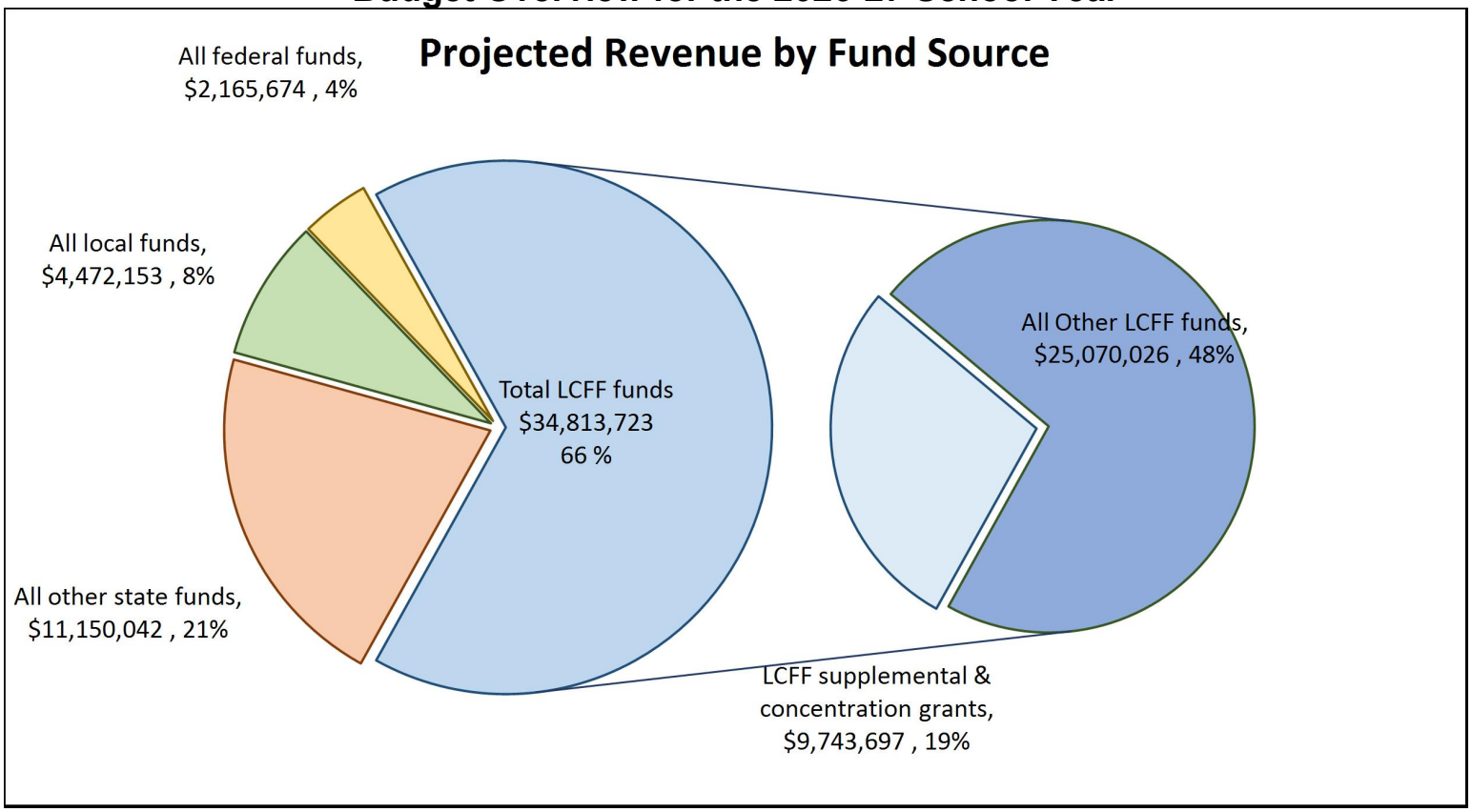
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Whittier School District
CDS Code: 19-650370000000
School Year: 2026-27
LEA contact information:
Dr. Rebecca Rodriguez
Associate Superintendent Ed Services
rrodriguez@swhittier.net
562-944-6231

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

Budget Overview for the 2026-27 School Year



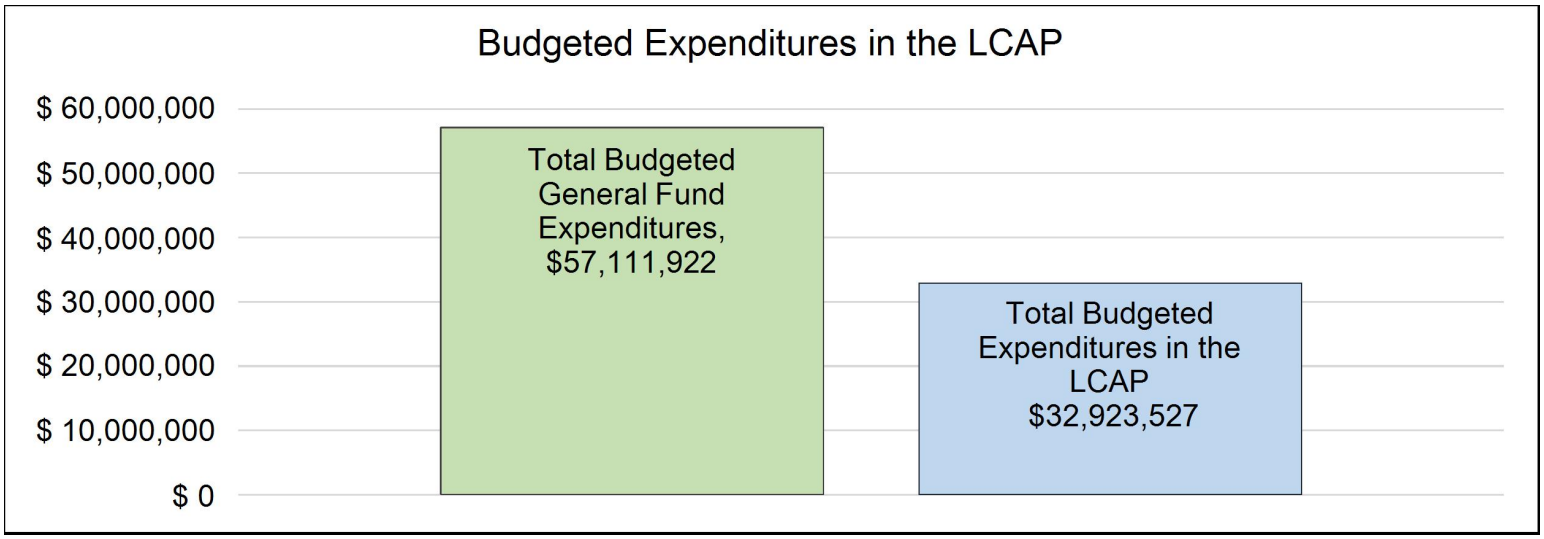
This chart shows the total general purpose revenue South Whittier School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Whittier School District is $52,601,592, of which $34,813,723 is Local Control Funding Formula (LCFF), $11,150,042 is other state funds, $4,472,153 is local funds, and $2,165,674 is federal funds. Of the $34,813,723 in LCFF Funds,

$9,743,697 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 South Whittier School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: South Whittier School District plans to spend $57,111,922 for the 2026-27 school year. Of that amount, $32,923,527 is tied to actions/services in the LCAP and $24,188,395 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

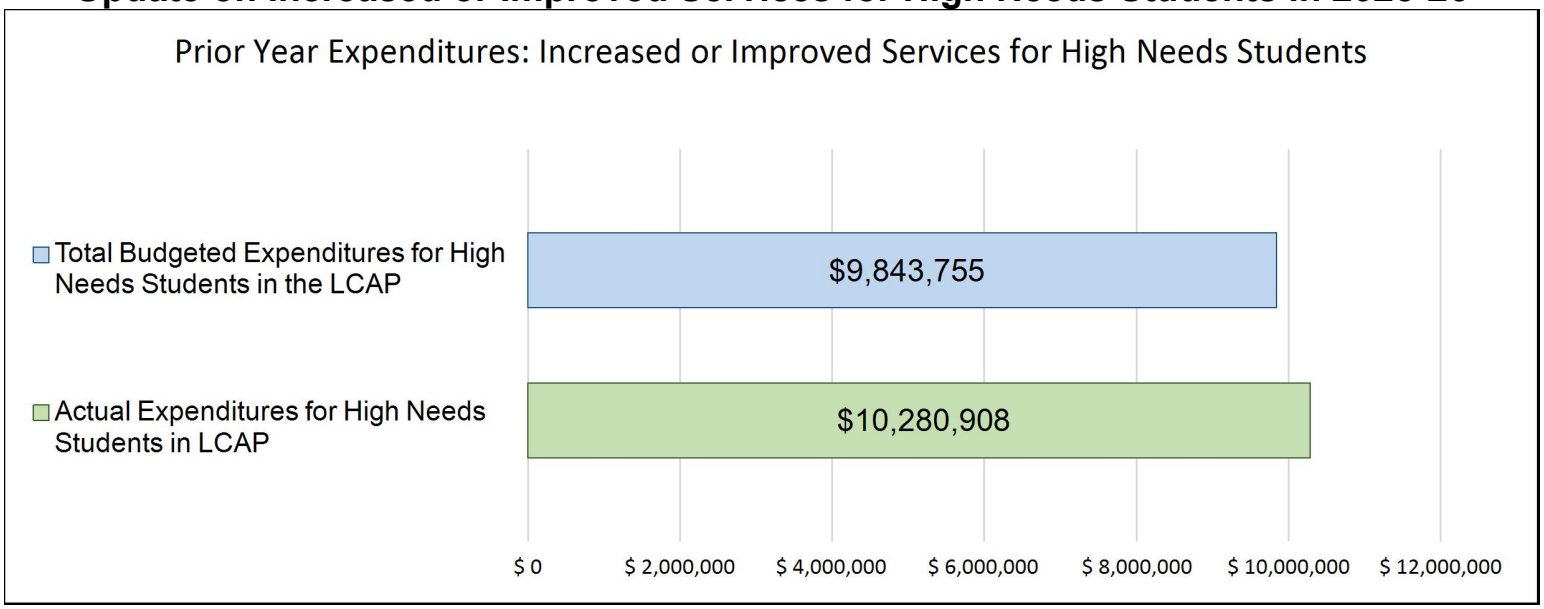
Utilities
General repairs and routine maintenance,
Cleaning supplies
Expenditures related to certain grants and one-time funding sources
Transportation Sub agreements for Special Education
Non-public school tuition and related costs
Some Special Education Services
Certain IT related costs
Liability insurance

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

In 2026-27, South Whittier School District is projecting it will receive $9,743,697 based on the enrollment of foster youth, English learner, and low-income students. South Whittier School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Whittier School District plans to spend $9,743,697 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, South Whittier School District's LCAP budgeted $9,843,755 for planned actions to increase or improve services for high needs students. South Whittier School District actually spent $10,280,908 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Whittier School District	Dr. Rebecca Rodriguez Associate Superintendent Ed Services	rrodriguez@swhittier.net 562-944-6231

Plan Summary [2026-27]

General Information

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

Established in 1912, the South Whittier School District (SWSD) is an elementary school district located approximately 10 miles east of downtown Los Angeles. The district spans four square miles and serves areas within Whittier, Santa Fe Springs, and unincorporated parts of Los Angeles County. SWSD includes one middle school and five elementary schools, all of which offer Transitional Kindergarten. The district serves approximately 2,215 students from preschool through eighth grade in a safe, rigorous, and student-centered learning environment.

SWSD is a diverse community, with 26.9% of students identified as English learners, 90.7% classified as socioeconomically disadvantaged, and .6% as foster youth. Over 90% of English learners speak Spanish as their primary language.

The district employs approximately 178 certificated staff, including teachers, counselors, principals, and administrators, along with over 188 classified employees who support operations in areas such as clerical services, student support, facilities, and food services. All staff members are committed to delivering a high-quality, standards-based education grounded in collaboration, accountability, and data-informed practices. Instructional support is provided through in-class interventions, robust after-school programs, and summer learning opportunities.

SWSD fosters positive school climates through the implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS), which promote clear expectations, recognition systems, and student motivation. Parent engagement is prioritized across all campuses, with each school supported by a Community Liaison to offer families meaningful opportunities to participate in their children's education.

The district remains focused on improving student achievement through state and local assessments and continues to strengthen its Multi-Tiered System of Support (MTSS) to address the academic and social-emotional needs of all students.

Reflections: Annual Performance

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

Based on the most recent CAASPP data from the 2025 California School Dashboard, the South Whittier School District (SWSD) continues to prioritize student achievement through data-informed strategies. The district utilizes multiple data sources, including the California School Dashboard, universal screeners, the California Healthy Kids Survey, and local surveys, to design and refine its Multi-Tiered System of Support (MTSS). Based on the 2023 CA Dashboard indicates that Richard Graves MS was in the lowest performance levels for all students in the areas of math and chronic absenteeism. For both the ELA and Math Indicators the District was in the lowest performance level for English Learners and Students with Disabilities. For the English Learner Progress Indicators, the English Learners were identified as the lowest performance level. For Suspension Rates, Foster Youth were identified as the lowest performance level. And for Chronic Absenteeism the subgroups, Foster Youth, Students with Disabilities and White were identified as the lowest performance level.

For student groups within a school, the following lowest performance levels included:
ELA Indicator
Carmela ES - English Learners, Students with Disabilities
Los Altos ES – English Learners
Richard Graves MS – English Learners, Students with Disabilities

Math Indicator
Richard Graves MS - English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
English Learner Progress Indicator
Carmela ES - English Learners
McKibben ES - English Learners
Loma Vista ES - English Learners
Los Altos ES - English Learners

Suspension Rate Indicator
Richard Graves MS – English Learners and Socioeconomically Disadvantaged

Chronic Absenteeism Indicator
Lake Marie ES – Students with Disabilities
Loma Vista ES - Homeless
Richard Graves MS – English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

The 2024 CA Dashboard shows improvement:

Academic Performance:
English Language Arts (ELA): In 2024, 32.88% of SWSD students met or exceeded the state standard in ELA, reflecting a 1.2% increase from the previous year.
Mathematics: 23.19% of students met or exceeded the state standard in Math, marking a 2.89% improvement from 2023.

Subgroup Performance:
English Learners (ELs): In the CAASPP 2024 data, 23.36% of Hispanic students, who constitute the majority of ELs in SWSD, met the ELA standard, while 14.82% met the Math standard.
Students with Disabilities (SWDs): 8.61% of students with disabilities met or exceeded standard on English Language Arts. 6.22% of students with disabilities met or exceeded standard on Mathematics.

Chronic Absenteeism:
Chronic absenteeism remains a concern, particularly among Foster Youth, Students with Disabilities, and White students, who were identified in the lowest performance levels for this indicator on the 2023 dashboard.

Suspension Rates:
Foster Youth were identified in the lowest performance level for suspension rates, indicating a need for targeted behavioral and support interventions on the 2023 dashboard. SWSD remains committed to addressing these challenges through continuous monitoring and targeted support strategies to enhance student outcomes across all indicators.

The 2025 CA Dashboard shows improvement:

Academic Performance:
English Language Arts (ELA): In 2025, 34.51% of SWSD students met or exceeded the state standard in ELA, reflecting a 1.63% increase from the previous year.
Mathematics: 25.61% of students met or exceeded the state standard in Math, marking a 2.42% improvement from 2025.

Subgroup Performance:
English Learners (ELs): In the CAASPP 2025 data, 33.67% of Hispanic students, who constitute the majority of ELs in SWSD, met the ELA standard, while 24.50% met the Math standard.
Students with Disabilities (SWDs): 9.21% of students with disabilities met or exceeded standard on English Language Arts. 6.11% of students with disabilities met or exceeded standard on Mathematics.

Chronic Absenteeism:
Chronic absenteeism remains a concern, particularly among Foster Youth, Students with Disabilities, and White students, who were identified in the lowest performance levels for this indicator on the 2023 dashboard. On the 2025 dashboard the district declined in the percentage of students chronically absent by 4.3%. The Foster Youth and Homeless Youth ranked at the lowest performance levels, while the English Learners and Students with Disabilities ranked in the medium level. This indicator continues to be an area of focus for the district.

Suspension Rates:
Foster Youth were identified in the lowest performance level for suspension rates, indicating a need for targeted behavioral and support interventions on the 2023 dashboard. On the 2025 dashboard Foster Youth ranked at the highest level, indicating a positive trend for this subgroup. The LTEL and Homeless Youth subgroups fell in the lowest ranges. SWSD remains committed to addressing these challenges through continuous monitoring and targeted support strategies to enhance student outcomes across all indicators.

The district continues to make absenteeism a focus and a priority (Goal 4 Action 5). The district constructed a three-tiered system of support to keep students engaged even after distance learning, which incorporated mental health support. In 2024, SWSD hired 4 LCSWs and 3 MSWs to support every school with mental health concerns after the pandemic. This has increased from the previous year. Our goal is to continue these services into 2026-27. SWSD continues to focus on the implementation of PBIS supports, other means of correction, and building a multi-tiered model to support the social-emotional and behavioral needs of the students (Goal 5 Actions 1, 2, 3 and 4). The method by which we plan to maintain success is by refining structures in the Multi-tiered system of support across the schools in our district that we started last year. In addition, we have refined the training of the instructional aides that we hired. The support that our community liaisons offer increased with the additional hours we added in 2024-25, and refined the practices and support for the middle school. In order to support the teachers in instruction, the MTSS TOSA and Technology TOSA we hired last year have provided intentional training for teachers, interventionist, and classified staff. This support will continue through out 2026-2027. That being said, the need has shifted to ensure adequate support for English Learners, therefore the additional actions to support langauge acquisition instruction, monitoring and consistency of practice have been developed will continue.(Goal 2 Action 6; Goal 3 Actions 5 & 6)

Academic Achievement and Instructional Focus:
The South Whittier School District (SWSD) has demonstrated notable academic progress, particularly in mathematics and literacy, through its commitment to Professional Learning Communities (PLCs) and the implementation of writer's workshops. These initiatives have fostered a collaborative culture among educators, emphasizing data-driven instruction and targeted interventions.
Professional Learning Communities (PLCs): SWSD has embraced the PLC model to enhance instructional practices. This approach involves educators working collaboratively to analyze student performance data, share effective teaching strategies, and implement targeted interventions. For instance, at all of our schools, we have utilized PLCs to identify students struggling in mathematics based on CAASPP scores and provided additional support through small group instruction. Teachers have also implemented goal-setting strategies to promote student awareness of their academic performance and desired growth
Writer's Workshops: The district's focus on writer's workshops has contributed to improved literacy outcomes. At all of our schools, the academic achievement plan includes writer's workshops as part of their communities of practice. These workshops provide structured opportunities for students to develop writing skills through guided practice and feedback, fostering a deeper understanding of language arts. Building upon this framework during the 2025–2026 school year, the district launched dedicated efforts to increase literacy by re-engaging K–2 teams around foundational skills. Intensive work to align standards, curriculum, pacing, and assessments was successfully completed during this time. This aligned structure will be fully implemented and supported in the 2026–2027 school year, coupling this critical foundational work with comprehensive reading instruction across grades K–8.
Academic Achievements: SWSD's strategic initiatives have led to measurable improvements in student performance. According to the California Department of Education, in 2024 the district experienced a 3.6% increase in English Language Arts (ELA) and a 2.95% increase in Math scores on the Smarter Balanced Assessment Consortium (SBAC) tests, surpassing the state's average gains. For the 2025 school

year, the district continues to outpace the state's average gains in Math (2.42%), yet in ELA (1.64%) the district is more aligned with state growth.
Continuous Improvement Model: SWSD employs a Continuous Improvement Model encompassing planning, execution, analysis, and reflection. This model supports a district-wide commitment to collaboration among students, teachers, and leadership, positively impacting teaching and learning. The district utilizes various assessments, including CAASPP, STAR 360, and DIBELS, to monitor student progress and inform instructional decisions. (Goal 2 Action 1 & 2; Goal 3 Action 1 & 2).

Social-Emotional and Mental Health Support:
SWSD's Wellness Services Program is a cornerstone of the district's commitment to supporting the whole child by fostering social, emotional, and mental well-being. Developed through strong partnerships with local universities and anchored in a multi-tiered system of support (MTSS), the program offers a continuum of tiered services that emphasize prevention, early identification, and targeted intervention for all students—both in general and special education.
The district employs Licensed Clinical Social Workers (LCSWs) and partners with accredited graduate programs to host Social Work Interns who are supervised and trained to provide direct services. These professionals work at school sites throughout the academic year, delivering a range of supports including individual counseling, small group interventions, classroom-based social-emotional learning (SEL) lessons, and crisis response. Their presence on campuses ensures timely and accessible mental health services embedded in the school day.
The goals of the program are to:
Promote social-emotional wellness and healthy development for all students.
Reduce barriers to learning by addressing issues such as anxiety, trauma, grief, conflict resolution, and behavior challenges.
Enhance school climate through proactive relationship-building and trauma-informed practices.
Increase mental health awareness and reduce stigma by providing professional development to staff and outreach to families.
Strengthen family engagement by connecting families to community-based resources and offering education around parenting, behavior strategies, and mental wellness.
Additionally, the Wellness Services Program contributes to the district's efforts in meeting LCAP Priority Areas 5 and 6 (Pupil Engagement and School Climate) by fostering safe and inclusive environments where students feel seen, supported, and empowered to thrive academically and socially. The use of ongoing data collection, such as student self-reflections, teacher referrals, and case monitoring, allows the program to remain responsive and aligned with site-specific needs.
As South Whittier continues to invest in the social-emotional well-being of its students, the Wellness Services Program remains a vital element of the district's broader efforts to create safe, nurturing, and equitable learning environments. (Goal 5 Action 1,2,3,&4)

Family Engagement and Resource Access:
The South Whittier School District Family Resource Center, located on the Monte Vista campus, serves as a central hub for comprehensive family engagement and support services. Rooted in the district's belief that strong family-school partnerships are essential to student success, the center provides equitable access to critical resources and educational opportunities for parents, guardians, and caregivers.
Key offerings include:
Parent Education Rooms, where families participate in free English as a Second Language (ESL) and adult literacy classes designed to build confidence, increase language proficiency, and support parent advocacy in their child's education.
Mental Health Workshops, facilitated by district wellness staff and community partners, provide parents with tools to support their children's social-emotional development, manage stress, and access available mental health services.

A fully equipped Computer Room, where families without home internet or devices can learn basic computer skills, complete job applications, access district platforms such as Aeries and ParentSquare, and support their children's academic progress.
These services directly align with LCAP Priority Areas 3 and 6 (Parent Involvement and School Climate) by fostering meaningful family engagement and ensuring all families—especially those facing language or technological barriers can participate actively in their child's education.
The Family Resource Center also functions as a bridge to community-based resources, offering referrals for food assistance, housing support, health care services, and immigration-related information sessions in collaboration with trusted local agencies.
SWSD's commitment to this center reflects a broader strategic focus on three foundational pillars:
Rigorous mathematics instruction grounded in professional collaboration and data-driven decision-making;
Integrated social-emotional learning and mental health supports that address the whole child;
And intentional family engagement efforts that recognize parents and guardians as essential partners in the learning process.
Together, these efforts contribute to a districtwide vision in which every student regardless of background has access to the academic, emotional, and community supports needed to thrive both in school and beyond. Moving forward, the district remains fully committed to sustaining and expanding these vital services to ensure ongoing support for our families and community.

Strategic Investments in Personnel and Instructional Focus Yielding Positive Student Outcomes
The South Whittier School District continues to demonstrate a clear and strategic commitment to student achievement, social-emotional well-being, and family engagement through the effective deployment of additional personnel and targeted programmatic supports. These investments have been instrumental in implementing and sustaining districtwide systems for progress monitoring, data-driven instruction, professional development, and the administration of standards-aligned assessments.
Since the implementation of these key roles and supports, the district has observed notable growth in student performance, particularly in mathematics, as well as measurable improvements in student well-being:
Math Achievement Gains:
Following the identification of mathematics as a districtwide area of focus in the 2021–2022 school year, the district launched an intentional effort to improve math instruction through Professional Learning Communities (PLCs), embedded coaching, and targeted professional development.
In Spring 2022, 17.5% of students were proficient in math on the STAR 360 assessment.
In Spring 2023, proficiency increased to 21.3%, reflecting a 3.8% year-over-year growth.
In Spring 2024, student proficiency reached 44.4%, representing a 23.1% increase in a single academic year more than doubling the proficiency rate from 2023.
In Spring 2025, the district built on this momentum by deepening its commitment to math improvement efforts. Key actions included:
Extending math data chats to middle school, where site administrators facilitated collaborative data analysis and intervention planning.
Expanding the Math Task Force, which met six times throughout the year to refine essential standards, identify learning targets, and develop common formative assessments aligned with grade-level expectations.
Providing sustained professional development in number sense routines and evidence-based instructional strategies, including a focused training for RSP teachers in April 2025 to better support students with learning differences. Building upon these efforts, in 2026, the district continued to support math efforts with targeted professional development, honing in specifically on grade-level pacing and critical English Learner (EL) supports to ensure equitable access to rigorous content. Moving into the 2026–2027 school year, this essential work will continue as a primary driver of student achievement and instructional coherence across the district.

