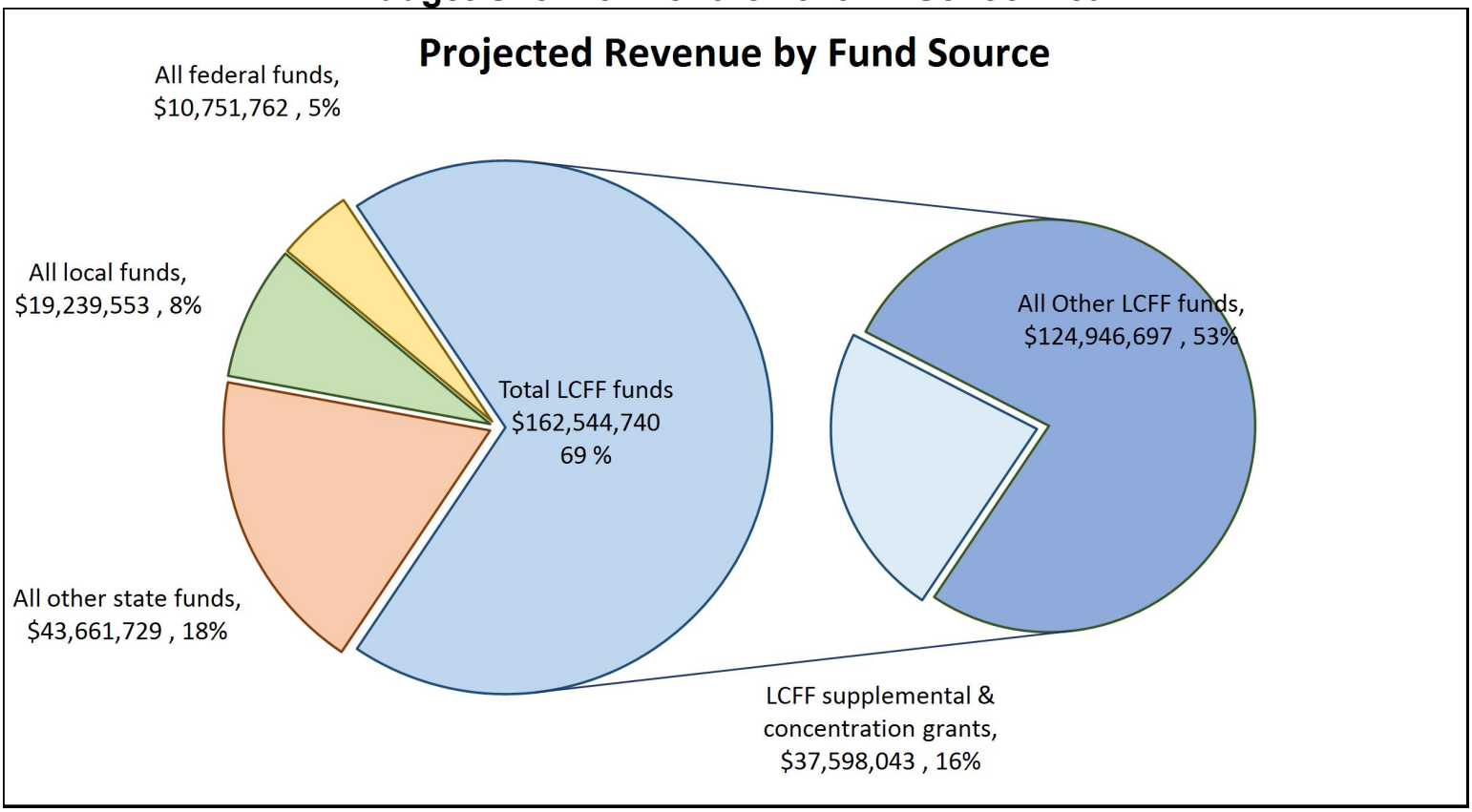
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Whittier Union High School District (WUHSD)
CDS Code: 19651280000000
School Year: 2026-27
LEA contact information:
Timothy J. Liggett
Director of Assessment and Accountability
timothy.liggett@wuhsd.org
(562) 698-8121 ext. 1196

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

Budget Overview for the 2026-27 School Year

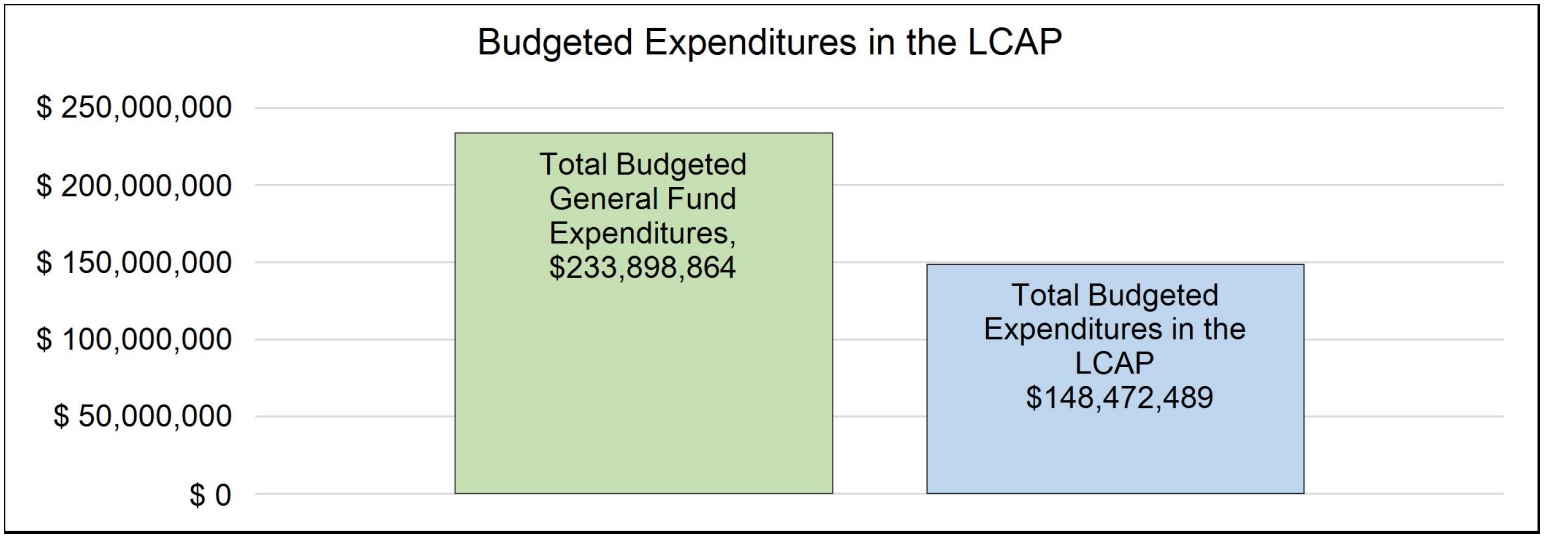


This chart shows the total general purpose revenue Whittier Union High School District (WUHSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Whittier Union High School District (WUHSD) is $236,197,784, of which $162,544,740 is Local Control Funding Formula (LCFF), $43,661,729 is other state funds, $19,239,553 is local funds, and $10,751,762 is federal funds. Of the $162,544,740 in LCFF Funds, $37,598,043 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Whittier Union High School District (WUHSD) 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: Whittier Union High School District (WUHSD) plans to spend $233,898,864 for the 2026-27 school year. Of that amount, $148,472,489 is tied to actions/services in the LCAP and $85,426,375 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

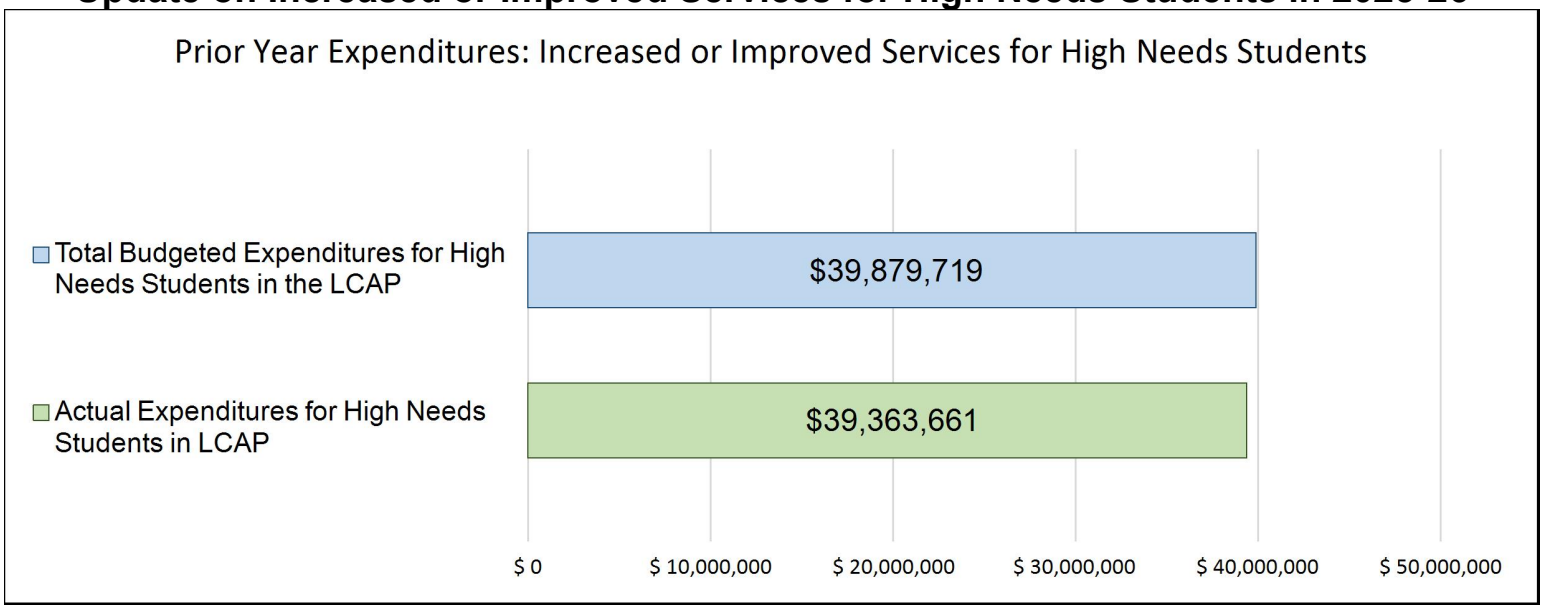
The WUHSD LCAP focuses on the education-related services provided to students, mostly by the Educational Services division and the school sites. The Personnel Services and Business Services divisions, however, provide services essential to the operation of the district that are not primarily student-centered. As such, personnel and non-personnel costs for those two divisions are not included in the LCAP.

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

In 2026-27, Whittier Union High School District (WUHSD) is projecting it will receive $37,598,043 based on the enrollment of Foster Youth, English learner, and low-income students. Whittier Union High School District (WUHSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Whittier Union High School District (WUHSD) plans to spend $38,015,659 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 Whittier Union High School District (WUHSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Whittier Union High School District (WUHSD) 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, Whittier Union High School District (WUHSD)'s LCAP budgeted $39,879,719 for planned actions to increase or improve services for high needs students. Whittier Union High School District (WUHSD) actually spent $39,363,661 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $516,058 had the following impact on Whittier Union High School District (WUHSD)’s ability to increase or improve services for high needs students:

Though WUHSD expended less LCFF money than budgeted for high needs students, there was no impact in the increased or improved services for those students in 2025-2026. This difference is accounted for by using other funding sources to pay for some of those same services, most notably the Educator Effectiveness Grant for teacher professional development and the Children and Youth Behavioral Health Initiative Grant for the student well-being program. In short, WUHSD provided the same services as planned but funded those services slightly differently.

Local Control and Accountability Plan

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

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

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.

The Whittier Union High School District (WUHSD), established in 1900, serves as a cornerstone of the Whittier community and its surrounding areas, including Santa Fe Springs and portions of Norwalk and Pico Rivera. Originally a single school housed on the upper floor of a small schoolhouse, the district has grown into a robust educational system that emphasizes a "Whatever It Takes" philosophy to ensure student achievement. Today, it manages five comprehensive high schools—Whittier, California, Santa Fe, Pioneer, and La Serna—alongside Frontier and Sierra Vista high schools for alternative education and an adult school. This network of schools is dedicated to providing high-quality, standards-based instruction designed to bridge the gap between high school and the diverse career or collegiate paths that await its graduates.

Whittier Union serves approximately 9500 high school students at five award-winning comprehensive high schools, a model continuation school, an independent studies school, and a transition program. Each year, we welcome close to 2,300 freshmen who will spend the next 720 days of their high school experience learning from our talented teachers and staff. In that time, we take them from being teens who are just beginning to spread their wings to mature adults who are ready to take on the world in college, the military, and careers-fueling their flames of growth so they can fly to the highest heights in reaching their potential. Through a network of supports and interventions designed to meet each student's unique academic, social, and emotional needs, a highly-professional staff cares for all of our students. Our student population consists of almost 7% English Learner (EL) students and about 77% are considered socioeconomically disadvantaged, with our LCFF unduplicated count just over 78%. The majority of our students (90%) identify as Hispanic/Latino, with 6% White, 2% Asian,1% African-American, and about 1% other.

Almost 97% of students are graduating from our comprehensive high schools in four years, and districtwide, that value is 94%. Students in grades 9-12 have an On-Target for Graduation Rates of about 94%, and nearly 97% of seniors are On-Target to graduate. These achievements would not be possible without our supportive Board of Trustees and dedicated team of educators who work vigorously to provide a world-class education to our students, providing the most transformative 720-day experience possible to each and every student.

The five comprehensive high schools that comprise WUHSD are California High School (2263 students), La Serna High School (2432 students), Pioneer High School (945 students), Santa Fe High School (1756 students), and Whittier High School (1556 students). The continuation high school is Frontier High School (304 students) and the alternative school of choice (independent study program) is Sierra Vista High School (264 students). Due to their high percentage of socioeconomically disadvantaged students and their non-stability rates, Frontier and Sierra Vista have been identified as schools eligible for Equity Multiplier funding.

Reflections: Annual Performance

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

The 2025 Dashboard for WUHSD demonstrated strong overall performance with greens in six of the seven indicators. A summary of the WUHSD Dashboard is as follows:

-Suspension Rate: Green (3.1%, Maintained 0.1%, Orange in 2023, Green in 2024)
-English Learner Progress: Orange (40.3%, Declined 2.8%, Orange in 2023, Yellow in 2024)
-Graduation Rate: Green (93.7%, Maintained 0.5%, Yellow in 2023, Green in 2024)
-College/Career: Green (57.7%, Increased 3%, Medium in 2023, Yellow in 2024)
-English Language Arts: Green (32.7 Above Standard, Maintained 1.9, Yellow in 2023, Green in 2024)
-Mathematics: Green (41.6 Below Standard, Increased 5.4, Orange in 2023, Green in 2024)
-Science: Green (56.9 Science Points, Maintained 1.1, New Indicator for 2025)

WUHSD is incredibly proud of its 2025 Dashboard. When doing a statewide comparison, only 62 other LEAs out of 995 in the state of California have dashboards with the same (or better) colors in all six indicators for the All Students group. For the socioeconomically disadvantaged student group, only 16 other LEAs in the state have dashboards with the same (or better) colors in all indicators. For the Hispanic student group, only 4 other LEAs in the state have dashboards with the same (or better) colors in all indicators.

WUHSD is an extremely data-informed school district. As such, here are other local data points of significance from 2025:

-A-G Completion (Comprehensive High Schools): 65%. This value held steady from the previous year but is still significantly above the state average of 58%.
-CAASPP ELA Meets/Exceeds Standards: 65%. This value held steady from the previous year and is above the state average of 57% for 11th grade students.
-CAASPP Math Meets/Exceeds Standards: 37%. This value head steady from the previous year and is above the state average of 30% for 11th grade students.
-CAST Science Meets/Exceeds Standards: 40%. This represents an increase of 1% from the previous years and is above the state average of 34% for 11th grade students.

-On-Target for Graduation (Comprehensive High Schools): 94.1%. This represents an increase of 1.0% from the previous year.

Districtwide, WUHSD only had two student groups with any red indicators on the 2025 Dashboard and only four red indicators total among all student groups. Those groups/indicators were English Learners (red in ELA and Math) and Long Term English Learners (red in ELA and Math). Those two groups also exhibited performance gaps (a difference of 2+ color levels) in Suspension Rate and College/Career as their indicators were orange compared to green for the All Students group. Students with Disabilities had performance gaps as well in Suspension Rate, Graduation Rate, ELA, Math, and College Career with orange indicators in all five of those metrics compared to green indicators in all five of those metrics for the All Students group.

In terms of ESSA assistance, Sierra Vista high school exited TSI based on the 2025 Dashboard. Frontier High School, however, remains in CSI for its graduation rate.

At the school site level, WUHSD had a total of four red indicators for All Students at those sites. Frontier High School (continuation) had red indicators for English Learner Progress and College/Career. La Serna High School had a red indicator for English Learner Progress. Sierra Vista High School (alternative) had a red indicator in English Learner Progress.

In addition to the aforementioned student groups, WUHSD has identified the achievement of male students as an area of growth when compared to female students. Of note, male students show lower A-G completion rates, higher rates of suspension, and lower performance in ELA. These same gender gaps exist in statewide data as well. Though gender is not a Dashboard student group, WUHSD initially made male students an area of priority for the 2024-2025 school year and has continued that focus in 2025-2026.

WUHSD remains cognizant of its red indicators from the 2023 Dashboard. The following is a list of all Dashboard indicators that were red in 2023 along with their updated colors in 2024 and 2025. In 2023, there were a total of 54 indicators that were red across Whittier Union. Of those 54 indicators, only 19 were still red on the 2024 Dashboard and only 13 were still red on the 2025 Dashboard. This represents significant two-year growth and reflects the district's focus on supporting all students.

