additional staffing costs were required to meet enrollment demands and ensure adequate instructional support in the virtual learning environment. To support other expenditures, WCSD utilized unrestricted base funding.

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

The Virtual Learning Academy (VLA) has proven to be a partially effective action in supporting Whittier City School District's goal of providing equitable access to quality instruction and flexible learning opportunities. During the 2024–25 school year, the VLA served as an important pathway for students needing a non-traditional setting, offering personalized instruction, access to credentialed teachers, and aligned academic support.

Based on VLA student performance data from the 2024 California School Dashboard, math outcomes improved significantly, with an increase of 20.2 points, indicating strong progress in numeracy. However, ELA performance declined by 19.3 points, suggesting a need for targeted intervention and support in literacy. Additionally, chronic absenteeism for VLA students decreased by 12%, earning an ORANGE status, which reflects moderate improvement but highlights continued room for growth.

While the District is committed to addressing ongoing challenges related to student engagement and consistent participation in the VLA, the action met its core purpose of providing flexible access to core instruction. It has supported students' individual pacing and learning needs while helping families stay connected to educational goals in a non-traditional format.

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

As a result of reflections on prior implementation and performance data, Whittier City School District (WCSD) will continue and strengthen its efforts of the Virtual Learning Academy in 2025–26. While the VLA has notable gains in math (+20.2 points) and a reduction in chronic absenteeism (-12%, ORANGE status), the decline in ELA performance (-19.3 points) highlights areas for improvement.

To address these findings and build on the program's foundation, the District will implement several key refinements: Enhanced outreach and orientation to ensure families clearly understand expectations, instructional goals, and the supports available. Increased progress monitoring to identify students in need of intervention or re-engagement strategies early. Continued staffing support to sustain small group and individualized instruction.
Ongoing professional development to strengthen virtual instruction and student support practices.

These efforts are designed to ensure the VLA remains a responsive and effective instructional pathway that aligns with WCSD's broader goals of academic achievement, equity, and student engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Virtual Academy (Equity Multiplier)	To provide access for our students and families, a virtual academy has been established that will continue to focus on academic achievement. The virtual academy teacher will reduce class sizes and provide targeted support for students based on their specific academic needs. The teacher will meet with students through a virtual platform and differentiate the support that is needed.	$126,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$16,792,362.00	$1,908,100.00

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
30.53%	1.71%	$940,204.15	32.24%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3 Andrews Staffing Support	When considering the needs of our low-income students who demonstrate an achievement gap in ELA and Math according to the 23-24 CAASPP Summative Assessment. Andrews Elementary School demonstrates an achievement gap between students identified as LI and students not LI. LI students showed 54% proficiency, and non-socioeconomically disadvantaged students demonstrated 65% proficiency in CAASPP ELA.LI students showed 54.3% proficiency, and non-socioeconomically disadvantaged students demonstrated 65.59% proficiency in CAASPP Math. Low-income students often face various barriers to academic success and require targeted interventions. Economic challenges can lead to limited parental involvement and an unstable home environment. These factors can contribute to hinder academic achievement.	An additional staff administrator will work with the staff to coordinate and provide additional academic support for students after school and during the school day school-wide. The Assistant Principal will monitor low-income student data to ensure academic and behavioral interventions are successful and adjust support when data indicates a change is needed. Implementing this action school-wide will ensure all students regardless of socioeconomic status will have equitable access to essential academic support and close the achievement gaps for every student at Andrews.	CAASPP ELA and math (Goal 2, Metric 1)
Goal 1 Action 5- Supplemental Materials	According to the 23-24 CA Dashboard, our English Learner sub-group is currently scoring 42.8 points below standard in Math and 11.7 points below standard in ELA. The identified need for English Learners is to increase reading and math proficiency. Additional supplemental instructional materials will be used to provide differentiated instruction in reading and math.	This action is designed to meet the specific needs of our English Learners. LEA-wide, teachers will use research-based supplementary materials to provide small-group instruction in ELA and Math. Teachers will use materials for small-group reading, and interventions in ELA and Math. Progress monitoring will be conducted every 6 weeks during grade-level collaboration meetings and data chats. Local reading and math assessments and ELPAC data will be used to monitor the academic progress of students. Through an LEA-wide implementation, WCSD will ensure all educators will have the opportunity to meet the diverse needs of our English Learners and increase proficiency outcomes in ELA and math. Providing these materials will ensure equitable access regardless of language status. By offering district-wide, all students will have the opportunity for a high-quality education and access to essential resources.	We will monitor the progress of our English Learners using: CAASPP Data in Language Arts and math will illustrate proficiency in grade-level standards (Goal 2, Metric 1) ELPAC/ELPI indicator will illustrate English Learners making progress (Goal 2, Metric 9)

Goal 1 and Action 6 & 7 (Integration of Arts)	The integration of the arts provides a well-rounded educational program for unduplicated and underserved students. Currently, our low-income students demonstrate high levels of chronic absenteeism, therefore providing engaging enrichment experiences will support increased attendance. Supporting low-income students with robust Visual and Performing Arts programs will promote creativity and the opportunity to experience extracurricular programs that low-income students wouldn't otherwise have access to.	To address the identified need, Whittier City School District will provide opportunities for students to participate in accessing visual and performing arts activities. They are provided LEA-wide basis to integrate art lessons and musicals will be offered during the school year to students in K-8. Low-income students will be provided with access to multiple opportunities to engage in the arts through dance, theatre, and music. A full-time Visual and Performing Arts TOSA will coordinate all Visual and Performing Arts opportunities for WCSD students. A Music teacher will provide an introduction to music for students in grades 6-8. The expected outcome will be high levels of participation in visual and performing arts programs and increased school attendance of low-income students. Providing these opportunities district-wide will ensure all students regardless of socioeconomic background have equal access to resources and support needed. It will foster a culture of student engagement where every student can thrive.	This will be measured by our CA Dashboard in chronic absenteeism for our low-income students (Goal 3, Metric 6). LCAP Surveys from our families and students
Goal 1 and Action 8 (Physical Education Elementary Teachers and Physical Education Aides).	Most recent data demonstrates our low-income subgroup is 22.8 points below standard in ELA and 54.1 points below standard in math according to the 2024 CA Dashboard. Teachers and principals have shared the need for teacher-released time to analyze data, collaborate, and develop plans that will provide targeted literacy and math support and bridge the gaps in foundational skills for ELA and math. In addition, educational partners have shared that children from low-income families have limited access to physical and structured activities outside school.	This LEA-wide action is focused on providing time for teachers release time to meet 2x a month to analyze student data in reading and math to monitor student academic progress while students receive structured PE instruction. Teachers will meet in grade-level collaborative teams to analyze student data, monitor the progress of low-income students, and determine instructional next steps. Low-income students will benefit from enhanced structured activities like organized sports, fitness, and outdoor recreation provided by PE teachers and PE aides. Implementing released time for teachers district-wide, will ensure all students have equitable access to academic support and address the diverse needs of our student population. Although directed at low-income students, this action will provided LEA-wide to ensure all students have access to wellness and positive health.	CAASPP ELA and Math, CAST Science (Goal 2, Metric 1) Ca Dashboard in ELA and mathematics CA School Dashboard (Goal 2, Metric 6) Local Assessments -iReady (Goal 2, Metric 2)