Ongoing Investment in Academic Achievement and the Arts (2025-2026)
The South Whittier School District continues to deepen its commitment to high-quality instruction, collaborative educator practices, and a well-rounded student experience by strategically expanding academic and enrichment opportunities across all grade levels.
Building upon the foundational work initiated in 2022–2023, when dedicated art, music, and PE teachers were provided for students in grades K–3, and expanded in 2023–2024 to include grades 4–6, the 2025–2026 school year marks a significant milestone in the growth of our Visual and Performing Arts (VAPA) program. The district has successfully maintained art and music instruction at the middle school level, ensuring that all students across TK–8 have access to creative, expressive learning opportunities that support both cognitive and emotional development. These classes are integrated into the master schedule, allowing core content teachers protected time to collaborate without interrupting instructional minutes. During the school day, these programs continue to thrive and are actively evolving for the upcoming year to provide more consistency for students to engage deeply in a specific thread of the arts for an extended length of time. Additionally, the district expanded its creative offerings in the 2025–2026 school year by introducing vibrant afterschool opportunities for students in art, dance, and theater.
In parallel, the district has strengthened its data-driven instructional systems. The Data Chat process, extended to the middle school level, is a core component of schoolwide practices led by site administrators. These structured conversations around student achievement help educators to:
Monitor academic progress through formative and summative assessment data,
Identify students in need of targeted interventions,
Reflect on and refine instructional strategies, and
Engage in collaborative decision-making that aligns with site and district goals.
This comprehensive system of supports grounded in consistent collaboration, intentional planning, and robust instructional leadership continues to build coherence across schools and grade levels. These initiatives, supported by data and driven by a clear instructional vision, are having a measurable impact on student outcomes.
As we look ahead from the 2025–2026 school year, South Whittier School District remains committed to sustaining and refining these systems to ensure every student receives high-quality instruction, equitable enrichment opportunities, and the academic and emotional support needed to thrive. Moving into the 2026–2027 school year, these actions will remain a vital fixture of our district strategy, as Data Chats have become an indispensable part of monitoring student progress. To optimize this impact, the master schedule has been revamped for 2026–2027 to provide a more cohesive arts instruction experience for students while simultaneously increasing structured data chat opportunities for educators to collaborate, analyze metrics, and refine targeted interventions.

As the district transitions into the 2026–2027 school year, adjustments have been made to the actions that previously were funded by the Learning Recovery Emergency Block Grant (LREBG) funds. One action that the district is able to continue to utilize the unexpended LREBG funds is in Mental Health (Goal 5, Action 5): Recognizing that student wellness remains a foundational prerequisite for academic recovery, the district will continue to support funding for Licensed Clinical Social Worker (LCSW) Wellness Services under the LREBG for the 2026–2027 school year. This action serves as a fully allowable LREBG expenditure under the grant's statutory mandate to implement multi-tiered systems of support that address student well-being, social-emotional health, and academic barriers. By funding these clinical positions, the district directly addresses a critical local need for intensive Tier 2 and Tier 3 mental and behavioral health interventions. Maintaining this critical layer of trauma-informed care and emotional support ensures our most vulnerable student groups face fewer mental health barriers to school attendance and classroom engagement, creating the psychological safety necessary for students to successfully engage in learning

recovery. The remaining one-time, grant-funded actions deployed during the 2025-2026 school year—specifically Goal 1, Action 18 (Counselors), Goal 2, Action 10 (Technology TOSA), Goal 4, Action 3 (Community Liaison), and Goal 5, Action 6 (Interventionists)—have concluded as distinct LREBG lines and are omitted from this funding stream for the 2026–2027 cycle. Looking ahead to long-term fiscal planning, the district explicitly intends to reserve and spend any newly allocated LREBG funds within the upcoming 2027–2028 LCAP cycle to ensure a strategic, well-timed injection of resources that aligns with the continuous improvement model.

Reflections: Technical Assistance

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

In 2024, SWSD continued eligibility for differentiated assistance based on the 2024 Dashboard and specifically for LTELs-ELA, Math and suspension. The District is in not eligible for Year 1 DA based on the 2025 dashboard the District was eligible for DA Year 2 support based on the 2024 dashboard.Student group performance in two or more Local Control Funding formula (LCFF) state priority areas: LTELs-ELA, Math and suspension.

In response to ongoing eligibility for differentiated assistance in 2024, South Whittier School District has implemented targeted strategies to address concerns related to student suspensions, particularly among Long-Term English Learners (LTELs). The district has expanded access to social-emotional and behavioral supports through school counselors, LCSWs, and intervention teams. Additionally, staff have been trained in restorative practices and trauma-informed approaches to reduce exclusionary discipline and focus on relationship-building and conflict resolution. These efforts are designed to create supportive learning environments that promote positive behavior and reduce the need for suspensions. This work continued into the 2025 school year, with efforts increasing to provide addtional intervention support for LTELs. LREBG funds are contributed to efforts as well as Goal 5 Action 1,2,3,4.

Family and Community Engagement to Support Attendance and Student Achievement
As part of its Differentiated Assistance response, SWSD has expanded outreach efforts and community partnerships focused on improving attendance and increasing student outcomes:
Annual Title I Parent Conference (Year 4): All families are invited to participate in sessions on Special Education, instructional strategies in reading and math, and student social-emotional well-being. These sessions are facilitated by Teachers on Special Assignment (TOSAs) and Education Specialists. Community partners include The Whole Child, Boys & Girls Club, Think Together, Sheriff's Department, and Care Solace.
Improved Attendance Rates: In October 2022, the district's chronic absenteeism rate was 20%. By October 2023, this was reduced to 12%, reflecting strong implementation of attendance supports and outreach. In 2025, SWSD continued to show growth and reported 93.28% ADA rate and decreased the percentage of students that are chronically absent by 4.4% from the previous year. .
Weekly Parent Engagement Classes: The district offers ongoing parent classes in English, yoga, and art—creating welcoming, school-connected spaces for families. Parents' artwork will be showcased in November as part of a community celebration. Classes are led by the Community Schools and Expanded Learning Opportunities Program (ELOP) Director.
Reclassification Parent Workshop: A dedicated parent class supports families in understanding and supporting their children's English language development and reclassification process.

Parent Recognition: Parents track their participation using an attendance “passport” and will be recognized at a district celebration at the end of the year.
Through these intentional and sustained actions, SWSD aims to improve outcomes for all students while addressing the specific needs of identified student groups through equity-centered, community-driven support systems.

Foundational MTSS Support for English Learners
In direct response to the identified needs of our English Learners, SWSD has implemented a comprehensive MTSS framework that targets instruction, assessment, and social-emotional support. This work has contributed to a notable increase in English Learner achievement:
Summative ELPAC Scores: Increased from 9.95% to 16.7% (a 6.75 percentage point gain) in 2024. In 2025, there was a decrease from 16.64% socring a 4 to 15.78% (-0.86). This data was shared with the Board in November. In the 2025 school year, addtional efforts to support teachers with ELPAC assessment literacy and task types were implemented.
Expanded Testing Access: Five dedicated ELPAC testers were hired to visit school sites. The team focused first on building relationships with students before returning to conduct testing, contributing to increased comfort and performance.

Enhanced Support for Newcomers: Teachers received additional specialized training in research-based strategies to support English Learners (ELs). Title III funds used to purchase bilingual dictionaries and resources. All Newcomer students receive an additional 30 minutes of daily language support beyond Designated ELD (D-ELD). Site counselors provide targeted support to assist in the social-emotional adjustment of Newcomers. All teachers are implementing the Language Power curriculum during D-ELD to ensure consistent coverage of all four language domains.

Instructional Planning and Professional Learning: The OPTEL (Observation Protocol for Teaching English Learners) is being used to guide lesson planning, ensuring integration of listening, speaking, reading, and writing across subject areas. Long-Term English Learners (LTELs) have individual language goals developed collaboratively with their teachers. Teachers will revisit these goals with students to monitor progress. The district’s Multilingual TOSA, regularly supports classrooms by modeling and co-designing lessons, with a particular focus on strengthening D-ELD and Integrated ELD (I-ELD) instruction for all English Learners.

Reclassification and Student Engagement: The district is actively reviewing and adjusting its reclassification criteria to align with best practices. Grades 3–5 students are participating in conversations about the importance of reclassification to increase understanding and motivation during ELPAC testing.
A Summer Language Academy, held in partnership with California State University, Fullerton (CSUF), was launched to accelerate language development.

Progress on CAASPP: English Learners showed a slight decrease of -1.02 percentage points in ELA and increase of 2.76 percentage points in Math, indicating the positive impact of these targeted supports.These efforts reflect SWSD’s commitment to equity, inclusion, and academic excellence. The MTSS work described here is a core part of the district’s Differentiated Assistance strategy and will continue to be refined based on data and stakeholder input.

South Whittier School District continues to strengthen instructional leadership by focusing on collaborative structures that drive improved student outcomes. Across the district, data-informed practices have led to measurable gains: student performance increased by 1.63% in

English Language Arts (ELA) and 1.42% in Mathematics on state assessments.To support this growth, the district implemented a more intentional and consistent approach to professional learning that address the needs for LTELs in ELA and Math.

Enhanced Data Protocols: District and site leaders refined the protocols for data chats. Principals participated in a “fishbowl” model during leadership meetings to model effective data conversations. This practice generated valuable feedback and promoted alignment on what impactful data discussions look like at each site.
Weekly PLC Collaboration: Teachers participate in weekly one-hour PLC sessions every Monday. These sessions are structured around shared norms, clear agendas, and collective commitments. Teachers are using these meetings to analyze student data, plan instruction, and set goals aligned with site and district priorities.
Instructional Walkthroughs with Purpose: School sites have established specific instructional “look-for’s” based on collective commitments. For example, one site identified accountable talk as a focus and used walkthroughs to gather observational data on its presence and quality in classrooms. These walkthroughs are non-evaluative and serve as a tool for shared learning and instructional growth.
Commitment to Continuous Improvement: Each school has refined and recommitted to their Collective Commitments, anchoring them in a shared mission to raise student achievement. These commitments guide collaborative work and ensure instructional alignment across grade levels and content areas.

South Whittier School District believes that strong instructional leadership and empowered teacher collaboration are essential to sustaining academic growth. The district will continue investing in leadership development and structured PLC time to maintain momentum and ensure every student has access to high-quality teaching and learning.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Appicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, parents, principals, other administrators,community members, SELPA Director, other certificated staff, classified staff, Union representatives	Educator partners engaged in partnership with the distict representation during LCAP meeting. Session #1 on February 12, 2026 Review Norms Overview of LCFF Funding Review Goals and Academic Outcomes from 2025-26 and provide input Learn and review California School Dashboard-State & Local Indicators Review Parent, Student, Staff Surveys Closing
Teachers, students, parents, principals, other administrators,community members, SELPA Director, other certificated staff, classified staff, Union representatives	Educator partners engaged in partnership with the distict representation during LCAP meeting. Session #2 on March 17, 2026 Review Norms Review Purpose and LCAP Process Review LCAP, Goals, Metrics and Actions Share the Mid-year update Share out LCAP Actions Activity: Review of Action Items and Provide Input Closing
Teachers, students, parents, principals, other administrators,community members, SELPA Director, other certificated staff, classified staff, Union representatives	Educator partners engaged in partnership with the distict representation during LCAP meeting. Session #3 on April 30, 2026

Educational Partner(s)	Process for Engagement
	Review Norms Review Purpose and LCAP Process Review LCAP, Goals, Metrics and Actions Reflect on LCAP Process Share Preliminary budget for 2026-2027 Closing Share Out

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

We established a structured approach to engage Educator Partners in the Local Control and Accountability Plan (LCAP) process, starting from fall 2025. The LCAP sessions serve as a platform for various educator partners groups to contribute to the development and refinement of the plan. Involving a diverse range of educator partners, including students, teachers, parents, administrators, staff, community members, and the SELPA Director, ensures that the plan reflects a comprehensive understanding of the needs and priorities of the educational community. This collaborative effort is essential for creating an inclusive and effective LCAP that addresses the unique requirements of the district or organization.

SWSD prioritizes extensive community engagement in its LCAP process. The involvement of the Parent Advisory Committee and District English Learner Advisory Committee, which include representation from various student demographics, ensures that the perspectives of diverse student groups are considered. The superintendent's direct engagement with these committees further facilitates open communication and transparency. Providing public access to the minutes of these meetings through the superintendent's office demonstrates a commitment to transparency and accountability. This allows educator partners, to review the discussions and decisions made during these sessions. Additionally, the opportunity for educator partners to provide comments, feedback, and questions during the presentation of the LCAP to the board of education and the community further emphasizes inclusivity in the decision-making process. Notification through the district website ensures that all stakeholders are informed of how to participate in the public hearing and contribute their input. Furthermore, the mechanism for educator partners to submit written comments and questions for clarification through various channels, including the superintendent's office, parents, DELAC, and the Parent Advisory Council, reflects a responsive approach to addressing concerns and providing necessary information. Overall, SWSD's approach to engaging educator partners and other stakeholders in the LCAP process appears comprehensive and inclusive, fostering collaboration and accountability within the educational community.

Quantitative and qualitative metrics used for the LCAP goal-setting and revision process included:
2025-26 Local Control and Accountability Plan for South Whittier School District

- Student demographic data (ethnicity, home language/proficiency, and socioeconomic status).
- Reflection on the last analysis of California School Dashboard data (2024-2025)
- Student language proficiency/growth data on the summative English Language Proficiency Assessment of California (ELPAC) (2024-2025).

Standardized student academic achievement data on the State Smarter Balanced Assessments Consortium (SBAC) tests for students in grades 3-6 (2024-2025)

- Student performance on local academic proficiency measures, including the STAR 360 diagnostic and progress monitoring assessments in Reading and Mathematics and South Whittier School District interim assessments.
- Student, parent, and staff survey data (California CalSCHLS Survey).
- Student attendance and discipline data.
- Williams site visit review data (condition of facilities/sufficiency of textbooks)

Educator Partners' input influenced LCAP development by ensuring that the following actions and services are maintained and some actions have been adjusted to reflect this input (Actions 1.19 and 2.12). Some of the aspects of the LCAP that were influenced by educator partners' input include the following:
Goal 1:
-Summer Planning
-Library Access
-Campus Supervision
-Class Size/Personalized Learning K-3; TK Aides; Combo Aides
-Instructional Materials
-School Psychologists; MS Counselor
-Physical Education Support
-VaPA

Based on Educator Partner Input, their recommendations include:
-Additional Psychologist Support
-Additional Campus Supervision
-Add aides to all Kindergarten classrooms
-Support for intervention and summer learning
-Access to books

Goal 2:
-Instructional Leadership Teams
-Progress Monitoring - Renaissance Suite
-STAR 360/AR/MyOn/Freckle
-AVID program - LA and GMS
-Curriculum Task Force
-Site Allocations - Materials and Supplies
-Instructional Support - TOSAs
-English Learner Support - TOSAs, Site Coordinators, PD
-VaPA Support

Based on Educator Partner Input their recommendations include:

7-8 ELD Support Teacher
-SPED TOSA
-Addtional IT Techs
-Addtional Pscyhologist Support
-Access to books

Goal 3:
-Professional Development - Sub Release and Extra Pay
-Intentional Professional Development
-Differentiated Professional Development for Classified jobs
-Increased Professional Development for supporting English Learners and speciality areas (science, VAPA)

Based on Educator Partner Input their recommendations include:
-Differentiated professional development by job type
-Addtional opportunities for cross school collaboration

Goal 4:
-Parent Education Workshops
-Community Liaisons
-Home/School Communication
-Attendance - decrease Chronic Absenteeism
-Transportation
-Districtwide Community Events

Based on Educator Partner Input, their recommendations include:
-SPED Parent Workshops
-Community Liaisons
-SPED Community Family Events

Goal 5:
-Improve School Climate
-Student Services Support
-Behavioral and Mental Health Support
-Wellness Services
-MTSS Support and Part Time Interventionists

Based on Educator Partner Input their recommendations include:
-Tiered Support for SPED; Student sensory room

Educator Partners meeting dates, community involvement activities, data, presentations, and other LCAP informational resources are posted on the South Whittier School District web page for access by our employees, community, and public, and can be accessed using the link: www.swhittier.k12.ca.us

Public Hearing Date: June 16, 2026
Board Approval Date: June 23, 2026

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create a standards-based learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Highly qualified teachers serve as the cornerstone of effective education, facilitating learning experiences for our students on a daily basis. By ensuring that teachers are appropriately credentialed, engaged in ongoing professional growth, and supported to maintain optimal class sizes, we are able to to continue to create environments conducive to student success.

A standards-aligned, high-quality curriculum is paramount in delivering effective instruction that meets the diverse needs of our student body. Through an emphasis on rigorous first instruction and data-driven decision-making, we ensure that all students have access to the educational resources necessary for their academic growth and achievement.

The safety and well-being of our students and staff are non-negotiable priorities. Maintaining school facilities in good repair is essential to providing a conducive learning environment. Periodic updates to communication and maintenance systems, alongside upgrades to internet and utility infrastructure, are imperative to support the evolving technological needs of our district and ensure safe and efficient learning environments.

The chosen metrics serve as vital tools for monitoring progress toward Goal 1. The School Accountability Report Cards (SARCs) provides insights into the upkeep of our facilities, ensuring they remain conducive to learning. Monitoring access to standards-aligned materials and the credentialing status of teachers enables us to gauge the effectiveness of our instructional programs and the qualifications of our educators. Additionally, tracking class size averages in TK-3 grades allows us to assess our efforts in providing optimal learning environments, with the aim of maintaining or reducing class sizes to enhance student-teacher interactions and individualized support. These metrics collectively inform our decision-making processes, informing any adjustments to ensure continued progress toward Goal 1. By emphasizing the aspect within Goal 1, we acknowledge the importance of not only striving for continuous improvement but also safeguarding the gains already made to ensure sustained success for all students.

We are continuing with this goal based on educator partner input. Although the majority of the metrics for this goal are being met, Priority 1: Basic and Priority 2: State Standards are essential to providing a safe learning enviroment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Accountability Report Card (SARC) - Appropriately assigned and fully credentialed teachers (Priority 1)	100% of SWSD teachers are appropriately assigned and credentialed in 2022-2023.	100% of SWSD teachers are appropriately assigned and credentialed in 2023-2024.	100% of SWSD teachers are appropriately assigned and credentialed in 2024-2025.	The District will maintain a record of 100% appropriately assigned and credentialed teachers on staffing reports.	No difference from baseline.
1.2	School Accountability Report Card (SARC) - Access to standards aligned instructional materials (Priority 1)	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2023-2024.	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2024-2025.	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution in 2025-2026.	District will maintain a record of "0% lacking" on SARC instructional materials reports for all schools.	No difference from baseline.
1.3	School Accountability Report Card (SARC) - Facility Inspection Tool (FIT) - Maintained in Good Repair (Prioirty 1)	All District facilities maintained and in good repair on FIT 2023-2024 reports.	All District facilities maintained and in good repair on FIT 2024-2025 reports.	All District facilities maintained and in good repair on FIT 2025-2026 reports.	All District facilities will maintain and in good repair on FIT reports.	No difference from baseline.
1.4	Educational Partners CaHealthyKids Survey Data - Clean and Well-Maintained Facilities and Property (Priority 1)	2023-2024 CaHealthy Kids Survey: 88% of parents "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property." . 49% of 5th and 6th grade students	2024-2025 CaHealthy Kids Survey: 89% of parents "agree" or "strongly agree" that the "school has clean and well-maintained	2025-2026 CaHealthy Kids Survey: 89% of parents "agree" or "strongly agree" that the "school has clean and well-maintained	CaHealthy Kids Survey: Maintain 88% or increase the % of parents that "agree" or "strongly agree" that the "school has clean and well-maintained	2025-2026 CaHealthy Kids Survey: +1% difference from baseline of parents "agree" or "strongly agree" that the "school has clean and well-maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		responded "yes most of the time" or "yes, all of the time" in response to the question: "Is your school building neat and clean?" 25% of 7th grade students "agree" or "strongly agree" with the statement "My school is usually clean and tidy." 89% of staff "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."	facilities and property." . 54% of 5th and 6th grade students responded "yes most of the time" or "yes, all of the time" in response to the question: "Is your school building neat and clean?" 17% of 7th grade students "agree" or "strongly agree" with the statement "My school is usually clean and tidy." 77% of staff "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."	facilities and property." . 54% of 5th and 6th grade students responded "yes most of the time" or "yes, all of the time" in response to the question: "Is your school building neat and clean?" 17% of 7th grade students "agree" or "strongly agree" with the statement "My school is usually clean and tidy." 77% of staff "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."	facilities and property." Increaase to 80% of of 5th and 6th grade students responding "yes most of the time" or "yes, all of the time" in response to the question: "Is your school building neat and clean?" Increase to 60% of 7th grade students "agree" or "strongly agree" with the statement "My school is usually clean and tidy." Maintain 89% or increase the % of staff that "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."	facilities and property." . +5% difference from baseline of 5th and 6th grade students responded "yes most of the time" or "yes, all of the time" in response to the question: "Is your school building neat and clean?" -8% of 7th grade students "agree" or "strongly agree" with the statement "My school is usually clean and tidy." -12% of staff "agree" or "strongly agree" that the "school has clean and well-maintained facilities and property."
1.5	2024-Local Indicators: Self-Evaluation Tool for Implementation	2023-2024 Local Indicators Self Evaluation Tool for	2024-2025 Local Indicators Self Evaluation Tool for	2025-2026 Local Indicators Self Evaluation Tool for	2026-2027 Local Indicators Self	2025-2026 Local Indicators Self Evaluation Tool for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of CA Standards (Priority 2)	Implementationof CA Standards (priority 2) shows Full Implementation for ELA, ELD & Math Standards 2023-2024 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Initial Implementation of Science Standards and Social Studies	Implementationof CA Standards (priority 2) shows Full Implementation for ELA, ELD & Math Standards 2024-2025 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Full Implementation of Science Standards and Social Studies	Implementationof CA Standards (priority 2) shows Full Implementation for ELA, ELD & Math Standards 2025-2026 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Full Implementation of Science Standards and Social Studies	Evaluation Tool for Implementation of CA Standards (priority 2) will remain at Full Implementation for ELA , ELD & Math Standards 2026-2027 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) will move into Full Implementation of Science Standards and Social Studies	Implementationof CA Standards (priority 2) shows Full Implementation for ELA, ELD & Math Standards - No difference from baseline 2025-2026 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Full Implementation of Science - Increase one measure from baseline
1.6	Class Size Averages TK-3rd Grades (Priority 2)	Class size averages for 2023-2024 for TK-3rd classes was 22.7	Class size averages for 2024-2025 for TK-3rd classes was 22.42	Class size averages for 2025-2026 or TK-3rd classes was 20.7.	District will maintain class sizes in alignment with Grade Span Adjustment requirements and established staffing agreements.	Class size averages for 2025-2026 for TK-3rd classes was 20.7 which is -2 from baseline.

Goal Analysis [2025-26]

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

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

In 2025–26, South Whittier School District continued its commitment to Goal 1, implementing all planned actions to maintain a standards-based learning environment that is clean, safe, and inclusive. Consistent with previous years, all actions were fully implemented with the exception of Action 1.3, moving to a more structured implementation than expected leading to more positive and consistent staff participation, and Action 1.19, which underwent restructuring due to ongoing timing constraints. Foundational conditions for learning were sustained through the full implementation of Actions 1.1, 1.2, 1.6, and 1.7, ensuring students had consistent access to standards-based instruction. Facilities remained a priority, with Action 1.5 ensuring they were maintained in good repair; no deficiencies were reported through the Williams Review process. The district successfully provided health and wellness services through Actions 1.11, 1.14, 1.18, and 1.20, maintaining essential site coverage and supporting student well-being.Safety and school culture were further supported by enhanced supervision via Action 1.8. Modern, student-centered learning was facilitated by instructional supports in Actions 1.4, 1.7, 1.9, 1.10, 1.12, 1.13, 1.15, and 1.16. Additionally, paraprofessionals in Action 1.17 provided vital classroom support, while Action 1.21 ensured dedicated time for staff collaboration.While implementation was successful, the district faced challenges similar to the prior year, specifically staffing delays related to employee leaves of absence and vacancies in classified positions. Despite these hurdles, all core supports were delivered, and there were no substantive differences in implementation beyond the specific adjustments noted for Actions 1.3 and 1.19.

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.

Several actions under Goal 1 were implemented with spending that closely aligned to the planned budget; however, there were notable material differences. The most significant variance occurred in Action 1.19, which saw an estimated actual expenditure of $76,442 compared to the planned $42,000. This difference was due to increased expenditures on NGSS Science materials to support the action implementation. All other actions were implemented as planned with expenditures closely matching the budgeted amounts.