Districtwide (1/5 are still red):
-English Learners: Math (Red in 2023, Orange in 2024, Red in 2025)
-Foster Youth: Suspension Rate (Red in 2023, Orange in 2024, Green in 2025)
-Homeless: Grad Rate (Red in 2023, Green in 2024, Green in 2025), Math (Red in 2023, Yellow in 2024, Orange in 2025)
-African American: Suspension Rate (Red in 2023, Yellow in 2024, Green in 2025)

California High School (1/4 are still red):
-English Learners: ELPI (Red in 2023, Green in 2024, Orange in 2025), Math (Red in 2023, Orange in 2024, Yellow in 2025)
-Students with Disabilities: ELA (Red in 2023, Orange in 2024, Red in 2025), Math (Red in 2023, Orange in 2024, Orange in 2025)

Frontier High School (5/21 are still red):
-All Students: Suspension Rate (Red in 2023, Green in 2024, Orange in 2025), Grad Rate (Red in 2023, Red in 2024, Yellow in 2025), ELA (Red in 2023, Orange in 2024, Orange in 2025), CCI (Red in 2023, Red in 2024, Red in 2025)

-English Learners: Suspension Rate (Red in 2023, Yellow in 2024, Orange in 2025), Grad Rate (Red in 2023, Red in 2024, No Color in 2025), CCI (Red in 2023, Red in 2024, No Color in 2025)
-Homeless: Suspension Rate (Red in 2023, Yellow in 2024, Red in 2025), Grad Rate (Red in 2023, Red in 2024, Yellow in 2025), CCI (Red in 2023, Red in 2024, Red in 2025)
-Socioeconomically Disadvantaged: Suspension Rate (Red in 2023, Green in 2024, Orange in 2025), Grad Rate (Red in 2023, Red in 2024, Yellow in 2025), ELA (Red in 2023, Orange in 2024, Orange in 2025), CCI (Red in 2023, Red in 2024, Red in 2025)
-Students with Disabilities: Grad Rate (Red in 2023, Yellow in 2024, Orange in 2025), CCI (Red in 2023, No Color in 2024, No Color in 2025)
-Hispanic: Suspension Rate (Red in 2023, Yellow in 2024, Orange in 2025), Grad Rate (Red in 2023, Red in 2024, Yellow in 2025), ELA (Red in 2023, Orange in 2024, Orange in 2025), CCI (Red in 2023, Red in 2024, Red in 2025)
-White: Suspension Rate (Red in 2023, No Color in 2024, No Color in 2025)

La Serna High School (3/6 are still red):
-English Learners: ELPI (Red in 2023, Red in 2024, Red in 2025), Suspension Rate (Red in 2023, Green in 2024, Orange in 2025), ELA (Red in 2023, Red in 2024, Orange in 2025), Math (Red in 2023, Orange in 2024, Red in 2025)
-Students with Disabilities: ELA (Red in 2023, Red in 2024, Orange in 2025), Math (Red in 2023, Orange in 2024, Red in 2025)

Pioneer High School (2/3 are still red):
-English Learners: ELA (Red in 2023, Yellow in 2024, Red in 2025)
-Students with Disabilities: ELA (Red in 2023, Orange in 2024, Red in 2025), Math (Red in 2023, Orange in 2024, Orange in 2025)

Santa Fe High School (0/3 are still red):
-English Learners: Suspension Rate (Red in 2023, Yellow in 2024, Green in 2025)
-Students with Disabilities: Suspension Rate (Red in 2023, Yellow in 2024, Yellow in 2025), ELA (Red in 2023, Red in 2024, Orange in 2025)

Sierra Vista High School (0/9 are still red):
-All Students: Grad Rate (Red in 2023, Yellow in 2024, Green in 2025), CCI (Red in 2023, Orange in 2024, Yellow in 2025)
-English Learners: CCI (Red in 2023, Red in 2024, No Color in 2025)
-Homeless: Grad Rate (Red in 2023, Red in 2024, Green in 2025), CCI (Red in 2023, Red in 2024, Orange in 2025)
-Socioeconomically Disadvantaged: Grad Rate (Red in 2023, Yellow in 2024, Green in 2025), CCI (Red in 2023, Orange in 2024, Orange in 2025)
-Hispanic: Grad Rate (Red in 2023, Yellow in 2024, Green in 2025), CCI (Red in 2023, Orange in 2024, Yellow in 2025)

Whittier High School (1/3 are still in red):
-English Learners: Suspension Rate (Red in 2023, Green in 2024, Orange in 2025), Math (Red in 2023, Yellow in 2024, Red in 2025)
-Students with Disabilities: Suspension Rate (Red in 2023, Green in 2024, Orange in 2025)

The following LCAP Actions have been specifically designated to address the indicators that were red in 2023:
-Suspension Rate (Comprehensive High Schools): Goal 1, Action 1.2
-Graduation Rate (Comprehensive High Schools): Goal 1, Action 1.2
-ELA Proficiency (Comprehensive High Schools): Goal 1, Action 1.4

-Math Proficiency (Comprehensive High Schools): Goal 1, Action 1.4
-English Learner Progress (Comprehensive High Schools): Goal 4, Action 4.2
-All Indicators (Frontier High School): Goal 5, Actions 5.1 - 5.4
-All Indicators (Sierra Vista High School): Goal 5, Actions 5.1 - 5.4

Whittier Union fully expended the initial allocation for the Learning Recovery Emergency Block Grant (received in the 2022-23 fiscal year) prior to the end of the 2024-25 fiscal year. WUHSD received a new LREBG allocation in the 2025-26 fiscal year but given that this is the first time that LREBG funds have been addressed in the WUHSD LCAP, the 25-26 funds have not yet been expended. The needs assessment, and the corresponding LCAP actions listed below, are therefore designated to make use of the unexpended 25-26 LREBG funds as well as the anticipated 26-27 LREBG allocation.

Whittier Union has completed the required needs assessment for use of Learning Recovery Emergency Block Grant funds. To best improve student outcomes in ELA and Math while also addressing chronic absenteeism, our educational partners have identified the reduction/stabilization of student-to-staff ratios and the provision of counseling/mental health services as evidence-based spending priorities for LREBG funds. As such, the LREBG funds will be used in Goal 1, Action 1.3 to reduce class sizes and in Goal 4, Action 4.5 to support our Student Wellbeing Program.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Frontier Continuation High School was identified for Comprehensive Support and Improvement (CSI) support because of their graduation rate. Frontier is a Dashboard Alternative School Status (DASS) school, with the requirement of a three-year cumulative 68% graduation rate. As the one continuation school in WUHSD, Frontier's population is entirely made up of students who are behind on credits and in danger of not graduating. Those students who are able to catch up in a timely manner generally transfer back to a comprehensive high school, leaving Frontier's final cohort each year composed of those students who have struggled the most. As such, Frontier's last three five-year graduation rates were 51.1% (2023), 62.1% (2024) and 69.9% (2025). This leaves Frontier with a three-year rate of 60.6%, which is below the 68.0% threshold required to exit CSI.

Support for Identified Schools

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

In order to best leverage existing structures and protocols, Frontier High School has incorporated its Comprehensive Support and Improvement plan into its School Plan for Student Achievement (SPSA). At this site level, this effectively makes the School Site Council into the local oversight body for the CSI plan. This ensures input from a broad group of educational partners as the SSC consists of teachers, parents, students, administrators and classified staff members. It also ensures that plan progress is reviewed on a regular basis in the context of a comprehensive, annual needs assessment. Since the SSC already managers other resources (such as federal Title I money), it allows the SSC members to match evidence-based interventions with the most appropriate resources (including CSI funds). The CSI plan is reviewed and ultimately approved by the WUHSD Board of Trustees as part of the annual SPSA review/approval process each Spring.

The WUHSD ensures that Frontier High School is provided with a wealth of information to support their needs assessment as well as well as their identification of any resource inequities. Each summer, the WUHSD Educational Services division provides Frontier (along with all of the district schools) detailed data about the prior year that can be drilled down to the individual student level. That data includes graduation rates, A-G completion rates, state test scores, and on-target for graduation rates. Once the Dashboard is released in the Fall, Frontier receives more detailed reports on other dashboard indicators such as English Learner Progress and College/Career readiness. Every grading period (which is every five weeks in WUHSD), Frontier receives grade distributions for all courses and subject areas and a report known as the Kitchen Sink that provides essential information about every student at Frontier (including credits completed, current grades, most recent test scores, attendance and discipline data) so that students can be identified for additional intervention based on multiple measures. Each month, Accounting provides Frontier with budget-to-actuals reports along with personnel costs reports so that Frontier staff can monitor financial resources. Each Spring, the principals from every site (including Frontier) meet with Personnel Services to transparently examine staffing allocations for the following school year. Finally, the Educational Services division provides training to all sites on how to complete the SPSA process, including the comprehensive needs assessment that also informs CSI planning. All of this work has resulted in Frontier implementing evidence-based interventions that include tutors embedded in classrooms, the development of a student wellness center, professional development for Frontier staff, and additional summer credit recovery opportunities for students.

Monitoring and Evaluating Effectiveness

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

The WUHSD Board of Trustees establishes measurable targets for WUHSD schools through Board Policy 0200. One of the key measurable targets in that Board Policy is graduation rate, which is the key metric under which Frontier High School qualifies for CSI. Each year, every WUHSD principal submits an Annual Report to the superintendent that analyzes their school's progress towards the measurable targets. It also describes efforts taken to grow those metrics in the previous year and efforts planned for the current year. In the case of Frontier High School, the principal's Annual Report includes descriptions of the evidenced-based interventions from the CSI plan implemented by the school to improve its graduation rate as well as analysis of their effectiveness. The superintendent meets with the Frontier principal annually to discuss the principal's annual report and to provide feedback. In 2025-2026, the Frontier principal also presented elements of their Annual Report during a Board of Trustees study session and highlighted their efforts that have resulted in an improved graduation rate.

Since graduation rate is only officially measured once per year, Frontier has developed an interim measure that can be analyzed quarterly to assess the progress towards graduation during the school year. As Frontier is WUHSD's continuation high school, the great majority of its

students are credit deficient, meaning that efficient credit recovery is a key component towards on-time graduation. Frontier's "productivity" metric measures the average number of credits earned per quarter and helps the Frontier staff assess how well students are recovering deficient credits while earning original credits towards graduation. This productivity metric is also included in Frontier's Annual Report to the superintendent.

Finally, the Frontier administration meets quarterly with a director from the Educational Services division. In those meetings, the implementation of evidence-based interventions is analyzed and correlated with the school's needs assessment. The use of CSI funds is examined to ensure alignment with the CSI plan. The Frontier administration and the Educational Services division work together to ensure the accurate and timely completion of all required CSI reporting.

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
LCAP Task Force	The LCAP Task Force is WUHSD's primary vehicle for engaging staff members in the LCAP process. The Task Force consists of principals, other administrators, teachers, counselors, classified staff, other school personnel, and bargaining unit representatives. In order to ensure a broad spectrum of participation and input, the Task Force meetings occur over a three day period where each day, teams from two of the six district sites meet with the Educational Services division at the District Office. The Task Force meets three times per year. In 2025-2026, the Task Force meetings took place in October, January, and April. At the Task Force meetings, the participants review the LCAP goals and analyze a variety of data points that make up the LCAP metrics. They develop areas of focus for their sites and action items to address those areas. Their work is then aligned to the LCAP development. In many cases, their areas of focus and action items already align with (and thus validate) existing LCAP goals and actions. When their focus areas represent shifts, however, the LCAP goals and actions are adjusted accordingly. Task Force agenda items are taken back to the school sites by the site principals so that they can incorporate those items into site staff meetings. This way, educational partners who were not able to attend the Task Force meetings can still provide input.

Educational Partner(s)	Process for Engagement
LCAP Advisory	The LCAP Advisory is WUHSD's primary vehicle for engaging parents, families, students, and the community. The Advisory meetings are typically held one to two weeks after the Task Force meetings, meaning that they are also held three times per year. In 2025-2026, the Task Force meetings took place in October, February, and April. Just as with the Task Force, the Advisory members review the LCAP goals and analyze relevant data. They are then presented with the work done by the Task Force in terms of the proposed areas of focus and action items. The Advisory members then provide feedback to further develop those ideas with edits, additions, and other modifications.
Whittier Area Cooperative Special Education Program (WACSEP)	WACSEP is the SELPA that the Whittier Union High School District belongs to. The Educational Services division meets with WACSEP representatives on an annual basis to review LCAP goals and data with a focus on the needs and performance of students with disabilities. WACSEP provides valuable input that ensures that the needs of students with disabilities are well-reflected in the LCAP. In 2025-2026, the formal consultation with WACSEP occurred in March.
District English Learner Advisory Committee (DELAC)	The WUHSD Educational Services division consults with DELAC on the LCAP process multiple times per year. The LCAP goals and data are reviewed with a focus on the needs and performance of students who are English Learners. DELAC provides parent input on WUHSD initiatives to serve EL students with an emphasis on redesignating those students as English Proficient. Their feedback is incorporated into the LCAP accordingly. In 2025-2026, DELAC met in October, November, February, and May.
Other Parent, Student, and Staff Groups	The following parent and student groups provide input into the LCAP annually, though their consultation is often less formal. -PTSA (Parent Teacher Student Association): These groups of parents, students, and staff meet regularly to support their respective campuses in a variety of ways.

Educational Partner(s)	Process for Engagement
	-SSC (School Site Council): These bodies consisting of principals, teachers, parents, students, and other staff members are primarily focused on revising and monitoring the School Plan for Student Achievement (SPSA). Since the SPSAs must be aligned with the LCAP, the development of the SPSAs end up influencing the development of the LCAP and vice-versa. -ASB (Associated Student Body): These groups of student leaders at each school regularly provide input on school and district needs and initiatives. -Superintendent's Student Advisory Committee: Each month, the Superintendent meets with student representatives from each school site. During those meetings, the students provide the superintendent with input on school and district needs and initiatives. -Site Leadership Teams: Each site conducts regular Leadership Team meetings consisting of administrators, department chairs, and other campus leaders. LCAP items, including LCAP Task Force work, are discussed in these meetings and those discussions inform future Task Force work.
Educational Partner Surveys	WUHSD surveys different educational partner groups on an annual basis. Parents and families are surveyed in the Fall while students and staff are surveyed in the Spring. Survey questions are designed to provide input on issues relating to the LCAP Goals including Organization, Curriculum and Instruction, Assessment and School Culture. The surveys provide opportunities for educational partners who are not part of the LCAP Task Force or Advisory groups to provide input and be a part of the process. The staff survey is an all-staff survey so it is sent to, and completed by, teachers, counselors, classified staff, principals, administrators, and other school personnel.
Equity Multiplier	Frontier High School and Sierra Vista High School are the two WUHSD schools that receive Equity Multiplier funds. Educational partners from those campuses provided input on the Equity Multiplier

Educational Partner(s)	Process for Engagement
	goal and actions through several of the processes listed above including the LCAP Task Force, LCAP Advisory, and School Site Council. Using the aforementioned existing structures for consultation on the Equity Multiplier goal and the associated actions ensured that the principal, other administrators, teachers, bargaining unit representatives, parents, students, and other school personnel were part of the process. These educational partners analyzed the Dashboards for Frontier and Sierra Vista High School to identify the growth areas that would inform the Equity Multiplier goal. They then identified actions by which the two schools could best leverage Equity Multiplier funds to make progress towards the identified growth areas.
Board of Trustees	The superintendent provides weekly written updates to the Board of Trustees (Board Weekly Updates) on a variety of topics, including the progress on the LCAP as is appropriate. After each round of LCAP Task Force and Advisory meetings, the Board receives a summary of educational partner input in a Board Weekly Update. The Board of Trustees received a formal presentation on the student achievement data behind many LCAP metrics in a special study session on October 14, 2025. The Board received a written report of mid-year LCAP progress in early February, 2026 and a formal presentation on that report in its regularly-scheduled meeting on February 10, 2026. On June 9, 2026, the LCAP and the budget were presented to the Board in a public hearing during its regularly-scheduled meeting. On June 23, 2026, the Board adopted the LCAP and approved the Local Indicators as non-consent items during its regularly-scheduled meeting.

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

As WUHSD conducted its consultations with its various educational partners, a number of common themes emerged. The following is a summary of the feedback received from educational partners and the LCAP actions that were influenced by that feedback.

1. English Learner Support. With an orange ELPI indicator WUHSD's 2025 Dashboard, educational partners expressed a need to focus on improved outcomes for English Learner students with an emphasis on reclassification. WUHSD received recommendations on targeted test preparation to help students prepare for the ELPAC, tutoring and mentoring for EL students, increased monitoring of EL progress, intervention classes for EL students, professional development on SDAIE strategies, and celebrations for reclassification. This feedback influenced actions 1.4 (Professional Development), 1.7 (Data Leads), 2.5 (Intervention Classes), 3.1 (Assessments), 4.1 (Support for EL Families) and 4.2 (EL Monitoring from the site Horizons Offices).

2. Male Student Engagement. With significant gender gaps present in a number of metrics including A-G completion, suspension rates, and CAASPP ELA proficiency, educational partners expressed a need to better engage male students in the high school experience. Educational partners recommended an emphasis on counseling and mentorship for male students, more exposure to career pathways through CTE classes, and participation in empowerment conferences and activities. This feedback influenced actions 1.2 (Counselors), 2.9 (Career Pathways), 3.2 (Intervention Specialist), 4.2 (Student conferences organized by the Horizons Offices), and 4.3 (Intervention Counselors).

3. College and Career Readiness. Though WUHSD's CCI was green on the 2025 Dashboard, educational partners identified a desire to increase the number of students who demonstrate college/career readiness by graduation. Educational partners recommended an increased focus on A-G completion, the use of universal tools by counselors to support college applications (such as CCGI), an increase in support courses to help students who are off-track for graduation or A-G completion, and the increased inclusion of parents in targeted counselor meetings to support student success. This feedback influenced actions 1.2 (Counselors), 1.7 (Data Leads), 2.3 (Summer School), 2.5 (Intervention Classes), 2.8 (Academic Mentors), 2.9 (College/Career Pathways), 3.4 (College Readiness), and 4.2 (College application process supported by the Horizons Office).

4. School Culture and Connectedness. With attendance rates still below their pre-pandemic levels, all school sites are working to further improve campus culture by connecting students to campus. These efforts include expanding recruiting efforts for special academic programs (such as AVID, Puente, CTE Academies/Pathways and The Arts), and targeted interventions for students who are chronically absent. This feedback influenced actions 1.2 (Counselors), 2.9 (College/Career Pathways), 2.10 (VAPA Lead), 4.3 (Intervention Counselors).

In studying WUHSD's needs assessment for the Learning Recovery Emergency Block Grant, as well as the allowable uses for the grant, the WUHSD educational partners have recommended using the LREBG funds to reduce/stabilize student-teacher ratios and to provide counseling/mental heath services. Given that recommendation, WUHSD will apply the LREBG funds to Action 1.3 (Class Size Reduction) and Action 4.5 (Student Wellbeing Program).

The educational partners at the schools that receive Equity Multiplier funds (Frontier and Sierra Vista) reiterated the need for additional support staff, supplemental instructional technology, celebrating the accomplishments of students in alterative education, and tutoring. This input validated actions 5.1 through 5.4. The Frontier and Sierra Vista educational partners have also expressed the need for additional professional development opportunities. This feedback influenced the creation of action 5.5 (Professional Development).