Goal 1 and Action 9 (Enrichment Programs)	Educational partner collaboration and feedback from principals, parents, and teachers shared that our low-income students lack the support system and exposure that cultivate an expectation of higher education and enrichment programs. Our 2024 CA Dashboard illustrates a 28.9% Chronic Absenteeism for our low-income students which impacts consistent school and academic gaps in their education. Financial constraints limit student access to resources and opportunities that can support their academic needs and aspirations.	By establishing enrichment programs LEA-wide, especially for underrepresented backgrounds, WCSD will develop enrichment programs such as art, dance, music, and STEM that will support positive attendance by providing opportunities for low-income students to partake and empower students to set and achieve ambitious academic goals. While we aim to support our low-income students, providing enrichment programs and related activities LEA-wide will ensure equitable access for all students regardless of socio-economic circumstances.	CA School Dashboard in Chronic Absenteeism (Goal 3, Metric 6)
Goal 2 and Action 1 (Professional Development Training and Support Staff)	According to the 2024 CA Dashboard, Foster Youth is currently a YELLOW and scored 48.3 points below standard in ELA and 60.1 points below standard in math. Our English Learners are currently at 50.1 points below standard in ELA and 60.1 points below standard in Math. English Learners and Foster Youth continually underachieve in reading, math and English learners also demonstrate a consistent need to increase English language proficiency on the annual ELPAC assessment. WCSD has identified a critical need for focused and continuous professional development and instructional coaching to enhance the effectiveness of educators working with English Learners, Foster Youth.	WCSD will provide ongoing professional development LEA-wide to all classroom teachers on research based instructional practices and strategies in reading, math, and effective approaches for language development. This action will ensure English Learners and Foster Youth are provided with a robust curriculum and high-quality instructional practices that will support closing the achievement gap. While we aim to close out the achievement gap for English Learners and Foster Youth students, we are implementing LEA-wide action to ensure all teachers and staff have access to high-quality professional development which is crucial for supporting teachers and staff district-wide with research-based instructional strategies that will be systematically and uniformly be implemented supporting all students.	We will monitor the progress of our English Learners and Foster Youth using: CAASPP Data in Language Arts and math will illustrate proficiency in grade-level standards (Goal 2, Metric 1) ELPAC/ELPI indicator will illustrate English Learners making progress (Goal 2, Metric 9)
Goal 2 and Action 2 (Three Professional Development Days)	Low-income students are currently scoring below standard by 22.8 points below standard in ELA and 54.1 points below standard in Math according to the 2024 CA Dashboard. Low-income students require additional support with reading instruction and attaining reading proficiency by the end of 3rd grade. In mathematics, LI students require additional support with foundation numeracy skills.	Our Educational Services will calendar LEA-wide three additional working days for principals and teachers to collaborate on teaching and receive quality instructional training to increase student achievement specifically for low-income students. Through this action, we will strengthen our professional learning communities develop instructional resources, and learn evidence-based strategies to target the academic and socio-emotional needs of our low-income students. This action is designed to meet the specific needs of our low-income students; however, we intend to develop this action that will benefit all students LEA-wide because it will foster an environment that will support continuous improvement and ensure all educators have the opportunity to enhance instructional practices that will support the unique needs of our unduplicated students as well as other groups in WCSD.	CAASPP ELA and Math scores (Goal 2, Metric 1) CA Dashboard (Goal 2, Metric 6) I-Ready (Goal 2, Metric 2)

Goal 2 and Action 3 (Contracts and Conferences for Professional Development)	This action addresses the needed support for the academic success of our low-income students in the Whittier City School District. Currently, WCSD LI students are scoring 22.8 points below standard in ELA and 54.1 points below standard in Math and currently show an overall Yellow on the CA Dashboard. Low-income students frequently deal with limited access to educational resources and unstable living conditions. Educators need to be familiarized with these challenges and be provided the skills to address barriers for our unduplicated student group.	Teachers, Administrators, and Support staff will have the opportunity to attend various training and learning sessions on effective instructional practices, equitable approaches to academic achievement, and interventions LEA-wide. WCSD will contract with experts in the field of education and leadership to launch and sustain the implementation of Professional Learning Communities and build a culture of continuous improvement through an LEA-wide implementation that all educators have the opportunity to enhance instructional practices and the diverse needs of unduplicated students and other student groups in WCSD.	CAASPP ELA and Math scores (Goal 2, Metric 1) CA Dashboard (Goal 2, Metric 6) I-Ready (Goal 2, Metric 2)
Goal 2 and Action 4 (Site-Based Lead Teachers)	Principals indicated the need for site leads at each school to support our Positive Behavior Intervention and Support (PBIS), implementation of English Language Development, technology support, and developing teachers that will share research-based strategies to target the academic needs of English Learners and assist in the implementation of district-wide initiatives. Our ELs illustrated 14.36% proficiency in the CAASPP ELA and 12.92% proficiency in math. In addition, our ELPI indicates a ORANGE level with 48.8% of English Learners making progress. Our 2024 reclassification rate is at 12.70%. Discussions with our educational partners have identified the need that many of our English Learners have language barriers that limit academic progress and access to resources and opportunities. Without consistent adult support, English Learners face obstacles that limit their participation in activities, essential resources, and opportunities.	Integrating this action LEA-wide ensures equitable access to resources and opportunities for English Learners. Creating site leads will allow constant delivery of services, guidance, and resources. English Learners will benefit from this action and ensure they receive the assistance necessary for their success. Site leads will identify academic gaps that will support positive academic outcomes and equity in higher learning. While this action is aimed at supporting English Learners, all students will be able to benefit LEA-wide from support services from site-based lead teachers. Creating a culture of support and inclusion will contribute to the personal growth and well-being of all students.	CAASPP ELA and Math scores (Goal 2, Metric 1) ELPAC Data (Goal 2, Metric 9) Reclassification Data (Goal 2, Metric 10)
Goal 2 and Action 6 (Summer Intervention and Support)	To support our low-income population, WCSD will be offering more learning opportunities at no additional cost to families. Local diagnostics show that 69% of our low-income students are not proficient in Reading and 77% are not proficient in mathematics. Students are illustrating learning gaps in foundational skills in Reading and math. As a result of the COVID-19 pandemic which resulted in significant learning loss, extended learning time in math, reading, and enrichment opportunities around VAPA and STEAM will help address the impact of learning loss and support our low-income students.	Educational Services will provide our low-income students LEA-wide with a variety of services in the summer tailored to the needs of our low-income students. These summer programs will be provided in elementary and middle schools under the supervision of classroom teachers and will provide additional instructional and enrichment time to help support students in the summer and outside regular school hours. By providing summer school opportunities on an LEA-wide basis, we are ensuring all students regardless of socioeconomic status will be offered personalized instruction and support.	I-Ready (Goal 2, Metric 2)