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

The majority of actions under Goal 1 were effective in supporting a standards-based, inclusive, and supportive learning environment. Actions 1.1, 1.2, 1.5, and 1.6 ensured 100% compliance with Williams and SARC requirements, maintained TK–3 class sizes within grade span limits, and upheld facilities in good repair. Academic-focused actions (1.3, 1.4, 1.9, 1.10, 1.12–1.17, and 1.21) contributed to improved academic outcomes. As measured by STAR 360, the percentage of low-income students meeting or exceeding standards increased by 32.26% in ELA and 30.80% in Math from the baseline, indicating strong effectiveness for LI students. Foster Youth demonstrated even gains, with ELA scores rising from 0.06% to 28% and Math scores from 0.0% to 29% from the baseline year, demonstrating the positive impact of targeted academic, health, and intervention supports. SBAC results also showed growth districtwide. ELA scores increased from 32.88% to 34.51% and Math scores from 23.19% to 25.61% from the previous year. English learners improved by +1.92% in ELA and +4.93% in Math from the baseline year, while students with disabilities improved by +3.59% in ELA and +1.08% in Math. Socioeconomically disadvantaged students gained +2.61% in ELA and +4.49% in Math from the baseline. Action 1.13 was effective in meeting the needs of English Learners, as evidenced by a +3% increase in the percentage of EL students meeting or exceeding standards on the STAR 360 ELA assessment and a

+12% increase in Math from the previous year, demonstrating the positive impact of targeted instructional support and MTSS-aligned interventions. Additionally English learners that are dually identified showed growth in ELA +5% and maintained in Math from the previous year. English Language Development efforts also yielded deep strategic victories, despite the overall ELPAC Level 4 performance to slightly adjust from 16.64% to 15.78% and the district's high-level ELPI percentage to decline from 59.9% to 43%. This broad dip reflects a highly successful reclassification cycle that exited top-performing proficient students out of the EL subgroup, coupled with an influx newly enrolled secondary language learners. Programmatic effectiveness is explicitly proven when analyzing specific student cohorts: among Long-Term English Learners (LTELs), targeted interventions drove a surge in top-tier proficiency, with Level 4 performers jumping from 18.89% to 30.00%. Newcomers enrolled less than 12 months, the district successfully doubled the percentage of students achieving Level 4 from 4.84% to 10.00%. To accelerate this momentum, all teachers participated in additional targeted ELD professional development and deep-dive training on ELPAC task types this current year. These combined instructional strategies, supported by coaching, progress monitoring, and the districtwide implementation of the Language Power curriculum, successfully resulted in the reclassification of 68 students this year. Student engagement and wellness-focused actions (1.8, 1.11, 1.14, 1.19, and 1.20) contributed to a districtwide attendance rate improvement from 92.33% to 93.38%, and a decline in chronic absenteeism of 12.9%. Notably, chronic absenteeism declined by 4.5 percentage points for Foster Youth and by 14.1 percentage points for English Learners, 12.1 drop for Low Income students, with Hispanic students seeing an 12.6 point drop. Action 1.20 was effective in addressing attendance barriers for low-income students. According to CA Dashboard data (Metric 4.7), chronic absenteeism for socioeconomically disadvantaged (SED) students declined and marked a 12.1% improvement from baseline, reflecting the positive impact of access to health and wellness supports. These outcomes point to the effectiveness of MTSS, behavioral health, and targeted intervention services in reducing barriers to attendance. Although there were positive gains on the CAST, from 14.35% to 18.20% proficient, the Action 1.19, as a stand alone, was deemed ineffective by educator partner input and the NGSS Science support is embedded in professional development and other actions covering materials. The action will be revised. School connectedness metrics maintained, with the percentage of 5th-grade students reporting that adults at school care about them at 78%. This reflects the impact of Actions 1.2, 1.4, 1.7, and 1.18 in creating safe, supportive, and engaging school environments for all students. Action 1.18 is proven effective as the data indicates a positive impact on student well-being through perceived caring relationships. The middle school reports, 45% of 7th graders and 44% of low income 7th graders also reported similarly, underscoring the sustained presence of caring relationships as students progress.

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 the 2025–26 implementation review, ongoing educator partner input, and a thorough analysis of student needs, the district has made targeted adjustments to actions under Goal 1 for the 2026–27 school year. These modifications ensure that resources are aligned with current enrollment trends, instructional priorities, and fiscal realities. Following a review of district enrollment data and actual service needs, Actions 1.17 And 1.20 have increased while Actions 1.4 and 1.21 will see a decrease in allocated funds to better align resources with enrollment numbers and district needs. Action 1.19 has been strategically restructured from a focus on specific science support and materials to a comprehensive Summer Programs. This will leverage funds to provide hands-on summer learning experiences, including registration, transportation, and supplies, specifically targeting low-income and English Learner students to ensure they have access to both vital intervention and enrichment opportunities during the summer months.With the current allocation of Learning Recovery Emergency Block Grant (LREBG) funding being expended, Action 1.18 has been reduced to reflect the shift in available revenue sources and will no longer be an LREBG action. Action 1.3 has also been decreased to streamline operations and better maximize dedicated teacher planning time. While

several actions were adjusted for efficiency, the district remains committed to its core intervention strategies. Action 1.13 will continue to enhance academic intervention and progress monitoring, ensuring that supports remains robust even with funding recalibrations. These adjustments reflect a responsive approach to the district's evolving needs. By reallocating resources toward critical curricular materials and optimizing spending to match enrollment and participation data, the district is positioned to sustain a standards-based, inclusive, and effective learning environment for all students in the 2026–27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High-Quality Instruction	A high-quality learning experience through a broad course of study and full implementation of the Common Core Standards will be provided for all students. This includes designated and integrated ELD for English Learners and LTELs. High-quality teachers and site level administrators will be provided to help students reach their full potential through their learning experience.	$17,828,073.00	No
1.2	Classified and Certificated Management	In order to support Action 1, there is a need to hire classified and certificated management. Classified and certificated management will be provided to lead, manage, and run the high-quality learning experiences for our students.	$3,053,684.00	No
1.3	Summer Planning for Learners	Certificated staff will be allocated extra pay hours to plan ELA, Math, and ELD curriculum, focusing on the specific needs of Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED). This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator on the Dashboard.	$50,000.00	Yes
1.4	Library Access	Library clerks will provide regular access to organize school libraries for students, extend library hours for families, and assist with reading incentive programs, leveled reading access, and technology resources for research, targeting low-income students.	$404,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	District Support Staff	Maintain additional maintenance person to provide additional support to sites. Maintain an automated work order system, this system provides an efficient way to track and effectively provide maintenance service to all our sites. The system will prioritize work orders to ensure timely response to emergencies and needed repairs as per William's requirements. Maintenance and Operations personnel: One position will be a split Maintenance/Gardener position.	$1,852,101.00	No
1.6	District Secretary Business/ Maintenance and Operations Secretary	The position will serve both maintenance, operations, and business departments. Secretary will facilitate the organization of increase and improved services to all sites.	$107,212.00	No
1.7	Standards Aligned Textbooks and Materials	Students will be provided a high-quality, standards-aligned instructional materials and textbooks. Instructional materials and standard-based textbooks will be purchased annually in alignment with State and local adoption criteria and timelines. This includes the cost of annual consumables for all content areas.	$39,849.00	No
1.8	Campus Supervision	Additional campus supervisors will provide increased supervision and support for low-income students before school, after school, and during nutrition and lunch breaks at the middle school, supporting English Learners (ELs) and Socioeconomically Disadvantaged (SED) students to enhance safety and improve school culture and climate.	$118,847.00	Yes
1.9	Personalized Learning Support	Teachers will implement small class sizes to provide personalized learning for K-3 students, with a focus on the language needs of the English Learners (ELs), through small group instruction, progress monitoring, frequent assessments, and targeted support in phonemic awareness, phonics, early literacy, and foundational math skills.	$768,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Classroom Environment	Purchase furniture collaborative spaces flexible seating. The furniture in some of our classrooms is outdated, uncomfortable, and in need of either repair or replacement. We will purchase furniture that will support opportunities for collaborative groups, and small group instruction, and provide an opportunity for a deeper use of technology. This will be effective in the outcomes of student achievement because students will be able to focus on instruction while being in a comfortable learning environment that represents a collaborative setting that supports access to 21st-century classrooms. Purchases will be done in phases based on available funding.	$50,000.00	No
1.11	District Nurse	The full-time district nurse will provide increased and improved services to low-income students and their families by offering resources and parent workshops on health and safety, nutrition, vaccinations, and social-emotional support, aiming to improve student health and regular school attendance.	$97,298.00	Yes
1.12	Instructional Materials/Supplies	Instructional materials and supplies, including writing materials and math manipulatives, will be provided to low-income students to build foundational literacy and math skills, addressing the lack of early learning opportunities and hands-on learning resources. This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator on the Dashboard.	$183,190.00	Yes
1.13	Student Learning Support	Instructional TOSA, and 15% of the Resource Specialists (RSP) teachers will provide enhanced services focusing on English learners and low-income students. A TOSA will oversee progress monitoring, deliver tailored professional development to support instruction and assessments related to the MTSS program. Resource Specialists will engage in the MTSS rotation, offering interventions tailored to low-income and EL students and providing individualized support in reading and writing for unduplicated groups.	$181,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	School Psychologists	School psychologists will provide support for school culture and climate, contributing to creating a safe learning environment. They will participate in PBIS site teams and assist with implementation plans. Additionally, psychologists and psychologist interns will enhance services at all sites, specifically targeting low-income students within the multi-tiered system of support. They will conduct social-emotional activities for these students, with their impact measured through PBIS data collection processes.	$256,671.00	Yes
1.15	Extended DayTK/Kindergarten	Teachers will extend the kindergarten day by 33% (beyond the required number of minutes) to provide personalized learning for English Language Learners (ELs). They will connect lessons to language objectives, aiming to improve academic outcomes for ELs.	$613,942.00	Yes
1.16	Instructional Materials/Supplies - Classwallet	Each teacher serving low-income and foster youth students will receive $100 for supplemental instructional materials tied to the curriculum necessary for implementing Common Core State Standards and fostering 21st-century skills.	$40,000.00	Yes
1.17	Instructional Support Staff (Paraprofessionals)	Instructional support staff (Paraprofessionals) will provide intervention support within the classroom and after-school for unduplicated groups, focusing on low-income students impacted by poverty, trauma, and homelessness. This additional support aligns with the Multi-Tiered System of Support and aims to increase student academic achievement in math and literacy.	$460,475.00	Yes
1.18	Middle School Counselor	Middle school counselors will continue to develop and expand a comprehensive mental health program to support low-income students affected by trauma, poverty, and homelessness. They will focus on fostering a positive culture and climate to create a safe learning environment for unduplicated students.	$158,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research indicates that academic counseling programs that include targeted support for low-income students significantly improve course completion, academic achievement, and high school readiness. By fostering academic goal-setting and access to rigorous instruction, counselors help mitigate the effects of poverty on student success.		
1.19	Summer Programs	The district will allocate funds to provide hands-on summer learning experiences and necessary instructional materials to benefit low-income and English learner students. Support will be provided for covering registration, transportation, and supplies to enhance student engagement and academic growth.	$194,223.00	Yes
1.20	Access to Health Support	Health Clerks will provide increased services and act as liaisons between the district nurse and the community to offer additional health education to low-income students. They will also make referrals to community agencies for basic health services such as vision, hearing, dental, and mental health care for unduplicated students. This action is also addressing the schools and student groups that received the lowest performance level for Chronic Absenteeism Indicator on the Dashboard.	$528,890.00	Yes
1.21	Physical Education Support and Collaboration	Physical Education teachers at the elementary schools and Physical Education Instructional Aides for schools at the elementary and middle school level will provide increased services for low-income students, supplementing those provided by classroom teachers. This will allow teachers and administrators regular collaboration time to review hone in on student data in order to adjust instruction.	$550,976.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Data from the 2022-2023 SBAC and California School Dashboard indicate a trend of positive growth, but does highlight a concerning achievement gap for English learners (EL), socio-economically disadvantaged (SED) students, and students with disabilities (SWD) in the District. As reported on the 2023 CA Dasboard, the academic indicator for SWSD is "red" or "very low" for ELs and SWD in ELA and Math. Across various schools and subgroups, specific challenges are evident. Graves Middle School, Carmela, and Los Altos all scored 'very low' in academic indicators for ELA and Math. At Graves Middle School, Math indicates a "very low" status across all student groups, including EL, SWD, SED, and Hispanic (HI) students, while ELA proficiency indicates "very low" for EL and SWD students. Similarly, at Carmela, ELA indicates a "very low" status for EL and SWD students and at Los Altos ELA indicates "very low" for EL students.

Overall, the data from the 2022-2023 academic year reveals a positive increase in performance levels among our district's students, with 31.86% of all district students met or exceeded standards in ELA, while 20.30% achieved the same in math. These figures fall below the state averages of 46.66% for ELA and 34.62% for math, indicating a significant need for improvement with the ultimate goal of achieving academic proficiency for all students. Specifically, the data shows that 6.36% of EL students met or exceeded the ELA standard, and 19.9% achieved the same in mathematics. Furthermore, 30.62% of socio-economically disadvantaged (SED) students met or exceeded the standard in mathematics. Additionally, 5.62% of students with disabilities (SWD) met or exceeded the standard in ELA, with 5.03% achieving the same in math. English learners, Hispanic, homeless, and socioeconomically disadvantaged groups are all classified in the orange performance level in both ELA and math, indicating areas requiring urgent attention.

The California School Dashboard reported that 38.5% of the District's English learners (ELs) were making progress toward English language proficiency. Additionally, English Learners scored 'red' or 'very low' on the English Learner Progress Indicator, as did the following schools: Carmela, Loma Vista, Los Altos, and McKibben. The reclassification rate as Fluent English Proficient (RFEP) in 2022-23 was 12.9%, falling below both the County and State averages of 19.4% and 15.8%, respectively. Given these findings, it's clear that there's an ongoing need and commitment to closing the achievement gap across student subgroups and ensuring adequate growth for all students. Our plan to improve academic performance and language proficiency will be supported by actions that enhance student learning. Progress toward our

goals will be measured using the identified metrics, with monitoring taking place through the broad course of study during the 2026-27 school year, encompassing all schools in the district.

Based on educator partner input we are continuting this goal. Based on the 2025 CA Dashboard, we have made positive progress in most areas. This goal continues to be a need in order to address the new LTEL subgroup and continue to make strides for ELs, LI, FY while supporting the SWD and SED as these all overlap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Assessment - English Language Arts (SBAC – ELA) (Priority 4)	SBAC - ELA (2022-23): Overall: 31.68% met or exceeded standards ELs: 6.36% met or exceeded standards LTELs: 0.0% met or exceeded standards SED: 30.62% met or exceeded standards SWD: 5.62% met or exceeded standards Hispanic: 36.08% met or exceeded standards	SBAC - ELA (2023-24): Overall: 32.88% met or exceeded standards ELs: 9.26% met or exceeded standards LTELs: 5.62% met or exceeded standards SED: 32.85% met or exceeded standards SWD: 8.61% met or exceeded standards Hispanic: 32.05% met or exceeded standards	SBAC - ELA (2024-25): Overall: 34.51% met or exceeded standards ELs: 8.28% met or exceeded standards LTELs: 0.0% met or exceeded standards SED: 33.23% met or exceeded standards SWD: 9.21% met or exceeded standards Hispanic: 33.67% met or exceeded standards	SBAC - ELA (2025-26): Increase the % of students meeting or exceeding standard by 10% by Spring 2026. Overall: 41.68% met or exceeded standards ELs: 16.36% met or exceeded standards LTELs: 10.0% met or exceeded standards SED: 40.62% met or exceeded standards	SBAC - ELA (2024-25): Overall: +2.83% difference from baseline met or exceededstandards ELs: +1.92% difference from baseline met or exceeded standards LTELs: No difference from baseline met or exceeded standards SED: +2.61% difference from baseline met or exceeded standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 15.62% met or exceeded standards Hispanic: 46.08% met or exceeded standards	SWD: +3.59% difference from baseline met or exceeded standards Hispanic: -2.41% difference from baseline met or exceeded standards
2.2	State Assessment - Mathematics (SBAC – Math) (Priority 4)	SBAC - Math (2022-23): Overall: 20.30% met or exceeded standards ELs: 5.8% met or exceeded standards LTELs: 2.78% met or exceeded standards SED: 19.9% met or exceeded standards SWD: 5.03% met or exceeded standards Hispanic: 22.69% met or exceeded standards	SBAC - Math (2023-24): Overall: 23.19% met or exceeded standards ELs: 7.87% met or exceeded standards LTELs: 1.12% met or exceeded standards SED: 23.20% met or exceeded standards SWD: 6.22% met or exceeded standards	SBAC - Math (2024-25): Overall: 25.61% met or exceeded standards ELs: 10.73% met or exceeded standards LTELs: 0.0% met or exceeded standards SED: 24.39% met or exceeded standards SWD: 6.11% met or exceeded standards	SBAC - Math (2025-26): Increase the % of students meeting or exceeding standard by 10% by Spring 2026. Overall: 30.30% met or exceeded standards ELs: 15.8% met or exceeded standards LTELs: 12.78% met or exceeded standards SED: 29.9% met or exceeded standards	SBAC - Math (2024-25): Overall: +5.31% difference from baseline met or exceeded standards ELs: +4.93% difference from baseline met or exceeded standards LTELs: -2.78% difference from baseline met or exceeded standards SED: +4.49% difference from baseline met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 22.53% met or exceeded standards	Hispanic: 24.50% met or exceeded standards	SWD: 15.03% met or exceeded standards Hispanic: 32.69% met or exceeded standards	exceeded standards SWD: +1.08% difference from baseline met or exceeded standards Hispanic: +1.81% difference from baseline met or exceeded standards
2.3	State Assessment - CAST (SBAC-Science) (Priority 4)	SBAC - CAST(2022-23): Overall: 12.5% met or exceeded standards ELs: 0.72% met or exceeded standards LTELs: 0.0% met or exceeded standards SED: 12.09% met or exceeded standards SWD: 3.64% met or exceeded standards	SBAC - CAST(2023-24): Overall: 14.35% met or exceeded standards ELs: 0.88% met or exceeded standards LTELs: 0.0% met or exceeded standards SED: 14.42% met or exceeded standards SWD: 1.54% met or exceeded standards	SBAC - CAST(2024-25): Overall: 18.20% met or exceeded standards ELs: 2.11% met or exceeded standards LTELs: 0.0% met or exceeded standards SED: 17.54% met or exceeded standards SWD: 6.07% met or exceeded standards	SBAC - CAST(2025-26): Increase the % of students meeting or exceeding standard by 10% by Spring 2026. Overall: 22.5% met or exceeded standards ELs: 10.72% met or exceeded standards LTELs: 10.0% met or exceeded standards	SBAC - CAST (2024-25): Overall: +5.7% difference from baseline met or exceeded standards ELs: +1.39% difference from baseline met or exceeded standards LTELs: 0% difference from baseline met or exceeded standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 22.09% met or exceeded standards SWD: 13.64% met or exceeded standards	SED: +5.45% difference from baseline met or exceeded standards SWD: +2.43% difference from baseline met or exceeded standards
2.4	Local Reading and Math Assessment: STAR 360 Diagnostic	STAR 360 End of Trimester 2 (2023-2024) Reading 3rd-8th Grades All students - 26.2% meeting or exceeding standard ELs - 4.43% meeting or exceeding standard SWD - 20% meeting or exceeding standard EL/SWD - 4.35% meeting or exceeding standard SED: 10.74% meeting or exceeding standard FY: 0.06% meeting or exceeding standard Math 3rd-8th Grades All students - 14.42% meeting or exceeding standard	STAR 360 End of Trimester 2 (2024-2025) Reading 3rd-8th Grades All students - 43% meeting or exceeding standard ELs - 11% meeting or exceeding standard SWD - 9% meeting or exceeding standard EL/SWD - 12% meeting or exceeding standard SED - 51% meeting or exceeding standard	STAR 360 End of Trimester 2 (2025-2026) Reading 3rd-8th Grades All students - 44% meeting or exceeding standard ELs - 14% meeting or exceeding standard SWD - 17% meeting or exceeding standard EL/SWD - 17% meeting or exceeding standard SED - 43% meeting or exceeding standard	STAR 360 End of Trimester 2 (2026-2027) Reading 3rd-8th Grades All students - 36.2% meeting or exceeding standard ELs - 14.43% meeting or exceeding standard SWD - 30% meeting or exceeding standard EL/SWD - 14.35% meeting or exceeding standard SED: 20.74% meeting or	STAR 360 End of Trimester 2 (2025-2026) Reading 3rd-8th Grades All students +17.8% difference from baseline meeting or exceeding standard ELs +9.57% difference from baseline meeting or exceeding standard SWD -3% difference from baseline meeting or exceeding standard EL/SWD +12.65% difference from baseline meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELs - 6.2% meeting or exceeding standard SWD - 18.81% meeting or exceeding standard EL/SWD - 4.08% meeting or exceeding standard SED: 14.14% meeting or exceeding standard FY: 0.00% meeting or exceeding standard	FY -34% meeting or exceeding standard Math 3rd-8th Grades All students - 47% meeting or exceeding standard ELs - 26% meeting or exceeding standard SWD - 25% meeting or exceeding standard EL/SWD - 26% meeting or exceeding standard SED: 54% meeting or exceeding standard FY: 45% meeting or exceeding standard	FY - 28% meeting or exceeding standard Math 3rd-8th Grades All students - 45% meeting or exceeding standard ELs - 28% meeting or exceeding standard SWD - 20% meeting or exceeding standard EL/SWD - 26% meeting or exceeding standard SED: 45% meeting or exceeding standard FY: 29% meeting or exceeding standard	exceeding standard FY: 10.06% meeting or exceeding standard Math 3rd-8th Grades All students - 24.42% meeting or exceeding standard ELs - 16.2% meeting or exceeding standard SWD - 28.81% meeting or exceeding standard EL/SWD - 14.08% meeting or exceeding standard SED: 24.14% meeting or exceeding standard FY: 10.0% meeting or exceeding standard	or exceeding standard SED: ++32.26% difference from baseline meeting or exceeding standard FY: +27.9% difference from baseline meeting or exceeding standard Math 3rd-8th Grades All students +30.58% difference from baseline meeting or exceeding standard ELs +21.8% difference from baseline meeting or exceeding standard SWD +1.2% difference from baseline meeting or exceeding standard EL/SWD +21.9% difference from baseline meeting or exceeding standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SED: +30.86% difference from baseline meeting or exceeding standard FY: +29% meeting or exceeding standard
2.5	State Assessment: English Language Proficiency Assessment of California (ELPAC)	Summative ELPAC - 2022-23 9.55% Level 4(Proficient/Well Developed) 32.13% Level 3 (Moderately Developed) 34.73% Level 2 (Somewhat Developed) 23.59% Level 1 (Minimally Developed)	Summative ELPAC - 2023-24 16.64% Level 4 (Proficient/Well Developed) 39.32% Level 3 (Moderately Developed) 25.63% Level 2 (Somewhat Developed) 18.41% Level 1 (Minimally Developed)	Summative ELPAC - 2024-25 15.78% Level 4 (Proficient/Well Developed) 35.85% Level 3 (Moderately Developed) 28.30% Level 2 (Somewhat Developed) 20.07% Level 1 (Minimally Developed)	By Spring 2026, SWSD will increase the % of ELs scoring proficient on the Summative ELPAC by 30%, for a total of 40% of ELs scoring proficient on the Summative ELPAC.	Summative ELPAC - 2024-25 +6.23% Level 4(Proficient/Well Developed) +3.72% Level 3 (Moderately Developed) -6.43% Level 2 (Somewhat Developed) -3.52% Level 1 (Minimally Developed) Difference from baseline.
2.6	CA Dashboard: English Language Proficiency Indicator (Priority 4)	California School Dashboard: The percentage of ELs making progress towards English proficiency in was 38.5%, which is a State performance level of "red" (2022-23).	California School Dashboard: The percentage of ELs making progress towards English proficiency in was 59.9%, which is a State performance level of "blue" (2023-24).	California School Dashboard: The percentage of ELs making progress towards English proficiency in was 43%, which is a State performance level of "red" (2024-25).	By Spring 2026, the percentage of ELs making progress towards English proficiency will increase to 60% or better with a State performance level of "green".	California School Dashboard: The percentage of ELs making progress towards English proficiency was +4.5% increase in the distrance from baseline and the State performance level of "red" or no difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						baseline. (2024-25).
2.7	Reclassification Rate (Priority 4)	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2022-23 was 12.9% (CALPADS).	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2023-24 was 9.04% (CALPADS).	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2024-25 was 12.7% (CALPADS).	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2025-26 will increase by 5%.	The percentage of students Reclassified as Fluent English Proficient (RFEP) in 2024-25 was decrease 0.2% difference from baseline (CALPADS).
2.8	Data Quest: LTELs	2022-23 At Risk 4-5 years - 11.9% LTEL 6+ years - 7.6%	2023-24 At Risk 4-5 years - 10.6% LTEL 6+ years - 9.4%	2024-25 At Risk 4-5 years - 11.3% LTEL 6+ years - 6.2%	Decrease the % of EL students that are categorized as At Risk 4-5 years or LTEL 6+ years by a minimum of 5%.	2024-25 At Risk 4-5 years: decreased by 0.6% LTEL 6+ years: decreased by 1.4% Distance from baseline
2.9	Access to and Enrollment in Broad Course of Study (Priority 7 & 8)	The percentage of students participating in advance courses for 2023-24: Accelerated Math one course offered to each grade level: 7th Grade 13.18% 8th Grade 9.4% Honors English one course offered to 8th Graders 7th Grade 0% 8th Grade 11.41%	The percentage of students participating in advance courses for 2024-25: Accelerated Math one course offered to each grade level: 7th Grade 19.44% 8th Grade 17.04% Honors English one course offered to 7th and 8th Graders	The percentage of students participating in advance courses for 2025-26: Accelerated Math one course offered to each grade level: 7th Grade 6.06% 8th Grade 7.14% Honors English one course offered to 7th and 8th Graders	Maintain the percentage of students participating in advance courses for 2025-26: Accelerated Math one course offered to each grade level: 7th Grade 13.18% 8th Grade 9.4% Honors English one course offered	The percentage of students participating in advance courses for 2025-26: Accelerated Math one course offered to each grade level: 7th Grade -7.12% 8th Grade -2.26% Honors English one course offered to 7th and 8th Graders

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of students participating in VaPA: Elementary School: 98.68% of elementary students in SWSD participate in VaPA Middle School: 23.96% of all middle school students participate in VaPA Percentage of students participating in AVID: Elementary School: 55.64% of Los Altos students participate in AVID, 15.19% of all SWSD Elementary School students participate in AVID Middle School: 22.86% of all middle school students participate in AVID	7th Grade 23.81% 8th Grade 28.70% Percentage of students participating in VaPA: Elementary School: 100% of elementary students in SWSD participate in VaPA Middle School: 51.45% of all middle school students participate in VaPA Percentage of students participating in AVID: Elementary School: 51.20% of Los Altos students participate in AVID, 13.23% of all SWSD Elementary School students participate in AVID Middle School: 22.93% of all middle school students participate in AVID	7th Grade 6.91% 8th Grade 7.58% Percentage of students participating in VaPA: Elementary School: 100% of elementary students in SWSD participate in VaPA Middle School: 45.02% of all middle school students participate in VaPA Percentage of students participating in AVID: Elementary School: 57.44% of Los Altos students participate in AVID, 16.35% of all SWSD Elementary School students participate in AVID Middle School: 24.89% of all middle school students participate in AVID	to 7th and 8th Graders 7th Grade 0% 8th Grade 11.41% Maintain the percentage of students participating in Elementary School VaPA; Increase the percentage of students participating in Middle School VaPA programming to 30%. Maintain the percentage of students participating in AVID: Elementary School: 55.64% of Los Altos students participate in AVID, 20.19% of all SWSD Elementary School students participate in AVID Middle School: 26.86% of all middle school	7th Grade +6.91% 8th Grade -3.83% Difference from baseline. Percentage of students participating in VaPA: Elementary School: +1.32% of elementary students in SWSD participate in VaPA Middle School: +21.06% of all middle school students participate in VaPA difference from baseline. Percentage of students participating in AVID: Elementary School: +1.8% of Los Altos students participate in AVID, +1.16% of all SWSD Elementary School students participate in AVID

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					students participate in AVID	Middle School: +2.03% of all middle school students participate in AVID difference from baseline.
2.10	Middle School Drop Out Rate (Priority 5)	The percentage of student drop out at the middle school in 2022-23 was 0% (0 students).	The percentage of student drop out at the middle school in 2023-24 was 0% (0 students).	The percentage of student drop out at the middle school in 2024-25 was 0% (0 students).	District will sustain the same rate (0%) of dropout students at the middle school. (depending upon adjusted criteria established each year)	The percentage of student drop out at the middle school in 2024-25 was 0% (0 students) which is no difference from baseline.