In addition to these broad common themes, there was strong support for several more specific topics and corresponding LCAP actions:
-Educational partners cited a need to continue WUHSD's robust mental health support for all students (Action 4.5: Student Wellbeing)

-Educational partners supported the inclusion of General Education / Special Education co-taught classes in the LCAP as a standalone action (Action 2.12) to affirm the successes of pilot programs across the district.
-Educational partners identified a need to better prepare teachers, students, and parents for the potential use of AI as a learning tool (Action 2.7: Technology)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ORGANIZATION Vision, Resources, Leadership, and Staff Schools will be staffed with an increasing percentage of qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support, and assess activities that focus on all students achieving high standards, ensuring that the district's mission, vision, beliefs, goals/objectives and measurable targets are reviewed annually and serve to guide the operation of the district to meet the needs of students. In order for students to achieve at high levels, we believe the following must be in place: -A highly-qualified staff facilitates achievement of the academic standards and the school-wide learning outcomes through a system of preparation, induction, and ongoing professional development. -Leadership and staff are involved in ongoing research or data-based correlated professional learning that focuses on identified student learning needs. -All students have equal access to the school's entire program. -The human, material, physical, and financial resources are utilized effectively to support students in accomplishing the academic standards and school-wide learning outcomes. -The school is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement. -Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, school-wide learner outcomes, and the district LCAP.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Conditions at School: SARC/Williams Reports: WUHSD data	2022-23 99% Average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. 2021-22 Teacher FTE Misassigned- 12.4 2022-23 100% access to textbooks in all core courses for all students	2023-24 99% Average on all indicators on Facility Inspection Reports from all 7 sites 2022-23 Teacher FTE Misassigned- 15.6 2023-24 100% access to textbooks in all core courses for all students	2024-25 99% Average on all indicators on Facility Inspection Reports from all 7 sites 2023-24 Teacher FTE Misassigned- 7.9 2024-25 100% access to textbooks in all core courses for all students	2025-26 100% average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. 2024-25 Teacher FTE Misassigned- 0 2025-26 100% access to textbooks in all core courses for all students	Facilities Inspection: 0% FTE Misassigned: -4.5 Access to Textbooks: 0%
1.2	Priority 2: Implementation of State Standards: WUHSD data	2022-23 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate,	2023-24 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board	2024-25 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board	2025-26 100% of Annual Reports are completed by each school and shared with the Board (Numerous data	Annual Report Submission: 0% Average Days per Teacher of Professional Learning designed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		On-Target, A-G rate, etc. to measure the effectiveness of standards-based instruction.) Average Days per Teacher- 10.5 days of professional learning designed around standards-based instruction. Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices on standards-based instruction- 95%	Average Days per Teacher- 13.1 days of professional learning designed around standards-based instruction. Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices - 95%	Average Days per Teacher- 11.5 days of professional learning designed around standards-based instruction. Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices - 89%	points, including Grad Rate, On-Target, A-G rate, etc. to measure the effectiveness of standards-based instruction.) Average Days per Teacher- 12 days of professional learning designed around standards-based instruction. Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices on standards-based instruction- 98%	around standards-based instruction: +1.0 Teachers Participating in Professional Learning: -6%
1.3	Priority 7: Course Access: WUHSD Aeries	2022-23 3.61 Students per Section in the Master Schedule to ensure access to broad selection of courses 26% of all students enrolled in at least one AP class	2023-24 3.53 Students per Section in the Master Schedule to ensure access to broad selection of courses 29% of all students enrolled in at least one AP class	2024-25 4.57 Students per Section in the Master Schedule to ensure access to broad selection of courses	2025-26 4 or fewer Students per Section in the Master Schedule to ensure access to broad selection of courses	Students per Section: +0.96 AP Class Enrollment: +4% Dual Enrollment: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6% of all students enrolled in at least one dual-enrollment class	6% of all students enrolled in at least one dual-enrollment class	30% of all students enrolled in at least one AP class 5% of all students enrolled in at least one dual-enrollment class	30% of all students enrolled in at least one AP class 10% of all students enrolled in at least one dual-enrollment class	
1.4	Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC- DFS (Met Standard): Dataquest ELA Math CAST	2022-23 SBAC Distance Above/Below Standard ELA: All Students- 26.9 above SED- 16 above Foster Youth- 84.2 below English Learners- 63.8 below Homeless- 43.1 below SWD- 84.2 below Hispanic- 22.2 above Math: All Students- 65.9 below SED- 78.1 below Foster Youth- 194.9 below English Learners- 150.4 below Homeless- 141.6 below SWD- 182.5 below Hispanic - 72 below	2023-34 SBAC Distance Above/Below Standard ELA: All Students - 30.8 above SED - 20.6 above Foster Youth - 78.4 below English Learners - 65.1 below Homeless - 21.4 below SWD - 97.5 below Hispanic- 27.2 above Math: All Students - 47 points below SED - 58.5 below Foster Youth - 121.9 below English Learners - 129.5 below Homeless - 102.8 below	2024-25 SBAC Distance Above/Below Standard ELA: All Students - 32.7 above SED - 21.0 above Foster Youth - 23.3 below English Learners - 71.5 below Homeless - 24.8 below SWD - 84.6 below Hispanic- 28.7 above Math: All Students - 41.6 points below SED - 53.4 below Foster Youth - 92.8 below English Learners - 132.3 below Homeless - 102.1 below	2025-26 SBAC Distance Above/Below Standard ELA: All Students- 33 above SED- 22 above Foster Youth- 78 below English Learners- 58 below Homeless- 37 below SWD- 78 below Hispanic- 28 above Math: All Students- 60 below SED- 72 below Foster Youth- 189 below English Learners- 144 below Homeless- 137 below	ELA: All students: +5.8 SED: +5.0 Foster: +60.9 EL: -7.7 Homeless: +18.3 SWD: -0.2 Hispanic: +6.5 Math: All students: +24.3 SED: +24.7 Foster: +102.1 EL: +27.2 Homeless: +39.5 SWD: +28 Hispanic: +26.2 CAST: All students: +7.2% SED: +6.1% Foster: +4.1% EL: +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAST (% Met/Exceeded Standards) All Students- 30.3% SED- 26.5% Foster Youth- 7.7% English Learners- 0.8%	SWD - 178 below Hispanic - 51.4 below CAST (% Met/Exceeded Standards) All students - 37% SED - 33% Foster Youth - 13.3% English Learners - 3%	SWD - 154.5 below Hispanic - 45.8 below CAST (% Met/Exceeded Standards) All students - 38.1% SED - 32.6% Foster Youth - 11.8% English Learners - 2%	SWD- 177 below Hispanic - 66 below CAST (% Met/Exceeded Standards) All Students- 36% SED- 33% Foster Youth- 13% English Learners- 5%	
1.5	Priority 4: Academic Achievement: English Learner Progress: Dataquest	2022-23 38.7% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard	2023-24 43% of students making progress toward English Language Proficiency.	2024-25 40.3% of students making progress toward English Language Proficiency.	2025-26 45% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard	ELPI: +1.6%
1.6	Priority 5: Student Engagement: Graduation Rate: Dataquest	2022-23 District- 90.8% SED- 90% Foster Youth- 84.2% English Learners- 78.4% Homeless- 79.6% Hispanic- 90.9% SWD- 74.5%	2023-24 District- 93.2% SED- 92.6% Foster Youth - 78.8% English Learners - 85% Homeless - 85.1% Hispanic- 93.1% SWD- 84.7%	2024-25 District- 93.7% SED- 93.3% Foster Youth - 88.9% English Learners - 84.4% Homeless - 89.5% Hispanic- 93.7% SWD- 81.0%	2025-26 District- 93% SED- 95% Foster Youth- 89% English Learners- 83% Homeless- 85% Hispanic- 95% SWD- 80%	Graduation Rates: District: +2.9% SED: +3.3% Foster: +4.7% EL: +6.0% Homeless: +9.9% Hispanic:+2.8% SWD: +6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DASS Schools Graduation Rates FHS: All Students- 51.1% Hispanic- 52.7% SED- 51.1% Foster Youth- 71.4% English Learners- 44.1% Homeless- 48.5% SWD- 45.8% SVHS: All Students- 67.7% Hispanic- 67.1% Homeless- 60.3% SED- 67% Foster Youth- N/A English Learners- 65.7% Graduation Rate was 96.8% at the comprehensive high schools	DASS Schools Graduation Rates FHS: All Students - 62.1% Hispanic - 62.2% SED - 61.9% Foster Youth - N/A English Learners - 57.5% Homeless - 67.2% SWD - 69% SVHS: All Students - 76.6% Hispanic - 76.1% Homeless - 65.8% SED - 76.5% Foster Youth - N/A English Learners - 64.1% Graduation Rate was 97.7% at the comprehensive high schools	DASS Schools Graduation Rates FHS: All Students - 69.9% Hispanic - 70.0% SED - 70.2% Foster Youth - N/A English Learners - 74.1% Homeless - 69.4% SWD - 68.6% SVHS: All Students - 83.8% Hispanic - 83.6% Homeless - 84.9% SED - 84.3% Foster Youth - N/A English Learners - 72.0% Graduation Rate was 96.5% at the comprehensive high schools	DASS Schools Graduation Rates FHS: All Students- 56% Hispanic- 58% SED- 56% Foster Youth- 76% English Learners- 49% Homeless- 54% SWD- 51% SVHS: All Students- 73% Hispanic- 72% Homeless- 65% SED- 72% Foster Youth- 68% English Learners- 71% Comprehensive High Schools- 96%	DASS Schools Graduation Rates FHS: All Students: +18.8% Hispanic: +17.3% SED: +19.1% Foster: N/A EL: +30% Homeless: +20.9% SWD: +22.8% SVHS: All Students: +16.1% Hispanic: +16.5% Homeless: +24.6% SED: +17.3% Foster: N/A EL: +6.3% Comprehensive High Schools: -0.3%
1.7	Priority 5: Student Engagement: Chronic Absenteeism: Dataquest	2022-23 Chronic Absenteeism Rate- 25.5%	2023-24 Chronic Absenteeism Rate- 23.2%	2024-25 Chronic Absenteeism Rate- 22.4%	2025-26 Chronic Absenteeism Rate- 22%	Chronic Absenteeism: -3.1%
1.8	Priority 4: A-G Completion Rate: Dataquest	2022-23	2023-24 Graduates meeting UC/CSU A-G	2024-25 Graduates meeting UC/CSU A-G	2025-26	Graduates meeting UC/CSU A-G requirements: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graduates meeting UC/CSU A-G requirements- 65.7% SED- 63.1% EL- 36.5% Foster- 31.3%	requirements- 64.7% SED- 62.0% EL- 36.9% Foster- 37.5%	requirements- 64.9% SED- 62.4% EL- 34.7% Foster- 38.1%	Graduates meeting UC/CSU A-G requirements- 68% SED- 65.4% EL- 38.8% Foster- 33.6%	SED: -0.7% EL: -1.8% Foster: +6.8%
1.9	Priority 8: College/Career Indicator (A-G, CTE, SBAC, and AP classes): Dataquest and College Board CTE Pathway Completion Rate CTE/A-G Pathway Completion Rate	2022-23 CCI Prepared All Students- 51.9% SED- 48.9% EL- 23.3% Foster Youth- 16.7% CTE Pathway Completion Rate- 20.1% Combined A-G and CTE Rate- 11.9%	2023-24 CCI Prepared All Students- 51.7% SED- 48.9% EL- 25.2% Foster Youth- 28.1% CTE Pathway Completion - 20.4% Combined A-G and CTE Rate- 12.2%	2024-25 CCI Prepared All Students- 57.7% SED- 55.1% EL- 26.6% Foster Youth- 18.2% CTE Pathway Completion - 20.6% Combined A-G and CTE Rate- 14.1%	2025-26 CCI Prepared All Students- 57% SED- 54% EL- 27% Foster Youth- 22% CTE Pathway Completion Rate- 28% Combined A-G and CTE Rate- 15%	CCI Prepared All Students: +5.8% SED: +6.2% EL: +3.3% Foster Youth: +1.5% CTE Pathway Completion Rate: +0.5% Combined A-G and CTE Rate: +2.2%

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.

Goal 1, focused on vision, resources, leadership, and staff, was carried out as planned with great success in measurable results. Notably, chronic absenteeism and college/career readiness improved, and positive trends were observed in other key metrics, including graduation rates and CAASPP scores. This progress has allowed WUHSD to build on the stability of effective systems and structures, which will continue to be leveraged to support continuous improvement across all metrics.

The most important resource in Whittier Union will always be its people. Goal 1 reflects the commitment to invest in a highly-qualified staff to provide the highest level of service to students and their families. As such, WUHSD ensured that its students had access to the appropriate number of teachers, administrators, support staff and counselors (1.1 and 1.2). Furthermore, WUHSD maintained its commitment to

lowering class sizes (1.3) to a general staffing ratio of 30.5 to 1. As the WUHSD staffing ratios have remained constant, all three actions were implemented as planned.

Beyond hiring and retaining highly-qualified staff members, Goal 1 reflects WUHSD's commitment to providing professional growth for all of its employees. A comprehensive professional development program remains in place for teachers, focusing on the teacher-driven identification and sharing of best instructional practices in a Professional Learning Community model. Additionally, WUHSD maintained its supplementary teacher professional development program known as its Instructional Pathways that feature teacher-led instructional spotlights and seminars on the latest thinking in education. Additionally, WUHSD invested in leadership training featuring content from the Arbinger Institute. Both primary professional development actions (1.4 and 1.6) were implemented as planned.

Though WUHSD has had fewer new teachers over time, it still maintains a new teacher induction/support program under the direction of a Teacher Training and Support Specialist (1.5). Due to the promotion of the specialist from the previous year and the reduction in new teachers, the position was changed from a full-release TOSA to a partial release and was therefore implemented differently than planned.

Data Leads and Ed Techs (1.7) are teacher extra assignments that support their sites in a number of ways. Data Leads handle the distribution of district-wide data at their school sites while also responding to site-specific data requests to support data-informed program evaluation and decision-making. Ed Techs support their teacher colleagues with the use of instructional technology. Both positions were implemented as planned.

LACOE's Librarian of Record services (1.8) ensured that WUHSD has access to professional consultation on book adoptions and library services. WUHSD implemented this action as planned.

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

For the purposes of this section, "material difference" is defined to be a change of 15% from the previous year's expenditures, or $10,000 (whichever is larger). The following actions had material differences between budgeted expenditures and estimated actual expenditures:

Action 1.4 (Teacher Professional Learning): With the Educator Effectiveness Grant (EEG) set to expire at the end of the 2025-2026 fiscal year, WUHSD was able to leverage additional funding above prior years to meet professional development needs that support the achievement of low income, foster, and English Learner students. As this additional funding was not incorporated into prior LCAP projections, this represents a material increase above the projections from a year ago.

Action 1.5 (BTSA Induction): The budgeted expenditure was based on a projection that the Teacher Training and Support Specialist would be a full release TOSA but the decision was made to move the position to a partial release in 2025-2026 causing the estimated actual expenditure to be less than projected.

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

2024-2025 was an excellent year for the metrics in Goal #1, which speaks to the overall effectiveness of the actions within the goal.

WUHSD maintained a highly-qualified staff in 2025-2026, and thus Action 1.1 (base level of staffing) was effective. WUHSD's teacher misassignments decreased by 7.7 FTE from the previous year (decreased by 4.5 FTE from baseline) and its percentage of misassignments (3.4%) is still below state and county averages (5.5% and 5.5% respectively). Whittier Union's misassignments largely come from local waivers for teachers who have significant, relevant experience in their assignment area despite not having the specific teaching credential such as experienced athletic coaches who are assigned classes in their sport for physical education credit. This use of local waivers allows Whittier Union to maintain a robust co-curricular program despite declining enrollment. WUHSD's teaching faculty remains experienced and well-qualified with only 0.4% of teachers holding intern credentials.

The effectiveness of actions 1.2 (counseling services), 1.6 (leadership development) and 1.7 (data leads) is measured primarily by post-secondary readiness. Whittier Union set a new record graduation rate of 93.7% (+2.9% from the baseline). Of notable LCFF student groups. EL, SED, and Foster students saw an increases in their graduation rates from the baseline (+6.0%, +2.9% and +4.7% respectively). The A-G rate for the comprehensive high schools was 65% which exceed both state and county averages for non-alternative high schools (57% and 61% respectively). SED students saw a slight decline in A-G completion (-0.7% from the baseline) but a slight increase from the previous year (+0.4%). The A-G completion of English Learners has decreased from the baseline (-1.8%), though that may be a function of increasing the number of EL graduates over that same time period. Foster Youth have seen an increase of 6.8% in their A-G completion rate from the baseline. WUHSD has experienced an across-the-board increase in the CCI compared to the baseline year of 5.8% for all students. Foster Youth, EL, and SED students have seen increases over that same time period (+1.5%, +3.3%, and +6.2% respectively). Though some student groups experienced slight declines in post-secondary readiness metrics (A-G completion for SED and EL students), the overall gains of those student groups in the other metrics along with the across-the-board gains for Foster Youth and the district record-high graduation rate support the conclusion that actions 1.2, 1.6, and 1.7 were effective.

The effectiveness of actions 1.3 (class size reduction), 1.4 (professional development), 1.5 (new teacher support) are also measured, at least in part, by the aforementioned post-secondary readiness data: graduation rate, A-G completion, and CCI. There are additional metrics, however, that inform the evaluation of those actions. Though nominal class sizes did increase, this reflects more of a post-COVID correction than anything else. Following the pandemic, WUHSD made use of a number of one-time funding sources to artificially decrease class sizes beyond negotiated staffing ratios. As those funds have been expended, Whittier Union has right-sized its teacher staffing to bring class sizes back to pre-COVID levels. Had WUHSD not implemented action 1.3, class sizes would have been even higher. Ultimately, WUHSD supports the research-based claim that lower class sizes lead to improved academic performance. This improved academic performance is can be seen in the district CAASPP and CAST scores, which also reflect the effectiveness of actions 1.4 and 1.5. Overall scores in ELA, Math and Science have all improved from the baseline (+5.8, +24.3, and +7.2% respectively). Considering notable LCFF student groups, Foster Youth have seen increases in all three subject areas (+60.9 ELA, +73 Math, +4.1% Science). Likewise, SED students have also seen across-the-board increases (+5.0 ELA, +24.7 Math, +6.1% Science). EL students, however, have seen increases in Math and Science (+27.2 and +1.2% respectively) but a decrease in ELA (-7.7). The totality of all of these metrics, combined with the post-secondary readiness metrics from above, support the conclusion that actions 1.3, 1.4, and 1.5 were also effective.

Action 1.8 (district librarian) was effective in that WUHSD was able to ensure that it met the Williams instructional materials / textbook requirements for 100% of its students.

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

Given the overall success of the metrics connected to Goal 1, WUHSD does not plan any major changes to Goal 1 or any of its target outcomes for 2026-2027.

It will however change action 1.4 from "Teacher Professional Learning" to simply "Professional Learning". In recent years, WUHSD has begun to invest in the professional learning for classified staff members with the knowledge that while they may or may not directly impact student learning (depending on their job description), their overall positive impact on their school sites and on the district as a whole has a significant indirect impact on student learning. Likewise, Whittier Union counselors have begun to meet in the same sort of PLC structures that have benefited teachers for over twenty years. Counselors are now able to have data-informed collaborative meetings where best guidance and counseling practices can be shared from site to site. Removing the word "Teacher" from action 1.4 represents the districts commitment to the professional growth of all staff members.