Goal 2 and Action 5 (Instructional Design Team)	CAASPP assessment data and diagnostics assessments indicate that our low-income students have significant gaps in their academic performance compared to their peers. Many of our low-income students lack the foundational skills and limited resources. Teachers and administration shared the needs the need for teachers to dedicate time to identifying essential standards and strategies to support low-income students in their academic needs.	Through enhanced collaboration and planning, teachers will analyze assessment data and identify essential standards that will support low income through differentiated lessons in reading, writing, and math. Teachers will share and develop resources that will provide academic support and differentiated instructions. By creating an Instructional Design Team through planning and collaboration LEA-wide, we can unify practices and share strategies at every school. This approach will also ensure all students will receive researched-based instructions and support which will promote academic success across WCSD.	CAASPP Data in Language Arts and math (Goal 2, Metric 1) I-Ready Local Assessments (Goal 2, Metric 2)
Goal 2 and Action 9 (K-3 Class Size Reduction)	Our I-Ready data in K-3 indicates an achievement gap in reading and math with 69% of low-income students not meeting early literacy proficiency in ELA and 77% of students not meeting math foundation. The needs of our low-income student population demonstrate a need for increased language proficiency and foundational support in reading and math. Low-income students often lack access to educational resources and academic support outside of school. Low-income students need individualized support and targeted instructional strategies. Educational feedback from our educational partners has indicated the need to implement class size reduction to allow more individualized support that will lead to academic success.	Lowering class size in K-3 will provide students with access to the classroom teacher and provide increased opportunities for small-group and individualized instruction which will benefit low-income students. Smaller class sizes allow the teacher to provide targeted and scaffolded lessons to better close the gap of our low-income students. This approach will personalize the instructional and personalize needs of our student groups. While this action is primarily designed to address the needs of low-income students, it will provide valuable support LEA-wide for all students in K-3 that will eventually close out the academic achievement gaps and ensure access to quality instructions for all students.	I-Ready (Goal2 Metric 2)
Goal 2 and Action 10 (AVID)	Our 2024 CAASPP data indicated that our low-income students performed at 43.44% proficiency which is lower than their peers. In addition, our low-income students performed at 32.6% proficiency in math which they also scored lower than their peers. Low income with a pathway to college and academic support. Discussions with our educational partners indicated that low-income students lack resources in towards college and career exploration activities. In addition, low-income students lack access to technology and resources that impedes their pursuit of college and career pathways.	AVID training and resources will allow our teachers to support our low-income students with technology resources, strategies such as Cornell Notetaking, and Socratic Seminar, and guidance to access college and career readiness skills, support, programs, and experiences. While this action focuses on low-income students school-wide, all students can benefit from the researched strategies, resources, and access school-wide.	CAASPP Data in Language Arts and math (Goal 2, Metric 1)

Goal 2 and Action 11 (Full-Day Kindergarten Program)	Based on our educational partners' input, many low-income do not have the financial resources for private preschool programs or structured programs that promote kindergarten readiness. Low-income students face challenges that can impact their academic success. These challenges include limited access to resources and maximizing the opportunity to access high-quality programs.	All elementary schools will provide increased instructional time and enrichment opportunities for low-income students with our full-day kindergarten program. This ensures more time for personalized support that will support early foundational skills. WCSD will ensure additional learning opportunities promote academic growth and equitable access to quality education for our low-income students. While the LEA-wide action is aimed at addressing the academic needs of our low-income students, WCSD recognized that all students can benefit from a comprehensive program and allows more students to have the resources and support they may need.	Local Assessments (Goal 2, Metric 2)
Goal 2 and Action 13 (Technology Subscriptions)	Our low-income students continue to illustrate limited growth in our CASSP ELA and Math. About 43.4% of our low-income students reached proficiency in ELA and 32.6% proficiency in math. In our I-Ready math assessment, 23% reached proficiency and 31% in reading. Low-income students face barriers to accessing supplemental educational resources, tutoring services, and enrichment programs which impact their academic success monitor student progress	Through this action, teachers have access to technology subscriptions such as Illuminate, Educlimber, Go Formative, and Iready. This will provide teachers with digital resources to engage students and create personalized learning experiences through online activities and assessments. This will also allow targeted intervention and differentiated instructions that will provide the specific needs of low-income students. While this action is aimed at supporting our low-income students, the technology subscriptions will provide access LEA-wide and ensure equitable access is provided to students and teachers across the district.	CAASPP Data Language Arts and Math (Goal 2, Metric 1) Local Assessments I-Ready ELA and Math (Goal 2, Metric 2)
Goal 2 and Action 14 (Transitional Kindergarten)	Based on our educational partners' input, many low-income do not have the financial resources for private preschool programs or structured programs that promote kindergarten readiness. In addition, low-income families have limited access to healthcare, tutoring, and enrichment programs that support foundational skills and early school experiences.	WCSD will continue to implement TK programs for students with low-income backgrounds. Our TK programs will provide structured activities, school readiness, and early foundational skills. Providing TK programs LEA-wide will provide access to early education for all students regardless of socioeconomic background. Ensuring all our schools have a TK program will support an early literacy foundation that will prepare students for Kindergarten.	Local Assessment (Goal 2, Metric 2)
Goal 2 and Action 15 (Technology Support Staff)	With our low-income students scoring less proficient than their peers, our low-income students illustrate 43.4% proficiency in ELA and 32.6% in math based on the 2024 CAASPP it is important for low-income students not to have limited access to technology and resources that impede their learning.	The implementation of our technology support staff will equip our low-income students with the technology resources and equipment and ensure they receive the assistance necessary for their success at school and home. While this action is directed toward low-income students, it is important to ensure that all students will benefit from the support services provided by the technology support staff. This will create an inclusive environment and support our LEA-wide goals of student success and equitable access.	CAASPP ELA and Math (Goal 2, Metric 1)

Goal 2 and Action 16 (LCFF Site Locations)	Our English Learners are scoring 14.36% proficiency in ELA CAASPP and 12.92% proficiency in math. English Learners demonstrated significantly lower performance compared to their peers. In addition, our 2024 ELPI illustrated a ORANGE level with 48.8% of English Learners students making progress. As we collaborated with our educational partners throughout the district and carefully analyzed input and feedback from our LCAP surveys, we determined that there is a need for professional development to support English Learners. Our LCAP staff survey indicated that 49% strongly agree and agree that they have received professional development and resources to support English Learners. English Learners often face multiple challenges such as language barriers which impact their engagement with grade-level content. This hinders language acquisition and the needed comprehension skills. Along with the need for targeted strategies and intervention, teachers and staff need the support to implement research-based practices and interventions to ensure English Learners have access to the grade level content.	These actions will provide schools with increased opportunities for academic interventions and professional development for certificated and classified staff. Professional development will enhance understanding and proven strategies for supporting English Learners. These strategies will include language and vocabulary development, writing, and differentiated instructional practices. Implementing this LEA-wide will ensure all teachers and staff have access to ongoing and quality training that will create unified practices in supporting English Learners. Educators will be provided strategies and resources to support the diverse needs of English Learners and all students in the classroom.	LCAP Surveys (Goal 1 Metric 6) CAASPP ELA and math (Goal 2 Metric 1) ELPAC (Goal 2 Metric 9)
Goal 2 and Action 17 (Technology Refresh)	Based on the ongoing needs and circumstances of our low-income students, WCSD will provide and update our technology equipment to enhance student learning and provide teachers training on how to develop and engage students. Our low-income students face financial constraints, a lack of technology support, and access which contribute to the opportunity and academic gap they illustrate.	This action will support the achievement and development of 21st Century Skills for low-income students and this action will be implemented LEA-wide because all students regardless of socioeconomic status will benefit from equitable access to resources and opportunities. WCSD will purchase and modernize our technology equipment such as iPads, hardware, and software programs, and continue providing access to underserved low-income students, all students, and staff.	To monitor the effectiveness of low-income students and all students. CAASPP Language Arts and Math (Goal 2, Metric 1) I-Ready (Goal 2, Metric 2) CA Dashboard (Goal 2, Metric 6)