Goal Analysis [2025-26]

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

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

In 2025–26, South Whittier School District maintained its momentum, implementing all planned actions under Goal 2 to support academic achievement and continuous improvement. Most actions were carried out as intended, with the exception of 2.10 that was adjusted to support ongoing technology integration needs, building upon the foundational systems established in the prior year. Actions 2.1 and 2.11 continued to provide dedicated release time for teachers, facilitating the consistent use of data, collaborative lesson planning, and refined instructional alignment. These efforts were reinforced by Actions 2.4, 2.6, 2.7, and 2.8, which provided schools with the necessary tools to assess student progress and dynamically adjust instruction. Curriculum and instructional resources were sustained through Action 2.2, ensuring that all students retained reliable access to standards-aligned materials.Academic differentiation and equitable access were further enhanced through Actions 2.5 and 2.6, which continued to offer targeted coaching and instructional guidance. Actions 2.6, 2.7, and 2.8 remained central to the district's system for supporting English learners' progress toward proficiency, while Action 2.9 allowed sites to effectively support academic interventions, professional development, collaborative opportunities, MTSS implementation, and family engagement services tailored to the needs of unduplicated students. Action 2.11 continued to expand access to a broad course of study through robust Visual and Performing Arts (VAPA) programming. This included the ongoing engagement in the arts, coordination of services and student participation in showcases. Professional development in arts integration was sustained, with staff continuing to receive training in embedding VAPA practices of core academic instruction. Instructional TOSAs (Action 2.7) remained a key driver of districtwide initiatives,

providing embedded coaching aligned with current instructional priorities. Technology Action 2.10 was significantly increased to reflecting the investment in technology to support classroom integration into daily instruction through Actions 2.2, 2.3, and 2.10, ensuring that both students and teachers had reliable access to the digital tools and infrastructure required for 21st-century learning. All actions contributed significantly to ongoing academic progress and instructional coherence. Action 2.12 was implemented as planned yet yielded a lower cost than anticipated. With the exception of Action 2.10 there were no substantive differences in implementation and no significant challenges encountered during this cycle, as the district successfully built upon the strategies that yielded positive outcomes in the previous year, including growth in SBAC ELA and Math, expanded VAPA access, and continued learning around the understanding of the English Learner Progress Indicator.

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.

Goal 2 implementation involved several material differences as the district adjusted to actual service needs and technology requirements. Action 2.10 saw the most significant variance, with estimated actuals of $486,786 against a planned $197,475, reflecting increased investment in technology to support classroom integration. Other variances included Action 2.1 at $24,005 actual vs. $34,919 planned, Action 2.3 694,820 actual vs. $482,379 planned, Action 2.7 at $362,030 actual vs. planned $325,379, 2.8 $31,528 actual vs. $22,884 planned, and 2.11 $200,084 actual vs. $166,285 planned. These variances were based significantly on staffing, salary and benefits, staff availability and variances in meeting times. Action 2.4 exceeded the budget with $202,815 spent against a planned $180,427 which was an estimation of cost that once invoiced was greater than anticipated.

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

All contributing actions under Goal 2 remained effective in supporting academic achievement and equitable access to a broad, rigorous instructional program for unduplicated student groups. This determination is supported by ongoing STAR 360 and CAASPP outcomes, as well as continued staff learning around the English Learner Progress Indicator (ELPI). Actions 2.1, 2.4, 2.5, and 2.11 continued to be effective in strengthening grade-level collaboration and instructional planning. These efforts, alongside Actions 2.2, 2.3, and 2.9, contributed to sustained growth on the STAR 360: low-income students achieved 43% proficiency in ELA and 45% in Math which was a decline from the previous year and FY making +27.9% difference from baseline meeting or exceeding standard on STAR 360 Reading and +29% meeting or exceeding standard on STAR 360 Math. The windows for the STAR 360 were adjusted from 24-25 to 25-26 which may have impacted results. The three year growth continues to be a positive trend for low-income students. English Learners maintained a positive trajectory with 14% in ELA and 28% in Math. These outcomes indicate that students continue to have robust access to aligned instruction and targeted interventions. Actions 2.5, 2.10, and 2.11 were instrumental in increasing student engagement, particularly for foster youth, by facilitating dynamic, hands-on learning environments that align with student interests and mitigate the risk of disengagement. These programs continue to support school connectedness and motivation among unduplicated pupils. Data reflects the effectiveness of Actions 2.3, 2.4, 2.5, 2.10, and 2.11 in stabilizing behavioral outcomes, evidenced by suspension rates for foster youth (0%) and low-income students (2%). While current chronic absenteeism data showed a +40% increase for foster youth this year, a metric that fluctuates greatly due to the extremely small size of the foster youth population, the long-term data validates the overall effectiveness of these actions, demonstrating a -4.5% net decline in chronic absenteeism from the baseline over the full three-year LCAP cycle. This multi-year decrease proves the structural success of the program, while the recent single-year fluctuation indicates a need to further refine practices to support and monitor individual foster youth attendance. Actions 2.6, 2.7, 2.8, and 2.12, which provide targeted multilingual learner support, coaching, data-based monitoring, and

literacy engagement, proved effective in driving long-term academic growth. The long-term effectiveness of these actions is validated by CAASPP (SBAC) longitudinal outcomes, which demonstrate substantial multi-year progress from the baseline. For English Learners, this includes a net increase of +1.92% in ELA and a significant +4.93% gain in Math. Similarly, Socioeconomically Disadvantaged (SED) student groups achieved a +2.61% increase in ELA and a +4.49% increase in Math over the baseline. While recent single-year data showed a minor, localized fluctuation—resulting in a slight decrease of -.98% in ELA CAASPP and an increase of +2.86% in Math CAASPP for English Learners, alongside a +.38% increase in ELA and a minor -.11% shift in Math for low-income students—the overall three-year trajectory remains firmly positive. These narrow, single-year shifts simply indicate a localized need to further strengthen and refine targeted ELA practices for English Learners and foundational math strategies for low-income students rather than a lack of program efficacy.The ELPAC Level 4 scores 15.78%, and the district's ELPI status declined from 59.9% (“blue”) to 43% (“red”), demonstrating a continued need for the actions to support language acquisition and improved instructional alignment. Despite these gains, the district continues to address specific challenges. Reclassification rates (12.7%) indicate efforts to better align ELPAC performance with reclassification criteria have been positive. While the inclusion of Long-Term English Learners (LTELs) on the CA Dashboard has provided new insights, performance for EL/SWD students remains an area of focus, with STAR 360 Math performance indicating that only 26% of this group is currently meeting or exceeding standards. Based on these findings, all actions were implemented with fidelity and continue to show promising trends, particularly for low-income students and English learners. The district recognizes that further refinement is needed to bolster English learner progress, reclassification outcomes and strengthen tiered interventions. Continued implementation, paired with targeted adjustments, will remain the priority for improving outcomes across all unduplicated student groups.

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 the 2025–26 implementation review, consistent feedback from educator partners, and a strategic analysis of student academic needs, the district has refined several actions under Goal 2 for the 2026–27 school year. These adjustments prioritize literacy resources, expand enrichment opportunities, and align fiscal allocations with current site-level requirements and available funding sources. To directly address partner feedback regarding the need for more diverse and accessible reading materials, the district has introduced Action 2.12: Access to Books replacing the previous Action 2.12 Literacy Engagement. This new action has seen a reduction in funding as the needs have shifted and will focus on increasing the volume and quality of classroom and school library collections to foster a stronger culture of independent reading and literacy development. Recognizing the positive impact of arts on student engagement and academic outcomes, Action 2.11 has been expanded to include an increased allocation for arts integration materials. This ensures that students continue to have robust access to Visual and Performing Arts (VAPA) opportunities that complement the core curriculum. To ensure fiscal sustainability and align with current enrollment trends, Action 2.7 has been decreased to better match site-level support needs. Action 2.10 will no longer be an LREBG action and the funds have been reduced to reflect the depletion of the current allocation of Learning Recovery Emergency Block Grant (LREBG) funds, ensuring that technology support remains efficient and sustainable within the current budget framework. Additionally, Actions 2.1, 2.5, and 2.8 have been reduced to reflect the time and effort needed to sustain work that has been ongoing.These modifications reflect the district’s ongoing commitment to a broad and rigorous course of study. By strengthening library resources and arts programming, we are providing students with a well-rounded 21st-century educational experience while maintaining a fiscally responsible approach to site support and technology.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Leadership Teams	Based on the PLC model, Instructional Leadership Teams will receive subsitute coverage and extra pay to participate in training to support their abilities to facilitate grade level planning focused on meeting the needs of low income students. This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator and the English Learner Progress Indicator on the Dashboard.	$10,000.00	Yes
2.2	One to One Chromebook Program	English learners, low-income, and foster youth students were impacted instructionally during the pandemic. Many of our unduplicated students benefited from the one-to-one Chromebook program. Students were provided with Chromebooks - purchased using bond & Learning Loss Mitigation funds. Funds allocated will be used to assist with the upkeep and/or replacement of the hardware.	$50,000.00	No
2.3	Computer Supplies, Consulting Services and Classified Support	To support low-income families, technology consulting services, computer supplies, and classified support personnel, including Data Integrity Personnel, will be fully integrated. This initiative ensures the precise identification of unduplicated student groups so that digital learning resources and technical assistance are accurately directed to low-income households. By providing tailored hardware, structural consulting, and direct technical troubleshooting, this action directly addresses the unique resource limitations and academic achievement gaps faced by low-income students.	$509,822.00	Yes
2.4	Progress Monitoring	Software programs will be provided for unduplicated groups to support tutoring and data disaggregation. These tools enable ILTs and grade level teams to effectively utilize data for instructional decisions and monitor	$220,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress of subgroups (ELs, FY, and low-income). This increased support will provide targeted assistance, particularly for English learner students. This action is also addressing the schools and student groups that received the lowest performance level for ELA and Math Indicator on the Dashboard.		
2.5	AVID Program	Extra pay, conferences, contracts, and substitutes will be provided for AVID programs, tutors, conferences, workshops, materials, and supplies to support low-income students. The learning from conferences and workshops will enhance tutor expertise to effectively implement materials and supplies at the site level. Services include progress monitoring and providing skills and strategies to students in the AVID program, maintaining current support levels for AVID and AVID Excel programs at Graves Middle School and AVID elementary at Los Altos. Four AVID tutors will support tutorials.	$32,231.00	Yes
2.6	English Learner Support	An Instructional Specialist English Learners (TOSA) and English Language Development Coordinator will be designated at each site to monitor and support English language acquisition by collaboration with district administration and site adminisration, ILTs and grade level teams to monitor, discuss data, develop targeteted support for ELs, including LTELs. The coordinator will provide professional development for teachers to improve instructional outcomes in language, writing, and articulation skills. This action is also addressing the schools and student groups that received the lowest performance level for English Learner Progress Indicator on the Dashboard.	$149,849.00	Yes
2.7	Instructional Support/TOSAs	Instructional leadership teams will work alongside site-based Instructional Coaches (TOSAs) to provide additional academic support for English learners.Instructional Coaches will serve as members of the Instructional Leadership Team, assist with planning grade-level team meetings, and provide instructional coaching support based on targeted data.	$248,106.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Curriculum Task Force and K-8 Articulation	The Curriculum Task Force (CTF), which plays a vital role in providing direction for curriculum decisions, pacing, and assessments for both ELA and Math within the PLC model will convene during the summer, after school, and during sub release time to fulfill its responsibilities. Funds will be utilized to disseminate information to grade levels and facilitate cross-grade level articulation related to curriculum, pacing, and assessment decisions, ensuring clarity and coherence across the district.	$6,860.00	Yes
2.9	Site Allocations	Site discretionary funds will be allocated to support academic interventions, professional development, collaboration opportunities, MTSS implementation, and family engagement services to benefit unduplicated students. Training will focus on strategies for differentiating instruction and creating positive learning environments for English Learners and low-income students, enhancing services across sites.	$294,074.00	Yes
2.10	Technology Integration	A STEAM TOSA and site based Technology Teacher Leads will provide support with the implementation of technology as an instructional tool, including utilizing technology to create, document, and produce multimedia projects. A Technology Instructional Specialist, TOSA (33%) and site-based The Technology Teacher Leads, with support of a categorically funded Technology Instrutional Specialist, TOSA, will assist their site administration and staff in providing direction and supporting technology integration. Research indicates that integrating technology in the classroom increases student engagement, promotes personalized learning, and supports digital literacy—critical for college and career readiness. Technology-enhanced instruction has been shown to be especially effective for increasing engagement among low-income students by providing equitable access to enriched, interactive learning experiences.	$80,181.00	Yes
2.11	Visual and Performing Arts	One VAPA TOSA will assist with the coordination and programming of the District's VAPA program as outlined in the SWSD Strategic Arts Plan. The funds allocated will provide partial support (40%) for 1 FTE Music teacher	$365,335.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for the Middle school, and other categoricals will provide a part-time visual arts teacher. In addition, funding allocations will provide dedicated arts integration materials to support classroom implementation, while other funds have been identified to provide art, music, and dance instruction for TK-6 students at the elementary sites. This action also explicitly addresses the schools and student groups that received the lowest performance level for Suspension and Chronic Absenteeism Indicators on the Dashboard.		
2.12	Access to Books	The district will foster a culture of literacy by increasing student access to high-quality, culturally relevant, and leveled books for both classroom and home use. This action supports the expansion and enhancement of school and classroom library collections to ensure students have a wide variety of reading materials. Instructional teams and library staff will collaborate to facilitate book leveling and design site-based literacy events that engage families in building literacy skills at home. These efforts provide critical literacy support to address the unique barriers faced by English Learners and low-income students, such as limited access to books and fewer at-home literacy resources, while aligning with broader district goals for reading intervention and small-group instruction.	$75,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As indicated on the CA Dashboard, our school district's overall performance in ELA is rated "orange," and "yellow" in Math, while subgroups, English Learners (ELs) and Students with Disabilities (SWD), scored in the "red" category for both ELA and Math. This underscores the critical need to empower our school faculty to cultivate a strong belief in their collective ability to positively impact student learning outcomes. Recognizing that collective teacher efficacy is the foremost predictor of student achievement (Hattie, 2016), we will prioritize professional development initiatives that bolster this belief. Through research-based strategies and targeted support tailored to address the needs of our unduplicated student groups, including ELs and SWD, we will enhance teacher and support staff effectiveness and, consequently, student success. By aligning targeted metrics with strategic actions, our district is committed to fostering a supportive environment where educators can thrive and, in turn, empower all students to reach their full potential. Through a comprehensive approach that includes professional development participation rates and structured data analysis sessions, educators are equipped with the knowledge, skills, and collaborative frameworks necessary to address the diverse needs of our student population, particularly those belonging to unduplicated student groups. With a focus on evidence-based strategies and continuous improvement, our initiatives aim to enhance educator effectiveness, build collective efficacy, and ultimately drive positive student outcomes in alignment with our goal of providing a strong educator support system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Professional Development Participation Rates: Professional Learning	2023-2024: 100% of SWSD Administrators and Teachers participate in	2024-2025: 100% of SWSD Administrators and Teachers participate in	2025-2026: 100% of SWSD Administrators and Teachers participate in	2026-27: The District will maintain 100% of SWSD Administrators and	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Communities (PLC) Training	Professional Learning Communities (PLC)	Professional Learning Communities (PLC)	Professional Learning Communities (PLC)	Teachers participate in Professional Learning Communities (PLC)	
3.2	Professional Development Participation Rates: ELA and Math Pedogogy	2023-2024: 100% of educators staff participate in training sessions for ELA and Math pedogogy	2024-2025: 100% of educators staff participate in training sessions for ELA and Math pedogogy	2025-2026: 100% of educators staff participate in training sessions for ELA and Math pedogogy	2026-27: The District will maintain 100% of educators staff participate in training sessions for ELA and Math pedogogy	No difference from baseline.
3.3	Professional Development Participation Rates: Training related to supporting behavior and socio-emotional learning	2023-2024: 100% of certificated and classified staff participate in trainings related to supporting behavior and socio-emotional learning (SEL) initiatives	2024-2025: 100% of certificated and classified staff participate in trainings related to supporting behavior and socio-emotional learning (SEL) initiatives	2025-2026: 100% of certificated and classified staff participate in trainings related to supporting behavior and socio-emotional learning (SEL) initiatives	2026-27: The District will maintain : 100% of certificated and classified staff participate in trainings related to supporting behavior and socio-emotional learning (SEL) initiatives	No difference from baseline.
3.4	Professional Development Participation Rates: Trainings offered to support Students with Disabilities	2023-2024: 100% of Special Education certificated and classified staff particpate in trainings related to supporting Students wtih Disabilities.	2024-2025: 100% of Special Education certificated and classified staff particpate in trainings related to supporting Students wtih Disabilities.	2025-2026: 100% of Special Education certificated and classified staff particpate in trainings related to supporting Students wtih Disabilities.	2026-27: The District will maintain 100% of Special Education certificated and classified staff particpate in trainings related to supporting	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students wtih Disabilities.	
3.5	Professional Development Participation Rates: Professional development to support the learning for English learners, foster youth, and low-income students	2023-2024: 100% of certificated staff participate in trainings related to supporting the learning for English learners, foster youth, and low-income students.	2024-2025: 100% of certificated staff participate in trainings related to supporting the learning for English learners, foster youth, and low-income students.	2025-2026: 100% of certificated staff participate in trainings related to supporting the learning for English learners, foster youth, and low-income students.	2026-27: The District will maintain 100% of certificated staff participate in trainings related to supporting the learning for English learners, foster youth, and low-income students.	No difference from baseline.
3.6	Professional Development Participation Rates: Professional Development to support Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion)	2023-2024: 100% of certificated staff participate in trainings related to supporting the learning of Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion).	2024-2025: 100% of certificated staff participate in trainings related to supporting the learning of Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion).	2025-2026: 100% of certificated staff participate in trainings related to supporting the learning of Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion).	2026-27: The District will maintain 100% of certificated staff participate in trainings related to supporting the learning of Multilingual Learners (Newcomers, ELs, LTELs, Dual Immersion).	No difference from baseline.
3.7	Data Chat Calendar: Teachers, administrators and interventionists meet on a regular basis to analyze, discuss and reflect on student assessment data.	2023-2024:100% of SWSD teachers, administrators, and interventionist participate in data chats.	2024-2025:100% of SWSD teachers, administrators, and interventionist participate in data chats.	2025-2026:100% of SWSD teachers, administrators, and interventionist participate in data chats.	Sustain 100% participation of SWSD teachers, administrators, and interventionist participate in data chats.	No difference from baseline.

Goal Analysis [2025-26]

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

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

In 2025–26, South Whittier School District continued to implement all planned actions under Goal 3 to strengthen educator capacity, collaboration, and instructional alignment. The six additional professional development days (Actions 3.2 and 3.3) remained a core component of the district's strategy, providing structured, consistent time for lesson planning and data analysis, with a sustained focus on supporting unduplicated student groups, particularly English Learners. Action 3.3 continued to provide classified staff with targeted professional learning opportunities designed to better meet the needs of English learners and low-income students. Simultaneously, Actions 3.1 and 3.4 offered staff ongoing access to external experts and professional conferences, ensuring exposure to the latest evidence-based instructional practices. Targeted professional development specifically for English learners (Action 3.5) and for dually identified students (ELs/SWDs) (Action 3.6) was successfully implemented across all sites, further building staff capacity to differentiate instruction and align pedagogical strategies to the unique needs of these student populations. Action 3.7 continued to provide essential funding for substitute coverage and additional compensation, which facilitated staff participation in critical after-hours learning opportunities and data chats. While the district remained diligent in its implementation, the primary challenge during this cycle—consistent with prior experience—was managing staff availability during peak operational times, particularly when professional learning necessitated substitute coverage. Despite these logistical barriers, the district maintained high levels of staff participation across all professional development offerings. Feedback from both teachers and administrators continued to be positive, noting the value of these sessions in informing daily practice. There were no substantive differences noted between the planned actions and actual implementation for Goal 3, confirming the stability and effectiveness of the district’s approach to professional growth.

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

The implementation of Goal 3 actions reflected a high degree of budget alignment, with a few notable variances in professional development activities. Action 3.1 saw lower expenditures of $21,753 compared to the planned $37,189 due to staff and conference availailbility. Actions 3.6, where under the anticipated budgeted amount due to later than anticipated implementation. Action 3.7 exceeded the budgeted amount, with actuals reaching $101,521 compared to the planned $62,170 due to ongoing professional development efforts and increased substitute costs. All other actions closely matched the budgeted amounts.