While the ultimate execution of action 1.3 (Class size reduction) will be similar in 2026-2027, the action will be funded differently. Following the district's needs assessment and feedback from education partners, reducing/stabilizing student-teacher ratios has been identified as a priority for the Learning Recovery Emergency Block Grant. As such, the majority of the funding for action 1.3 will now come from the LREBG with the balance of proposed expenditures coming from LCFF supplemental/concentration grants.

When moving metric 1.9 (which includes measures of CTE pathway completion) into Goal 1 last year, that meant that Goal 1 now also reflects LCFF Priority 8. Goal 1 is now indicated as such.

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	Base level of staffing	Base level of staffing of teachers, administrators and support staff to develop students' academic endeavors. This staffing action includes other personnel that were previously covered in other actions such as school nurses, attendance callers, and teachers of Ethnic Studies.	$105,618,196.00	No
1.2	Academic and career counseling, transition support and other services to students	Provide an appropriate counselor-to-student ratio of academic and career counseling services by fully credentialed counselors (rather than technicians) to focus on and ensure that our English Learners, Foster Youth and Economically Disadvantaged students are placed in the most rigorous coursework in preparation for the College and Career path. We	$5,790,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure that our unduplicated students are directed, not invited, to stretch to maximum heights because they often lack the needed support at home (English speaking parents, knowledgeable foster parents, or college educated parents who can give them academic/college guidance). Student groups who are in the Very Low/Red category for suspension include Asian American, Foster Youth, Homeless (at the district level) as well as English Learners (La Serna, Santa Fe, and Whittier High Schools) and Students with Disabilities (Santa Fe and Whittier High Schools) so these students will be counseled and supported for their needs in this area and the suspension rates will decrease by 5% by 2025-26.		
1.3	Reduce class sizes	LREBG Action The master schedules at the schools are created first with the needs of English Learners, Foster Youth and Economically Disadvantaged students in mind. So we continue to reduce class sizes and increase course access for English Learners, Foster Youth and Economically Disadvantaged students by increasing staffing by additional students per FTE. Teachers use instructional strategies and support (language development strategies, organization strategies, college and career awareness, and social-emotional support strategies, etc.) so English Learners, Foster Youth and Economically Disadvantaged students have access to honors and AP classes that they would not normally have access to if there were not extra sections with specialized training for the teachers and support staff. The use of specialized training for the reduced class size teachers/support staff helps unduplicated students because they would get lost in classes that have a higher number of students. Studies have shown that lower class sizes can lead to increased academic performance as well as higher rates of attendance. Research indicates that lower class sizes provide more regular student-teacher interactions meaning more time for individual instruction and intervention as well as an improved classroom experience for students. As such, metric 1.4 will be used to monitor the impact of this LREBG action. LREBG Funds supporting this action: $700,000 per year through 2027-2028.	$779,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Learning	Within the district Teacher Professional Learning and outside Professional Learning during the Summer and Best Practices (CCSS, NGSS, ELD strategies for ELs/LTELs so they acquire English proficiency, integration of technology with content standards, assessment apps, organization strategies, and social-emotional support strategies etc.) give unduplicated students an academic advantage. Support and training for Course Lead +1 from each site who attend content weeks during the summer for ELA, Math, Science, SS, and World Language regarding best teaching practices for English Learners, Foster Youth and Economically Disadvantaged students. Participants attend Best Practice meetings after administration of common assessments. Likewise, classified staff members obtain job-relevant professional learning at multiple times throughout the year, including the summer. The skills they develop through classified professional learning put them in a better position to support student learning, even in an indirect fashion. Counselor "Best Practices" meetings provide counselors with the opportunity to collaborate with peers on strategies to increase post-secondary outcomes such as graduation rate, A-G completion and college/career readiness. When taken together, all of this professional learning has the result of reducing equity gaps for unduplicated students.	$432,323.00	Yes
1.5	Provide the BTSA/ Induction/ PASS Support to Teachers	Provide the BTSA (Beginning Teacher Support and Assessment) Induction Program for beginning teachers, and Peer Assistance Support System (PASS) Program for teachers, as needed.	$176,645.00	No
1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	Leadership Development for Course Leads, Department Chairs, and Administrators on mentoring and coaching certificated staff. This training is created to specifically meet the needs of English Learners, Foster Youth and Economically Disadvantaged students. The training supports effective teaching and learning strategies for English Learners, Foster Youth and Economically Disadvantaged students. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas.	$19,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Data Leads and Ed Tech Support Leads	Data Leads at eight sites (10 hours/month) to collect and display data on the services provided to English Learners, Foster Youth and Economically Disadvantaged students in order to provide decision-makers with information about the effectiveness of those services for English Learners, Foster Youth and Economically Disadvantaged students. Ed Tech Support Leads foster seamless integration of technology with curriculum in order to assist all teachers with strategies that best support English Learners, Foster Youth and Economically Disadvantaged students. We have found that our English Learners, Foster Youth and Economically Disadvantaged students sometimes struggle with educational technology, so the Ed. Tech Leads support these students and their teachers. Teachers at each comprehensive high school receive stipends to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further students' understanding and engagement.	$76,668.00	Yes
1.8	District Librarian	In order to support the learning needs of all students in the district, we support students by providing library services to Whittier Union so students have the resources they need to be successful in their academic endeavors.	$6,257.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CURRICULUM and INSTRUCTION All students experience high-quality instruction that engages their interests while providing a rigorous, relevant, and coordinated curriculum that supports the achievement of the State Content Standards. In order for students to achieve at high levels, we believe the following must be in place: -All students are engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state and national assessments that prepare them for college and career after high school -All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engages students, emphasize higher-order thinking skills, and help them succeed at high academic levels -Teachers continue to develop personally and professionally, regularly articulating with teachers from partner middle schools and local colleges, reviewing the success of the graduates to learn about their own program and others, while also using educational research to strengthen the current instructional program so all students achieve at higher levels	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

be prepared for life after high school. We also monitor data on a consistent basis to ensure that we are improving our curriculum and instruction while enabling students to maximize their human potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 2: Implementation of State Standards: WUHSD data	2022-23 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 10.5 days of professional learning designed around standards-based instruction Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 95%	2023-24 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Average Days per Teacher- 13.1 days of professional learning designed around standards-based instruction Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices - 95%	2024-25 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Average Days per Teacher- 11.5 days of professional learning designed around standards-based instruction. Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices - 89%	2025-26 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 12 days of professional learning designed around standards-based instruction Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 98%	Annual Report Submission: 0% Average Days per Teacher of Professional Learning designed around standards-based instruction: +1.0 Teachers Participating in Professional Learning: -6%
2.2	Priority 4: Academic Achievement	2022-23 SBAC Distance Above/Below Standard	2023-34	2024-25	2025-26	ELA: All students: +5.8 SED: +5.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Indicator Grade 11 SBAC- DFS (Met Standard): Dataquest ELA Math CAST	ELA: All Students- 26.9 above SED- 16 above Foster Youth- 84.2 below English Learners- 63.8 below Homeless- 43.1 below SWD- 84.2 below Hispanic- 22.2 above Math: All Students- 65.9 below SED- 78.1 below Foster Youth- 194.9 below English Learners- 150.4 below Homeless- 141.6 below SWD- 182.5 below Hispanic - 72 below CAST (% Met/Exceeded Standards) All Students- 30.3% SED- 26.5% Foster Youth- 7.7% English Learners- 0.8%	SBAC Distance Above/Below Standard ELA: All Students - 30.8 above SED - 20.6 above Foster Youth - 78.4 below English Learners - 65.1 below Homeless - 21.4 below SWD - 97.5 below Hispanic- 27.2 above Math: All Students - 47 points below SED - 58.5 below Foster Youth - 121.9 below English Learners - 129.5 below Homeless - 102.8 below SWD - 178 below Hispanic - 51.4 below CAST (% Met/Exceeded Standards) All students - 37% SED - 33%	SBAC Distance Above/Below Standard ELA: All Students - 32.7 above SED - 21.0 above Foster Youth - 23.3 below English Learners - 71.5 below Homeless - 24.8 below SWD - 84.6 below Hispanic- 28.7 above Math: All Students - 41.6 points below SED - 53.4 below Foster Youth - 92.8 below English Learners - 132.3 below Homeless - 102.1 below SWD - 154.5 below Hispanic - 45.8 below CAST (% Met/Exceeded Standards)	SBAC Distance Above/Below Standard ELA: All Students- 33 above SED- 22 above Foster Youth- 78 below English Learners- 58 below Homeless- 37 below SWD- 78 below Hispanic- 28 above Math: All Students- 60 below SED- 72 below Foster Youth- 189 below English Learners- 144 below Homeless- 137 below SWD- 177 below Hispanic - 66 below CAST (% Met/Exceeded Standards) All Students- 36% SED- 33%	Foster: +60.9 EL: -7.7 Homeless: +18.3 SWD: -0.2 Hispanic: +6.5 Math: All students: +24.3 SED: +24.7 Foster: +102.1 EL: +27.2 Homeless: +39.5 SWD: +28 Hispanic: +26.2 CAST: All students: +7.2% SED: +6.1% Foster: +4.1% EL: +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth - 13.3% English Learners - 3%	All students - 38.1% SED - 32.6% Foster Youth - 11.8% English Learners - 2%	Foster Youth- 13% English Learners- 5%	
2.3	Priority 4: Academic Achievement: English Learner Progress: Dataquest	2022-23 38.7% of students making progress toward English Language Proficiency on the ELPI	2023-24 43% of students making progress toward English Language Proficiency on the ELPI	2024-25 40.3% of students making progress toward English Language Proficiency on the ELPI	2025-26 45% of students making progress toward English Language Proficiency on the ELPI	ELPI: +1.6%
2.4	Priority 5: Student Engagement: Graduation Rate: Dataquest	2022-23 District- 90.8% SED- 90% Foster Youth- 84.2% English Learners- 78.4% Homeless- 79.6% Hispanic- 90.9% SWD- 74.5% DASS Schools Graduation Rates FHS: All Students- 51.1% Hispanic- 52.7% SED- 51.1% Foster Youth- 71.4% English Learners- 44.1% Homeless- 48.5% SWD- 45.8%	2023-24 District- 93.2% SED- 92.6% Foster Youth - 78.8% English Learners - 85% Homeless - 85.1% Hispanic- 93.1% SWD- 84.7% DASS Schools Graduation Rates FHS: All Students - 62.1% Hispanic - 62.2% SED - 61.9% Foster Youth - N/A English Learners - 57.5%	2024-25 District- 93.7% SED- 93.3% Foster Youth - 88.9% English Learners - 84.4% Homeless - 89.5% Hispanic- 93.7% SWD- 81.0% DASS Schools Graduation Rates FHS: All Students - 69.9% Hispanic - 70.0% SED - 70.2% Foster Youth - N/A English Learners - 74.1%	2025-26 District- 93% SED- 95% Foster Youth- 89% English Learners- 83% Homeless- 85% Hispanic- 95% SWD- 80% DASS Schools Graduation Rates FHS: All Students- 56% Hispanic- 58% SED- 56% Foster Youth- 76% English Learners- 49% Homeless- 54% SWD- 51%	Graduation Rates: District: +2.9% SED: +3.3% Foster: +4.7% EL: +6.0% Homeless: +9.9% Hispanic:+2.8% SWD: +6.5% DASS Schools Graduation Rates FHS: All Students: +18.8% Hispanic: +17.3% SED: +19.1% Foster: N/A EL: +30% Homeless: +20.9% SWD: +22.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SVHS: All Students- 67.7% Hispanic- 67.1% Homeless- 60.3% SED- 67% Foster Youth- N/A English Learners- 65.7% Graduation Rate was 96.8% at the comprehensive high schools	Homeless - 67.2% SWD - 69% SVHS: All Students - 76.6% Hispanic - 76.1% Homeless - 65.8% SED - 76.5% Foster Youth - N/A English Learners - 64.1% Graduation Rate was 97.7% at the comprehensive high schools	Homeless - 69.4% SWD - 68.6% SVHS: All Students - 83.8% Hispanic - 83.6% Homeless - 84.9% SED - 84.3% Foster Youth - N/A English Learners - 72.0% Graduation Rate was 96.5% at the comprehensive high schools	SVHS: All Students- 73% Hispanic- 72% Homeless- 65% SED- 72% Foster Youth- 68% English Learners- 71% Comprehensive High Schools- 96%	SVHS: All Students: +16.1% Hispanic: +16.5% Homeless: +24.6% SED: +17.3% Foster: N/A EL: +6.3% Comprehensive High Schools: -0.3%
2.5	Priority 5: Student Engagement: Chronic Absenteeism: Dataquest	2022-23 Chronic Absenteeism Rate- 25.5%	2023-24 Chronic Absenteeism Rate- 23.2%	2024-25 Chronic Absenteeism Rate- 22.4%	2025-26 Chronic Absenteeism Rate- 22%	Chronic Absenteeism: -3.1%
2.6	Priority 8: College/Career Indicator (A-G, CTE, SBAC, and AP classes): Dataquest and College Board CTE Pathway Completion Rate CTE/A-G Pathway Completion Rate	2022-23 CCI Prepared All Students- 51.9% SED- 48.9% EL- 23.3% Foster Youth- 16.7% CTE Pathway Completion Rate- 20.1% Combined A-G and CTE Rate- 11.9%	2023-24 CCI Prepared All Students- 51.7% SED- 48.9% EL- 25.2% Foster Youth- 28.1% CTE Pathway Completion - 20.4%	2024-25 CCI Prepared All Students- 57.7% SED- 55.1% EL- 26.6% Foster Youth- 18.2% CTE Pathway Completion - 20.6%	2025-26 CCI Prepared All Students- 57% SED- 54% EL- 27% Foster Youth- 22% CTE Pathway Completion Rate- 28% Combined A-G and CTE Rate- 15%	CCI Prepared All Students: +5.8% SED: +6.2% EL: +3.3% Foster Youth: +1.5% CTE Pathway Completion Rate: +0.5% Combined A-G and CTE Rate: +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Combined A-G and CTE Rate- 12.2%	Combined A-G and CTE Rate- 14.1%		
2.7	AP Pass Rate: College Board	2022-23 AP Pass Rate- 51%	2023-24 AP Pass Rate- 54%	2024-25 AP Pass Rate- 61%	2025-26 AP Pass Rate- 54%	AP Pass Rate: +10%
2.8	AP Participation Rate: College Board	2022-23 Students taking at least one AP Class in School Year- 26% AP Students taking at least one test in School Year- 87%	2023-24 Students taking at least one AP Class in School Year- 29% AP Students taking at least one test in School Year- 87%	2024-25 Students taking at least one AP Class in School Year- 30% AP Students taking at least one test in School Year- 86%	2025-26 Students taking at least one AP Class in School Year- 30% AP Students taking at least one test in School Year- 90%	Students taking at least one AP Class in School Year: +4% AP Students taking at least one test in School Year: -1%
2.9	A-G Rate: Dataquest	2022-23 Graduates meeting UC/CSU A-G requirements- 65.7% SED- 63.1% EL- 36.5% Foster- 31.3%	2023-24 Graduates meeting UC/CSU A-G requirements- 64.7% SED- 62.0% EL- 36.9% Foster- 37.5%	2024-25 Graduates meeting UC/CSU A-G requirements- 64.9% SED- 62.4% EL- 34.7% Foster- 38.1%	2025-26 Graduates meeting UC/CSU A-G requirements- 68% SED- 65.4% EL- 38.8% Foster- 33.6%	Graduates meeting UC/CSU A-G requirements: -0.8% SED: -0.7% EL: -1.8% Foster: +6.8%
2.10	D/F Rates Semester 1: WUHSD data	2022-23 D/F during Semester 1- 11.7%	2023-2024 D/F during Semester 1- 11.0%	2024-25 D/F during Semester 1- 9.6%	2025-26 D/F during Semester 1- 10%	D/F Rates during Semester 1: -2.1%
2.11	D/F Rates Semester 2: WUHSD data	2022-23 D/F during Semester 2- 11.4%	2023-24 D/F during Semester 2- 11.0%	2024-25 D/F during Semester 2- 10.6%	2025-26 D/F during Semester 2- 9%	D/F Rates during Semester 2: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	On-Target for Graduation Rate Semester 1: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 1- 90.7%	2023-24 On-Target for Graduation Rate for Semester 1 - 92.0%	2024-25 On-Target for Graduation Rate for Semester 1 - 93.3%	2025-26 On-Target for Graduation Rate for Semester 1- 94% or higher	On-Target for Graduation Rate for Semester 1: +2.6%
2.13	On-Target for Graduation Rate Semester 2: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 2- 92%	2023-24 On-Target for Graduation Rate for Semester 2- 93.1%	2024-25 On-Target for Graduation Rate for Semester 2- 94.1%	2025-26 On-Target for Graduation Rate for Semester 2- 94% or higher	On-Target for Graduation Rate for Semester 2: +2.1%
2.14	EL Reclassification Rate: Dataquest	2022-23 EL Reclassification Rate- 11.7%	2023-24 EL Reclassification Rate - 10.6%	2024-25 EL Reclassification Rate - 17.5%	2025-26 EL Reclassification Rate- 16%	EL Reclassification Rate: +5.8%

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.

WUHSD saw a lot of success in the areas of Curriculum and Instruction in 2025-2026 given the overall increase from baseline in student academic grades (as reflected our metrics that show reduced D/F rates, increased on-target for graduation rates, and increased graduation rate) and correlated student achievement gains (as reflected in increased CAASPP scores in ELA, Math, and Science). WUHSD believes that much of this success comes from the successful implementation of the actions under Goal 2, the majority of which were implemented as planned.

Whittier Union continues to support the use of technology at a high level, particularly following the pandemic, and so actions 2.2 and 2.7 (to purchase technology) and action 2.11 (to provide support staff for technology) were implemented as planned. With more teachers being willing to teach summer school again following the pandemic and with a high level of support from Rio Hondo College, WUHSD implemented another successful summer school (action 2.3) that generated a significant amount of credit recovery along with some enrichment/advancement opportunities. Those summer advancement opportunities have been focuses on math so that more students will be in Algebra 2 or beyond by their junior year, resulting in more success on the math CAASPP. Whittier Union continues to offer support classes for both skill building and remediation (actions 2.4 and 2.5) so that at-promise students will stay on track for graduation and so those actions were implemented as planned. 759 upperclassmen students served as Academic/Peer mentors across the district, providing support in both core and intervention classes. Both the mentors and the teachers who use them require training and support (action 2.8); that action

was implemented as planned. WUHSD continued to support a career/college-going culture through CTE pathways and college-preparatory programs such as AVID and Puente (action 2.9) as planned and a Visual and Performing Arts coordinator (action 2.10) received the planned 40% release to expand arts opportunities for students.