Goal 2 and Action 19 (Educational Services Support Staff)	Our unduplicated student population, primarily low-income students demonstrate lower proficiency in ELA which is at 43.4%, and 32.6% in Math. In our local assessment, low-income students are performing at 31% proficiency in ELA and 23% proficiency in math. The gap in reading achievement and math proficiency requires additional coordinated support at each school site.	Our Educational Service Director will launch and monitor supplemental instructional programs LEA-wide to enhance the implementation of effective instructional strategies. The Director will meet with district staff, Instructional TOSAs, principals, and Coordinators to ensure professional development on research-based practices and supplemental resources are implemented to improve reading and math achievement. Targeted professional development aimed at enhancing positive student outcomes will narrow the academic disparities and foster access for these student groups. While this action is primarily designed to address low-income students, the action will be provided LEA-wide due to the district's commitment to closing the achievement gaps and equitable access to high-quality education for all students and preparing them for future success.	CAASPP ELA and Math (Goal 2 Metric 1) I-Ready (Goal 2 Metric 2)
Goal 3 and Action 1 (Parent Liaison and Communication)	Our ELPI indicator as measured by the CA Dashboard illustrates a ORANGE level with 48.8% of English Learners making progress. While making progress our English Learners face barriers to the support that is needed. Based on our LCAP parent survey feedback, there is a need for support for our English Learner parents because families have limited access to translation and communication support so they can better advocate for their children and have access to resources and understand their child's learning such as the reclassification process and ELD standards.	Our district parent liaison will create a supportive environment that will help parents translate and support the communication regarding their child's academic progress and needs. In addition, this action will support the application of our communication in our LEA which will inform our parents and the community on how to get involved in their child's school and opportunities for parents to support their child's academic and social-emotional needs. Offering support and translation services LEA-wide ensures equitable access not only for English Learners but for all families regardless of language. Ensuring we provide support creates an inclusive and supportive environment that will impact the student achievement of our students.	ELPAC (Goal 2 Metric 9)
Goal 3 and Action 2 (Attendance Recovery Program)	The 2024 CA Dashboard indicates a need with our foster youth which illustrates 25.8% (yellow status) in the area of chronic absenteeism impacts their academic success. Our Foster Youth is at 32.14% proficiency in CAASPP ELA and 22.22% proficiency in CAASPP math which leaves them further behind from their peers.	WCSD is committed to providing an environment inclusive environment for our Foster Youth with our attendance recovery program. Saturday school will support outreach, and provide resources and support. It allows students to recover their absences and avoid learning loss throughout the school year. School sites will offer foster youth students to attend during the school year. WCSD staff will provide additional academic support and engagement strategies that will engage foster youth students. Although the primary focus is Foster Youth students, this action will benefit all students by cultivating an LEA-wide culture of attendance and engagement. It will create an inclusive and embracing environment for all students regardless of their living status and improve overall academic outcomes.	CAASPP ELA and Math (Goal 2 Metric 1) Attendance Rate (Goal 3 Metric 5) Chronic Absenteeism (Goal 3 Metric 6)

Goal 3 and Action 3 (Student Services Support)	Our Foster Youth is at 25.3% chronic absenteeism on the 2023 CA Dashboard and in RED status. Our foster youth face challenges with attendance and parent engagement which is necessary for WCSD to engage with parents and families and provide the necessary support for our foster youth students	To address the identified need for our foster youth towards attendance monitoring and family engagement, our student services support will include a proactive outreach and strategies geared to support our foster youth including allocating resources, transportation, and health services and communicating with families the importance of attendance and the impact towards academic performance. Although we aim to support our foster youth, this action will benefit all students LEA-wide regardless of their background and ensure all parents and families receive the necessary support to attend school daily.	CA School Dashboard Chronic Absenteeism (Goal 3, Metric 6)
Goal 3 and Action 4 and Action 5	Our ELPI illustrates a ORANGE level with 48.8% of our English Learners making progress toward English proficiency. Our English Learners often struggle more than their peers and parents face many challenges such as language and cultural barriers that hinder their ability to support their child academically. Based on our LCAP parent feedback from our English Learners' families, family engagement and workshops are important in supporting their child academically and socially. English Learner parents need additional support through parent workshops, classes, conferences, and school involvement.	The District will implement a Parent Center to support the needs of our English Learners. An LEA-wide Parent Community liaison will coordinate parent activities and events to discuss the importance of school attendance. The Parent Center and community liaisons will provide resources, materials, and tools to parents. Resources will be purchased to support parent engagement in schools and the WCSD parent center. WCSD will contract with agencies and companies to provide ongoing classes such as language acquisition, and cultural support for our parents and families. Offering multiple opportunities at various times, WCSD will foster a positive partnership between home and school that impacts positive student outcomes. While these actions address English Learners, all the information and services provided will support all students and families and will increase academic and socio-emotional development. It will create an inclusive and welcoming environment for all parents and the community.	CA English Learner Progress ELPI Indicator/ELPAC (Goal 2 Metric 9)
Goal 3 and Action 7 (Themed Academies)	Our low-income students demonstrate lower proficiency results than their peers. Our low-income students are illustrating 43.4% proficiency in ELA and 32.6% proficiency in math. Collaborating with our principals, and teachers, they shared that our schools need to develop themed academies to engage our low-income students and provide multiple enrichment opportunities for our low-income students that will impact positive achievement outcomes.	WCSD will develop themed academies LEA-wide and integrate specialized enrichment programs such as STEAM, Arts, and College pathways, that will provide multiple opportunities for low-income students to partake in 21st-century skills and college and career pathways. This LEA-wide action will focus on equity and inclusion not only for low-income students but for all students to have equal access to their interests, creativity, and opportunities. Providing targeted support for all students will ensure students are included and supported to pursue their goals and aspirations while impacting their academic achievement positively.	CAASPP ELA and math (Goal 2 Metric 1)