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

All actions under Goal 3 were fully implemented and proved highly effective in expanding educator capacity, advancing instructional coherence, and directly improving academic outcomes for targeted student groups, particularly low-income students, English Learners (EL), Long-Term English Learners (LTEL), and dually identified English Learners with Specific Learning Disabilities (EL/SWD). Rather than evaluating these investments in isolation, the district measures their success by the direct local and state assessment gains achieved by the specific student populations these professional development actions were designed to support. The long-term effectiveness of Actions 3.1, 3.2, 3.3, and 3.7 in establishing data-driven instructional practices is conclusively validated by exceptional longitudinal growth on both state and local metrics compared to their baselines: CAASPP ELA Growth: Low Income students achieved a +2.61% increase, English Learners

demonstrated a +1.92% increase, and the overall student population grew by +2.83% from the baseline. CAASPP Math Growth: The district achieved substantial multi-year gains from the baseline, with the overall student population jumping +5.31%, English Learners surging by +4.93%, and LI student groups climbing +4.49% in the percentage of students meeting or exceeding standards. STAR 360 Growth (2025–2026 End of Trimester 2): Immediate local data confirms that classroom-level instructional strategies are actively accelerating learning recovery. In Reading, all students improved by +17.8% over the baseline, with LI students skyrocketing by +32.26% and ELs gaining +9.57%. In Math, the growth was even more pronounced, with all students achieving a +30.58% increase over the baseline,LI students rising by +30.86%, and ELs expanding by +21.8%. This collaborative planning time directly translated to improved classroom instruction for language learners; while single-year dashboard data showed minor localized fluctuations from the previous year (a slight -0.98% shift in SBAC ELA), the multi-year trajectory remains firmly positive. On local metrics, low-income students maintained solid proficiency on the STAR 360, with 43% meeting or exceeding standards in ELA and 45% in Math, alongside districtwide SBAC proficiency reaching 34.51% in ELA and 25.61% in Math. Local STAR 360 outcomes further confirm this ongoing classroom-level effectiveness, with EL students achieving 14% proficiency in ELA and 28% in Math. Actions 3.4, 3.5, and 3.6 are likewise deemed effective based on clear evidence of language and academic progression. This is demonstrated by an ELPAC Level 4 Well-Developed proficiency rate of 15.78%, which represents strong performance maintenance. While the California School Dashboard English Learner Progress Indicator (ELPI) registered a "red" status due to strict multi-year calculation windows and shifting historical baselines, immediate local data confirms that classroom-level language development strategies are actively yielding high-level proficiency growth. The effectiveness of this specialized coaching for exceptional needs educators is further validated by the 2025–2026 local STAR 360 data for dually identified (EL/SWD) students, who achieved a remarkable +12.65% difference from the baseline in Reading and a massive +21.9% increase in Math. This confirms that focused educator training successfully mitigates learning loss and closes achievement gaps for our most vulnerable student groups.

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.

Following the 2025–26 implementation review and ongoing feedback from educational partners, the district is maintaining the foundational structure and objectives of Goal 3 for the 2026–27 school year. The current professional development framework continues to receive positive staff feedback and demonstrates effectiveness in building instructional capacity. While the core actions remain unchanged, the district is implementing targeted fiscal refinements to ensure long-term sustainability. As part of the district’s ongoing commitment to fiscal responsibility and shifting priorities, the budget allocations for several actions under Goal 3 have been adjusted. These increases are strategic and intended to align resources with current fiscal realities without compromising the quality or frequency of professional learning opportunities. Consistent with prior cycles, the district remains focused on the deliberate alignment of professional learning (Actions 3.1 and 3.4) with site-based instructional priorities. We will continue to utilize optimized scheduling to minimize operational conflicts, ensuring that staff can fully engage in these opportunities. The district will maintain its emphasis on using Actions 3.2 and 3.6 to provide differentiated professional development specifically for educators serving English Learners and students with disabilities. These refinements ensure that educator support systems remain both fiscally sustainable and highly responsive. By focusing resourceson these essential professional learning priorities, we continue to empower staff to provide high-quality instruction that supports the achievement and empowerment of all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development: Travel and Conference	Staff will have opportunities to attend professional development opportunities to support unduplicated student groups. Training will focus on district initiatives, research-based strategies, and identified areas of need for all stakeholders at grades K-8.	$35,000.00	Yes
3.2	Professional Development: Certificated Collaboration and Learning	The increase school year for staff by 6 days additional time scheduled for the purpose of professional development and related activities focused on best instructional practices for low-income and English Language Learners, Examples of best instructional plans include collaboration practices among the teachers, analyzing student data, observing and implementing best practices through lesson studies, and reflecting on practices. Teacher workdays 186.	$893,334.00	Yes
3.3	Professional Development: Classified Collaboration and Learning	Increase school year by 6 days additional timefor all instructional classified staff for the purpose of professional development and related activities that supports the needs of English learners and low-income students.	$148,485.00	Yes
3.4	Professional Development	Contracted support for professional development will be increased to address the needs of leading within a Professional Learning Community, implementing a Balanced Literacy approach to teaching reading and writing, and developing Cognitively Guided Instruction (CGI) in conjunction with mathematical frameworks. This initiative targets all staff to enhance the learning of unduplicated pupil groups, including English learners and low-income students.	$326,000.00	Yes
3.5	Professional Development Language Acquisition Programs	Provide targeted professional development sessions for educators to deepen their understanding and implementation of language acquisition programs tailored to Long-Term English Learners (LTELs), Newcomers, and English Learners (ELs). These sessions will emphasize evidence-based instructional strategies, culturally responsive practices, and effective	$28,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment methods, ensuring teachers are equipped to effectively support ELs' language development throughout the district. This action is also addressing the schools and student groups that received the lowest performance level for English Learner Progress Indicator on the Dashboard.		
3.6	Professional Development Dually Identified students (ELs/SWDs)	Develop and implement a comprehensive professional development program focused on equipping educators with pedagogical strategies for effectively instructing, supporting, and monitoring dually identified students (EL and SWD). This action is also addressing the schools and student groups that received the lowest performance level for ELA and English Learner Progress Indicator on the Dashboard.	$11,400.00	Yes
3.7	Professional Development Sub Release Pay and Extra Pay	Provide substitute coverage and/or extra pay for afterschool/outside works hours opportunities for professional learning for certificated and classified staff (paraprofessionals). Professional development will focus on socio emotional learning, literacy and math instruction, and content area instructional practices.	$74,826.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

South Whittier School District recognizes that robust parent and student engagement is fundamental to a high-quality educational program. Research shows that active parental involvement positively influences students' learning experiences, academic performance, and overall success. Therefore, we are committed to fostering meaningful partnerships with parents to support their child's educational journey.

Through comprehensive outreach efforts, including parent workshops, English as a Second Language (ESL) classes, and sessions on California State Standards, parenting strategies, and college and career readiness, we aim to equip parents with the tools and knowledge necessary to actively participate in their child's education. Additionally, we will address parents' expressed needs for learning opportunities related to technology and emotional support/self-care.

Furthermore, we understand the importance of soliciting and valuing parent input. We will actively seek feedback from parents through surveys and engagement opportunities to ensure their voices are heard and incorporated into decision-making processes. By fostering a culture of collaboration and inclusivity, we will strengthen our goals for improving academic achievement, language proficiency, student behaviors, and student attendance across the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California CalSCHL Survey - School Connectedness	Cal SCHL Survey - 2023-24	Cal SCHL Survey - 2024-25	Cal SCHL Survey - 2025-26	Cal SCHL Survey - 2026-27	Cal SCHL Survey - 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary: 53% of 5th grade students and 50% of 6th grade average reporting “Yes, most of the time” or “Yes, all of the time” on School Connectedness Scale Questions. Middle School: 41% of 7th grade average reporting “agree” or “strongly agree” on School Connectedness Scale Questions.	Elementary: 61% of 5th grade students and 60% of 6th grade average reporting “Yes, most of the time” or “Yes, all of the time” on School Connectedness Scale Questions. Middle School: 41% of 7th grade average reporting “agree” or “strongly agree” on School Connectedness Scale Questions.	Elementary: 66% of 5th grade students and 57% of 6th grade average reporting “Yes, most of the time” or “Yes, all of the time” on School Connectedness Scale Questions. Middle School: 42% of 7th grade average reporting “agree” or “strongly agree” on School Connectedness Scale Questions.	Elementary: The percentage of 5th and 6th grade students responding to “Yes, most of the time” or “Yes, all of the time” on School Connectedness Scale Questions will increase by 20%; 73% 5th Grade, 70% 6th Grade Middle School: The percentage of 7th grade students responding “agree” or “strongly agree” on School Connectedness Scale Questions will increase by 20%; 61% 7th Grade	Elementary: +13% difference from baseline of 5th grade students and +7% of 6th grade average reporting “Yes, most of the time” or “Yes, all of the time” on School Connectedness Scale Questions. Middle School: +1% difference from baseline of 7th grade average reporting “agree” or “strongly agree” on School Connectedness Scale Questions.
4.2	California CalSCHL Survey - Promotion of parent involvement in school (Priority 3)	Cal SCHL Survey - 2023-24 Elementary: 43% of parents report that they "strongly agree" that there is strong promotion of parental involvement.	Cal SCHL Survey - 2024-25 Elementary: 52% of parents report that they "strongly agree" that there is strong promotion	Cal SCHL Survey - 2025-26 Elementary: 52% of parents report that they "strongly agree" that there is strong promotion	Cal SCHL Survey - 2026-27 Elementary: The percentage of parents reporting that they "strongly agree" that there is strong promotion	Cal SCHL Survey - 2025-26 Elementary: +9% difference from baeline of parents report that they "strongly agree" that there is strong

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School: 47% of parents report that they "strongly agree" that that there is strong promotion of parental involvement.	of parental involvement. Middle School: 34% of parents report that they "strongly agree" that that there is strong promotion of parental involvement.	of parental involvement. Middle School: 47% of parents report that they "strongly agree" that that there is strong promotion of parental involvement.	of parental involvement will increase to 63% Middle School: The percentage of parents reporting that they "strongly agree" that there is strong promotion of parental involvement will increase to 67%	promotion of parental involvement. Middle School: 0% difference from baseline of parents report that they "strongly agree" that that there is strong promotion of parental involvement.
4.3	Californina Cal SCHL Survey- Parent feeling on school safety	Cal SCHL Survey - 2023-24 Elementary: 92% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child." Middle School: 83% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child."	Cal SCHL Survey - 2024-25 Elementary: 95% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child." Middle School: 87% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child."	Cal SCHL Survey - 2025-26 Elementary: 95% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child." Middle School: 89% of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child."	Cal SCHL Survey - 2026-27 Elementary: The percentage of parents reporting that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child" will maintain 90% or above. Middle School: The percentage of parents reporting that they "agree" or "strongly agree" with the statement, "This school is a safe place for my	Cal SCHL Survey - 2025-26 Elementary: +3% difference from baseline of parents report that they "agree" or "strongly agree" with the statement, "This school is a safe place for my child." Middle School:+6% difference from baseline of parents report that they "agree" or "strongly agree" with the statement, "This school is a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					child" will increase to 90% or above.	safe place for my child."
4.4	Californina Cal SCHL Survey-Parent feeling on decision making inclusivity (DELAC, SSC, Parent Advisory Committee)	Cal SCHL Survey - 2023-24 Elementary: 77% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions." 88% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school." Middle School: 76% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions." 78% of parents report that they "agree" or strongly "agree" with the	Cal SCHL Survey - 2024-25 Elementary: 84% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions." 92% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school." Middle School: 84% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making	Cal SCHL Survey - 2025-26 Elementary: 86% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions." 92% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school." Middle School: 92% of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making	Cal SCHL Survey - 2026-27 Elementary: The percentage of parents reporting that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions" will increase to 80% or higher. The percentage of parents reporting that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school" will increase to 90% or higher. Middle School: The percentage of parents reporting that they "agree"	Cal SCHL Survey - 2025-26 Elementary: +9% difference from baseline of parents report that they "agree" or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions." +4% difference from baseline of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school." Middle School: +16% difference from baseline of parents report that they "agree" or strongly "agree"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		statement, "Parents feel welcome to participate at this school."	important decisions." 92% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school."	important decisions." 91% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school."	or strongly "agree" with the statement, "School actively seeks the input of parents before making important decisions" will increase to 80% or higher. The percentage of parents reporting that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school" will increase to 80% or higher.	with the statement, "School actively seeks the input of parents before making important decisions." +13% of parents report that they "agree" or strongly "agree" with the statement, "Parents feel welcome to participate at this school."
4.5	Californina Cal SCHL Survey- Progress in providing families with information and resources to support student learning and development in the home	Cal SCHL Survey - 2023-24 89% of parents "agree" or "strongly agree" with the statement, "Teachers communicate with parents about what students are expected to learn in class." 87% of parents responded "just okay" or "very well" to the statement, "Providing	Cal SCHL Survey - 2024-25 91% of parents "agree" or "strongly agree" with the statement, "Teachers communicate with parents about what students are expected to learn in class."	Cal SCHL Survey - 2025-26 93% of parents "agree" or "strongly agree" with the statement, "Teachers communicate with parents about what students are expected to learn in class."	Cal SCHL Survey - 2026-27 The percentage of parents reporting that they "agree" or "strongly agree" with the statement, "Teachers communicate with parents about what students are expected to learn in class" will	Cal SCHL Survey - 2025-26 +4% difference from baseline of parents "agree" or "strongly agree" with the statement, "Teachers communicate with parents about what students are expected to learn in class."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		information about how to help your child with homework." 97% of staff responded "agree" or "strongly agree" to the statement, "Teachers at this school communicate with parents about what their children are expected to learn in class."	89% of parents responded "just okay" or "very well" to the statement, "Providing information about how to help your child with homework." 95% of staff responded "agree" or "strongly agree" to the statement, "Teachers at this school communicate with parents about what their children are expected to learn in class."	88% of parents responded "just okay" or "very well" to the statement, "Providing information about how to help your child with homework." 95% of staff responded "agree" or "strongly agree" to the statement, "Teachers at this school communicate with parents about what their children are expected to learn in class."	increase to 90% or higher. The percentage of parents responding "just okay" or "very well" to the statement, "Providing information about how to help your child with homework" will increase to 90% or higher. The percentage of staff responding "agree" or "strongly agree" to the statement, "Teachers at this school communicate with parents about what their children are expected to learn in class" will maintain above 90%.	+1% difference from baseline parents responded "just okay" or "very well" to the statement, "Providing information about how to help your child with homework." -2% difference from baseline of staff responded "agree" or "strongly agree" to the statement, "Teachers at this school communicate with parents about what their children are expected to learn in class."
4.6	CALPADS - Attendance Rates (Priority %)	CALPADS Snapshot Report 14.2 Student Absenteeism - Count (EOY 3) 2022-23 - Attendance Rate - 91.6%	CALPADS Snapshot Report 14.2 Student Absenteeism - Count (EOY 3) 2023-24 -	CALPADS Snapshot Report 14.2 Student Absenteeism - Count (EOY 3) 2024-25 -	CALPADS Snapshot Report 14.2 Student Absenteeism - Count (EOY 3) 2026-27 -	CALPADS Snapshot Report 14.2 Student Absenteeism - Count (EOY 3) 2024-25 -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Attendance Rate - 92.33%	Attendance Rate - 93.28%	Attendance Rate will increase to 95% or higher	Attendance Rate - +1.68% difference from baseline.
4.7	CA Dashboard - Chronic Absenteeism Rate (Priority 5)	CA Dashboard - 2023 All: 30.7% Chronically Absent - "orange" or "medium" FY: 50% Chronically Absent SWD: 41.3% Chronically Absent White: 44.9% Chronically Absent EL: 28.1% Chronically Absent LTEL: 26.5% Chronically Absent (2024) HY: 31.3% Chronically Absent SED: 30.5% Chronically Absent Hispanic: 30.2% Chronically Absent	CA Dashboard - 2024 All: 22.2% Chronically Absent - "orange" or "medium" FY: 10% Chronically Absent SWD: 32% Chronically Absent White: 21.4% Chronically Absent EL: 21.8% Chronically Absent LTELs: N/A HY: 24.1% Chronically Absent SED: 22.4% Chronically Absent Hispanic: 22.1% Chronically Absent	CA Dashboard - 2025 All: 17.8% Chronically Absent - "orange" or "medium" FY: 45.5% Chronically Absent SWD: 26.6% Chronically Absent White: 21.4% Chronically Absent EL: 13.9% Chronically Absent LTELs: 16.0% Chronically Absent HY: 21.5% Chronically Absent SED: 18.4% Chronically Absent Hispanic: 17.6% Chronically Absent	CA Dashboard - 2026 - The percentage of students that are Chonically absent will decrease by a minimum of 15%. All: 15.7% Chronically Absent FY: 35% Chronically Absent SWD: 26.3% Chronically Absent White: 29.9% Chronically Absent EL: 13.1% Chronically Absent LTELs: 11.1% Chronically Absent HY: 16.3% Chronically Absent SED: 15.5% Chronically Absent	CA Dashboard - 2025 All: -12.9% Difference from baseline Chronically Absent - "orange" or "medium" FY: -4.5% difference from baseline Chronically Absent SWD: -14.7% difference from baseline Chronically Absent White: -23.5% difference from baseline Chronically Absent EL: -14.2% difference from baseline Chronically Absent LTEL: -10.5 difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic: 15.2% Chronically Absent	baseline Chronically Absent HY: -9.8% difference from baseline Chronically Absent SED:-12.1% difference from baseline Chronically Absent Hispanic: -12.6% difference from baseline Chronically Absent
4.8	Californina Cal SCHL Survey - Parent Involvement in School	Cal SCHL Survey - 2023-24 Elementary: 67% Attended a school or class event 89% Attended a general school meeting 20% Served as a volunteer in this child's classroom or elsewhere in the school 88% Participated in a regularly scheduled parent-teacher	Cal SCHL Survey - 2024-25 Elementary: 68% Attended a school or class event 86% Attended a general school meeting 30% Served as a volunteer in this child's classroom or elsewhere in the school	Cal SCHL Survey - 2025-26 Elementary: 73% Attended a school or class event 87% Attended a general school meeting 35% Served as a volunteer in this child's classroom or elsewhere in the school	Cal SCHL Survey - 2026-27 The percentage of parents particpating in school events, meetings, volunteerism and conferences will increase by 10% Elementary: 77% Attended a school or class event 99% Attended a general school meeting	Cal SCHL Survey - 2025-26 Elementary: +6% difference from baseline - Attended a school or class event -2% difference from baseline - Attended a general school meeting +15% difference from baseline - Served as a volunteer in this child's classroom

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		conference with the child's teacher Middle School: 46% Attended a school or class event 80% Attended a general school meeting 18% Served as a volunteer in this child's classroom or elsewhere in the school 63% Participated in a regularly scheduled parent-teacher conference with the child's teacher	88% Participated in a regularly scheduled parent-teacher conference with the child's teacher Middle School: 44% Attended a school or class event 88% Attended a general school meeting 11% Served as a volunteer in this child's classroom or elsewhere in the school 60% Participated in a regularly scheduled parent-teacher conference with the child's teacher	92% Participated in a regularly scheduled parent-teacher conference with the child's teacher Middle School: 64% Attended a school or class event 78% Attended a general school meeting 23% Served as a volunteer in this child's classroom or elsewhere in the school 73% Participated in a regularly scheduled parent-teacher conference with the child's teacher	30% Served as a volunteer in this child's classroom or elsewhere in the school 98% Participated in a regularly scheduled parent-teacher conference with the child's teacher Middle School: 56% Attended a school or class event 90% Attended a general school meeting 28% Served as a volunteer in this child's classroom or elsewhere in the school 73% Participated in a regularly scheduled parent-teacher	or elsewhere in the school +4% difference from baseline - Participated in a regularly scheduled parent-teacher conference with the child's teacher Middle School: +18% difference from baseline - a school or class event -2% difference from baseline - Attended a general school meeting +5% difference from baseline - Served as a volunteer in this child's classroom or elsewhere in the school +10% difference from baseline - Participated in a regularly scheduled parent-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					conference with the child's teacher	teacher conference with the child's teacher
4.9	Californina Cal SCHL Survey- Student feeling on school safety	Elementary: 54% of 5th grade students and 48% of 6th grade students responded "Yes, most of the time" or "Yes, all of the time" to the question, "Do you feel safe at school?" Middle School: 35% of 7th grade average responded "safe" or "very safe" to the question, "How safe do you feel when you are at school?"	Cal SCHL Survey - 2024-25 Elementary: 62% of 5th grade students and 61% of 6th grade students responded "Yes, most of the time" or "Yes, all of the time" to the question, "Do you feel safe at school?" Middle School: 35% of 7th grade average responded "safe" or "very safe" to the question, "How safe do you feel when you are at school?"	Cal SCHL Survey - 2025-26 Elementary: 72% of 5th grade students and 52% of 6th grade students responded "Yes, most of the time" or "Yes, all of the time" to the question, "Do you feel safe at school?" Middle School: 35% of 7th grade average responded "safe" or "very safe" to the question, "How safe do you feel when you are at school?"	Elementary: The percentage of students rsponding "Yes, most of the time" or "Yes, all of the time" to the question, "Do you feel safe at school?" will increase to 70% for both 5th and 6th grades. Middle School: The percentage of students rsponding "safe" or "very safe" to the question, "How safe do you feel when you are at school?" will increase to 60%.	Cal SCHL Survey - 2025-26 Elementary: +18% difference form baseline of 5th grade students and +4% difference from baseline of 6th grade students responded "Yes, most of the time" or "Yes, all of the time" to the question, "Do you feel safe at school?" Middle School: No difference from baseline of 7th grade average responded "safe" or "very safe" to the question, "How safe do you feel when you are at school?"
4.10	Californina Cal SCHL Survey- Staff feeling on school safety	77% of staff responded "agree" or "strongly agree" to the statement, "Has sufficient	Cal SCHL Survey - 2024-25	Cal SCHL Survey - 2025-26	Ther percentage of staff responding "agree" or "strongly agree" to	Cal SCHL Survey - 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		resources to create a safe campus".	80% of staff responded "agree" or "strongly agree" to the statement, "Has sufficient resources to create a safe campus".	86% of staff responded "agree" or "strongly agree" to the statement, "Has sufficient resources to create a safe campus".	the statement, "Has sufficient resources to create a safe campus" will increase to a minimum of 80%.	+9% difference from baseline of staff responded "agree" or "strongly agree" to the statement, "Has sufficient resources to create a safe campus".

Goal Analysis [2025-26]

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

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

In 2025–26, South Whittier School District continued to prioritize strong family school partnerships, successfully implementing all planned actions under Goal 4 to improve communication and expand essential supports for students and families. These efforts built upon the robust systems established in the previous year, with no substantive differences noted in the implementation of the planned actions. Parent education workshops (Action 4.1) remained a staple across all sites, offering families ongoing opportunities to engage in wellness, academic, and digital literacy topics. Communication systems (Action 4.2) were further refined, ensuring that families received timely, accurate information in multiple languages through consistent utilization of ParentSquare, social media, and other digital platforms. Site-based community liaisons (Action 4.3) continued to be instrumental in driving parent engagement and outreach, with a dedicated focus on improving access to resources for English Learners, foster youth, and low-income families. To ensure full inclusivity, translation and interpretation services (Action 4.4) were provided to guarantee equitable access to all school events, committee meetings, and critical communications. The Attendance Task Force continued its collaborative work with school sites and parent advisory committees including SSC and ELAC (Action 4.5) to sustain a well-informed, proactive system of support for addressing chronic absenteeism. Community and family events (Action 4.7) served as vital touchpoints for outreach, successfully connecting families to necessary resources. Furthermore, transportation services (Action 4.6) remained a critical support for students experiencing barriers to attendance, including foster youth and students experiencing homelessness; these combined efforts contributed to a sustained decline in chronic absenteeism, which improved from 22.2% to 17.8%. While the district experienced overall success, it continued to navigate the challenge of maintaining consistent family participation at middle school sites, both in event attendance and advisory committee roles. Despite this, Goal 4 actions were implemented with fidelity, contributing to enhanced family engagement, highly effective communication systems, and a strengthened support network for the entire district community.

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.

In Goal 4, expenditures were generally consistent with planned amounts, with specific shifts in community engagement and outreach costs. Action 4.5 had actuals of $52,241 against a planned $40,330 due to targeted focus on attendance. Addtionally Action 4.6 came in under the anticiaptated budget at $215,222 as well as Action 4.7 $2,220 simply due to overestimation of cost.

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

All actions under Goal 4 were fully implemented and collectively contributed to sustained, measurable improvements in family engagement, communication, and access to support services, particularly for low-income (LI/Socioeconomically Disadvantaged) and foster youth (FY) students. The direct effectiveness of Actions 4.1, 4.2, 4.3, 4.4, 4.6, and 4.7 in supporting low-income students by dismantling barriers to attendance and engagement is conclusively demonstrated by significant, positive multi-year data trends: Action 4.6, chronic absenteeism among SED students maintained a strong positive trajectory, reflecting a 12.1% net reduction from the baseline as reported on the California School Dashboard. Supported by Actions 4.1–4.4, 52% of elementary parents (+9% from baseline) and 47% of middle school parents (+13% from the previous year) now "strongly agree" that schools actively promote parent involvement. Furthermore, 86% of elementary and 92% of middle school parents reported that schools directly seek their input before making important decisions. On the California Healthy Kids Survey (CHKS) Caring Relationships Scale, 60% of SED 5th/6th graders and 44% of SED 7th graders reported "Pretty much true" or "Very much true," underscoring the sustained presence of trusting, supportive campus networks as low-income students progress through the grade levels. These combined outcomes confirm that the strategic deployment of parent education workshops, dedicated community liaison outreach, basic needs support, and district-wide family events (Action 4.7) are successfully building welcoming, inclusive, and highly responsive environments for our low-income families. In parallel, Action 4.5, which focuses on targeted attendance outreach and home-to-school partnerships, remained effective for foster youth. While the current foster youth chronic absenteeism rate showed a single-year increase due to the extremely small size of the student population—causing wide statistical fluctuations over the past three years (50% in 2023, 10% in 2024, and 45.5% in 2025)—the overall three-year trend demonstrates a net decrease of -4.5% from the baseline. Targeted supports, such as home visits, continuous liaison check-ins, and transportation assistance, continue to exert a positive structural impact. Overall, Goal 4 actions demonstrated clear, data-backed effectiveness in fostering strong family-school partnerships and successfully mitigating systemic barriers to engagement and attendance for all unduplicated student populations.