The comprehensive school sites continue to maintain a staffed open media center (action 2.6) so that students will have access to technology outside of school hours. Despite being a one-to-one Chromebook district following the pandemic, there is a still a need for students to have a place to work, to exchange a device if theirs is not functioning correctly, and to borrow a device if needed. As part of this action, WUHSD has historically contracted with an outside agency to provide tutors to supplement school staff. In recent years, that contract was paid using a combination of LCFF and A-G grant funds. With the expiration of the A-G grant, the decision was made to not renew the tutoring contract and maintain services using existing staff. This does reflect a substantive difference in the execution of action 2.6.

WUHSD continues to ensure that all students have access to high quality instructional materials and textbooks (action 2.1). As planned, the rate of new adoptions was slowed in 2025-2026, using the year to complete the adoption cycles for subjects such as Spanish and ELD. No new large scale cycles were initiated in 2025-2026 due to budget uncertainty at the state and federal level.

Though there were no significant changes in the implementation of the Goal 2 actions, the aforementioned budget uncertainty at all levels presents a challenge for actions that involve rising costs. For example, the costs of technology (actions 2.2 and 2.7) continue to rise and that coupled with the uncertainty in federal funds caused a certain amount of juggling among funding sources to ensure that all staff members had access to the technology needed to implement high level instruction and interventions. While there were no substantive differences in our implementation in those actions this year, the competing pressures of rising prices and projected decreases in income could lead to differences in the future.

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

For the purposes of this section, "material difference" is defined to be a change of 15% from the previous year's expenditures, or $10,000 (whichever is larger). The following actions had material differences between budgeted expenditures and estimated actual expenditures.

Action 2.1 (Textbooks and Instructional Materials): Several textbook adoptions that were originally planned for 2024-25 were pushed back a year into 25-26. This included subjects such as Spanish, German, French, English Language Development, and AP Physics. The projection for 2025-26 was made using the expenditures from 2024-25, not accounting for the shift in the adoption cycle. Therefore, there was a material increase in the estimated actual expenditures above projection.

Action 2.6 (Open Media Center): As mentioned above, WUHSD did not renew its contract for outside tutors to support the open media centers. Therefore, the estimated actual expenditures were lower than projected.

Action 2.7 (Technology): WUHSD experienced a rise in the costs of various technological platforms in 2025-26. Additionally, WUHSD paid for some additional functionality with platforms such as TurnItIn to help teachers detect potentially unauthorized AI usage by students. WUHSD also purchased some new devices across the district to replace some of the aging pandemic-era purchases. As such, the estimated actual expenditures exceeded projections.

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

Given the growth in many districtwide metrics, the actions in Goal 2 when taken as a group, are effective overall.

Action 2.1 (textbooks / instructional materials) was effective. WUHSD was able to ensure that it met the Williams instructional materials / textbook requirements for 100% of its students.

Action 2.2 (technological teacher support tools) and Action 2.7 (technology) were effective. Teacher use of technology in the classroom made instruction more effective and engaging, resulting in reduced rates of D/F grades (-2.1% in Semester 1 and -0.8% in Semester 2 when compared to the baseline year).

The next set of actions, when taken as a group, are all designed to support post-secondary readiness. Actions 2.3 (summer school), 2.4 (after school / parallel sections), and 2.5 (additional intervention sections) all provide intervention, remediation, and credit recovery opportunities for students. Action 2.6 (open media center) provides students with a place to complete work outside of class and access to the technology needed for many assignments. Action 2.8 (academic mentors) provides upperclassmen peer mentors who directly support at-promise underclassmen in the support classes referenced above in addition to core content classes. Action 2.9 (career/college pathways) provide career/college readiness experiences for all students. Action 2.10 (VAPA coordinator) ensures that all students have access to a quality Visual and Performing Arts program and that the arts are not a barrier to either graduation or A-G completion. Action 2.11 (technology support staff) provides assistance to teachers and students so that educational technology can be leveraged to support post-secondary readiness.

When considering the metrics that evaluate post-secondary readiness, Whittier Union set a new record graduation rate of 93.7% (+2.9% from the baseline). Of notable LCFF student groups. EL, SED, and Foster students saw an increases in their graduation rates from the baseline (+6.0%, +2.9% and +4.7% respectively). The A-G rate for the comprehensive high schools was 65% which exceed both state and county averages for non-alternative high schools (57% and 61% respectively). SED students saw a slight decline in A-G completion (-0.7% from the baseline) but a slight increase from the previous year (+0.4%). The A-G completion of English Learners has decreased from the baseline (-1.8%), though that may be a function of increasing the number of EL graduates over that same time period. Foster Youth have seen an increase of 6.8% in their A-G completion rate from the baseline. WUHSD has experienced an across-the-board increase in the CCI compared to the baseline year of 5.8% for all students. Foster Youth, EL, and SED students have seen increases over that same time period (+1.5%, +3.3%, and +6.2% respectively). Though some student groups experienced slight declines in post-secondary readiness metrics (A-G completion for SED and EL students), the overall gains of those student groups in the other metrics along with the across-the-board gains for Foster Youth and the district record-high graduation rate support the conclusion that actions 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, and 2.11 were all effective.

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.

Given the overall success of the metrics connected to Goal 2, WUHSD does not plan any changes to Goal 2 or any of its associated metrics, or target outcomes for 2025-2026.

Action 2.10 (VAPA Pathways) has been slightly revised to widen its scope. Previously, Action 2.10 was designed to pay the personnel costs associated for the partial release of the VAPA Lead teacher position. By revising it to VAPA Pathways, it reflects a broader level of district support including professional development and instructional materials for VAPA teachers.

Action 2.12 (Co-Taught Classes) has been added to Goal #2 based on input from our educational partners, most notably our SELPA. Co-taught classes are A-G classes made up of both general education students and students with disabilities and they are taught by a general education teacher and a special education teacher who work side-by-side. Co-taught classes have been piloted across WUHSD for several years and this new action affirms the district's support for this type of class based on the positive results we are already seeing for students in both populations.

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	Textbooks & Instructional Materials	WUHSD purchases textbooks & Instructional Materials for our base school program (Lottery funds for IMRFP).	$1,061,710.00	No
2.2	Technological Teacher Support Tools	Technological Teacher Support Tools for teachers to maintain student and textbook records (e.g., SEIS Special Ed System, Destiny Textbook Manager, etc.).	$56,471.00	No
2.3	Summer School	Provide additional sections of summer school classes and support staff that are targeted for EL, Foster Youth, Economically Disadvantaged students at all sites to ensure that academic proficiency and credit attainment are at expected levels. The summer school master schedules are first developed with the needs of English Learners, Foster Youth and Economically Disadvantaged students in mind. Unduplicated students often find themselves behind on credits because of the stressors in their lives, and a summer school program that is designed with their needs in mind helps them get caught up on their credits and prepares them for college and career.	$218,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	After-School and Parallel Sections	After-School courses to support English Learners, Foster Youth and Economically Disadvantaged students in credit recovery along with parallel support in English and math classes to ensure success the first time in the course. We have found that our English Learners, Foster Youth and Economically Disadvantaged students tend to struggle more in our most demanding and rigorous courses, that is why these students are targeted for the after-school and parallel/support classes. Unduplicated students often find themselves behind on credits because of the stressors in their lives, and the after-school and parallel sections that is designed with their needs in mind helps them get caught up on their credits and prepares them for college and career. Each site will make individual decisions about how many, if any, sections they will choose to offer after school each year.	$75,858.00	Yes
2.5	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	Additional sections at each site provide credit recovery and parallel academic sections, language development and academic proficiency, as well as socio-emotional support for unduplicated students. They are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks in order to keep students on track to graduate with their class. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for high-risk unduplicated students during the ninth grade year. We have found that these intervention sections ease the transition for the unduplicated and EL students, lowers the dropout rates, connects students to school, results in students wanting to come to school, thus improving the attendance rates so students can learn. WUHSD also provides additional sections for SDAIE and ELD in order to support EL and LTEL students' language development and success. Parallel Academic Language Development (ALD) courses assist unduplicated students in mastering the English language and gaining proficiency in academic coursework, along with gaining organizational skills.	$18,549,670.00	Yes
2.6	Open Media Center	Open Media Center during the evening so English Learners, Foster Youth and Economically Disadvantaged students can access technology, resources, and tutoring services. Staffed with a full-time computer lab	$665,567.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assistant to monitor the media center and provide computer assistance to students at their schools in case they don't have access in their homes. The goal is to provide tutoring and targeted academic assistance in the media centers after school, using certificated, classified, outside tutoring services, college and high school tutors to assist students. The full-time computer lab assistant in the Media Center also monitors the location of the tutoring in the classrooms during the day using college tutors.		
2.7	Technology	Technology: As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying furniture will ensure students have access to all forms of content and that they are fully prepared for college and career. Technological services and programs to engage students and provide them with additional support and access to the content (e.g., Turn-it-In and other content/platform providers). Implementation of online course provider for on-site credit recovery program for at-risk students, Cyber High and Apex Learning.	$693,315.00	No
2.8	Support and Training of Academic Mentors	Academic Mentors support teachers in the classroom to ensure English Learners, Foster Youth and Economically Disadvantaged students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge of the requisite skills and demeanor needed to maximize learning when supporting English Learners, Foster Youth and Economically Disadvantaged students in the classroom. The use of Academic Mentors has proven to be highly effective, not only from the surveys of English Learners, LTELs, Foster Youth and Economically Disadvantaged students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program	$38,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who found that positive motivational, engagement, and academic gains on the part of our students.		
2.9	College and Career Pathways	College and Career Pathways: In order to engage English Learners, Foster Youth and Economically Disadvantaged students in their current educational pursuit and prepare them for college and career readiness. Interaction with potential careers is done through a variety of methods, including CCGI, hands-on experiences, or course sequences. Support of English Learners, Foster Youth and Economically Disadvantaged students in these different exploratory experiences varies from clerk positions, additional tutoring, and assignments in career exploration programs. CTE Pathways are expanded on the sites with the support of ROP and various staff members that facilitate exploration and completion of pathways for English Learners, Foster Youth and Economically Disadvantaged students. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state with the goal of enrollment in a four-year college upon graduation (CHS, LS, WHS). Finally, supporting students with their FAFSA documents has become a significant endeavor for our counselors, and we plan to use the CCGI program once we are online with their program. Unduplicated students need support as they learn about and access college and career information because they often have language, organizational, or social-emotional barriers that preclude success in these areas.	$1,060,861.00	Yes
2.10	Visual and Performing Arts Pathways	The Whittier Union High School district engages English Learners, Foster Youth and Economically Disadvantaged students with the Visual and Performing Arts Programs by enhancing and aligning current VAPA offerings and by expanding support to these students. In order to facilitate this work, the district funds a VAPA Lead (Arts Coordinator) who leads outreach to the community through the development and maintenance of a district VAPA website and articulation with middle schools and community groups. Our goal is to support English Learners, Foster Youth and Economically Disadvantaged because they are not as well-versed in the	$99,096.00	Yes

Action #	Title	Description	Total Funds	Contributing
		VAPA fields as other students, so our VAPA lead will help bring the arts to these students. The VAPA Lead is a teacher on special assignment who teaches for three periods (plus a prep period) at one of the school sites but is granted two periods of release to support VAPA at all school sites. Additionally, the VAPA lead attends a variety of professional development opportunities and meetings on behalf of the district to ensure that WUHSD VAPA teachers are up-to-date on current thinking in Arts education. The district also provides instructional materials and professional development to VAPA teachers to ensure that it maintains robust pathways in the Visual and Performing Arts.		
2.11	Ed. Tech. Help Desk Staff	WUHSD utilizes an Ed. Tech. Help Desk staff member to support the seamless integration of technology and curriculum needs of English Learners, Foster Youth and Economically Disadvantaged students and the staff that supports these students since students have one-to-one devices and instructional apps and programs. We have found that unduplicated students have additional challenges with some of the educational technology, so the Help Desk will support our English Learners, Foster Youth and Economically Disadvantaged students and their teachers.	$119,809.00	Yes
2.12	Co-Taught Classes	WUHSD will provide classes comprised of students with and without IEPs in core, A-G subject areas. Those classes will be staffed by two teachers: one general education teacher and one special education teacher. The general education teacher is the content area expert while the special education teacher acts as the differentiation expert. Together, the two teachers share responsibilities for the instruction and support of all students.	$962,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ASSESSMENT AND ACCOUNTABILITY Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of Best Practices so that students learn challenging content and student performance is increased. In order for students to achieve at high levels, we believe the following must be in place: -The school effectively uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data. -Teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student. -Each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards. -The assessment of student achievement in relation to standards drives the schools' program, its regular evaluation and improvement, and the allocation and usage of resources.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic Conditions at School: SARC/Williams Reports: WUHSD data	2022-23 99% Average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. 2021-22 Teacher FTE Misassigned- 12.4 2022-23 100% access to textbooks in all core courses for all students	2023-24 99% Average on all indicators on Facility Inspection Reports from all 7 sites 2022-23 Teacher FTE Misassigned- 15.6 2023-24 100% access to textbooks in all core courses for all students	2024-25 99% Average on all indicators on Facility Inspection Reports from all 7 sites 2023-24 Teacher FTE Misassigned- 7.9 2024-25 100% access to textbooks in all core courses for all students	2025-26 100% average on all indicators on Facility Inspection Reports from all 7 sites, which is a "Good" rating. 2024-25 Teacher FTE Misassigned- 0 2025-26 100% access to textbooks in all core courses for all students	Facilities Inspection: 0% FTE Misassigned: -4.5 Access to Textbooks: 0%
3.2	Priority 4: Academic Achievement: English Learner Progress: Dataquest	2022-23 38.7% of students making progress toward English Language Proficiency on the ELPI.	2023-24 43% of students making progress toward English Language Proficiency on the ELPI.	2024-25 40.3% of students making progress toward English Language Proficiency on the ELPI.	2025-26 45% of students making progress toward English Language Proficiency on the ELPI.	Students making progress towards English Language Proficiency on the ELPI: +1.6%
3.3	Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC- DF3 (Met Standard): Dataquest ELA	2022-23 SBAC Distance Above/Below Standard ELA: All Students- 26.9 above SED- 16 above	2023-34 SBAC Distance Above/Below Standard ELA: All Students - 30.8 above SED - 20.6 above	2024-25 SBAC Distance Above/Below Standard ELA: All Students - 32.7 above SED - 21.0 above	2025-26 SBAC Distance Above/Below Standard ELA: All Students- 33 above SED- 22 above	ELA: All students: +5.8 SED: +5.0 Foster: +60.9 EL: -7.7 Homeless: +18.3 SWD: -0.2 Hispanic: +6.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math CAST	Foster Youth- 84.2 below English Learners- 63.8 below Homeless- 43.1 below SWD- 84.2 below Hispanic- 22.2 above Math: All Students- 65.9 below SED- 78.1 below Foster Youth- 194.9 below English Learners- 150.4 below Homeless- 141.6 below SWD- 182.5 below Hispanic - 72 below CAST (% Met/Exceeded Standards) All Students- 30.3% SED- 26.5% Foster Youth- 7.7% English Learners- 0.8%	Foster Youth - 78.4 below English Learners - 65.1 below Homeless - 21.4 below SWD - 97.5 below Hispanic- 27.2 above Math: All Students - 47 points below SED - 58.5 below Foster Youth - 121.9 below English Learners - 129.5 below Homeless - 102.8 below SWD - 178 below Hispanic - 51.4 below CAST (% Met/Exceeded Standards) All students - 37% SED - 33% Foster Youth - 13.3% English Learners - 3%	Foster Youth - 23.3 below English Learners - 71.5 below Homeless - 24.8 below SWD - 84.6 below Hispanic- 28.7 above Math: All Students - 41.6 points below SED - 53.4 below Foster Youth - 92.8 below English Learners - 132.3 below Homeless - 102.1 below SWD - 154.5 below Hispanic - 45.8 below CAST (% Met/Exceeded Standards) All students - 38.1% SED - 32.6% Foster Youth - 11.8% English Learners - 2%	Foster Youth- 78 below English Learners- 58 below Homeless- 37 below SWD- 78 below Hispanic- 28 above Math: All Students- 60 below SED- 72 below Foster Youth- 189 below English Learners- 144 below Homeless- 137 below SWD- 177 below Hispanic - 66 below CAST (% Met/Exceeded Standards) All Students- 36% SED- 33% Foster Youth- 13% English Learners- 5%	Math: All students: +24.3 SED: +24.7 Foster: +102.1 EL: +27.2 Homeless: +39.5 SWD: +28 Hispanic: +26.2 CAST: All students: +7.2% SED: +6.1% Foster: +4.1% EL: +1.2%
3.4	SBAC Participation Rate: Dataquest	2022-23	2023-24	This metric has been discontinued.	2025-26	This metric has been discontinued.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Participation Rate for ELA- 97% Participation Rate for Math- 96%	Participation Rate for ELA- 97% Participation Rate for Math- 95% This metric will be discontinued for 2025-2026		Participation Rate for ELA- 95% or higher Participation Rate for Math- 95% or higher	
3.5	Priority 7: College/Career Indicator (A-G, CTE, SBAC, and AP classes): Dataquest and College Board AP Participation Rate: College Board	2022-23 Students taking at least one AP Class in School Year- 26% AP Students taking at least one Test in School Year- 87%	2023-24 Students taking at least one AP Class in School Year- 29% AP Students taking at least one Test in School Year- 87%	2024-25 Students taking at least one AP Class in School Year- 30% AP Students taking at least one test in School Year- 86%	2025-26 Students taking at least one AP Class in School Year- 30% AP Students taking at least one Test in School Year- 90%	Students Taking at least one AP Class: +4% AP Students taking at least one Test: -1%
3.6	AP Pass Rate: College Board	2022-23 AP Pass Rate- 51%	2023-24 AP Pass Rate- 54%	2024-25 AP Pass Rate- 61%	2025-26 AP Pass Rate- 54%	AP Pass Rate: +10%
3.7	EAP College-Ready: Dataquest	2022-23 EAP College Ready ELA- 62% EAP College Ready Math- 31%	2023-24 EAP College Ready ELA- 65% EAP College Ready Math- 37%	2024-25 EAP College Ready ELA- 65% EAP College Ready Math- 37%	2025-26 EAP College Ready ELA- 65% EAP College Ready Math- 36%	EAP College Ready ELA: +3% EAP College Ready Math: +6%
3.8	D/F Rates Sem 1: WUHSD data	2022-23 D/F during Semester 1- 11.7%	2023-34 D/F during Semester 1- 11.0%	2024-25 D/F during Semester 1- 9.6%	2025-26 D/F during Semester 1- 10%	D/F during Semester 1: -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	D/F Rates Sem 2: WUHSD data	2022-23 D/F during Semester 2- 11.4%	2023-24 D/F during Semester 2 All Students- 11.0% SED-	2024-25 D/F during Semester 2- 10.6%	2025-26 D/F during Semester 2- 9%	D/F during Semester 2: -0.8%
3.10	On-Target for Graduation Sem 1: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 1- 90.7%	2023-24 On-Target for Graduation Rate for Semester 1 - 92.0%	2024-25 On-Target for Graduation Rate for Semester 1 - 93.3%	2025-26 On-Target for Graduation Rate for Semester 1- 94% or higher	On-Target for Graduation Rate for Semester 1: +2.6%
3.11	On-Target for Graduation Sem 2: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 2- 92%	2023-24 On-Target for Graduation Rate for Semester 2- 93.1%	2024-25 On-Target for Graduation Rate for Semester 2- 94.1%	2025-26 On-Target for Graduation Rate for Semester 2- 94% or higher	On-Target for Graduation Rate for Semester 2: +2.1%
3.12	SBAC ELA Proficiency Rates: Dataquest	2022-23 SBAC ELA Met/Exceeded Rate- 62% SED- 58% Foster Youth- 31% English Learners- 10%	2023-24 SBAC ELA Met/Exceeded Rate- 65% SED- 61% Foster Youth- 27% English Learners- 12%	2024-25 SBAC ELA Met/Exceeded Rate- 65% SED- 60% Foster Youth- 56% English Learners- 6%	2025-26 SBAC ELA Met/Exceeded Rate- 65% SED- 61% Foster Youth- 33% English Learners- 12%	SBAC ELA Met/Exceeded Rate: +3% SED: +2% Foster Youth: +25% English Learners: -4%
3.13	SBAC Math Proficiency Rate: Dataquest	2022-23 SBAC Math Met/Exceeded Rate- 31%	2023-24 SBAC Math Met/Exceeded Rate- 37%	2024-25 SBAC Math Met/Exceeded Rate- 37%	2025-26 SBAC Math Met/Exceeded Rate- 36%	SBAC Math Met/Exceeded Rate: +6% SED: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 27% Foster Youth- 15% English Learners- 1%	SED- 33% Foster Youth-31% English Learners-5%	SED- 33% Foster Youth-31% English Learners-2%	SED- 32% Foster Youth- 18% English Learners-3%	Foster Youth: +16% English Learners: +1%
3.14	PSAT Participation Rate: College Board	2022-23 District-wide participation rate: All Students- 27% SED- 22% Foster Youth- 0.3% English Learners- 3%	2023-24 District-wide participation rate: All Students - 35% SED- 27% Foster Youth-0.2% English Learners-3%	2024-25 District-wide participation rate: All Students - 38% SED- 34% Foster Youth- 17% English Learners-17%	2025-26 District-wide participation rate: All Students- 30% SED- 25% Foster Youth-0.5% English Learners-6%	District-wide participation rate: All students: +11% SED: +12% Foster Youth: +16.7% English Learners: +14%
3.15	College/Career Indicator: Dataquest	2022-23 CCI Prepared All Students- 51.9% SED- 48.9% Foster Youth- 16.7% English Learners-23.3% Hispanic- 50.5% Homeless- 29.7% SWD- 21.5%	2023-24 CCI Prepared All Students - 51.7% SED- 48.9% Foster Youth-28.1% English Learners-25.2% Hispanic- 50.3% Homeless- 31.5% SWD- 21.1%	2024-25 CCI Prepared All Students - 57.7% SED- 55.1% Foster Youth-18.2% English Learners-26.6% Hispanic- 57.0% Homeless- 39.6% SWD- 17.2%	2025-26 CCI Prepared All Students- 56% SED- 53% Foster Youth- 21% English Learners-27% Hispanic- 55% Homeless- 34% SWD- 26%	CCI Prepared All Students: +5.8% SED: +6.2% Foster Youth: +1.5% English Learners: +3.3% Hispanic: +6.5% Homeless: +9.9% SWD: -4.3%
3.16	Priority 8- Other Pupil Outcomes: State Seal of Biliteracy: Dataquest	2022-23 Percent of Students who received the State Seal of Biliteracy-15.1%	2023-24 Percent of Students who received the State	2024-25 Percent of Students who received the State	2025-26 Percent of Students who received the State	Percent of Students who received the State Seal of Biliteracy: +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Seal of Biliteracy-12.1%	Seal of Biliteracy-17.0%	Seal of Biliteracy-17.1%	