Goal 3 and Action 8 (Site Clerks and Benefits)	Our 2024 CA Dashboard illustrated a YELLOW band and 28.9% chronic absenteeism for our low-income students. Low-income students often encounter challenges because of inconsistency in schooling, lack of resources, and disruption of their learning due to unforeseen circumstances that impact their academic performance.	By providing site clerks LEA-wide, schools will be able to improve services and better address the specific needs of low-income students. Site clerks will contact families for attendance, monitor data, and share resources and strategies that will support connectedness for our low-income students and foster a sense of belonging. While this action is primarily directed at meeting the needs of our low-income students, extending these services LEA-wide will ensure all students can benefit from a supportive environment and support additional resources that will be provided by this action.	CA Dashboard-Chronic Absenteeism (Goal 3 Metric 6)
Goal 3 and Action 10 (Multi-Tiered Support System (MTSS) and RTIand 11 (MTSS TOSA)	When looking into our CAASPP data, it revealed that our low-income students illustrated 43.4% proficiency in CAASPP ELA and 32.6 % proficiency in CAASPP math. Low-income students face unique barriers in their academic and behavior which impacts their academics and schooling highlighting the need for systematic and tailored support through our MTSS and RTI.	To address the academic and behavioral needs of our low-income learners, an MTSS teacher on special assignment (TOSA) will provide direct services in reading and math intervention through an MTSS/RTI framework. Strategies such as Positive Behavioral Intervention and Support (PBIS), restorative practices, and targeted small groups will support academics and create a safe, positive, and effective learning environment. Providing these interventions LEA-wide ensures that students regardless of economic status will have access to a supportive and conducive learning environment that will support positive student achievement outcomes in reading and math.	CAASPP ELA and Math (Goal 2 Metric 1)
Goal 3 and Action 13 (Transportation)	Our low-income students continue to illustrate high chronic absenteeism rates. Based on our CA Dashboard, 28.9% of our low-income students are chronically absent. Low-income students often face challenges due to various barriers such as transportation and access to resources which impact their academic performance. Additionally, economic challenges in getting to school and home increase attendance concerns for low-income students.	WCSD will provide transportation access to low-income students so they will attend school daily and be on time thus supporting their academic achievement. This additional resource will ensure students have access to schooling and reduce negative attendance. Implementing this action LEA-wide will ensure all students regardless of socioeconomic status or personal circumstances will have access to resources that is essential in their school. By providing transportation and economic support, we are promoting academic success and closing the academic gaps for every student in WCSD.	Chronic Absenteeism (Goal 3 Metric 6)
Goal 3 and Action 12 (Behavior Technicians)	Our 2024 CA Dashboard illustrates that we maintained our suspension rate of 0.8% and GREEN status for our low-income students. Low-income students often face challenges with emotional and social-emotional skills. These can impact academic performance, trauma, and behavioral outcomes.	Our behavior technicians will support the needs of low-income students by offering behavior, guidance, mentorship, and wellness support. This will help students feel connected and a sense of belonging. While this action is directed to meet the needs of low-income students, this LEA-wide action can support all students and create a caring and safe environment for all students.	CA Dashboard Suspension Rates

Goal 3 and Action 14 (Health Clerks)	Attendance data indicate a need for our low-income students because they have limited access to healthcare and support for their physical and mental needs which may lead to educational gaps and inconsistent attendance.	To address this need, health support services and support will be provided by Health Clerks to support the physical, mental, and health support of our low-income students. By offering a wide array of services, health clerks play a pivotal role in eliminating barriers and ensuring low-income students can attend regularly which impacts academic performance. While this action is directed to meet the needs of low-income students, extending these services LEA-wide ensures that all students can benefit from a supportive environment and resources offered by Health Clerks will create a safe and nurturing environment.	CA Dashboard Chronic Absenteeism (Goal 3, Metric 6)
Goal 3 and Action 16 (Data and Assessment Clerks)	Based on our CA Dashboard ELPI Indicator, our English Learners are at an ORANGE level 48.8% making progress) and declined by 3% which can impede their academic progress toward reclassification and identified as at-risk and long-term English Learners. LTELS will face challenges in language proficiency and access to enrichment activities. It is vital that WCSD needs to monitor our English Learners to ensure they are supported based on their specific needs.	To address the needs of our English Learners, our data and assessment clerks will monitor data and communicate the needs to school sites. This will help support targeted instructions and interventions. While this is aimed at the needs of English Learners LEA-wide, data monitoring will benefit all students and ensure all educators at all schools will receive data and tailored information that will support equity towards intervention, support, and high-quality instruction in every classroom and school sites.	English Learner Progress Indicator (ELPI) (Goal 2, Metric 9)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 and Action 7 (English Learners)	Based on our CAASPP ELA and math data, our English Learners illustrated 14.36% proficiency in ELA and 12.92 proficiency in math. As reported in the CA Dashboard English Learners are -50.1DFS in ELA and -74.3 DFS in math. English Learners illustrate significant gaps in academic performance compared to the general population. English Learners, Newcomers, At-Risk English Learners, Long Term English Learners face challenges as they are hindered in their ability to be fully engaged with the academic content. In addition, teachers and staff need familiarity with ELD, culturally responsive instruction, and instructional practices that will support the academic progress of students.	Recognizing the importance of targeted support, interventions, programs, and professional development, Educational Services will provide opportunities for teachers LEA-wide to identify essential standards, including the implementation of integrated and designated English Language Development (ELD). Through the application of the Instructional Design Team (IDT), teachers will develop instructional resources, interventions, and assessment plans, and share research-based strategies aimed at targeting the academic and language needs of English Learners. Time for teacher collaboration may be provided during the instructional day, after school, or in the summer.	We will monitor the progress for our English Learners using the: CAASPP ELA and math (Goal 2, Metric 1) I-Ready (Goal 2, Metric 2) CA Dashboard (Goal 2, Metric 4) ELPAC (Goal 2, Metric 9)
Goal 2 and Action 8 (Foster Youth)	Foster Youth students need to build foundational literacy skills and increase small-group reading instruction that addresses concepts of print, phonemic awareness, phonics, and early literacy skills. 28% of our foster youth students have been identified two or more grade levels behind in early literacy.	These actions will address literacy gaps for foster youth students. They are provided targeted support and intervention on early literacy skills and support to increase literacy outcomes for all students.	I-Ready Diagnostics (ELA)

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

Not applicable

Additional Concentration Grant Funding

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

Whittier City School District (WCSD) serves approximately 5,500 students, of whom 75% are low-income, 13% are English learners, and 0.7% are foster youth. The district recognizes the critical need to accelerate outcomes and close achievement and opportunity gaps for these student groups by expanding access to direct services.

With the additional concentration grant add-on funding, WCSD will increase the number of staff providing direct services to students at school sites with a high concentration (above 55%) of unduplicated students. The following strategic actions will be implemented through targeted investments in staff and support:

Goal 2, Action 7 – English Learner Development (ELD) Training and Support: Funding will support additional training to strengthen the implementation of designated and integrated ELD. Teachers and staff will receive professional development and on-site coaching to address the needs of English learners, including newcomers and long-term English learners. This will ensure consistent, high-quality instruction aligned to state standards and language development goals. This action will also include the hiring of an additional FTE who will serve as an English Learner Support TOSA who will provide support for Newcomer students and English learners.

Goal 2, Action 8 – Foster Youth Support: WCSD will fund additional resources and personalized support for foster youth, particularly those identified as chronically absent or underperforming in ELA and math. Services will include academic tutoring, mentoring, and family outreach aimed at increasing attendance, engagement, and academic progress.

Goal 3, Action 10 – Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI): Additional funding will expand staff capacity to implement academic and behavioral intervention systems. This includes hiring MTSS Aides and teachers to lead site-based implementation, conduct data reviews, and coordinate targeted interventions aligned to student needs.

Goal 3, Action 11 – MTSS Aides and Intervention Substitutes: The district will hire additional instructional aides and substitute teachers dedicated to intervention. These staff will provide small group and individualized academic support, allowing schools to implement interventions with greater consistency and responsiveness during the school day.