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.

Following the 2025–26 implementation review, family survey data, and ongoing input from community liaisons and parent advisory committees, the district has refined several actions under Goal 4 for the 2026–27 school year. These adjustments are a direct response to feedback emphasizing the need for greater accessibility and more effective communication strategies. To remove barriers to participation, Actions 4.1 and 4.7 will include funding to allow for increased time variances for parent workshops and childcare services for these events. Action 4.2 has an updated description to clarify the work and will decrease slightly but will not effect the action implementation. Action 4.3 will no longer be an LREGB Action, funds are decreased to reflect this change, however the services to low-income students will not be interrupted. Action 4.5 has decreased due to budgetary constraints, however the district is confident the work will be sustained within the new allotted budget, Action 4.7 funds maintain and will continue to expand, deepening the alignment of family events with Community School

Grant activities. This alignment provides families with broader access to essential school-based services, mental health partnerships, and high-impact, family-centered programming. These changes reflect the district's ongoing commitment to strengthening family-school partnerships, removing barriers to participation, and ensuring that all families have a voice in school decision-making. By prioritizing accessibility and communication, we are building a more inclusive and connected school community for the 2026–27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Education Workshops	Parent education workshops will be provided for families of low-income students, English Learners, and other unduplicated student groups based on parent surveys and local interests. To remove structural barriers to attendance dedicated funds will be allocated to provide childcare services during these events. These workshops aim to strengthen the home-school partnership, improve community inclusivity, and increase meaningful parent involvement within the school environment.	$9,000.00	Yes
4.2	Public Relations/Communication with Families	Provide streamlined, multi-channel communication to families in their preferred home languages. This action utilizes integrated platforms including ParentSquare, Aeries Communication, and district social media networks (Facebook and Instagram) to deliver consistent, accessible, and timely school updates, events, and resources.	$69,839.00	Yes
4.3	Community Liaisons	Parent Community Liaisons at all sites will provide support for low-income families, including basic needs for students support and connecting families to resources such as housing assistance. They will also offer newcomer support for English learners and provide information on social-emotional resources for foster youth. Research shows that strong home-school partnerships improve student outcomes, especially for low-income students. Research suggests that schools that effectively engage families, particularly those of low-income students demonstrate higher achievement, better attendance, and stronger social-emotional development.	$281,742.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Increased Communication	To enhance communication with families, the district will provide comprehensive written materials in multiple languages, including all critical communications like flyers and surveys, beyond standard translation requirements. The district increase the frequency of updates and utilize diverse distribution channels, such as digital platforms and resource centers. Funds for dedicated translation support personnel will provided and provide staff training on cultural competencies to ensure accurate and inclusive communication.	$56,041.00	Yes
4.5	Support for Decreasing Chronic Absenteeism	Funds will be allocated for extra pay assignments for the Districtwide Attendance Task Force to develop support systems for unduplicated student populations, specifically FY, aiming to decrease the percentage of chronically absent students. This action is also addressing the schools and student groups that received the lowest performance level for Chronic Absenteeism Indicator on the Dashboard.	$10,000.00	Yes
4.6	Transportation	Low income students often lack resources such as transportation due to poverty.The district provides safe and efficient transportation for our students to promote attendance and prevent tardiness for our unduplicated population: foster youth, homeless, and low income students. By providing transportation, school attendance and improved tardiness will increase measured by attendance records.	$219,708.00	Yes
4.7	District Wide Community/ Family Events	The district will facilitate community and family engagement opportunities within and across sites to foster deep partnerships between home and school, providing low-income families with needed resources. This action will be expanded to deepen the integration of events to align with the newly awarded Community School Grant activities in order to provide broader access to school-based services, mental health partnerships, and family-centered programming. Dedicated resources will be allocated to provide childcare services, allowing all parents and caregivers to fully participate in school-based and community-centered activities.	$14,062.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for EL, LI and FY.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The development of Goal 5 arises from our recognition of the critical importance of providing comprehensive support systems to facilitate student success across academics, behavior, and social-emotional domains. Understanding the overlap between these areas, we are driven by the belief that students' holistic development is pivotal for their overall well-being and academic achievement. By implementing a multi-tiered system of support, we aim to address the diverse needs of our student population and ensure that every individual receives the necessary assistance to reach their full potential.

Aligned with this overarching objective, our selected actions and metrics form a cohesive strategy to realize our vision. We have identified key metrics, such as suspension rates and expulsion counts from the CA Dashboard and CALPADS 7.11 Incident Result Count, to assess the effectiveness of our behavioral interventions. Additionally, we monitor school connectedness scores from the California Healthy Kids Survey and utilize the Tiered Fidelity Inventory (TFI) from PBIS Apps to ensure consistent implementation of positive behavior support practices. By diligently measuring and evaluating these metrics, we aim to refine our support system continually and empower every student to thrive academically, behaviorally, and socially.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard: Suspension Rates	2023 CA Dashboard Overall: 3.1% suspended at least one day/"low" or "orange"	2024 CA Dashboard Overall: 2.9% suspended at least	2025 CA Dashboard Overall: 1.9% suspended at least	Decrase the % of students that are suspended to less than 1% of the overall student population.	2025 CA Dashboard Overall: -1.2% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 14% suspended at least one day/"very low" or "red" EL: 2.7% suspended at least one day/"low" or "orange" LTEL: 9.5% suspended at least one day/"very low" or "red" (2024) SWD: 3.6% suspended at least one day/"low" or "orange" SED: 3.2% suspended at least one day/"low" or "orange"	one day/"low" or "orange" FY: 8.3% suspended at least one day/" low" or "orange" EL: 3.5% suspended at least one day/"low" or "orange" LTEL: N/A SWD: 4.1% suspended at least one day/"low" or "orange" SED: 3% suspended at least one day/"medium" or "yellow"	one day/"medium" or "green" FY: 0% suspended at least one day/"very low" or "blue" EL: 2.6% suspended at least one day/"medium" or "green" LTEL: 9.4% suspended at least one day/" very high" or "red". SWD: 3.5% suspended at least one day/"high" or "yellow" SED: 2% suspended at least one day/"medium" or "green"	Acheive "medium/high" on the CA Dashboard Indicator for Suspension Rates for the Overall and for each subgroup: FY (1%), EL (1%), LTELs (1%), SWD (1%), SED (1%)	suspended at least one day FY: -14% difference from baseline suspended at least one day EL: -0.1% difference from baseline suspended at least one day LTEL: -0.1% difference from baseline suspended at least one day SWD: -0.1% difference from baseline suspended at least one day SED: -1.2% difference from baseline suspended at least one day
5.2	CALPADS 7.11 Incident Result Count: Expulsion Count	2022-2023 SWSD Expulsion Count: 3	2023-2024 SWSD Expulsion Count: 3	2024-25 SWSD Expulsion Count: 0	Decrease expulsion count to 0.	There is a -3 difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	CalSCHLS -School Connectedness	Cal SCHL Survey - 2023-24 Elementary 72% of 5th grade students and 53% of 6th grade students reponded “Yes, most of the time” or “Yes, all of the time” to the statment, "Do the teachers and other grown-ups at school care about you?" 58% of 5th/6th grade students and 41% of SED 5th/6th grade students reported "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions. Middle School 58% of 7th grader and 41% of SED 7th graders average reporting “Pretty much true” or “Very much true” on the Caring Relationships Scale Questions.	Cal SCHL Survey - 2024-25 Elementary 80% of 5th grade students and 71% of 6th grade students reponded “Yes, most of the time” or “Yes, all of the time” to the statment, "Do the teachers and other grown-ups at school care about you?" 66% of 5th/6th grade students and 45% of SED 5th/6th grade students reported "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions. Middle School 47% of 7th grader and 40% of SED 7th graders average reporting “Pretty much true” or “Very much	Cal SCHL Survey - 2025-26 Elementary 78% of 5th grade students and 65% of 6th grade students reponded “Yes, most of the time” or “Yes, all of the time” to the statment, "Do the teachers and other grown-ups at school care about you?" 60% of 5th/6th grade students and 60% of SED 5th/6th grade students reported "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions. Middle School 45% of 7th grader and 44% of SED 7th graders average reporting “Pretty much true” or “Very much	Increase the % of 5th and 6th graders that respond“Yes, most of the time” or “Yes, all of the time” to the statment, "Do the teachers and other grown-ups at school care about you?" by 20%. Increase the average % of 5th/6th graders and SED 5th/6th graders reporting “Pretty much true” or “Very much true” on the Caring Relationships Scale Questions by 20%. Increase the average % of 7th graders and SED 7th graders reporting “Pretty much true” or “Very much true” on the Caring Relationships	Cal SCHL Survey - 2024-25 Elementary +6% difference from baseline of 5th grade students and +12% difference from baseline of 6th grade students reponded “Yes, most of the time” or “Yes, all of the time” to the statment, "Do the teachers and other grown-ups at school care about you?" +2% difference from baseline of 5th/6th grade students and +19% of SED 5th/6th grade students reported "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions. Middle School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			true" on the Caring Relationships Scale Questions.	true" on the Caring Relationships Scale Questions.	Scale Questions by 20%.	-13% of difference from baseline 7th grader and +3% of SED 7th graders average reporting "Pretty much true" or "Very much true" on the Caring Relationships Scale Questions.
5.4	PBIS Apps: Tiered Fidelity Inventory (TFI)	2024 TFI Average Site Score Tier 1: 96.6% Tier 2: 51.8% Tier 3: 38%	2025 TFI Average Site Score Tier 1: 95% Tier 2: 74.1% Tier 3: 38%	2026 TFI Average Site Score Tier 1: 88% Tier 2: 64% Tier 3: 28%	Increase the average site score on the Tiered Fidelity Inventory (TFI) for each tier of the PBIS framework. All sites: Maintain 96% or higher for Tier 1 Increase to 80% or higher for Tier 2 Increase to 60% or higher for Tier 3	2025 TFI Average Site Score Tier 1: -8.6% difference from baseline Tier 2: +12.2% difference from baseline Tier 3: -10% difference from baseline

Goal Analysis [2025-26]

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

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

In 2025–26, South Whittier School District successfully executed all planned actions under Goal 5, continuing its commitment to strengthening support systems that promote a safe, inclusive, and positive school climate. This year was defined by the sustained application of restorative practices and the further maturation of the district's multi-tiered framework. PBIS implementation (Actions 5.1 and 5.2)

remained a central pillar at all sites, Tier 1 systems declined slightly to 88% fidelity. This was not unexpected, as the focus on clarity and input from all community partners allowed PBIS teams to reflect and critique practices. Action 5.2 continued to enhance student services through dedicated clerical support, which improved response times and streamlined communication with low-income families, thereby reinforcing the coordination of site-level attendance, behavior, and intervention services. MTSS wellness teams (Actions 5.4 and 5.5) continued to hold regular meetings to coordinate academic, behavioral, and social-emotional supports, while behavioral and mental health services (Actions 5.3 and 5.5) were provided consistently at every site to ensure early intervention for students. Academic interventions were supported throughout the year by site-based interventionists (Action 5.6). To ensure pedagogical alignment, professional development in PBIS and restorative practices (Action 5.4) was delivered strategically in a planned rollout across the district, further building staff capacity. Tier 2 SEL supports—including wellness check-ins and small-group interventions (Action 5.5)—were expanded to ensure broader access for students. Wellness centers and designated calming spaces were developed, providing students with regulated environments for emotional support. Restorative practices continued to serve as a vital alternative to exclusionary discipline, emphasizing proactive problem-solving and student reflection. Action 5.7 remained an essential component for monitoring the overall effectiveness of these systems. Key successes included a continued rise in student connectedness, as evidenced by the California Healthy Kids Survey (CalSCHLS), with 78% of 5th graders and 65% of 6th graders reporting that adults at school care about them. Tiered Fidelity Inventory scores demonstrated ongoing growth in Tier 2 implementation, rising from 74.1% to 64%. Additionally, districtwide suspension rates decreased from 2.9% to 1.9%, with a notable reduction for foster youth (from 8.3% to 0%). While suspension rates for students with disabilities and long-term English learners showed some variation, there is still a need for continued refinement of Tier 2 and Tier 3 supports, these trends have provided clear direction for targeted staff training. A primary challenge throughout this implementation cycle remained staffing limitations, which occasionally impacted the consistency of Tier 2 and Tier 3 interventions at specific sites. Despite these hurdles, all actions were carried out as planned, and the district's MTSS infrastructure continued to evolve in close alignment with school climate goals. There were no substantive differences between the planned and actual implementation of Goal 5 actions during this reporting period.

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.

Goal 5 contained no significant material differences.

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

Actions under Goal 5 were implemented and continued to contribute to progress toward improving school climate, student well-being, and academic engagement. The direct effectiveness of Actions 5.1, 5.2, and 5.4 in establishing a safe, inclusive, and supportive school climate is explicitly validated by positive longitudinal trends in student behavior, attendance, and connectedness across our unduplicated student groups. The Tiered Fidelity Inventory data shows Tier 1 PBIS fidelity was sustained above 88% (while Tier 2 scores experienced a minor decline to 64%). This strong structural baseline directly impacted the low-income student experience. On the CalSCHLS survey, 60% of SED 5th/6th graders (+19% difference from baseline) and 44% of SED 7th graders (+3% difference from baseline) reported feeling deeply cared for by adults at school. These actions also supported a -1.2% difference from baseline in SED suspension rates (dropping to 2%) and a -12.1% net reduction from baseline in SED chronic absenteeism (dropping to 18.4% on the CA Dashboard). Tiered behavioral and engagement strategies resulted in a remarkable -14.2% difference from baseline in EL chronic absenteeism, driving the rate down to 13.9%. Concurrently, EL suspension rates dropped to 2.6%, reflecting a -0.1% difference from baseline and demonstrating sustained behavioral

stability. Targeted case management and school climate interventions successfully achieved a 0% suspension rate for Foster Youth, marking a significant -14% difference from baseline. Furthermore, long-term attendance data confirms that despite single-year fluctuations caused by an extremely small sample size, FY chronic absenteeism achieved a -4.5% net decrease from baseline over the full LCAP cycle. Actions 5.3, 5.5, and 5.6 were also effective in sustaining expanded access to early intervention, SEL supports, and small-group instruction. CalSCHLS data continues to show positive trends in school connectedness, with 78% of 5th graders and 65% of 6th graders reporting that adults at school care about them. For LI students, 60% of 5th/6th graders and 44% of 7th graders reported feeling cared for by adults at school, confirming the sustained presence of these supportive relationships. Furthermore, chronic absenteeism rates for Foster Youth remained lower (reflecting a 4.5% decrease from baseline over the cycle), and for LI students, rates remained improved at 18.4%, indicating the continued impact of wellness supports, targeted outreach, and intervention services. While overall progress was evident, suspension rates remained an area requiring focused attention. Action 5.6, which provides part-time academic interventionists to support unduplicated students, remained effective in improving support for English Learners (ELs) with a +1.92% increase from baseline, as measured by CAASPP ELA scores. Suspension rates showed a slight decrease to 1.9%, with Foster Youth suspensions maintaining a reduction to 0%. However, the district noted that suspension rates for students with disabilities and long-term English learners necessitate more consistent Tier 2 and 3 behavioral interventions and additional, targeted staff training under Action 5.4. Action 5.7 continued to support the district's ability to monitor student connectedness and parent engagement effectively. Parent survey data (aligned with Goal 4) indicated that 52% of elementary and 47% of middle school parents strongly agree that schools promote parent involvement, reflecting a stable trend in family engagement. Goal 5 actions demonstrated continued effectiveness in fostering supportive school environments, mitigating chronic absenteeism among key subgroups, and improving perceptions of adult support. The district remains committed to refining Tier 3 behavioral interventions and addressing the identified suspension disparities for students with disabilities and English learners.

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.

Following the 2025–26 implementation review the district has made targeted adjustments to actions under Goal 5 for the 2026–27 school year. For the remaining allocation of the Learning Recovery Emergency Block Grant (LREBG) funding, the district has prioritized the continuation of essential wellness and Tier 2/Tier 3 support services. Action 5.3 has been reduced significantly due to structural changes in programming where contracted support at the previously funded level is no longer needed. Action 5.5 will continue to be an LREBG action, however the allocation has been decreased to reflect the decrease in LREBG funds allocated to support the action. The services will remian and the district will sustain in allocation tthe support for behavioral and mental health support necessary for maintaining a safe and inclusive learning environment. Action 5.6 is no longer a LREBG action and has been removed, as the district will no longer fund dedicated interventionist positions. The district will capitalize on existing internal human resources to provide academic and behavioral interventions. This shift optimizes current staffing model to ensure continuity of service while maintaining fiscal responsibility. These adjustments reflect a proactive approach to managing fiscal transitions while safeguarding the programs that most significantly impact student climate and well-being.

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
5.1	School Climate Improvement	Materials and supplies to increase and improve services related to improving school climate and positive school attendance; PBIS Rewards, Second Step curriculum, Anti-Bullying or other identified programs and materials. Every site has established a matrix, progress monitoring tools for attendance, behavior, and restorative practices that motivate students to engage in school. This action is also addressing the schools and student groups that received the lowest performance level for Suspension Rate Indicator on the Dashboard.	$31,130.00	Yes
5.2	Student Services Support	Increased support in the form of additional clerks and secretaries will provide enhanced services to low-income families, including accurate record-keeping, information dissemination, and communication to ensure quicker responses to parent requests. Resources will be provided for low-income students and families, focusing on attendance support, VaPA, ELOP, and Community Schools programs.	$137,938.00	Yes
5.3	Behavioral and Mental Health Support	Contracts will be established to procure professional development related to behavioral and mental health, materials and supplies supporting MTSS implementation for low-income students.	$11,677.00	Yes
5.4	MTSS Support	Site based PBIS Leads will provide leadership support for site based teams to develop their MTSS support for behaviors, SEL and mental health needs of students. In addtion, a Students Services TOSA will support the middle school with PBIS and other means of correction to assist with strengthening positive behaviors and supports for students.	$176,589.00	Yes
5.5	Wellness Services	Licensed Clinical Social Workers (LCSWs) build, plan and grow a comprehensive mental health program that includes supporting the social-emotional well-being for low income students. LCSWs will provide direct services for students, support families and provide professional learning for staff.	$807,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research indicates that student mental health services directly impact school connectedness, which is linked to increased attendance, improved academic achievement, and lower rates of emotional distress. When students feel emotionally supported and connected to school, they are more likely to be engaged and thrive in their learning environments. Metric being used to monitor the action: Metric 4.1 LREBG Funds supporting this action: $197,411 through 2026-2027		
5.6				
5.7	California Healthy Kids Survey	Cost and administration of administering the California Healthy Kids Survey for students, staff and parents	$1,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$9,743,697	$1,255,129

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
39.554%	0.000%	$0.00	39.554%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: **Action 21** **Goal 2:** **Actions 1 & 8**	**Action:** Physical Education Support and Collaboration; Instructional Leadership Teams; Curriculum Task Force **Need:** As evidenced by the percentage of low-income students meeting the standard on the EOY STAR 360 in ELA (31.4%) and Math (43.3%), and corroborated by input from educational	Due to this need, Data Chat time will be provided for teachers K-8. This work will be guided by the learning and leadership of the site based Instructional Leadership Team. Substitute coverage and/or hourly extra pay for the Instructional Leadership Team to engage in learning about the Professional Learning Community (PLC) model will be provided to cover teachers to be able to engage in training, workshops, and conference attendance. In	We will monitor STAR ELA and Math scores, CAASPP ELA and Math for low-income students and for all students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	partners, there is a clear need to address the unique academic challenges faced by this group. Low-income students often require more targeted support to overcome barriers such as limited access to resources and varying levels of foundational skills. The Spring STAR 360 indicates overall growth of low-income students in ELA (51%) and Math (54%). This is a positive trend that indicates the necessity of continued focus on the listed actions. The 25-26 Spring STAR 360 indicates overall growth of low-income students in ELA (43%) and Math (45%). This is a decline from the previous year but overall positive trend over the three year LCAP cycle and indicates the necessity of continued focus on the listed actions. This updated data demonstrates that the academic need remains high and that a premature removal or reduction of these targeted resources would risk reversing the positive progress achieved. **Scope:** LEA-wide	addition, extra pay will be provided for ILT members to meet regularly to learn facilitation and leadership skills and plan for grade-level team meeting. To ensure these site-level collaborations are grounded in clear, rigorous academic expectations, the Curriculum Task Force (CTF) will convene during the summer, after school, and during sub release time to provide vital direction for curriculum decisions, pacing, and assessments for both ELA and Math within the PLC model. Funds will be utilized by the CTF to disseminate information to grade levels and facilitate cross-grade level articulation, creating districtwide clarity and coherence that directly targets the foundational skill gaps of low-income students. Two Physical Education teachers for elementary and 5 Physical Education Instructional Aides for elementary and middle schools increased and improved services for low income students above that provided by classroom teacher. The additional physical education staffing will provide opportunities for teachers and administrators to have additional time to review data, collaborate around instructional practices and instructional delivery, behavior supports and interventions and provide ongoing monitoring therefore impacting overall achievement and school connectedness as measured by the STAR 360. Because we expect that all students with less than proficient STAR scores may benefit from the strategies and actions supporting low-income students, these actions are provided on a districtwide basis.	
Goal 4: **Action 5**	**Action:** Support for Decreasing Chronic Absenteeism	To address this need, the district will allocate funds for extra pay assignments for certificated and classified staff from across the district to lead	We will monitor chronic absenteeism for all

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the CA dashboard, the chronic absenteeism rate for all students fell into the orange performance level and declined 2.7%. While FY fell into the very low or red at 50%. This groups face unique challenges such as unstable living conditions, and economic hardships that contribute to higher absenteeism rates. Feedback from educator partners underscores the urgent need to educate families about the importance of regular attendance and to promote positive attendance habits. Educator partner input indicates a high need to educate families and promote positive attendance. The 2024 CA Dashboard indicates positive trends in the decrease of chronic absenteeism. Overall there was a decline of 8.5% for all students and a significant decline of 40% for FY. The 2025 CA Dashboard indicates some positive trends in the decrease of chronic absenteeism. There was a decline of 4.3% for all students and a significant increase of 35.5% for FY. This 2025 increase in chronic absenteeism among FY proves that while districtwide strategies are working for most, yet highly mobile students remain acutely vulnerable to systemic disruptions. This data confirms theneed to maintain these targeted actions to prevent further achievement gaps. **Scope:** LEA-wide	an Attendance Task Force. This team will work to provide guidance and support to all sites in developing attendance awareness, monitoring practices and recognition/celebartory activites for students and families. Funds will be provided for materials and supplies to support these efforts. We expect that this action will decrease the percentage of chronically absent FY. However, because we expect that all students will benefit from the strategies and actions supporting FY, these actions are provided on a LEA wide basis.	subgroups with a focus on FY students. By monitoring these metrics, we expect to a decrease in chronic absenteeism for FY and all students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2: **Actions 6 & 7** **Goal 3:** **Action 5**	**Action:** English Learner Support; Instructional Support/TOSAs; Professional Development Language Aquisition Programs **Need:** The distance from standard for English Learners is -72.6 in ELA which is 26.1 points lower that all students. The distance from standard for English Learners is -98.8 in Math which is 21.8 points lower that all students. In addition, the English Learner Progress Indicator (ELPI) indicated a decline of 18.8% in the percentage of ELs making progress towards language proficiency which was in the very low category on the 2023 CA Dashboard. These data points highlight the critical need to provide targeted support for ELs, who often face additional challenges such as language barriers and limited access to academic resources. Based on the 2024 CA Dashboard the distance from standard for English Learner is -68.3 which is 24.7 points lower than all students. For math the distance from standard for English Learners is -82.6 in Math which is 16.5 points lower that all students. Addtionally the inclusion of the LTEL subgroup on the CA Dashboard indicates a need. LTELs distance from standard (-114.3) ELA and (142.3) Math highlight this for the district. The English Learner Progress Indicator (ELPI) indicated an increase of 21.4% in the percentage of ELs making progress towards language proficincy which was in the high category on the 2024	To address these needs, targeted professional development for certificated staff specific langauge acquisition will be provided. Site based instructional coaches will provide assistance with planning, grade-level team collaboration and in class coaching support based on EL langauge acquisition levels. While EL site based coordinators will receve extra pay for monitoring ELs, assisting with designated ELD groupings and parent edcuation. Because we expect that all students with less than proficient CAASPP scores may benefit from the strategies and actions supporting EL students, these actions are provided on a districtwide basis.	We will monitor CAASPP for ELs and all students and ELPAC scores for ELs.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CA Dashboard. This is a positive increase that suggets sustaining the actions. Based on the 2025 CA Dashboard the distance from standard for English Learner is -65.5 which is 25.6 points lower than all students. For math the distance from standard for English Learners is -82.3 in Math which is 18.3 points lower than all students. LTELs distance from standard (-113.6) ELA and (143) Math highlight this as a siginificant need for the district. The English Learner Progress Indicator (ELPI) indicated an decrease 16.9% in the percentage of ELs making progress towards language proficiency which supports the need to sustain these actions. The slight decline in language progress alongside LTEL academic needs proves that language acquisition is not a linear process. These fluctuating metrics demonstrate aneed to maintain and deepen targeted actions to stabilize long-term proficiency gains for ELsa nd LTELs. **Scope:** LEA-wide		
Goal 1: **Actions 11 & 20**	**Action:** District Nurse; Access to Health Support **Need:** Educator partner input indicates a need to provide access to health information, access to personnel with expertise, and resources to larger organizations for low-income students. A lack of access often reflects poorly on	To address this need, the full time district nurse will provide services to low-income students and families by providing resources, regular health and wellness information, and host workshops around health and safety, nutrition, vaccinations, and social-emotional resources. In addition, each site will have access to a Health Clerk. Health Clerks will act as a liaison between the district nurse and community to provide additional health education	We will monitor chronic absenteeism rates for low-income students and expect a positive increase in attendance for low-income and all students. We expect the increased attendance will have a positive impact on STAR