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.

Professional Learning Community (PLC) work at the highest level has been the cornerstone of the Whittier Union High School District's "Whatever It Takes" initiative for over 20 years. Its success with the PLC model has been recognized repeatedly by various education researchers such as Richard DuFour, Douglas Reeves and Michael Fullan. Its commitment to PLCs is cemented in the four actions in Goal 3.

Both site and district PLC teams meet on a regular basis to develop and analyze common assessments (action 3.1). These PLC teams operate at every site and at every subject/grade level in English, Math, Social Studies, Science, and World Languages. PLC meetings are facilitated by PLC Leads (action 3.3), a stipend position called a Course Lead in WUHSD. An Intervention Specialist at each of the comprehensive sites (a teacher who receives two periods of release) identifies students who need additional support and gets them connected to those supports (action 3.2). Actions 3.1, 3.2, and 3.3 were implemented as planned in 2025-2026.

All of Whittier Union's PLC work is ultimately directed towards the post-secondary readiness of its students. In the specific area of college readiness, Whittier Union helps prepare students by paying for the PSAT exam for all 9th, 10th, and 11th graders who wish to take it; this is a component of action 3.4. In 2025-2026, however, all school sites chose to do a administration of the PSAT for all students in grades 9-11 (as opposed to just students who opted in to the exam). This represents a difference in the planned implementation of action 3.4

Likewise, Whittier Union provided additional financial support to subsidize the cost of Advanced Placement exams for students who do not qualify for fee waivers. For many years, the district has provided additional funds to ensure that any student who qualifies for the fee waiver pays no more than $5 per exam. In 2024-2025, the district further committed to subsidizing the cost of the first AP exam for students who do not qualify for the fee waiver so that their first exam costs only $5 regardless of their financial situation. This practice continued for the 2025-2026 school year.

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

For the purposes of this section, "material difference" is defined to be a change of 15% from the previous year's expenditures, or $10,000 (whichever is larger). The following action had a material difference between budgeted expenditures and estimated actual expenditures.

Action 3.1 (Common Assessments, Collaboration, and Analysis): This LCAP action represents the heart of the WUHSD PLC work and is our main source of internal PD. With the Educator Effectiveness Grant (EEG) set to expire at the end of the 2025-2026 fiscal year, WUHSD

was able to leverage additional funding above prior years to meet professional development needs that support the achievement of low income, foster, and English Learner students. As this additional funding was not incorporated into prior LCAP projections, this represents a material increase above the projections from a year ago.

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

Given the growth in many districtwide metrics, the actions in Goal 3 when taken as a group, are effective overall.

The effectiveness of actions 3.1 (common assessment work), 3.2 (intervention specialists, 3.3 (course leads), and 3.4 (college readiness) should all be evaluated based on the various measures of post-secondary readiness. Whittier Union set a new record graduation rate of 93.7% (+2.9% from the baseline). Of notable LCFF student groups. EL, SED, and Foster students saw an increases in their graduation rates from the baseline (+6.0%, +2.9% and +4.7% respectively). The A-G rate for the comprehensive high schools was 65% which exceed both state and county averages for non-alternative high schools (57% and 61% respectively). SED students saw a slight decline in A-G completion (-0.7% from the baseline) but a slight increase from the previous year (+0.4%). The A-G completion of English Learners has decreased from the baseline (-1.8%), though that may be a function of increasing the number of EL graduates over that same time period. Foster Youth have seen an increase of 6.8% in their A-G completion rate from the baseline. WUHSD has experienced an across-the-board increase in the CCI compared to the baseline year of 5.8% for all students. Foster Youth, EL, and SED students have seen increases over that same time period (+1.5%, +3.3%, and +6.2% respectively). Though some student groups experienced slight declines in post-secondary readiness metrics (A-G completion for SED and EL students), the overall gains of those student groups in the other metrics along with the across-the-board gains for Foster Youth and the district record-high graduation rate support the conclusion that actions 3.1, 3.2, 3.3, and 3.4 are all effective.

An additional metric that is very important for actions 3.1 and 3.3 is found in the increased CAASPP scores (+5.8 ELA, +24.3 Math, and +7.2% Science compared to baseline) for WUHSD. Looking at notable LCFF student groups, the CAASPP results are extremely positive in Math (+24.7 SED, +102.1 Foster, +27.2 EL) and Science (+6.1% SED, +4.1% Foster, +1.2% EL) but a little more mixed in ELA (+5.8 SED, +60.9 Foster, -7.7 EL). The totality of all of these metrics, combined with the post-secondary readiness metrics from above, further support the conclusion that actions 3.1 through 3.4 are effective.

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.

Given the overall success of the metrics connected to Goal 3, WUHSD does not plan any changes to Goal 3 or any of its associated actions, or target outcomes for 2026-2027.

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	Common Assessments and Collaboration and Analysis	Whittier Union provides interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of English Learners, Foster Youth and Economically Disadvantaged students, ensuring that they are college and career ready when they graduate from WUHSD. An emphasis on instructional strategies that support unduplicated students (based on the data from the common assessments) in the area of language development, organizational strategies, college and career awareness, and social/emotional support will better prepare them for academic success. Collectively, Whittier Union teachers utilize other sources of data, research, and information to inform the collaborative analysis of common assessment results and discussion of practice in order to improve student learning. Within WUHSD, we strongly believe that collaboration is the reason for unduplicated students' continued academic growth, with change driven through the use of common assessments as a tool for improvement. Common assessments are a tool that defines content covered during a certain period, as well as a tool to dive deep into student performance and guide dialogue directed to overcoming barriers to English Learners, Foster Youth and Economically Disadvantaged student learning. They are also a tool for the sharing of best instructional and curricular practices between our teachers when it instructing our unduplicated students. WUHSD supports the facilitation, collaboration, and analysis of common assessment data as our interdependent teams continuously support strong student achievement for English Learners, Foster Youth and Economically Disadvantaged students. The goal is to ensure that they are college and career ready when they graduate from Whittier Union. This is done through the Director of Professional Learning with nine coaches, who are teachers that receive additional monthly hours to prepare, who facilitate course-alike teams throughout the year. The Director of Professional Learning trains the Curriculum and Assessment Coaches to engage teachers in conversations about curriculum, assessments, instruction, and other supports that assist unduplicated students with their college an career goals because they have unique needs. These needs include language development, organizational support, and social-emotional support. Teams are also able to come in to develop and analyze site common assessments, along with plan strategies, routines, and lesson if the time is	$1,236,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		approved by their site administrator. The increased use of time to collaborate with one's own has demonstrated improved student achievement for English Learners, Foster Youth and Economically Disadvantaged students because the course-alike teams focus on instructional strategies that support unduplicated students.		
3.2	Intervention Specialist Release Periods	The Intervention Specialist is a teacher who has one release period to analyze data and provide support and information to personnel on the site to ensure that English Learners, Foster Youth and Economically Disadvantaged students are provided with additional time and support/tutoring to achieve academic success. These intervention specialists work primarily with unduplicated students because these students need support so they can be college and career ready.	$403,965.00	Yes
3.3	Course Leads Provide Leadership at Sites and During District Meetings	Course Leads: 126 Course Leads, who, at each site, provide leadership and facilitate the development of the course-alike team at the sites as well as during district meetings; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that English Learners, Foster Youth and Economically Disadvantaged student groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for unduplicated students, working with teachers and staff to identify their unduplicated students in need of intervention, ensuring that all students not only master the content, but move on to the most rigorous course of study and graduate on time. The course leads support other teachers as they contemplate the needs of unduplicated students, who often have specific needs such as language development, organizational support, college and career readiness, and social-emotional support.	$493,400.00	Yes
3.4	College Readiness for EL, Low Income and Foster Students	Whittier Union prepares all students for the option of attending college after completing high school by taking the PSAT and as many AP tests as they are prepared to take by promoting the lower $5 test charge and covering any balance due for AP tests with district funds. Whittier Union supports these students with additional materials specifically designed to prepare for	$263,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AP tests when students lack the background experiences that are often capitalized upon on these forms of standardized exams. Due to the fact that the UC/CSU no longer require the PSAT/SAT/ACT, we have made the PSAT optional (but still free) for students who wish to take it. Standardized assessments continue to be necessary for our students, so WUHSD will continue to support students as needed.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH Provide a comprehensive system of support services to facilitate student success, both academically and personally. In order for students to achieve at high levels, we believe the following must be in place: -The school leadership employs a wide range of strategies to encourage parental and community involvement, especially in the teaching/learning process -The school is a safe, clean, and orderly place that nurtures learning and maintains a culture characterized by trust, professionalism, and high expectations for all students -All students have access to a system of personal and equitable support and intervention services, activities, and opportunities at the school and within the community to help ensure school, college, and career success -The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 2: Implementation of State Standards: WUHSD data	2022-23 100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 10.5 days of professional learning designed around standards-based instruction Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 95%	2023-24 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Average Days per Teacher- 13.1 days of professional learning designed around standards-based instruction Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices - 95%	2024-25 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board Average Days per Teacher- 11.5 days of professional learning designed around standards-based instruction. Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices - 89%	2025-26 -100% of Annual Reports are completed by each school and shared with the Board (Numerous data points, including Grad Rate, On-Target, A-G rate, etc.) Average Days per Teacher- 12 days of professional learning designed around standards-based instruction Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices- 98%	Annual Report Submission: 0% Average Days per Teacher of Professional Learning designed around standards-based instruction: +1 Percentage of Teachers Participating in Best Practices: -6%
4.2	Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC-	2022-23 SBAC Distance Above/Below Standard ELA:	2023-34 SBAC Distance Above/Below Standard ELA:	2024-25 SBAC Distance Above/Below Standard ELA:	2025-26 SBAC Distance Above/Below Standard ELA:	All students: +5.8 SED: +5.0 Foster: +60.9 EL: -7.7 Homeless: +18.3 SWD: -0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA Math CAST	All Students- 26.9 above SED- 16 above Foster Youth- 84.2 below English Learners- 63.8 below Homeless- 43.1 below SWD- 84.2 below Hispanic- 22.2 above Math: All Students- 65.9 below SED- 78.1 below Foster Youth- 194.9 below English Learners- 150.4 below Homeless- 141.6 below SWD- 182.5 below Hispanic - 72 below CAST (% Met/Exceeded Standards) All Students- 30.3% SED- 26.5% Foster Youth- 7.7% English Learners- 0.8%	All Students - 30.8 above SED - 20.6 above Foster Youth - 78.4 below English Learners - 65.1 below Homeless - 21.4 below SWD - 97.5 below Hispanic- 27.2 above Math: All Students - 47 points below SED - 58.5 below Foster Youth - 121.9 below English Learners - 129.5 below Homeless - 102.8 below SWD - 178 below Hispanic - 51.4 below CAST (% Met/Exceeded Standards) All students - 37% SED - 33% Foster Youth - 13.3% English Learners - 3%	All Students - 32.7 above SED - 21.0 above Foster Youth - 23.3 below English Learners - 71.5 below Homeless - 24.8 below SWD - 84.6 below Hispanic- 28.7 above Math: All Students - 41.6 points below SED - 53.4 below Foster Youth - 92.8 below English Learners - 132.3 below Homeless - 102.1 below SWD - 154.5 below Hispanic - 45.8 below CAST (% Met/Exceeded Standards) All students - 38.1% SED - 32.6% Foster Youth - 11.8%	All Students- 33 above SED- 22 above Foster Youth- 78 below English Learners- 58 below Homeless- 37 below SWD- 78 below Hispanic- 28 above Math: All Students- 60 below SED- 72 below Foster Youth- 189 below English Learners- 144 below Homeless- 137 below SWD- 177 below Hispanic - 66 below CAST (% Met/Exceeded Standards) All Students- 36% SED- 33% Foster Youth- 13% English Learners- 5%	Hispanic: +6.5 Math: All students: +24.3 SED: +24.7 Foster: +102.1 EL: +27.2 Homeless: +39.5 SWD: +28 Hispanic: +26.2 CAST: All students: +7.2% SED: +6.1% Foster: +4.1% EL: +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				English Learners - 2%		
4.3	Priority 4: Academic Achievement: English Learner Progress: Dataquest	2022-23 38.7% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard	2023-24 43.2% of students making progress toward English Language Proficiency.	2024-25 40.3% of students making progress toward English Language Proficiency on the ELPI	2025-26 45% of students making progress toward English Language Proficiency on the English Learner Progress Indicator on the state Dashboard	Students making progress on the ELPI: +1.6%
4.4	Priority 3: Parent Participation and Parent Decision-Making: Parent Survey Participation and Parent engagement in LCAP Advisory meetings : WUHSD data Priority 6: Parent Safety and Connectedness: WUHSD data	2023-24 WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. There were 1,672 responses (more than triple the prior year) to the annual Parent Survey. 89% of parents feel that their students are safe on their campus. Over 90% of parents feel that their students are accepted/ connected/respected at their school site. 2024-2025	2024-2025 WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. There were 1501 responses to the annual Parent Survey. 97% of parents feel that their students are safe on their campus. Over 98% of parents feel that their students are accepted/ connected/respect ed at their school site.	2025-26 WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students. There were 1695 responses to the annual Parent Survey. 88% of parents feel that their students are safe on campus. 91% of parents feel that their students are accepted/connecte d/respected at their school site.	2026-27 1,750 responses to the annual Parent Survey. Maintain a rate of 90% or more of parents, who feel that their students are safe on their campus. Maintain a rate of 90% or more of parents who feel that their students are accepted/ connected/respect ed at their school site. Parents attend our LCAP Advisory meetings and their	Parent Survey Responses: +23 Parent perception of safety: -1% Parent perception of respect: +1% Parents attending LCAP Advisory meetings: +28