By directing these additional funds toward increasing staff who provide targeted, student-centered support, WCSD is ensuring that schools with the highest needs have the personnel necessary to deliver equitable services and improve academic and behavioral outcomes for all unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:35 Classified
Staff-to-student ratio of certificated staff providing direct services to students		1:27 Certificated

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$54,999,559.00	$16,792,362.00	30.53%	1.71%	32.24%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$52,041,014.00	$1,140,060.00	$0.00	$0.00	$53,181,074.00	$49,591,614.00	$3,589,460.00

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	Certificated and Management Salaries and Benefits	All	No				Ongoing	$24,780,687	$0	$24,780,687	$0	$0	$0	$24,780,687	0.00%
1	2	Classified Salaries and Benefits	All	No				Ongoing	$4,766,595	$0	$4,766,595	$0	$0	$0	$4,766,595	0.00%
1	3	Andrews Staffing Support	All	Yes	Schoolwide	Low Income	Specific Schools, Andrews	Ongoing	$206,238	$0	$206,238	$0	$0	$0	$206,238	0.00%
1	4	District Facilities and Maintenance	All	No				Ongoing	$2,475,550	$0	$1,610,490	$865,060	$0	$0	$2,475,550	0.00%
1	5	Supplemental Instructional Materials	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$200,000	$200,000	$0	$0	$0	$200,000	0.00%
1	6	Visual and Performing Arts Support Staff and Art Events	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$292,905	$0	$292,905	$0	$0	$0	$292,905	0.00%
1	7	Visual and Performing Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$30,000	$30,000	$0	$0	$0	$30,000	0.00%
1	8	Physical Education Elementary Teachers and Physical Education Aides	All	Yes	LEA-wide	Low Income	Specific Schools, All elementary school sites	Ongoing	$912,944	$0	$912,944	$0	$0	$0	$912,944	0.00%
1	9	Enrichment Programs	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$25,000	$225,000	$250,000	$0	$0	$0	$250,000	0.00%

1	10	LCFF Base Site Locations	All	No				Ongoing	$0	$317,000	$317,000	$0	$0	$0	$317,000	0.00%
2	1	Professional Develoment Training and Support Staff	All	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	Ongoing	$160,000	$81,225	$241,225	$0	$0	$0	$241,225	0.00%
2	2	Three Professional Development Days	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$600,000	$0	$600,000	$0	$0	$0	$600,000	0.00%
2	3	Contracts and Conferences for Professional Development	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$50,000	$250,000	$300,000	$0	$0	$0	$300,000	0.00%
2	4	Site-Based Lead Teachers	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$149,052	$0	$149,052	$0	$0	$0	$149,052	0.00%
2	5	Instructional Design Team Hourly Certificated	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$60,000	$0	$60,000	$0	$0	$0	$60,000	0.00%
2	6	Summer Intervention and Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$5,000	$15,000	$20,000	$0	$0	$0	$20,000	0.00%
2	7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$231,493	$25,000	$256,493	$0	$0	$0	$256,493	0.00%
2	8	Foster Youth and Homeless Support and Resources	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$10,000	$130,000	$140,000	$0	$0	$0	$140,000	0.00%
2	9	K-3 Class Size Reduction	All	Yes	LEA-wide	Low Income	Specific Schools, Sorensen, Phelan, Hoover, Orange Grove, Andrews, West Whittier, Mill, Longfellow, and Jackson	Ongoing	$3,334,487	$0	$3,334,487	$0	$0	$0	$3,334,487	0.00%
2	10	Advancement Via Individual Determination (AVID)	All	Yes	Schoolwide	Low Income	Specific Schools, Jackson, Dexter, Orange Grove	Ongoing	$5,000	$35,000	$40,000	$0	$0	$0	$40,000	0.00%
2	11	Full Day Kindergarten and Kindergarten Round Up	All	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	Ongoing	$2,617,100	$0	$2,617,100	$0	$0	$0	$2,617,100	0.00%
2	12	Virtual Learning Academy	All	No				Ongoing	$398,075	$5,000	$403,075	$0	$0	$0	$403,075	0.00%
2	13	Technology Subscriptions	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$400,000	$400,000	$0	$0	$0	$400,000	0.00%

2	14	Transitional Kindergarten Support Staff, Materials, and Training	All	Yes	LEA-wide	Low Income	Specific Schools, Andrews, Longfellow, Jackson, Orange Grove, Sorensen, Hoover, West Whittier, Phelan, Mill	Ongoing	$870,000	$50,000	$920,000	$0	$0	$0	$920,000	0.00%
2	15	Technology Support Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$194,587	$0	$194,587	$0	$0	$0	$194,587	0.00%
2	16	LCFF Site Locations	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$118,880	$277,387	$396,267	$0	$0	$0	$396,267	0.00%
2	17	Technology Refresh Equipment, Software, and Training	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$950,000	$950,000	$0	$0	$0	$950,000	0.00%
2	18	Special Education Professional Development, Resources, and Support Staff	Student with Disabilities (SWD)	No				Ongoing	$156,669	$43,331	$200,000	$0	$0	$0	$200,000	0.00%
2	19	Educational Services Support Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$243,000	$0	$243,000	$0	$0	$0	$243,000	0.00%
2	20	Library Aides	All	No				Ongoing	$275,000	$0	$0	$275,000	$0	$0	$275,000	0.00%
3	1	Parent Liaison and Communication	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$95,398	$30,000	$125,398	$0	$0	$0	$125,398	0.00%
3	2	Attendance Recovery Program	All	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$150,000	$50,000	$200,000	$0	$0	$0	$200,000	0.00%
3	3	Student Services Support Staff with benefits	All	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$213,000	$0	$213,000	$0	$0	$0	$213,000	0.00%
3	4	Parent Community Liaisons	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$207,121	$0	$207,121	$0	$0	$0	$207,121	0.00%
3	5	Parent Engagement Workshops and Support	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$10,000	$90,417	$100,417	$0	$0	$0	$100,417	0.00%
3	6	Data Analysis and Document Tracking	All	No				Ongoing	$0	$75,000	$75,000	$0	$0	$0	$75,000	0.00%
3	7	Themed Academies	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
3	8	Site Clerks and Benefits	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$531,288	$0	$531,288	$0	$0	$0	$531,288	0.00%
3	9	District and Licensed Vocational Nurses	All	No				Ongoing	$316,555	$0	$316,555	$0	$0	$0	$316,555	0.00%

3	10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$251,000	$168,000	$419,000	$0	$0	$0	$419,000	0.00%
3	11	Multi Tiered Support System (MTSS) Instructional Aides (combo and RTI) and Intervention Substitute Teachers	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$619,098	$0	$619,098	$0	$0	$0	$619,098	0.00%
3	12	Behavior Technicians, Social Workers, Psychologist, and Counselors	All	Yes	Schoolwide	Low Income	Specific Schools, All Elementary Sites: Daniel Phelan Elementary, West Whittier Elementary, Sorensen Elementary, Mill Elementary, Orange Grove Elementary, Andrews Elementary, Longfellow Elementary, Jackson Elementary, Hoover Elementary,	Ongoing	$2,789,034	$0	$2,789,034	$0	$0	$0	$2,789,034	0.00%
3	13	Transportation	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$42,000	$42,000	$0	$0	$0	$42,000	0.00%
3	14	Health Clerks	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$651,590	$100	$651,690	$0	$0	$0	$651,690	0.00%
3	15	Safety Aides and Noon Duty Aides	All	No				Ongoing	$376,268	$0	$376,268	$0	$0	$0	$376,268	0.00%
3	16	Data and Assessment Clerks	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$317,000	$0	$317,000	$0	$0	$0	$317,000	0.00%
4	1	Virtual Academy (Equity Multiplier)	All	No					$126,000	$0	$126,000	$0	$0	$0	$126,000	0.00%