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	attendance and academic achievement. As evidenced by the percentage of low-income students categorized as chronically absent (30.5%) and the percentage meeting the standard on the EOY STAR 360 in ELA (31.4%) and in Math (43.3%). The 2024 CA Dashboard shows a decrese in the percentage of low-income students categorized as chronically absent (22.4%) and an increse in the percentage meeting the standard on the Spring STAR 360 in ELA (51%) and in Math (54%). The 2025 CA Dashboard shows a decrese in the percentage of low-income students categorized as chronically absent (18.4%) and an decrease in the percentage meeting the standard on the Spring STAR 360 in ELA (44%) and in Math (45%). While dropping chronic absenteeism to 18.4% proves health resources are getting low-income students to school, concurrent test score dips highlight a need for uninterrupted access to these support frameworks to successfully convert improved attendance into long-term academic achievement. **Scope:** LEA-wide	to low income students as well as make referrals to community agencies where basic health services, vision, hearing, dental, and mental health care can be accessed. SWSD expects that all students will benefit from the additional access to health information, support and resources, therefore these actions are provided on a districtwide basis.	360 in ELA and Math for low-income and all students.
Goal 1: **Actions 12 &16**	**Action:** Instructional Materials/Supplies; Instructional Materials/Supplies - Classwallet **Need:**	Funding for instructional materials and resources, including writing materials and math manipulatives will be purchased to support the specific needs of low-income an EL students. Low income and EL students will benefit from having acces to materials needed for learning. SWSD expects that	We will monitor STAR ELA and Math scores and CAASPP ELA and Math scores for low-income and EL students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The percentage of low-income students meeting the standard on the EOY STAR 360 in ELA is (31.4%) and in Math is (43.3%). The percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (10.2%) and in is Math (29.6%). Low-income students often lack access to essential resources and support, while ELs are impacted academically as they navigate learning a second language. The percentage of low-income students meeting the standard on the Spring STAR 360 in ELA is (51%) and in Math is (54%). The percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (11%) and in is Math (26%). The percentage of low-income students meeting the standard on the Spring STAR 360 in ELA is (43%) and in Math is (45%). The percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (14%) and in is Math (28%). The 2025 data underscores the need to maintain these actions to stabilize academic gains across both student groups. **Scope:** LEA-wide	all students will benefit from the additional support and resources, therefore these actions are identified as districtwide.	
Goal 1: **Actions 3, 4, 9,&15**	**Action:** Extended DayTK/Kindergarten; Summer Planning for Learners; Library Access; Personalized Learning Support; **Need:**	To address this need, the district will provide extra pay for intentional planning focused on understanding class composition and the langague acquisiton levels of ELs. SWSD implements small class sizes in alignment with Grade Span Adjustment requirements and established staffing	We will monitor the STAR 360 ELA and Math Scores and the CAASPP ELA and Math scores for ELs. The implementation of these actions will result in a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the STAR 360 Reading assessment, 10.2% of K-8 English Learners (ELs) met the standard in ELA, which is 30% lower than their non-EL peers. In addtion, on the STAR 360 Math assessment, 29.6% of K-8 English Learners (ELs) met the standard in Math, which is 13.7% lower than their non-EL peers.This aligns with the CA Dashboard, which places ELs in the very low category for both ELA and Math. ELs are impacted academically as they navigate learning a second language. Additionally, input from educator partners indicates a critical need to support literacy and math across the district. The 2024 CA Dashboard, which places ELs in the medium category for both ELA and Math, this is an increase for both areas. While the Spring STAR 360 shows 11% of K-8 English Learners (ELs) met the standard in ELA and 26% of K-8 English Learners (ELs) met the standard in Math. The 2025 CA Dashboard, which places ELs in the low category for both ELA and Math, this is an decrease for both areas. While the Spring STAR 360 shows 11% of K-8 English Learners (ELs) met the standard in ELA and 26% of K-8 English Learners (ELs) met the standard in Math.This performance gap confirms the need to maintain these targeted actions to stabilize language proficiency and long-term academic growth. **Scope:** LEA-wide	agreements. Small group support/personalized learning support for students in K-3 focusing specifically around phonemic awareness, phonics instruction, foundational skills, early literacy and number sense. Library clerks will provide access to school libraries by extending the hours to families and students, create reading incentive programs, and monitor reading activity for ELs to engage the community in literacy. Additional certificated staff will be provided to support extended day by extending the day by 33% for TK/K to ensure strong foundational skill development for both ELA and math. Teachers will provide services for ELs, by connecting lessons to language objectives thus improving academic outcomes for ELs. These actions are being implemented to increase literacy and math skills for English Learners. SWSD expects that all students will benefit from the actions listed, therefore the action is provided on a districtwide basis.	positive increase on EOY STAR 360 scores in ELA and Math for English Learners K-8.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Action 18 **Goal 5: Action 3 & 5**	**Action:** Middle School Counselor; Behavior and Mental Health Support; Wellness Services **Need:** At the elementary school, when responding to the question “Do the teachers and other grown-ups at school care about you?” on the California Healthy Kids Survey, 72% of 5th grade students and 53% of 6th grade students responded “Yes, most of the time” or Yes, all of the time'; of that 41% of low-income students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 58%. At the middle school, 49% of 7th grade students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions; of that 41% of low-income students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 58%. These responses, along with educator input, indicate a high need for mental health support, particularly for low-income students who may face additional emotional and psychological challenges. 2024-2025 CA Healthy Kids Survey data shows that elementary school, 80% of 5th grade students and 71% of 6th grade students responded “Yes, most of the time” or Yes, all of the time" when responding to the question “Do the teachers and other grown-ups at school care about you?”; of that 45% of low-	To address this need, the district will fund one lead Liscenced Clinical Social Worker and two LCSWs to build, plan, and grow a comprehensive mental health program. LCSWs will provide direct services for students, support families and provide professional learning for staff. Contracts will also be funded for developing partnerships and professional learning related to mental health. At the middle school, two counselors will continue to build, plan, and grow a comprehensive mental health program and provide support to increase school connectedness for students. SWSD expects that all students will benefit from the actions listed, therefore the action is provided on a districtwide basis.	We expect these actions will increase student’s connectedness as measured by the CA Healthy Kids Survey, especially for low-income students. (Metric 5.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 66%. At the middle school, 47% of 7th grade students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions; of that 40% of low-income students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 47%. 2025-2026 CA Healthy Kids Survey data shows that elementary school, 78% of 5th grade students and 65% of 6th grade students responded “Yes, most of the time” or Yes, all of the time" when responding to the question “Do the teachers and other grown-ups at school care about you?”; of that 60% of low-income students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 60%. At the middle school, 45% of 7th grade students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions; of that 44% of low-income students reported “Pretty much true” or "Very much true” on the Caring Relationships Scale Questions as compared to non-low income peers reporting at 47%. This disparity confirms the necessity of maintaining these targeted mental health actions to ensure equitable well-being and connection across all student groups. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
Goal 4: **Action 1, 2, 3, 4 & 7** **Goal 5:** **Action 2**	**Action:** Parent Education Workshops; Increased Communication; Community Liaisons; Public Relations/Communication with Families; District Wide Community/Family Events; Student Services Support **Need:** According to the CHK survey results, 43% of elementary parents and 47% of middle school parents surveyed report that they "strongly agree" that there is strong promotion of parental involvement.The survey data points, coupled with SWSD's low-income students classified as chronically absent (30.5%) indicate a need to engage the low-income community. Educator partner input indicates a strong desire to continue to build stronger home-school communication, opportunities for parent education and engagement and District-wide community events. The 2024-25 CHK survey results, 52% of elementary parents and 34% of middle school parents surveyed report that they "strongly agree" that there is strong promotion of parental involvement and the 2024 CA Dashboard shows low-income students classified as chronically absent has decreased (22.4%). The 2025-2026 CHK survey results, 52% of elementary parents and 34% of middle school parents surveyed report that they "strongly agree" that there is strong promotion of	To address this need, SWSD is committed to engaging the low-income families as partners in education to feel part of the school community. Funding is allocated for parent education workshops, community/family events, student support services personnel, site based community liaisons to provide resources and connection to the school, communication tools, and support for enrollment and other procedural needs. Workshops will focus on specific needs of low-income families, including information and resources related to schooling and homelessness, basic needs, nutrition, mental health, community and technology safety and more. Community Liaisons will support low-income families with basic needs, school information, connection to community resources and be their direct connection to the school. In addition, they will assist in coordinating community and family events Communication tools will be identified to help provide communication, both orally and written in the home language to support the home to school connection, again promoting a positive school connection and parent involvement. However, because we expect that all students and families will benefit from the increased communication, parent education and engagement efforts, these actions are provided on a districtwide basis.	SWSD expects a positive increase in the percentage rate of families that agree or strongly agree that there is strong promotion of parental involvement and a positive increase in the percentage of students that feel a strong connection to school on the CalSCHL survey. (Metrics 4.2 & 5.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	parental involvement and the 2025 CA Dashboard shows low-income students classified as chronically absent has decreased (18.4%). The data highlights the ongoing need to sustain and refine these targeted communication and community actions to continue to build connection and support across all grade levels **Scope:** LEA-wide		
Goal 1: **Actions 8 & 14** **Goal 5:** **Actions 1 & 4**	**Action:** School Psychologists; Campus Supervision; School Climate Improvement; MTSS Support **Need:** Based on the CA Dashboard, while the suspension rate for all students fell into the orange performance level and increased by 0.8%, the rates remained consistent for English Learners (ELs) and socioeconomically disadvantaged (SED) students. However, the suspension rates for foster youth (FY) fell into the red performance band and increased by 14%, indicating a critical need for targeted interventions to address their behavioral challenges. Additionally, the CA Dashboard chronic absenteeism indicators revealed that 30.7% of students are chronically absent. Foster youth students are disproportionately affected, with a significantly higher rate of 50%, while ELs and SED students performed relatively better at 30.5%. These findings underscore the urgent need for	To address this need, the district will allocate funds focused on increasing positive campus climate and safety. Funding will provide teachers with curriculum and materials to address SEL and Anti-Bullying needs. Additional personnel and extra pay is allocated to assist with distributing leadership and the implementation of MTSS practices at all sites. School psychologists will be partially funded to support PBIS site teams and increase access to social emotional learning for all students. At the middle school, additional campus supervisors will be funded to increase student safety during the school day. Together these supports will improve school climate and therefore increase attendance rates and decrease suspension rates. SWSD expects that all students will benefit from the actions listed, therefore the action is provided on a districtwide basis.	We will monitor chronic absenteeism and suspension rates all subgroups with a focus on FY. By monitoring these metrics, we expect to see a decrease in suspsension rates, a decrease in chronic absenteeism, and a positive increase in attendance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comprehensive support strategies tailored to the unique needs of each student group. Foster youth require trauma-informed care and additional counseling services to address the underlying issues contributing to their behavioral challenges, necessitating targeted family engagement initiatives and wraparound support services. The 2024 CA Dashboard shows that the suspension rate for all students matained (2.9%); for ELs increased (3.5%), SED maintained (3%) and FY declined (8.3). The 2025 declined (1.9%); for ELs decreased (2.6%), SED maintained (2%) and FY declined (0). The2025 data shows progress with a drop to 0% suspensions for FY and steady decreases for English Learners, the long-term history of spikes in these metrics highlights how quickly vulnerable student groups can be impacted by trauma and instability **Scope:** LEA-wide		
Goal 3: **Actions 1, 2, 3, 4 & 7**	**Action:** Professional Development: Travel and Conference; Professional Development: Certificated Collaboration and Learning; ProfessionalDevelopment: Classified Collaboration and Learning; Professional Development; Professional Development Sub Release Pay and Extra Pay **Need:**	To address these needs, we will continue the work to develop as a Professional Learning Community (PLC), building capacity of site administrators and their teams to lead instruction. Professional development opportunities will be provided for certificated and classified staff to develop their knowledge in supporting English Learners and low-income students. Funds are allocated to provide extra pay, substitute coverage, and/or travel and conference fees for these learning opporutnities. However, because we expect that	We will monitor CAASPP and STAR 360 ELA and Math scores for ELs and low-income students. We expect that this action will increase the proficiency of EL and low income students on the CAASPP ELA and Math assessments and will

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the STAR 360 Reading assessment, 10.2% of K-8 English Learners (ELs) and 10.74% of low income students met the standard in ELA, which is lower than all students (26.2%) In addtion, on the STAR 360 Math assessment, 29.6% of K-8 English Learners (ELs) and 14.14% of low income students met the standard in Math, which is lower than all students. These subgroups need specialized support in language acquisition, targeted support in literacy and mathematical comprehension, necessitating targeted interventions. This indicates a high need to invest in professional development in both ELA and Math to support English Learners and low income students. The 2025 Spring STAR 360 shows 11% of K-8 English Learners (ELs) met the standard in ELA and 26% of K-8 English Learners (ELs) met the standard in Math. The 2026 Spring STAR 360 shows 14% of K-8 English Learners (ELs) met the standard in ELA and 28% of K-8 English Learners (ELs) met the standard in Math and 43% of K-8 low income students met the standard in ELA and 45% of K-8 low income students met the standard in Math. This flat trend proves that current student needs remain critical, validating the need to maintain and deepen targeted professional development. **Scope:** LEA-wide	all students that are less than proficient may benefit from the strategies and actions supporting EL and low income students, these actions are provided on a districtwide basis.	monitor Star Reading and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2: **Action 5, 10 & 11**	**Action:** AVID; Visual and Performing Arts; Technology Integration **Need:** Input from educator partners highlights a significant need to expand educational opportunities in science, technology, art, and college and career readiness for low-income and foster youth, who often have limited access to these enrichment programs. Additionally, metrics reveal high rates of chronic absenteeism among foster youth (50%) and high rates of suspension for foster youth (14%) and low income (3.2%) students, which significantly impedes their academic engagement and progress. The 2024 CA Dashboard metrics reveal decrease in the rates of chronic absenteeism among foster youth (10%) and rates of suspension for foster youth (8.3%) and low income (3%) students. The 2025 CA Dashboard metrics reveal increase in the rates of chronic absenteeism among foster youth (45.5%) and rates of suspension for decreased foster youth (0%) and low income (3%) students. While the drop to 0% suspensions shows behavioral progress, the FY chronic absenteeism to 45.5% proves that these students face ongoing barriers to school attendance. **Scope:** LEA-wide	To address the identified need for increased and improved services, funds have been allocated for various initiatives aimed at enhancing educational opportunities based on educator partner input and reducing chronic absenteeism for low income and foster youth. To enrich students' experiences in visual and performing arts, SWSD will continue to provide a a dedicated VAPA TOSA to develop and coordinate a comprehensive program tailored to low-income students. Furthermore, opportunities in the AVID program will be expanded at the middle school and one elementary school, guiding students towards college eligibility through tutoring, progress monitoring, and skill-building. Professional development initiatives, including onsite lab learning days, conferences, and workshops, will equip tutors with the expertise to effectively implement materials and supplies to support these groups. A STEAM TOSA will engage in professional development focused on digital technology literacy, art, science, and engineering design instruction, while also integrating technology into the curriculum to provide low-income with access to digital tools for creation, communication, and collaboration. To coordinate and amplify these efforts, an Instructional Specialist, Technology (TOSA), will provide professional learning and coaching for staff, collaborating with site Technology Teacher Leads to promote technology and data literacy, integration, and digital citizenship district-wide. These actions are being provided districtwdie basis because all students will benefit from the	We will monitor attendance, chronic absenteeism for FY students as well as all students and suspension rate for low income and FY students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		additonal opporunities in scinece, technology, art and college and career encrichment programs.	
Goal 1: **Action 17** **Goal 2:** **Action 3 & 4**	**Action:** Instructional Support Staff (Paraprofessionals); Progress Monitoring; Computer Supplies, Consulting Services and Classified Support **Need:** Based on the CA dashboard, the suspension rate for all students fell into the orange performance level and increased .8%. This is consistant for ELs and SED students. The suspension rates for FY fell in the red performance band and increased 14%. In addtion, Low-income and English learner (EL) students are frequently impacted by a lack of access to early intervention resources, which can hinder their academic progress. This is evident from the percentages of low-income students meeting the standard on the end-of-year (EOY) STAR 360 assessment in ELA (31.4%) and Math (43.3%), as well as the percentages of ELs meeting the standards in ELA (10.2%) and Math (29.6%). These disparities highlight the urgent need to address the academic needs of these student groups and underscore the urgency of implementing comprehensive support strategies tailored to the unique needs of each student group. The CA Dashboard shows that the suspension rate maintained for all students (2.9%) and for FY (8.3%). This Spring STAR 360 assessment in ELA (43%) and Math (47%), as well as the percentages of ELs meeting the standards in ELA (11%) and Math (26%).	Funding is allocated to provide access and support for technology, as well as to enhance data monitoring to ensure the district identifies the needs of FY students and monitors the effectiveness of interventions. By leveraging technology, the district can better track attendance, behavioral incidents, and academic progress, allowing for timely and targeted interventions. The technology will also facilitate the collection and analysis of data, ensuring continuous monitoring and adjustment of strategies to support FY, ELs, and SED students. Additionally, paraprofessional will provide targeted support for these subgroups. While the primary focus is on supporting FY, these actions will benefit all students and subgroups, making the increased support for technology and data monitoring a districtwide initiative. This comprehensive approach aims to reduce suspension rates, improve attendance, and address the unique challenges faced by FY, ELs, and SED students, fostering a more supportive and equitable school environment.	We will monitor STAR 360 ELA and math, and ELA and Math CAASPP and suspension rates for ELs, low income and FY.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2025 CA Dashboard shows that the suspension rate maintained for all students (1.9%) and for FY (0%). On the Spring STAR 360 assessment FY scored in ELA (28%) and Math (29%), while the percentages of ELs meeting the standards in ELA (14%) and Math (28%). The data indicates a need to sustain and deepen these practices. **Scope:** LEA-wide		
Goal 1: **Action 13**	**Action:** Student Learning Support **Need:** Low-income and English learner (EL) students are frequently impacted by a lack of access to early intervention resources, which can hinder their academic progress. This is evident from the percentages of low-income students meeting the standard on the end-of-year (EOY) STAR 360 assessment in ELA (31.4%) and Math (43.3%), as well as the percentages of ELs meeting the standards in ELA (10.2%) and Math (29.6%). There is an urgent need to address the academic needs of these student groups. The percentages of low-income students meeting the standard on the Spring 2025 STAR 360 assessment in ELA (51%) and Math (54%), as well as the percentages of ELs meeting the standards in ELA (11%) and Math (26%).	To meet the needs of low-income students and English learners, the Resource Specialist Program (RSP) includes a 15% allocation of teacher time dedicated to providing increased services beyond the base program. These enhanced services include small-group, targeted academic interventions in reading and math aligned to STAR 360 data and language proficiency levels. Additionally, the assigned TOSA supports coordination of these interventions, monitors progress for ELs and low-income students, and assists with aligning instruction to both academic and language development standards. These services are designed to address the academic needs of unduplicated pupils and exceed the standard support offered through general education or required services. Because these supports target the unique needs of EL and low-income students across the district, this action is provided on a districtwide basis. SWSD expects that all students will benefit from the additional support and services provided by the Resource	We will monitor STAR 360 for ELA and Math for all students, ELs and low-income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The percentages of low-income students meeting the standard on the Spring 2026 STAR 360 assessment in ELA (44%) and Math (45%), as well as the percentages of ELs meeting the standards in ELA (14%) and Math (28%). These fluctuating metrics prove that student academic needs remain high, validating the need to maintain actions. **Scope:** LEA-wide	Specialist teachers, therefore these actions are provided on a districtwide basis.	
Goal 4: **Action 6**	**Action:** Transportation **Need:** Low income students often are negatively impacted by circumstances of poverty, trauma, and/or homelessness. Often resulting in a lack of transportation that adversely affects chronic absenteeism rates (30.5%) and academic progress. As evidenced by the percentage of low-income students meeting the standard on the EOY STAR 360 in ELA (31.4%) and in Math (43.3%). The 2024 CA Dashboard chronic absenteeism rates for low income students (22.4%) and academic progress evidenced by the percentage of low-income students meeting the standard on the EOY STAR 360 in ELA (51%) and in Math (54%). The 2025 CA Dashboard chronic absenteeism rates for low income students (18.4%) and academic progress evidenced by the percentage of low-income students meeting	Low income students often lack resources such as transportation due to poverty.The district provides safe and efficient transportation for our students to promote attendance and prevent tardiness for our unduplicated population: low income students. By providing transportation, school attendance and improved tardiness will increase measured by attendance records.SWSD expects that all students will benefit from the additional services, therefore these actions are provided on a districtwide basis.	We will monitor attendance and chronic absenteeism for our low-income students as well as all students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the standard on the EOY STAR 360 in ELA (43%) and in Math (45%). The data confirms the need to maintain these targeted support. **Scope:** LEA-wide		
Goal 2: **Action 9**	**Action:** Site Allocations **Need:** The CA Dashboard chronic absenteeism indicators revealed that 30.7% of students are chronically absent. Foster youth students are disproportionately affected, with a significantly higher rate of 50%, while ELs and SED students performed relatively better at 30.5%. These findings underscore the need to ensure positive school climates that are engaging and inclusive of FY, and to provide targeted interventions. The percentage of low-income students meeting the standard on the EOY STAR 360 in ELA is (31.4%) and in Math is (43.3%). The percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (10.2%) and in is Math (29.6%). Low-income students often lack access to essential resources and support, while ELs are impacted academically as they navigate learning a second language. The 2024 CA Dashboard shows the following for chronic absenteeism 22.2% all students, 21,8% ELs, 22.4% SED, and 10% FY. The Spring 2025 STAR 360 low-income students in ELA is (51%) and in Math is (54%). The	School site allocations will address this need by providing after-school academic interventions in reading and math to FY catch up on missed instruction. Professional development will equip teachers with strategies for trauma-informed care, culturally responsive teaching, and differentiated instruction to create supportive learning environments. Additionally, weekly collaboration opportunities will enable teachers to share best practices for supporting these vulnerable populations , EL and low income. Family engagement initiatives will aim to reduce barriers to attendance by involving families in the educational process. Sites will also implement Multi-Tiered System of Supports (MTSS) to monitor and support at-risk students, and foster social-emotional learning (SEL) and positive behavior interventions and supports (PBIS) to create a nurturing school climate. These comprehensive actions are designed to improve attendance and academic outcomes for foster youth.SWSD expects that all students will benefit from the additional service, therefore these actions are provided on a districtwide basis.	We will monitor attendance and chronic absenteeism for FY as well as all students. In addition, STAR 360 ELA and math will be monitored for ELs and low income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (11%) and in is Math (26%). The 2025 CA Dashboard shows the following for chronic absenteeism 17.8% all students, 13.9% ELs, 18.4% SED, and 45.5% FY. The Spring 2025 STAR 360 low-income students in ELA is (43%) and in Math is (45%). The percentage of EL students meeting the standard on the EOY STAR 360 in is ELA (14%) and in is Math (28%). Fluctuating metrics confirm the need to sustain and deepen these targeted interventions. **Scope:** LEA-wide		
Goal 1: **Action 19** **Goal 2:** **Action 12**	**Action:** Access to Books; Summer Programs **Need:** The 2025 CA Dashboard low income students are -44 distance from standard in ELA, ELs are -65.5 and LTELs are -113.6 versus all students that are -39.9 on the CAASPP ELA.Low-income and English learner (EL) students are frequently impacted by a lack of access to early intervention resources, which can hinder their academic progress, specifically in the area of reading. LTELs often face systemic barriers that limit their access to high-quality literacy resources, early intervention supports, and culturally relevant reading materials. Without targeted support,	To address these critical academic needs, these actions ensure that English Learners, Long-Term English Learners (LTELs), and low-income students have equitable, year-round access to high-quality literacy infrastructure, leveled reading materials, and differentiated instructional supports. On campus and at home, Action 2.12 will provide students with engaging, culturally relevant books, systematically enhance school and classroom library collections, and integrate interactive read alouds to enhance literacy engagement. To sustain this academic momentum throughout the year and eliminate summer learning loss, Action 1.19 extends these efforts by providing targeted, hands-on summer learning experiences and necessary instructional materials. By covering student registration, specialized academic supplies, and transportation, the district removes	We will monitor CAASPP ELA for ELs, LTELs, and low-income students. We expect that this action will increase the proficiency of EL and low income students on the CAASPP ELA.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these inequities can hinder their academic progress, particularly in reading. **Scope:** LEA-wide	all socioeconomic and logistical barriers to continuous learning. This combined approach includes focused professional learning for both certificated and classified staff on evidence-based literacy strategies to support diverse learners. Because low-income and English Learner students are enrolled across all school sites, South Whittier School District expects that all students will benefit from these enhanced library resources, family literacy events, and summer enrichment opportunities; therefore, these actions are provided on a districtwide basis.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3: **Action 6**	**Action:** Professional Development Dually Identified Students (ELs/SWD) **Need:** English learner (EL) students are frequently impacted by a lack of access to early intervention resources, which can hinder their academic progress. This is evident from the percentages of ELs meeting the standards in ELA (10.2%) and Math (29.6%). Moreover, students that are dually identified (EL/SWD) score (4.35% ELA; 4.08% Math) significantly	Targeted professional learning to understanding how to support dually identified (EL, SWD) will be provided for certificated and classified staff supporting ELs. This action will provide necessary learning for enhancing pedogogical knowledge to support the diverse needs of EL students. SWSD expects that all ELs will benefit from this action, resulting in increased scores on the EOY STAR 360 in ELA and Math.	We will monitor the STAR ELA and Math scores for ELs, ELs/SWD and SWD Non-ELs and the English Language Progress Indicator.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	lower than their SWD non-EL Peers (20% ELA/18.81% Math). These disparities highlight the urgent need to address the academic needs of ELs. Spring 2026 data shows students that are dually identified (EL/SWD) score (17% ELA; 26% Math) significantly lower than their SWD non-EL Peers (44% ELA/54% Math). These disparities highlight the urgent need to address the academic needs of ELs. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