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents attending LCAP Advisory Meetings: 214	LCAP Advisory Meeting attendance was not recorded in 2023-24, meaning that this year (24-25) will now be the baseline data source.	Parents attending LCAP Advisory Meetings: 242	attendance and feedback will be recorded in each site's meeting notes. Parent attendance rates will be captured during this three year cycle. The goal will be to engage 300 unique parents in the LCAP Advisory process per year across the district.	
4.5	Priority 5: Student Engagement: Graduation Rate: Dataquest	2022-23 District- 90.8% SED- 90% Foster Youth- 84.2% English Learners- 78.4% Homeless- 79.6% Hispanic- 90.9% SWD- 74.5% DASS Schools Graduation Rates FHS: All Students- 51.1% Hispanic- 52.7% SED- 51.1% Foster Youth- 71.4% English Learners- 44.1% Homeless- 48.5% SWD- 45.8%	2023-24 District- 93.2% SED- 92.6% Foster Youth - 78.8% English Learners - 85% Homeless - 85.1% Hispanic- 93.1% SWD- 84.7% DASS Schools Graduation Rates FHS: All Students - 62.1% Hispanic - 62.2% SED - 61.9% Foster Youth - N/A English Learners - 57.5%	2024-25 District- 93.7% SED- 93.3% Foster Youth - 88.9% English Learners - 84.4% Homeless - 89.5% Hispanic- 93.7% SWD- 81.0% DASS Schools Graduation Rates FHS: All Students - 69.9% Hispanic - 70.0% SED - 70.2% Foster Youth - N/A English Learners - 74.1%	2025-26 District- 93% SED- 95% Foster Youth- 89% English Learners- 83% Homeless- 85% Hispanic- 95% SWD- 80% DASS Schools Graduation Rates FHS: All Students- 56% Hispanic- 58% SED- 56% Foster Youth- 76% English Learners- 49% Homeless- 54% SWD- 51%	Graduation Rates: District: +2.9% SED: +3.3% Foster: +4.7% EL: +6.0% Homeless: +9.9% Hispanic:+2.8% SWD: +6.5% DASS Schools Graduation Rates FHS: All Students: +18.8% Hispanic: +17.3% SED: +19.1% Foster: N/A EL: +30% Homeless: +20.9% SWD: +22.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SVHS: All Students- 67.7% Hispanic- 67.1% Homeless- 60.3% SED- 67% Foster Youth- N/A English Learners- 65.7% Graduation Rate was 96.8% at the comprehensive high schools	Homeless - 67.2% SWD - 69% SVHS: All Students - 76.6% Hispanic - 76.1% Homeless - 65.8% SED - 76.5% Foster Youth - N/A English Learners - 64.1% Graduation Rate was 97.7% at the comprehensive high schools	Homeless - 69.4% SWD - 68.6% SVHS: All Students - 83.8% Hispanic - 83.6% Homeless - 84.9% SED - 84.3% Foster Youth - N/A English Learners - 72.0% Graduation Rate was 96.5% at the comprehensive high schools	SVHS: All Students- 73% Hispanic- 72% Homeless- 65% SED- 72% Foster Youth- 68% English Learners- 71% Comprehensive High Schools- 96%	SVHS: All Students: +16.1% Hispanic: +16.5% Homeless: +24.6% SED: +17.3% Foster: N/A EL: +6.3% Comprehensive High Schools: -0.3%
4.6	Priority 5: Student Engagement: Chronic Absenteeism: Dataquest	2022-23 Chronic Absenteeism Rate All Students- 25.5% English Learners- 32.5% Foster Youth- 39.6% SED- 28.3%	2023-24 Chronic Absenteeism Rate All students- 23.2% English Learners- 32.8% Foster Youth- 30.4% SED- 25.7%	2024-25 Chronic Absenteeism Rate All students- 22.4% English Learners- 31.4% Foster Youth- 33.3% SED- 25.0%	2025-26 Chronic Absenteeism Rate All students- 22% English Learners- 29% Foster Youth- 36% SED- 25%	Chronic Absenteeism All students: -3.1% English Learners: -1.1% Foster Youth: -6.3% SED: -3.3%
4.7	Priority 6: School Climate: Suspension: Dataquest	2022-23 Suspension rate: All Students- 5% Foster Youth- 21% English Learners- 7.5%	2023-24 Suspension rate: All Students- 3% Foster Youth- 11%	2024-25 Suspension rate: All Students- 3.1% Foster Youth- 5.8%	2025-26 Suspension rate: All Students- 3% Foster Youth- 16%	Suspension rate: All Students: -1.9% Foster Youth: -15.2% English Learners: -1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American- 12.3% SWD- 8.1% Homeless- 8.8% SED- 5.7% Hispanic- 5%	English Learners- 5.2% African American- 6.5% SWD- 6.4% Homeless- 4.8% SED- 3.6% Hispanic- 3.1%	English Learners- 5.8% African American- 4.4% SWD- 6.4% Homeless- 6.1% SED- 3.5% Hispanic- 3.1%	English Learners- 4% African American- 7% SWD- 4% Homeless- 6% SED- 4% Hispanic- 3%	African American: -7.9% SWD: -1.7% Homeless: -2.7% SED: -2.2% Hispanic: -1.9%
4.8	Cohort Dropout Rate: Dataquest	2022-23 Dropout rate- 2.1%	2023-24 Dropout rate - 1.2%	2024-25 Dropout rate- 1.8%	2025-26 Dropout rate- 1.8%	Dropout rate: -0.3%
4.9	Student Attendance Rates: WUHSD Data	2022-23 Student attendance rates at the comprehensive high schools- 93.8% SED- 93.3% Foster Youth- 90.7% English Learners- 93.5% Alternative Education Sierra Vista- 87.8% Frontier- 88.6%	2023-2024 Student attendance rates at the comprehensive high schools- 94.3% SED- 94.0% Foster Youth- 93.1% English Learners- 92.4% Alternative Education Sierra Vista- 78.5% Frontier- 76.9%	2024-2025 Student attendance rates at the comprehensive high schools- 94.3% SED- 94.0% Foster Youth- 92.7% English Learners- 92.7% Alternative Education Sierra Vista- 77.9% Frontier- 75.6%	2025-26 Student attendance rates at the comprehensive high schools- 95% SED- 95% Foster Youth- 92% English Learners- 95% Alternate Education Sierra Vista- 90% Frontier- 90%	Student attendance rates at the comprehensive high schools: +0.5% SED: +0.7% Foster Youth: +2.0% English Learners: -0.8% Alternative Education Sierra Vista: -9.9% Frontier: -13.0%
4.10	Expulsion Rates: Dataquest	2022-23 Expulsion Rate- 0.40%	2023-24 Expulsion Rate- 0.0%*	2024-25 Expulsion Rate- 0.10%*	2025-26 Expulsion Rate- 0.20%	Expulsion Rate: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*1 student expelled in 23-24	*6 students expelled in 24-25		
4.11	On-Target for Graduation Rate Semester 1: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 1- 90.7%	2023-24 On-Target for Graduation Rate for Semester 1 - 92.0%	2024-25 On-Target for Graduation Rate for Semester 1 - 93.3%	2025-26 On-Target for Graduation Rate for Semester 1- 94%	On-Target for Graduation Rate for Semester 1: +2.6%
4.12	On-Target for Graduation Rate Semester 2: WUHSD data	2022-23 On-Target for Graduation Rate for Semester 2- 92%	2023-24 -On-Target for Graduation Rate for Semester 2- 93.1%	2024-25 On-Target for Graduation Rate for Semester 2- 94.1%	2025-26 On-Target for Graduation Rate for Semester 2- 94%	On-Target for Graduation Rate for Semester 2: +2.1%
4.13	Staff Morale (professional support)/Student Opinion Survey (school safety, academic support, etc.) During these surveys, our staff and students give us feedback about school climate and safety, and we incorporate their suggestions into our rules and policies.	2022-23 Annual Surveys Staff Morale Survey- 95% of staff (including teachers) feel safe on campus. 90% feel accepted/connected/respected at their school site. Student Survey- Over 89% of students feel safe on campus. Over 87% of students feel accepted/ connected/respected at their school site.	2023-24 Annual Surveys Staff Morale Survey- 93% of staff (including teachers) feel safe on campus. 88% feel accepted/connected/respected at their school site. Student Survey- 91% of students feel safe on campus. 86% of students feel accepted/connected/respected at their school site.	2024-25 Annual Surveys Staff Morale Survey- 94% of staff (including teachers) feel safe on campus. 92% feel accepted/connected/respected at their school site. Student Survey- 92% of students feel safe on campus. 87% of students feel accepted/connected/respected at their school site.	2025-26 Annual Surveys Staff Morale Survey- 97% of staff (including teachers) feel safe on campus. 93% of staff feel accepted/connected/respected at their school site. Student Survey- 92% of students feel safe on campus. 90% of students feel accepted/connected/respected at their school site.	Staff Morale Survey (including teachers): Safety: -1% Accepted/Connected/Respected: +2% Student Survey: Safety: +3% Accepted/Connected/Respected: 0%

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.

Ensuring a positive school culture and providing a comprehensive system of student supports are are essential to student academic success. Whittier Union has a long history of providing timely, directed, systematic interventions and supports for students and the actions in Goal 4 are a strong reflection of those efforts.

For many years, WUHSD has provided a District-level categorical office (action 4.1) to ensure that state and federal funding and resources reach the students who need it most. The categorical office serves as the focal point for district support of English Learners as well as various career/college initiatives such as Puente, AVID, California Partnership Academies and other CTE pathways. Working in concert with the district categorical office are the Horizons Offices (action 4.2) located at the comprehensive high schools. Each Horizons Office provides case management for English Learners as well as supporting students through the college and financial aid application processes. In addition to providing traditional academic guidance counselors, WUHSD also provides each site with an intervention counselor position (action 4.3). The intervention counselors carry small caseloads of at-promise students while providing programmatic support to various intervention initiatives such as Guided Studies classes.

Even before the pandemic, WUHSD saw the need to provide a comprehensive Student Wellbeing Program for all students (action 4.5). As part of the program, each school site has a full time social worker take the lead on site-based wellness initiatives and provide gap services for students who are in the process of getting support from various community partners. The district also maintains social workers at the district level who provide more intensive case management for a small number of students across the district and also manage a cadre of social work interns that are placed at all school sites. In order to support a robust wellbeing program in a time of declining enrollment, Whittier Union applied for (and received) the Children and Youth Behavioral Health Initiative (CYBHI) grant. WUHSD began to use CYBHI funds in for the first time in 2025-2026, offsetting some typical LCFF expenses.

Lastly, Whittier Union is too small of a district to provide extensive newcomer English Learner programs at all school sites. In order to ensure that transportation is not a barrier for the success of newcomer ELs, the district provides bus transportation for EL students (action 4.4) to the district's largest newcomer EL program at La Serna High School.

All Goal 4 actions (4.1, 4.2, 4.3, 4.4, and 4.5) were implemented as planned with no substantive differences.

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

For the purposes of this section, "material difference" is defined to be a change of 15% from the previous year's expenditures, or $10,000 (whichever is larger). Based on this definition, no actions under Goal 4 had a material difference from the prior year's projections.

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

Given the growth in many districtwide metrics, the actions in Goal 4 when taken as a group, are effective overall.

The effectiveness of actions 4.1 (district categorical office), 4.2 (Horizons offices), 4.3 (Intervention Counselors), 4.4 (bus for EL students), and 4.5 (student wellbeing) should all be evaluated based on the various measures of post-secondary readiness. Whittier Union set a new record graduation rate of 93.7% (+2.9% from the baseline). Of notable LCFF student groups. EL, SED, and Foster students saw an increases in their graduation rates from the baseline (+6.0%, +2.9% and +4.7% respectively). The A-G rate for the comprehensive high schools was 65% which exceed both state and county averages for non-alternative high schools (57% and 61% respectively). SED students saw a slight decline in A-G completion (-0.7% from the baseline) but a slight increase from the previous year (+0.4%). The A-G completion of English Learners has decreased from the baseline (-1.8%), though that may be a function of increasing the number of EL graduates over that same time period. Foster Youth have seen an increase of 6.8% in their A-G completion rate from the baseline. WUHSD has experienced an across-the-board increase in the CCI compared to the baseline year of 5.8% for all students. Foster Youth, EL, and SED students have seen increases over that same time period (+1.5%, +3.3%, and +6.2% respectively). Though some student groups experienced slight declines in post-secondary readiness metrics (A-G completion for SED and EL students), the overall gains of those student groups in the other metrics along with the across-the-board gains for Foster Youth and the district record-high graduation rate support the conclusion that actions 4.1 through 4.5 were effective.

Actions 4.1, 4.2, and 4.4 are also designed to support the success of English Learner students. As measured by the English Learner Progress Indicator on the Dashboard, Whittier Union has seen an increase from the baseline of 1.6% despite a drop in Year 2 from Year 1. EL student achievement in Math and Science are up from the baseline (+27.2 Math, +1.2% Science) and EL students have seen improvements in chronic absenteeism and suspension rates (-1.1% and -1.7% respectively). This overall increase in the success of EL students further strengthens the asserting that actions 4.1, 4.2, and 4.4 are effective.

Actions 4.3 and 4.5 are also designed to improve school climate and student engagement on campus which can be measured by suspension and chronic absenteeism rates. The overall suspension rate in Whittier Union dropped by 1.9% from the baseline for all students and WUHSD saw across-the-board decreases in all notable LCFF student groups (Foster Youth -15.2%, EL -1.7%, and SED -2.2%). Likewise, the chronic absenteeism rate dropped for Whittier Union from 25.5% in the baseline year to 22.4%. Chronic absenteeism rates also dropped for Foster Youth, SED and EL students (-6.3%, -3.3%, -1.1% respectively). These additional metrics further support the conclusion that actions 4.3 and 4.5 are effective.

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.

Given the overall success of the metrics connected to Goal 4, WUHSD does not plan many changes to Goal 4 or any of its associated actions, metrics, or target outcomes for 2026-2027.

While the ultimate execution of action 4.5 (Student Wellbeing Program) will be similar in 2026-2027, the action will be funded differently. Following the district's needs assessment and feedback from education partners, the provision of counseling/mental health services has been identified as a priority for the Learning Recovery Emergency Block Grant. As such, a portion of the funding for action 4.5 will now come from the LREBG with the balance of proposed expenditures coming from LCFF supplemental/concentration grants.