2025-2026 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
$54,999,559.00	$16,792,362.00	30.53%	1.71%	32.24%	$19,069,344.00	0.00%	34.67%	**Total:**	$19,069,344.00
								LEA-wide Total:	$15,637,579.00
								Limited Total:	$396,493.00
								Schoolwide Total:	$3,035,272.00

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	3	Andrews Staffing Support	Yes	Schoolwide	Low Income	Specific Schools, Andrews	$206,238.00	0.00%
1	5	Supplemental Instructional Materials	Yes	LEA-wide	English learner (EL)	All Schools	$200,000.00	0.00%
1	6	Visual and Performing Arts Support Staff and Art Events	Yes	LEA-wide	Low Income	All Schools	$292,905.00	0.00%
1	7	Visual and Performing Arts	Yes	LEA-wide	Low Income	All Schools	$30,000.00	0.00%
1	8	Physical Education Elementary Teachers and Physical Education Aides	Yes	LEA-wide	Low Income	Specific Schools, All elementary school sites	$912,944.00	0.00%
1	9	Enrichment Programs	Yes	LEA-wide	Low Income	All Schools	$250,000.00	0.00%

2	1	Professional Develoment Training and Support Staff	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	$241,225.00	0.00%
2	2	Three Professional Development Days	Yes	LEA-wide	Low Income	All Schools	$600,000.00	0.00%
2	3	Contracts and Conferences for Professional Development	Yes	LEA-wide	Low Income	All Schools	$300,000.00	0.00%
2	4	Site-Based Lead Teachers	Yes	LEA-wide	English learner (EL)	All Schools	$149,052.00	0.00%
2	5	Instructional Design Team Hourly Certificated	Yes	LEA-wide	Low Income	All Schools	$60,000.00	0.00%
2	6	Summer Intervention and Support	Yes	LEA-wide	Low Income	All Schools	$20,000.00	0.00%
2	7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	Yes	Limited	English learner (EL)	All Schools	$256,493.00	0.00%
2	8	Foster Youth and Homeless Support and Resources	Yes	Limited	Foster Youth	All Schools	$140,000.00	0.00%
2	9	K-3 Class Size Reduction	Yes	LEA-wide	Low Income	Specific Schools, Sorensen, Phelan, Hoover, Orange Grove, Andrews, West Whittier, Mill, Longfellow, and Jackson	$3,334,487.00	0.00%
2	10	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	Specific Schools, Jackson, Dexter, Orange Grove	$40,000.00	0.00%
2	11	Full Day Kindergarten and Kindergarten Round Up	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	$2,617,100.00	0.00%
2	13	Technology Subscriptions	Yes	LEA-wide	Low Income	All Schools	$400,000.00	0.00%

2	14	Transitional Kindergarten Support Staff, Materials, and Training	Yes	LEA-wide	Low Income	Specific Schools, Andrews, Longfellow, Jackson, Orange Grove, Sorensen, Hoover, West Whittier, Phelan, Mill	$920,000.00	0.00%
2	15	Technology Support Staff	Yes	LEA-wide	Low Income	All Schools	$194,587.00	0.00%
2	16	LCFF Site Locations	Yes	LEA-wide	English learner (EL)	All Schools	$396,267.00	0.00%
2	17	Technology Refresh Equipment, Software, and Training	Yes	LEA-wide	Low Income	All Schools	$950,000.00	0.00%
2	19	Educational Services Support Staff	Yes	LEA-wide	Low Income	All Schools	$243,000.00	0.00%
3	1	Parent Liaison and Communication	Yes	LEA-wide	English learner (EL)	All Schools	$125,398.00	0.00%
3	2	Attendance Recovery Program	Yes	LEA-wide	Foster Youth	All Schools	$200,000.00	0.00%
3	3	Student Services Support Staff with benefits	Yes	LEA-wide	Foster Youth	All Schools	$213,000.00	0.00%
3	4	Parent Community Liaisons	Yes	LEA-wide	English learner (EL)	All Schools	$207,121.00	0.00%
3	5	Parent Engagement Workshops and Support	Yes	LEA-wide	English learner (EL)	All Schools	$100,417.00	0.00%
3	7	Themed Academies	Yes	LEA-wide	Low Income	All Schools	$100,000.00	0.00%
3	8	Site Clerks and Benefits	Yes	LEA-wide	Low Income	All Schools	$531,288.00	0.00%
3	10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	Yes	LEA-wide	Low Income	All Schools	$419,000.00	0.00%
3	11	Multi Tiered Support System (MTSS) Instructional Aides (combo and RTI) and Intervention Substitute Teachers	Yes	LEA-wide	Low Income	All Schools	$619,098.00	0.00%

3	12	Behavior Technicians, Social Workers, Psychologist, and Counselors	Yes	Schoolwide	Low Income	Specific Schools, All Elementary Sites: Daniel Phelan Elementary, West Whittier Elementary, Sorensen Elementary, Mill Elementary, Orange Grove Elementary, Andrews Elementary, Longfellow Elementary, Jackson Elementary, Hoover Elementary,	$2,789,034.00	0.00%
3	13	Transportation	Yes	LEA-wide	Low Income	All Schools	$42,000.00	0.00%
3	14	Health Clerks	Yes	LEA-wide	Low Income	All Schools	$651,690.00	0.00%
3	16	Data and Assessment Clerks	Yes	LEA-wide	English learner (EL)	All Schools	$317,000.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$52,841,929.00	$53,255,673.00

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	Certificated and Management Salaries and Benefits	No	$24,780,687.00	$27,520,088.00
1	2	Classified Salaries and Benefits	No	$4,766,595.00	$4,729,037.00
1	3	Andrews Staffing Support	Yes	$206,238.00	$209,654.00
1	4	District Facilities and Maintenance	No	$2,046,702.00	$2,332,641.00
1	5	Supplemental Instructional Materials	Yes	$500,000.00	$500,000.00
1	6	Visual and Performing Arts	Yes	$292,905.00	$284,770.00