The additional funding will be used to retain staff critical to maintaining services for foster youth, English learners, and low-income students in schools with high concentrations of these populations. Specifically, the funding will support several key initiatives. The district will extend the school day by 33% for Transitional Kindergarten (TK) and Kindergarten students, hiring five additional TK/K teachers and aides to ensure small class sizes and provide personalized learning (Goal 1 Action 15). This includes professional development for teachers focused on class composition and language acquisition levels of ELs, and interventionists to support phonemic awareness, phonics instruction, foundational skills, and early literacy. To further support early literacy and foundational skills in grades 1-3, the district will hire additional teachers to reduce class sizes and provide targeted support for English Learners and other high-need students. Professional development and intervention strategies will be employed to enhance differentiated instruction and support struggling students (Goal 1 Action 9). The funding will retain two Physical Education teachers at the elementary level and five PE instructional aides in elementary schools and middle school to

offer comprehensive PE programs, giving classroom teachers more time to collaborate on instructional practices and monitor student progress (Goal 1 Action 21). These efforts aim to enhance language acquisition and overall academic performance through targeted, personalized support, ensuring a more inclusive learning environment. By strategically retaining these essential staff members, the district aims to maintain and enhance services that address the unique needs of its high-need student populations, ultimately improving academic and socio-emotional outcomes for all 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		1:16
Staff-to-student ratio of certificated staff providing direct services to students		1:14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$24,633,624.00	$9,743,697	39.554%	0.000%	39.554%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,952,554.00	$6,008,756.00	$906,399.00	$1,055,818.00	$32,923,527.00	$31,229,130.00	$1,694,397.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High-Quality Instruction	All	No			All Schools	24-27	$17,828,073.00	$0.00	$12,455,243.00	$4,599,181.00		$773,649.00	$17,828,073.00	0
1	1.2	Classified and Certificated Management	All	No			All Schools	24-27	$3,053,684.00	$0.00	$1,680,507.00	$701,191.00	$391,317.00	$280,669.00	$3,053,684.00	0
1	1.3	Summer Planning for Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$50,000.00	$0.00	$50,000.00				$50,000.00	0
1	1.4	Library Access	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$404,309.00	$0.00	$404,309.00				$404,309.00	0
1	1.5	District Support Staff	All	No			All Schools	24-27	$1,852,101.00	$0.00	$826,046.00	$510,973.00	$515,082.00		$1,852,101.00	0
1	1.6	District Secretary Business/ Maintenance and Operations Secretary	All	No			All Schools	24-27	$107,212.00	$0.00	$107,212.00				$107,212.00	0
1	1.7	Standards Aligned Textbooks and Materials	All	No			All Schools	24-27	$0.00	$39,849.00	$39,849.00				$39,849.00	0
1	1.8	Campus Supervision	Foster Youth	Yes	School wide	Foster Youth	Specific Schools: Graves Middle School 7th and 8th Grades	24-27	$118,847.00	$0.00	$118,847.00				$118,847.00	0
1	1.9	Personalized Learning Support	English Learners	Yes	School wide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los	24-27	$768,157.00	$0.00	$768,157.00				$768,157.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Altos, McKibben TK-3									
1	1.10	Classroom Environment	All	No				24-27	$0.00	$50,000.00	$50,000.00				$50,000.00	0
1	1.11	District Nurse	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$97,298.00	$0.00	$97,298.00				$97,298.00	0
1	1.12	Instructional Materials/Supplies	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	$0.00	$183,190.00	$183,190.00				$183,190.00	0
1	1.13	Student Learning Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	$181,699.00	$0.00	$181,699.00				$181,699.00	0
1	1.14	School Psychologists	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	$256,671.00	$0.00	$256,671.00				$256,671.00	0
1	1.15	Extended DayTK/Kindergarten	English Learners	Yes	LEA-wide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los Altos, McKibben	24-27	$613,942.00	$0.00	$613,942.00				$613,942.00	0
1	1.16	Instructional Materials/Supplies - Classwallet	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	$0.00	$40,000.00	$40,000.00				$40,000.00	0
1	1.17	Instructional Support Staff (Paraprofessionals)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$460,475.00	$0.00	$460,475.00				$460,475.00	0
1	1.18	Middle School Counselor	Low Income	Yes	School wide	Low Income	Specific Schools: Graves Middle School	24-27	$158,269.00	$0.00	$158,269.00				$158,269.00	0
1	1.19	Summer Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$183,251.00	$10,972.00	$194,223.00				$194,223.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.20	Access to Health Support	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$528,890.00	$0.00	$528,890.00				$528,890.00	0
1	1.21	Physical Education Support and Collaboration	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$550,976.00	$0.00	$550,976.00				$550,976.00	0
2	2.1	Instructional Leadership Teams	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$10,000.00	$0.00	$10,000.00				$10,000.00	0
2	2.2	One to One Chromebook Program	All	No			All Schools	24-27	$0.00	$50,000.00	$50,000.00				$50,000.00	0
2	2.3	Computer Supplies, Consulting Services and Classified Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$479,822.00	$30,000.00	$509,822.00				$509,822.00	0
2	2.4	Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$220,000.00	$220,000.00				$220,000.00	0
2	2.5	AVID Program	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Graves Middle School, Los Altos Elementary School	24-27	$10,000.00	$22,231.00	$32,231.00				$32,231.00	0
2	2.6	English Learner Support	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$149,849.00	$0.00	$149,849.00				$149,849.00	0
2	2.7	Instructional Support/TOSAs	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$248,106.00	$0.00	$248,106.00				$248,106.00	0
2	2.8	Curriculum Task Force and K-8 Articulation	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$6,860.00	$0.00	$6,860.00				$6,860.00	0
2	2.9	Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$142,654.00	$151,420.00	$294,074.00				$294,074.00	0
2	2.10	Technology Integration	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	24-27	$78,181.00	$2,000.00	$80,181.00				$80,181.00	0
2	2.11	Visual and Performing Arts	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	24-27	$290,335.00	$75,000.00	$365,335.00				$365,335.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	Access to Books	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$0.00	$75,000.00	$75,000.00				$75,000.00	0
3	3.1	Professional Development: Travel and Conference	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$0.00	$35,000.00	$35,000.00				$35,000.00	0
3	3.2	Professional Development: Certificated Collaboration and Learning	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$893,334.00	$0.00	$893,334.00				$893,334.00	0
3	3.3	Professional Development: Classified Collaboration and Learning	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$148,485.00	$0.00	$148,485.00				$148,485.00	0
3	3.4	Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$0.00	$326,000.00	$326,000.00				$326,000.00	0
3	3.5	Professional Development Language Acquisition Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	24-27	$0.00	$28,655.00	$28,655.00				$28,655.00	0
3	3.6	Professional Development Dually Identified students (ELs/SWDs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-27	$0.00	$11,400.00	$11,400.00				$11,400.00	0
3	3.7	Professional Development Sub Release Pay and Extra Pay	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-27	$74,826.00	$0.00	$74,826.00				$74,826.00	0
4	4.1	Parent Education Workshops	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$4,500.00	$4,500.00	$9,000.00				$9,000.00	0
4	4.2	Public Relations/Communication with Families	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$4,838.00	$65,001.00	$69,839.00				$69,839.00	0
4	4.3	Community Liaisons	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$279,242.00	$2,500.00	$281,742.00				$281,742.00	0
4	4.4	Increased Communication	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$51,041.00	$5,000.00	$56,041.00				$56,041.00	0
4	4.5	Support for Decreasing Chronic Absenteeism	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	$0.00	$10,000.00	$10,000.00				$10,000.00	0
4	4.6	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$0.00	$219,708.00	$219,708.00				$219,708.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	District Wide Community/ Family Events	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$7,062.00	$7,000.00	$14,062.00				$14,062.00	0
5	5.1	School Climate Improvement	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	$16,836.00	$14,294.00	$31,130.00				$31,130.00	0
5	5.2	Student Services Support	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$137,938.00	$0.00	$137,938.00				$137,938.00	0
5	5.3	Behavioral and Mental Health Support	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$0.00	$11,677.00	$11,677.00				$11,677.00	0
5	5.4	MTSS Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	24-27	$176,589.00	$0.00	$176,589.00				$176,589.00	0
5	5.5	Wellness Services	Low Income	Yes	LEA-wide	Low Income	All Schools	24-27	$804,778.00	$2,500.00	$609,867.00	$197,411.00			$807,278.00	0
5	5.6															0
5	5.7	California Healthy Kids Survey	All	No			All Schools	24-27	$0.00	$1,500.00				$1,500.00	$1,500.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$24,633,624.00	$9,743,697	39.554%	0.000%	39.554%	$9,743,697.00	0.000%	39.554 %	**Total:**	$9,743,697.00
								LEA-wide Total:	$8,654,793.00
								Limited Total:	$11,400.00
								Schoolwide Total:	$1,077,504.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Summer Planning for Learners	Yes	LEA-wide	English Learners	All Schools	$50,000.00	0
1	1.4	Library Access	Yes	LEA-wide	English Learners	All Schools	$404,309.00	0
1	1.8	Campus Supervision	Yes	Schoolwide	Foster Youth	Specific Schools: Graves Middle School 7th and 8th Grades	$118,847.00	0
1	1.9	Personalized Learning Support	Yes	Schoolwide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los Altos, McKibben TK-3	$768,157.00	0
1	1.11	District Nurse	Yes	LEA-wide	Low Income	All Schools	$97,298.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Instructional Materials/Supplies	Yes	LEA-wide	English Learners Low Income	All Schools	$183,190.00	0
1	1.13	Student Learning Support	Yes	LEA-wide	English Learners Low Income	All Schools	$181,699.00	0
1	1.14	School Psychologists	Yes	LEA-wide	Foster Youth	All Schools	$256,671.00	0
1	1.15	Extended DayTK/Kindergarten	Yes	LEA-wide	English Learners	Specific Schools: Carmela, Lake Marie, Loma Vista, Los Altos, McKibben	$613,942.00	0
1	1.16	Instructional Materials/Supplies - Classwallet	Yes	LEA-wide	English Learners Low Income	All Schools	$40,000.00	0
1	1.17	Instructional Support Staff (Paraprofessionals)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$460,475.00	0
1	1.18	Middle School Counselor	Yes	Schoolwide	Low Income	Specific Schools: Graves Middle School	$158,269.00	0
1	1.19	Summer Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$194,223.00	0
1	1.20	Access to Health Support	Yes	LEA-wide	Low Income	All Schools	$528,890.00	0
1	1.21	Physical Education Support and Collaboration	Yes	LEA-wide	Low Income	All Schools	$550,976.00	0
2	2.1	Instructional Leadership Teams	Yes	LEA-wide	Low Income	All Schools	$10,000.00	0
2	2.3	Computer Supplies, Consulting Services and Classified Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$509,822.00	0
2	2.4	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,000.00	0
2	2.5	AVID Program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Graves Middle School, Los Altos Elementary School	$32,231.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	English Learner Support	Yes	LEA-wide	English Learners	All Schools	$149,849.00	0
2	2.7	Instructional Support/TOSAs	Yes	LEA-wide	English Learners	All Schools	$248,106.00	0
2	2.8	Curriculum Task Force and K-8 Articulation	Yes	LEA-wide	Low Income	All Schools	$6,860.00	0
2	2.9	Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$294,074.00	0
2	2.10	Technology Integration	Yes	LEA-wide	Foster Youth Low Income	All Schools	$80,181.00	0
2	2.11	Visual and Performing Arts	Yes	LEA-wide	Foster Youth Low Income	All Schools	$365,335.00	0
2	2.12	Access to Books	Yes	LEA-wide	English Learners Low Income	All Schools	$75,000.00	0
3	3.1	Professional Development: Travel and Conference	Yes	LEA-wide	English Learners	All Schools	$35,000.00	0
3	3.2	Professional Development: Certificated Collaboration and Learning	Yes	LEA-wide	English Learners	All Schools	$893,334.00	0
3	3.3	Professional Development: Classified Collaboration and Learning	Yes	LEA-wide	English Learners	All Schools	$148,485.00	0
3	3.4	Professional Development	Yes	LEA-wide	English Learners	All Schools	$326,000.00	0
3	3.5	Professional Development Language Acquisition Programs	Yes	LEA-wide	English Learners	All Schools	$28,655.00	0
3	3.6	Professional Development Dually Identified students (ELs/SWDs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,400.00	0
3	3.7	Professional Development Sub Release Pay and Extra Pay	Yes	LEA-wide	English Learners Low Income	All Schools	$74,826.00	0
4	4.1	Parent Education Workshops	Yes	LEA-wide	Low Income	All Schools	$9,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Public Relations/Communication with Families	Yes	LEA-wide	Low Income	All Schools	$69,839.00	0
4	4.3	Community Liaisons	Yes	LEA-wide	Low Income	All Schools	$281,742.00	0
4	4.4	Increased Communication	Yes	LEA-wide	Low Income	All Schools	$56,041.00	0
4	4.5	Support for Decreasing Chronic Absenteeism	Yes	LEA-wide	Foster Youth	All Schools	$10,000.00	0
4	4.6	Transportation	Yes	LEA-wide	Low Income	All Schools	$219,708.00	0
4	4.7	District Wide Community/ Family Events	Yes	LEA-wide	Low Income	All Schools	$14,062.00	0
5	5.1	School Climate Improvement	Yes	LEA-wide	Foster Youth	All Schools	$31,130.00	0
5	5.2	Student Services Support	Yes	LEA-wide	Low Income	All Schools	$137,938.00	0
5	5.3	Behavioral and Mental Health Support	Yes	LEA-wide	Low Income	All Schools	$11,677.00	0
5	5.4	MTSS Support	Yes	LEA-wide	Foster Youth	All Schools	$176,589.00	0
5	5.5	Wellness Services	Yes	LEA-wide	Low Income	All Schools	$609,867.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$35,135,522.00	$35,727,249.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	High-Quality Instruction	No	$18,303,134.00	$18,303,134.00
1	**1.2**	Classified and Certificated Management	No	$2,491,169.00	$2,491,169.00
1	**1.3**	Summer Planning for Learners	Yes	$129,564.00	$129,564.00
1	**1.4**	Library Access	Yes	$478,694.00	$483,364.00
1	**1.5**	District Support Staff	No	$2,249,935.00	$2,249,935.00
1	**1.6**	District Secretary Business/ Maintenance and Operations Secretary	No	$99,996.00	$99,996.00
1	**1.7**	Standards Aligned Textbooks and Materials	No	$100,000.00	$100,000.00
1	**1.8**	Campus Supervision	Yes	$115,970.00	$115,970.00
1	**1.9**	Personalized Learning Support	Yes	$685,153.00	$698,757.00
1	**1.10**	Classroom Environment	No	$150,000.00	$150,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	District Nurse	Yes	$95,157.00	$96,842.00
1	1.12	Instructional Materials/Supplies - Math and Writing	Yes	$60,000.00	$60,000.00
1	1.13	Student Learning Support	Yes	$257,914.00	$257,914.00
1	1.14	School Psychologists	Yes	$288,657.00	$288,657.00
1	1.15	Extended DayTK/Kindergarten	Yes	$630,197.00	$630,197.00
1	1.16	Instructional Materials/Supplies	Yes	$40,000.00	$40,000.00
1	1.17	Instructional Support Staff (Paraprofessionals)	Yes	$434,978.00	$434,978.00
1	1.18	Middle School Counselor	Yes	$316,559.00	$316,559.00
1	1.19	NGSS Science Support	Yes	$42,000.00	$76,442.00
1	1.20	Access to Health Support	Yes	$487,920.00	$487,920.00
1	1.21	Physical Education Support and Collaboration	Yes	$694,820.00	$694,820.00
2	2.1	Instructional Leadership Teams	Yes	$34,919.00	$24,005.00
2	2.2	One to One Chromebook Program	No	$150,000.00	$150,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Computer Supplies, Consulting Services and Classified Support	Yes	$482,379.00	$694,820.00
2	2.4	Progress Monitoring	Yes	$180,427.00	$202,815.00
2	2.5	AVID Program	Yes	$53,010.00	$53,010.00
2	2.6	English Learner Support	Yes	$172,601.00	$172,601.00
2	2.7	Instructional Support/TOSAs	Yes	$325,379.00	$362,030.00
2	2.8	Curriculum Task Force and K-8 Articulation	Yes	$22,884.00	$31,528.00
2	2.9	Site Allocations	Yes	$280,573.00	$280,573.00
2	2.10	Technology Integration	Yes	$197,475.00	$486,786.00
2	2.11	Visual and Performing Arts	Yes	$166,285.00	$200,084.00
2	2.12	Literacy Engagement	Yes	$204,565.00	$212,429.00
3	3.1	Professional Development: Travel and Conference	Yes	$37,189.00	$21,753.00
3	3.2	Professional Development: Certificated Collaboration and Learning	Yes	$678,972.00	$687,157.00
3	3.3	Professional Development: Classified Collaboration and Learning	Yes	$112,283.00	$116,237.00
3	3.4	Professional Development	Yes	$119,205.00	$119,205.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Professional Development Language Acquisition Programs	Yes	$10,686.00	$10,686.00
3	3.6	Professional Development Dually Identified students (ELs/SWDs)	Yes	$14,289.00	$1,419.00
3	3.7	Professional Development Sub Release Pay and Extra Pay	Yes	$62,170.00	$101,521.00
4	4.1	Parent Education Workshops	Yes	$10,500.00	$10,500.00
4	4.2	Public Relations/Communication with Families	Yes	$85,667.00	$85,667.00
4	4.3	Community Liaisons	Yes	$350,432.00	$350,432.00
4	4.4	Increased Communication	Yes	$53,721.00	$57,913.00
4	4.5	Support for Decreasing Chronic Absenteeism	Yes	$40,330.00	$52,241.00
4	4.6	Transportation	Yes	$307,563.00	$215,222.00
4	4.7	District Wide Community/ Family Events	Yes	$11,925.00	$2,220.00
5	5.1	School Climate Improvement	Yes	$82,505.00	$82,505.00
5	5.2	Student Services Support	Yes	$137,541.00	$135,841.00
5	5.3	Behavioral and Mental Health Support	Yes	$240,887.00	$240,887.00

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)
5	**5.4**	MTSS Support	Yes	$173,009.00	$174,610.00
5	**5.5**	Wellness Services	Yes	$1,234,998.00	$1,234,998.00
5	**5.6**	Part Time Interventionsts	Yes	$947,836.00	$947,836.00
5	**5.7**	California Healthy Kids Survey	No	$1,500.00	$1,500.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$9,684,269.00	$9,843,755.00	$10,280,908.00	($437,153.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Summer Planning for Learners	Yes	$129,564.00	$79,777.00	0	0
1	1.4	Library Access	Yes	$478,694.00	$483,364.00	0	0
1	1.8	Campus Supervision	Yes	$115,970.00	$115,970.00	0	0
1	1.9	Personalized Learning Support	Yes	$685,153.00	$689,757.00	0	0
1	1.11	District Nurse	Yes	$95,157.00	$96,842.00	0	0
1	1.12	Instructional Materials/Supplies - Math and Writing	Yes	$60,000.00	$60,000.00	0	0
1	1.13	Student Learning Support	Yes	$257,914.00	$257,914.00	0	0
1	1.14	School Psychologists	Yes	$288,657.00	$288,657.00	0	0
1	1.15	Extended DayTK/Kindergarten	Yes	$630,197.00	$630,197.00	0	0
1	1.16	Instructional Materials/Supplies	Yes	$40,000.00	$40,000.00	0	0
1	1.17	Instructional Support Staff (Paraprofessionals)	Yes	$434,978.00	$434,978.00	0	0
1	1.18	Middle School Counselor	Yes	$166,320.00	$166,320.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	NGSS Science Support	Yes	$42,000.00	$42,000.00	0	0
1	1.20	Access to Health Support	Yes	$487,920.00	$487,920.00	0	0
1	1.21	Physical Education Support and Collaboration	Yes	$694,820.00	$694,820.00	0	0
2	2.1	Instructional Leadership Teams	Yes	$34,919.00	$24,005.00	0	0
2	2.3	Computer Supplies, Consulting Services and Classified Support	Yes	$482,379.00	$513,061.00	0	0
2	2.4	Progress Monitoring	Yes	$180,427.00	$202,815.00	0	0
2	2.5	AVID Program	Yes	$53,010.00	$34,790.00	0	0
2	2.6	English Learner Support	Yes	$172,601.00	$172,601.00	0	0
2	2.7	Instructional Support/TOSAs	Yes	$325,379.00	$362,030.00	0	0
2	2.8	Curriculum Task Force and K-8 Articulation	Yes	$22,884.00	$31,528.00	0	0
2	2.9	Site Allocations	Yes	$280,573.00	$280,573.00	0	0
2	2.10	Technology Integration	Yes	$72,484.00	$486,786.00	0	0
2	2.11	Visual and Performing Arts	Yes	$166,285.00	$200,084.00	0	0
2	2.12	Literacy Engagement	Yes	$204,565.00	$212,429.00	0	0
3	3.1	Professional Development: Travel and Conference	Yes	$37,189.00	$21,753.00	0	0
3	3.2	Professional Development: Certificated Collaboration and Learning	Yes	$678,972.00	$687,157.00	0	0
3	3.3	Professional Development: Classified Collaboration and Learning	Yes	$112,283.00	$116,237.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Professional Development	Yes	$119,205.00	$119,205.00	0	0
3	3.5	Professional Development Language Acquisition Programs	Yes	$10,686.00	$10,686.00	0	0
3	3.6	Professional Development Dually Identified students (ELs/SWDs)	Yes	$14,289.00	$1,419.00	0	0
3	3.7	Professional Development Sub Release Pay and Extra Pay	Yes	$62,170.00	$101,521.00	0	0
4	4.1	Parent Education Workshops	Yes	$10,500.00	$10,500.00	0	0
4	4.2	Public Relations/Communication with Families	Yes	$85,667.00	$85,667.00	0	0
4	4.3	Community Liaisons	Yes	$248,225.00	$248,225.00	0	0
4	4.4	Increased Communication	Yes	$53,721.00	$57,913.00	0	0
4	4.5	Support for Decreasing Chronic Absenteeism	Yes	$40,330.00	$52,241.00	0	0
4	4.6	Transportation	Yes	$307,563.00	$215,222.00	0	0
4	4.7	District Wide Community/ Family Events	Yes	$11,925.00	$2,220.00	0	0
5	5.1	School Climate Improvement	Yes	$82,505.00	$82,505.00	0	0
5	5.2	Student Services Support	Yes	$137,541.00	$135,841.00	0	0
5	5.3	Behavioral and Mental Health Support	Yes	$240,887.00	$240,887.00	0	0
5	5.4	MTSS Support	Yes	$173,009.00	$174,610.00	0	0
5	5.5	Wellness Services	Yes	$583,327.00	$596,970.00	0	0
5	5.6	Part Time Interventionsts	Yes	$230,911.00	$230,911.00	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
23,867,503	$9,684,269.00	0.0%	40.575%	$10,280,908.00	0.000%	43.075%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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).

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