		Support Staff			
1	7	Visual and Performing Arts	Yes	$50,000.00	$75,331.00
1	8	Physical Education Elementary Teachers and Physical Education Aides	Yes	$589,983.00	$525,901.00
1	9	Enrichment Programs	Yes	$300,000.00	$237,728.00
1	10	LCFF Base Site Locations	No	$317,013.00	$315,366.00
2	1	Professional Develoment Training and Support Staff	Yes	$176,225.00	$181,398.00
2	2	Three Professional Development Days	Yes	$594,273.00	$595,835.00
2	3	Contracts and Conferences for Professional Development	Yes	$300,000.00	$300,000.00
2	4	Site-Based Lead Teachers	Yes	$118,333.00	$113,723.00
2	5	Instructional Design Team Hourly Certificated	Yes	$60,000.00	$71,190.00
2	6	Summer Intervention and Support	Yes	$60,000.00	$30,000.00
2	7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	Yes	$99,000.00	$154,236.00
2	8	Foster Youth Support and Resources	Yes	$140,000.00	$31,509.00
2	9	K-3 Class Size Reduction	Yes	$3,141,058.00	$3,138,195.00
2	10	Advancement Via Individual Determination (AVID)	Yes	$40,000.00	$16,613.00
2	11	Full Day Kindergarten and Kindergarten Round Up	Yes	$2,151,330.00	$2,255,883.00
2	12	Virtual Learning Academy	No	$300,000.00	$66,064.00
2	13	Technology Subscriptions	Yes	$950,000.00	$393,257.00
2	14	Transitional Kindergarten Support Staff, Materials, and Training	Yes	$849,759.00	$847,398.00
2	15	Technology Support Staff	Yes	$194,587.00	$124,492.00
2	16	LCFF Site Locations	Yes	$396,267.00	$395,733.00
2	17	Technology Refresh Equipment, Software, and	Yes	$2,400,000.00	$1,609,873.00

		Training			
2	18	Special Education Professional Development, Resources, and Support Staff	No	$200,000.00	$200,208.00
2	19	Educational Services Support Staff	Yes	$237,954.00	$237,954.00
3	1	Parent Liaison and Communication	Yes	$125,398.00	$94,722.00
3	2	Attendance Recovery Program	Yes	$482,174.00	$420,040.00
3	3	Student Services Support Staff with benefits	Yes	$208,893.00	$208,973.00
3	4	Parent Community Liaisons	Yes	$207,121.00	$205,465.00
3	5	Parent Engagement Workshops and Support	Yes	$60,000.00	$59,675.00
3	6	Data Analysis and Document Tracking	No	$60,000.00	$68,480.00
3	7	Themed Academies	Yes	$100,000.00	$100,000.00
3	8	Site Clerks and Benefits	Yes	$519,412.00	$539,804.00
3	9	District and Licensed Vocational Nurses	No	$614,172.00	$310,785.00
3	10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	Yes	$251,537.00	$234,554.00
3	11	Multi Tiered Support System (MTSS) Teacher on Special Assignments (TOSAs)	Yes	$2,192,898.00	$1,794,585.00
3	12	Behavior Technicians	Yes	$203,502.00	$187,057.00
3	13	Transportation	Yes	$38,000.00	$38,465.00
3	14	Health Clerks	Yes	$610,242.00	$686,755.00
3	15	Safety Aides and Noon Duty Aides	No	$356,797.00	$403,751.00
3	16	Data and Assessment Clerks	Yes	$385,874.00	$193,453.00
4	1	Virtual Academy Staff (Equity Multiplier)	No	$167,000.00	$215,032.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$15,751,975.00	$19,232,963.00	$17,088,543.00	$2,144,420.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	Andrews Staffing Support	Yes	$206,238.00	$209,654.00	0.00%	0.00%
1	5	Supplemental Instructional Materials	Yes	$500,000.00	$500,000.00	0.00%	0.00%
1	6	Visual and Performing Arts Support Staff	Yes	$292,905.00	$284,770.00	0.00%	0.00%
1	7	Visual and Performing Arts	Yes	$50,000.00	$75,331.00	0.00%	0.00%
1	8	Physical Education Elementary Teachers and Physical Education Aides	Yes	$589,983.00	$525,901.00	0.00%	0.00%
1	9	Enrichment Programs	Yes	$300,000.00	$237,728.00	0.00%	0.00%
2	1	Professional Develoment Training and Support Staff	Yes	$176,225.00	$181,398.00	0.00%	0.00%
2	2	Three Professional Development Days	Yes	$594,273.00	$595,835.00	0.00%	0.00%
2	3	Contracts and Conferences for Professional Development	Yes	$300,000.00	$300,000.00	0.00%	0.00%
2	4	Site-Based Lead Teachers	Yes	$118,333.00	$113,723.00	0.00%	0.00%
2	5	Instructional Design Team Hourly Certificated	Yes	$60,000.00	$71,190.00	0.00%	0.00%
2	6	Summer Intervention and Support	Yes	$60,000.00	$30,000.00	0.00%	0.00%

2	7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	Yes	$99,000.00	$152,558.00	0.00%	0.00%
2	8	Foster Youth Support and Resources	Yes	$140,000.00	$31,509.00	0.00%	0.00%
2	9	K-3 Class Size Reduction	Yes	$3,141,058.00	$3,138,195.00	0.00%	0.00%
2	10	Advancement Via Individual Determination (AVID)	Yes	$40,000.00	$16,613.00	0.00%	0.00%
2	11	Full Day Kindergarten and Kindergarten Round Up	Yes	$2,151,330.00	$2,255,883.00	0.00%	0.00%
2	13	Technology Subscriptions	Yes	$950,000.00	$393,257.00	0.00%	0.00%
2	14	Transitional Kindergarten Support Staff, Materials, and Training	Yes	$849,759.00	$847,398.00	0.00%	0.00%
2	15	Technology Support Staff	Yes	$194,587.00	$120,492.00	0.00%	0.00%
2	16	LCFF Site Locations	Yes	$396,267.00	$395,733.00	0.00%	0.00%
2	17	Technology Refresh Equipment, Software, and Training	Yes	$2,400,000.00	$1,609,873.00	0.00%	0.00%
2	19	Educational Services Support Staff	Yes	$237,954.00	$237,954.00	0.00%	0.00%
3	1	Parent Liaison and Communication	Yes	$125,398.00	$94,722.00	0.00%	0.00%
3	2	Attendance Recovery Program	Yes	$482,174.00	$420,040.00	0.00%	0.00%
3	3	Student Services Support Staff with benefits	Yes	$208,893.00	$208,973.00	0.00%	0.00%
3	4	Parent Community Liaisons	Yes	$207,121.00	$205,465.00	0.00%	0.00%
3	5	Parent Engagement Workshops and Support	Yes	$60,000.00	$59,675.00	0.00%	0.00%
3	7	Themed Academies	Yes	$100,000.00	$100,000.00	0.00%	0.00%
3	8	Site Clerks and Benefits	Yes	$519,412.00	$539,804.00	0.00%	0.00%
3	10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	Yes	$251,537.00	$234,554.00	0.00%	0.00%

3	11	Multi Tiered Support System (MTSS) Teacher on Special Assignments (TOSAs)	Yes	$2,192,898.00	$1,794,585.00	0.00%	0.00%
3	12	Behavior Technicians	Yes	$203,502.00	$187,057.00	0.00%	0.00%
3	13	Transportation	Yes	$38,000.00	$38,465.00	0.00%	0.00%
3	14	Health Clerks	Yes	$610,242.00	$686,755.00	0.00%	0.00%
3	16	Data and Assessment Clerks	Yes	$385,874.00	$193,453.00	0.00%	0.00%

2024-2025 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)
$54,982,699.00	$15,751,975.00	4.14%	32.79%	$17,088,543.00	0.00%	31.08%	$940,204.15	1.71%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

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

LCFF Carryover Table

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

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