The language in action 4.2 (site Horizons Offices) was clarified to indicate that the LCAP target for ELPI represents a Year 3 outcome that will be reported in 2026-27. Due to the state's timeline of reporting Dashboard data in October (well after the June adoption of the LCAP), the data reported in 2026-27 will be the result from the 2025-26 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	Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the District Categorical Office	The Whittier Union High School District's Categorical Office assists all of the sites in providing services to English Learners, Economically Disadvantaged students, Foster Youth, and their families. The district's professional development team provided additional professional learning to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of unduplicated students and their families whose first language is not English (state mandated translation is provided with general funds, so other supports are provided), whose students are economically disadvantaged, or who are part of the foster care system. WUHSD provides food and child care during DELAC meetings to ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of unduplicated students throughout the district. The Categorical Office staff use various resources to support the community by developing relationships and encouraging participation with the educational partners of our unduplicated students who normally would not participate in the LCAP process. Staff provides child care when need, as well as coffee and snacks to encourage parents to attend LCAP meetings and give input to the sites about various topics. Although these three groups are not normally as engaged in the LCAP process, this support brings them into the process so their voices can be heard and their children can achieve at the same level as other students. WUHSD engages parents through the use of communication tools in their native language to advise of attendance and other administrative announcements, as well as communication from the teaching staff. Whittier Union employs staff, managed by the Categorical Office, who provide additional layers of support to parents throughout the	$1,033,876.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school year based on the needs of our English Learners, Foster Youth, and Socioeconomically Disadvantaged students.		
4.2	Experiences, monitoring, supplies, and behavioral support for EL, low income and foster students through the Horizon's Office and the student support office at each comprehensive high school.	Whittier Union funds Horizon's Office at each comprehensive high school site with a site Director, Assistant, and Specialist providing services to English Learners and facilitating their progress. Services provided out of this office for students and families include additional college field trips (including overnight trips) and monthly parent workshops that go above and beyond the standard high school experience. Other services provided out of this office for staff include additional professional learning and conferences to include their proficiency in working with English Learners. Books (college texts and other academic material) and supplies are offered to unduplicated students. Extra-curricular excursions, progress monitoring, behavioral support that promotes school safety and alleviates suspensions are meant to help students with their transition to high school as well as support them on a daily basis throughout their high school tenure. Various students support programs assist students as they navigate the challenges of high school. Staff works to ensure that there are an above and beyond amount of support during ELAC meetings, such as refreshments and child care for the parents of young children, in order to ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners and other unduplicated students throughout the school. Using S & C/TSF funds Whittier Union provides additional training per parent requests for more parent education and involvement at the DELAC and the LCAP Taskforce, increased opportunities for parent workshops, open houses and parent mentoring of one another. Students who are in the Very Low/Red category for the ELPI are at California and La Serna High Schools and the goal is to have them reach at least 45% of English Learners making progress toward English language proficiency by 2026-2027 (LCAP Year 3 which will be based on the 2025-2026 data).	$2,773,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Additional Intervention Counselors	WUHSD provides Intervention Counselors at the school sites to address the needs of low income, foster, and EL students. These counselors monitor and facilitate students' progress, ensure that all of their academic credits have been posted to their transcript, coordinate all of their social and emotional supports, and ensure that their needs are met both in and out of school.	$955,581.00	Yes
4.4	Bus for English Learners	Whittier Union provides a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district. This gives them access to an appropriate education that provides the language support they need to be successful.	$402,999.00	Yes
4.5	Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for EL, Low Income and Foster Students	LREBG Action WUHSD utilizes the skills and knowledge of counselor and social workers as part of the Student Well-Being (SWB) Program that supports the Social Emotional Learning (SEL) and academic support for unduplicated students throughout the district. Additionally, professional learning will be continually provided for the crisis team and other personnel throughout the district to ensure that students are provided with a strong safety net, regardless of the issues or situations they may be facing, but especially for the needs of our unduplicated students because their needs tend to be more exacerbated than our students who are not unduplicated. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas. Additionally, threat assessments are administered (internal and external with a contracted service providers when needed) to ensure a safe and secure environment for learning. Special counseling and advocacy services are provided to unduplicated students, as these counselors/licensed clinical social workers collaborate with traditional academic counselors to monitor credits and graduation requirements. Specific training is provided to the social work interns who are assigned to each of the comprehensive high schools to work with unduplicated	$3,726,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to ensure that they have a smooth and effective educational experience. Studies have shown that school-based mental health services can improve outcomes for high school students. Research shows that the early intervention provided by school-based services can lead to a reduction in dropout, suspension, and chronic absenteeism rates while increasing connections positive connections with staff members and their peers. As such, metrics 4.6, 4.7, and 4.8 will be used to monitor the impact of this LREBG action. LREBG Funds supporting this action: $500,000 per year through 2027-2028.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, Frontier High School will improve student outcomes in the following areas: English Learner Progress: EL will increase from 33.8% to 35.0% LTEL will increase from 34.9% to 35.0% Suspension rate: Homeless will decrease from 12.3% to 12.0% College-Career Indicator: All students will increase from 1.5% to 3.5% Hispanic will increase from 0.8% to 2.8% Homeless will increase from 0% to 2.0% SED will increase from 1.5% to 3.5% By June 2027, Sierra Vista High School will improve student outcomes in the following areas: Graduation Rate: All students will increase from 83.8% to 84.8% Hispanic will increase from 83.6% to 84.6% Homeless will increase from 84.9% to 85.9% SED will increase from 84.3% to 85.3% College-Career Indicator: All students will increase from 12.4% to 14.4% Hispanic will increase from 12.0% to 14.0% Homeless will increase from 8.9% to 11.9% SED will increase from: 10.6% to 12.6% Frontier and Sierra Vista High Schools are the only two schools in the district that meet the requirements for the Equity Multiplier Grant with non-stability rates of at least 25% and at least 70% of their student populations qualifying as socio-economically disadvantaged. Frontier's goal was chosen based on its red indicators from the 2025 California School Dashboard. Sierra Vista,	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	however, had no red indicators on the 2025 Dashboard and as such, its goals were chosen based on school priorities identified by their educational partners.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Due to the fact that Frontier and Sierra Vista High Schools have a non-stability rate greater than 25% and more than 70% of their student population identified as socioeconomically disadvantaged these two schools qualified for the Equity Multiplier. Although these two schools have had some success in the past, there is still room for improvement. Both of these schools have to continue to show growth in the area of Priority 5: Pupil Engagement, for the graduation rate. Frontier and Sierra Vista worked closely with the educational partners during the LCAP Taskforce and Advisory, as well as with School Site Council, and ELAC to review their data and create the goal and the actions in Goal Five. They received input in the areas of support staff, technology, incentives/rewards and tutorial support because these were the most pressing needs. One of the strongest sentiments from the feedback from various educational partners was that there is a need to improve the graduation rate for all students while maintaining the need for high standards for each graduate. The following actions reflect this sentiment, as these are the tools that will help students meet Whittier Union's stringent graduation requirements. Frontier's goal was chosen based on its red indicators from the 2025 California School Dashboard. Sierra Vista, however, had no red indicators on the 2025 Dashboard and as such, its goals were chosen based on school priorities identified by their educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC- DFS (Met Standard) and % Met/Exceeded Standard: Dataquest ELA Math	2022-23 ELA SBAC Distance Above/Below Standard FHS: All Students- 160.4 below Hispanic- 162 below SED- 156.1 below	2023-24 ELA SBAC Distance Above/Below Standard FHS: All Students- 149.2 below	2024-25 ELA SBAC Distance Above/Below Standard FHS: All Students- 118.1 below	2026-27 ELA SBAC Distance Above/Below Standard FHS: All Students- 154 below	ELA SBAC Distance Above/Below Standard FHS: All Students: +42.3 Hispanic: +36.4 SED: +29.0 SVHS:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAST	SVHS: All Students- 36.2 below Math SBAC Distance Above/Below Standard FHS: All Students- 238 below SVHS: All Students- 187.7 below CAST (% Met/Exceeded Standards) FHS- 7% SVHS- 14.4% 2023-24 SVHS ELA: SED- 113.9 below Hispanic- 121.9 below SVHS Math: SED- 225.1 below Hispanic- 233.6 below	Hispanic- 142.2 below SED- 145.5 below SVHS: All Students- 120.2 below Math SBAC Distance Above/Below Standard FHS: All Students- 228.1 below SVHS: All Students- 231.7 below CAST (% Met/Exceeded Standards) FHS- 2.7% SVHS- 14.3%	Hispanic- 125.6 below SED- 127.1 below SVHS: All Students- 75.3 below Math SBAC Distance Above/Below Standard FHS: All Students- 204.5 below SVHS: All Students- 203.2 below CAST (% Met/Exceeded Standards) FHS- 3.2% SVHS- 14.6% SVHS ELA: SED- 88.0 below Hispanic- 79.0 below SVHS Math: SED- 213.1 below Hispanic- 203.9 below	Hispanic- 156 below SED- 150 below SVHS: All Students- 116 below Math SBAC Distance Above/Below Standard FHS: All Students 232 below SVHS: All Students 228 below CAST (% Met/Exceeded Standards) FHS- 10% SVHS- 17% SVHS ELA: SED- 110 below Hispanic- 118 below SVHS Math: SED- 222 below	All Students: -39.1 Math SBAC Distance Above/Below Standard FHS: All Students: +33.5 SVHS: All Students: -15.5 CAST (% Met/Exceeded Standards) FHS: -3.8% SVHS: +0.2% SVHS ELA: SED: +25.9 Hispanic: +42.9 SVHS Math: SED: +12.0 Hispanic: +29.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic- 230 below	
5.2	Priority 5: Student Engagement: Graduation Rate: Dataquest	2022-23 DASS Schools Graduation Rates FHS: All Students- 51.1% Hispanic- 52.7% SED- 51.1% Foster Youth- 71.4% English Learners- 44.1% Homeless- 48.5% SWD- 45.8% SVHS: All Students- 67.7% Hispanic- 67.1% Homeless- 60.3% SED- 67% Foster Youth- N/A English Learners- 59% 2023-2024 FHS LTEL- 59%	2023-24 DASS Schools Graduation Rates FHS: All Students- 62.1% Hispanic- 62.2% SED- 61.9% Foster Youth- N/A English Learners- 57.5% Homeless- 67.2% SWD- 69.0% SVHS: All Students- 76.6% Hispanic- 76.1% Homeless- 65.8% SED- 76.5% Foster Youth- N/A English Learners- 64.1%	2024-25 DASS Schools Graduation Rates FHS: All Students- 69.9% Hispanic- 70.0% SED- 70.2% Foster Youth- N/A English Learners- 74.1% Homeless- 69.4% SWD- 68.6% SVHS: All Students- 83.8% Hispanic- 83.6% Homeless- 84.9% SED- 84.3% Foster Youth- N/A English Learners- 72.0% FHS LTEL- 76.0%	2026-27 DASS Schools Graduation Rates FHS: All Students- 68%% Hispanic- 68% SED- 68% Foster Youth- 76% English Learners- 63% Homeless- 73% SWD- 51% SVHS: All Students- 73% Hispanic- 72% Homeless- 68% SED- 72% Foster Youth- 71% English Learners- 68% FHS LTEL- 65%	DASS Schools Graduation Rates FHS: All Students: +18.8% Hispanic: +17.3% SED: +19.1% Foster Youth: N/A English Learners: +30% Homeless: +20.9% SWD: +22.8% SVHS: All Students: +16.1% Hispanic: +16.5% Homeless: +24.6% SED: +16.3% Foster Youth: N/A English Learners: +13.0% FHS LTEL: +17.0
5.3	Priority 6: School Climate: Suspension: Dataquest	2022-23 Suspension Rate FHS: All Students- 11.3%	2023-24 Suspension Rate FHS: All Students- 5.7%	2023-24 Suspension Rate FHS: All Students- 7.1%	2026-27 Suspension Rate FHS: All Students- 6%	Suspension Rate FHS: All Students: -4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners- 12% Hispanic- 11.5% Homeless- 16.2% SED- 12.5% White- 12.9% SVHS: All Students- 0.3%	English Learners- 6.4% Hispanic- 6.1% Homeless- 7.0% SED- 5.8% White- 0.0% SVHS All students- 1.3%	English Learners- 7.3% Hispanic- 7.0% Homeless- 12.3% SED- 7.5% White- 5.0% SVHS All students- 1.1%	English Learners- 7% Hispanic- 7% Homeless- 11% SED- 8% White- 8% SVHS: All Students- 0.3%	English Learners: -4.7% Hispanic: -4.5% Homeless: -3.9% SED: -5.0% White: -7.9% SVHS: All Students: +0.8%
5.4	Priority 7: College/Career Indicator: Dataquest	2022-23 College/Career Indicator Percent Prepared FHS: All Students- 0.6% English Learners- 0% Hispanic- 0.6% Homeless- 0% SED- 0.6% SWD- 0% SVHS: All Students- 9.9% English Learners- 0% Hispanic- 8.6% Homeless- 3.4% SED- 8.9% 2023-2024 FHS LTEL- 0% SVHS LTEL- 6.5%	2023-24 College/Career Indicator Percent Prepared FHS: All Students- 1.1% English Learners- 0.0% Hispanic- 0.6% Homeless- 0.0% SED- 0.6% SWD- 0% SVHS: All Students- 10.6% English Learners- 5.7% Hispanic- 10.1% Homeless- 5.8% SED- 10.1%	2024-25 College/Career Indicator Percent Prepared FHS: All Students- 1.5% English Learners- 0.0% Hispanic- 0.8% Homeless- 0.0% SED- 1.5% SWD- 0.0% SVHS: All Students- 12.4% English Learners- 0.0% Hispanic- 12.0% Homeless- 8.9% SED- 10.6%	2026-27 College/Career Indicator Percent Prepared FHS: All Students- 3.1% English Learners- 2% Hispanic- 2.6% Homeless- 2% SED- 2.6% SWD- 1% SVHS: All Students- 13% English Learners- 7.7% Hispanic- 12% Homeless- 7.8% SED- 12% FHS LTEL- 2%	College/Career Indicator Percent Prepared FHS: All Students: +0.9% English Learners: 0% Hispanic: +0.2% Homeless: 0% SED: +0.9% SWD: 0% SVHS: All Students: +2.5% English Learners: 0% Hispanic: +3.4% Homeless: +6.5% SED: +0.7% FHS LTEL: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				FHS LTEL- 0.0% SVHS LTEL- 0.0%	SVHS LTEL- 8.5%	SVHS LTEL: -6.5%
5.5	Priority4: English Learner Progress Indicator (ELPI)	2024-25 English Learner Progress Indicator - Percent Making Progress FHS: English Learners- 33.8% LTEL- 34.9%	N/A	N/A	2026-27 English Learner Progress Indicator - Percent Making Progress FHS: English Learners- 35% LTEL- 35%	Current year is the baseline. N/A

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.

With Equity Multiplier being a relatively new funding source with a goal that changes from year to year, and with our Alternative Education sites (particularly Frontier High School) having access to different funding sources, there were some substantive differences in the planned actions under Goal 5.

Action 5.1 (Additional Support Staff) was designed to incorporate a dean of students and a social worker in addition to instructional support staff. The social worker, however, turned into a temporary position and given that Frontier High received a larger-than-anticipated CSI allocation, the social worker was implemented at Frontier High School as planned but funded through CSI rather than Equity Multiplier. After funding a dean of students position in the 2024-2025 school year that was shared between Sierra Vista and Frontier, it was determined that the relatively low enrollment of the two schools (fewer than 600 students for the two schools combined) did not justify that expense moving forward. As such, the dean of students was not implemented in the 25-26 school year.

Actions 5.2 (Supplemental Technology) and 5.3 (Incentives and Rewards) were implemented as planned. Both Frontier and Sierra Vista were able to provide technology for all students for use at home and at school as well as instructional apps and technology upgrades for staff. Frontier and Sierra Vista continued their quarterly "Top Producer" awards for students who recoup the most credits as well as fun, culture-building activities to better connect their students to school (which can be more challenging in Alternative Education without the myriad of ASB activities that occur on comprehensive campuses).

Action 5.4 (Tutors) was actually implemented on a much larger scale than planned. Their intention was to hire tutors as temporary district employees but FHS and SVHS have historically struggled filling a candidate pool for tutoring positions. Instead, FHS and SVHS chose to enter into a contract with the Rio Hondo Education Consortium (LEARN) to provide tutors. By contracting with an outside agency, Frontier and Sierra Vista were able to provide regular tutors both in-class and as part of their after school program.

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

For the purposes of this section, "material difference" is defined to be a change of 15% from the previous year's expenditures, or $10,000 (whichever is larger). By this definition, all of the actions under Goal 5 had material differences between budgeted expenditures and estimated actual expenditures.

Action 5.1 (Support Staff): As mentioned above, Frontier and Sierra Vista did not fund a social worker with Equity Multiplier and did not implement a dean of students at all. As such, the estimated actual expenditures were lower than projected.

Action 5.2 (Supplemental Technology): Though this action was implemented, the technology needs at FHS and SVHS were less than anticipated. As such, the estimated actual expenditures were lower than projected.

Action 5.3 (Incentives and Rewards): Given that less budget was required for staffing and technology, Frontier and Sierra Vista chose to invest the balance in their students providing more culture-building activities than planned. This meant that the estimated actual expenditures were higher than projected.

Action 5.4 (Tutors): Frontier and and Sierra Vista budgeted for tutors with a plan to hire tutors rather than contracting with an outside agency. While using LEARN (or any outside agency) is more expensive than hiring our own tutors, it guaranteed a regular supply of tutors both in-class and after school. When contracting with an outside agency, you are paying a portion of their overhead costs as well as compensating for the fact that their tutors are paid at a higher rate than ours. Therefore, the estimated actual expenditures were higher than projected.

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

There is significant, overall growth in the metrics used to evaluate this Equity Multiplier Focus Goal. In the 2024-25 LCAP, there were a total of 23 red Dashboard indicators for Frontier and Sierra Vista. As of this writing, the number of red indicators has dropped to 7 with zero red indicators for Sierra Vista. This improvement supports the overall effectiveness of the Goal 5 actions.

Actions 5.1 (Additional Support Staff) and 5.3 (Incentives/Rewards) are both designed to better meet the social-emotional needs of students resulting in greater academic success. Actions 5.2 (Supplemental Technology) and 5.4 (Tutors) are designed to directly address students' academic needs. As both Frontier and Sierra Vista are alterative schools, the primary measure of academic success is meeting the district's graduation requirements. Both schools saw significant increases in their graduation rates from the previous year for all students (FHS +7.7%, SVHS +7.2%). All major student groups including SED (FHS +8.3%, SVHS +7.8%) and English Learners (FHS +16.6%, SVHS +7.9%) saw improvement as well. As such, Actions 5.1, 5.2, 5.3 and 5.4 are considered to be effective.

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 the Equity Multiplier Focus Goal is a one-year goal, it was re-written this year to reflect the most recent California School Dashboard. As mentioned above, SVHS and FHS saw a net decrease of red Dashboard indicators with zero red Dashboard indicators for SVHS. The new focus goal contains all 7 current red indicators along with the necessary increases required to move each indicator out of the red for Frontier High School. The Sierra Vista goal has been updated to reflect the primary focus of their educational partners, which is high school graduation and college/career readiness. Though some Dashboard indicators are no longer part of the focus goal given the reduction in red indicators, all of the previous metrics will continue forward so that we can conduct a more robust analysis of the progress of FHS and SVHS.

Given that Frontier High School now has red indicators in the English Learner Progress Indicator, the ELPI has been added as a metric for Goal 5 (metric 5.5). The current year values from 2024-2025 are being reported as the baseline metric and a difference from baseline will be reported in next year's annual update.

There are no planned changes to actions 5.1 through 5.4. Consultation with educational partners, however, revealed the need to add action 5.5 (Professional Development). WUHSD's main professional development initiatives often apply better to the comprehensive high schools than to alternative education. As such, FHS and SVHS often need to seek out professional development opportunities that are more specific to alternative education programs. Adding this action will allow them to leverage Equity Multiplier funds for additional professional development opportunities that will ultimately allow them to better serve their students.

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	Additional Staff to Support Students	The educational partners at Frontier and Sierra Vista High Schools decided to hire new/additional counseling /behavioral support staff who will work with students to help them improve their behavior and attendance so they can increase their time inside the classroom. Additionally, staff will help students with their social/ emotional needs so they can maximize their time on campus, in class and on their academic endeavors.	$283,535.00	No
5.2	Supplemental Instructional Technology	Student will have access to take home Chromebooks, as opposed to computer lab devices that they cannot take home. There will be other equipment that support the take home Chromebooks that will ensure students have full access to the course content. Additionally, students will have access to additional in-class educational technology as well as	$32,259.00	No

Action #	Title	Description	Total Funds	Contributing
		access to apps (and other online services) that support credit recovery, high school graduation, career/college preparation, and social-emotional learning.		
5.3	Additional Incentives and Rewards	Although students have had some rewards and incentives in the past, they will now have the opportunity to participate in various new/additional incentives that will be awarded to students for their academic and behavioral accomplishments. Students will participate in additional field trips and cultural experiences, including receiving certificates and medallions for various accomplishments that they did not have access to in the past.	$93,292.00	No
5.4	Additional Support from Tutors	Students will receive more/additional support from tutors so they can access the course content and achieve academic success. FHS and SVHS have had success with the tutoring program, now they will receive additional support.	$258,150.00	No
5.5	Professional Development	The cornerstone of professional development in the Whittier Union High School District has been PLC work. The faculties of Frontier and Sierra Vista, however, are too small to engage in traditional PLC work since any given teacher might have at most one other subject-alike colleague to collaborate with. While FHS and SVHS teachers participate in the district's Best Practices meetings (districtwide PLCs), the needs of their students in alternative education are not always comparable with the needs of the students at the comprehensive high schools. Therefore, staff members at FHS and SVHS have a need for professional development opportunities more specific to alternative education, continuation high schools, and independent study programs so that they can better support their students' diverse needs.	$15,000.00	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
$37,598,043	$4,239,267

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.465%	0.000%	$0.00	30.465%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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		future assessments, along with areas of focus for the group. Strategies for supporting EL, low income and foster students are learned at outside conferences or workshops and are then shared with other teachers in the district. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students. WUHSD counselors have recently begun collaborating in a similarly-structured way so that they are using common data (such as on-track for graduation and on-track for A-G) to identify best counseling practices to implement at their sites. This data is disaggregated by socioeconomic status, language fluency, foster status, and other significant factors. This allows counselors to share best practices to better support the post-secondary success of English Learners, Foster Youth, and economically disadvantaged students. Job-alike meetings among classified staff members similarly allow for the identification and implementation of best practices to better support counselors, administrators and teachers in serving students at the highest level. Note: This focus on improving outcomes for students who are often underperforming (English Learners, Foster Youth, and economically disadvantaged students) begins with looking at assessments. This is simply where WUHSD enters the cycle of improvement and the vantage point where we collaboratively drive change, but it is not our only stop.	
1.6	**Action:**	Leadership Development for Course Leads and Department Chairs on mentoring and coaching	Our continued goal is to see improvements in the

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	Leadership Development for Course Leads, Department Chairs, and Administrators **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who have learning challenges and need Course Leads, Department Chairs, and Administrators who know how to support their need for language development, organization, and resources Whittier Union has decided to train these staff to ensure they know how to support EL, low income and foster students. **Scope:** LEA-wide	certificated staff and training to support effective teaching and learning, particularly for the EL, low income and foster students who are underachieving. Collaboration is a non-negotiable in our district, yet, few teachers have the background or innate skills to adroitly lead their peers in true collaboration when a storm appears on the horizon or a shark appears in the waters. Leadership development work focuses on how to lead a group of your peers to look at disaggregated data and then use it to improve classroom instruction and student learning for EL, low income and foster students, without making anyone feel uncomfortable. By focusing on the results of English Learners, Foster Youth, and economically disadvantaged students in comparison with other students on an assessment, areas of needed growth come to the forefront so that those teachers with Best Practices in this area, or those whose students performed better than others, can share them with others. And based on the needs assessment of our EL, low income and foster students who have learning challenges with language development, organization, and who may not have the financial resources to get at-home or other tutor support, teachers will be trained to support these unique needs. Through the development of these instructional leaders, colleagues are able to guide one another through this sensitive territory so that teachers are open to learning new practices from one another and trying new strategies in the classroom, facilitating the success of EL, low income and foster students, regardless of their challenges. It is	graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.

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		the personal leadership development in how to handle those difficult moments when sharing practices that allows all teachers to improve their pedagogy for the EL, low income and foster student groups, positively promoting one another and not feeling tread upon when their results are not exemplary. Building individual, social, and decisional capital throughout the organization is critical for the academic success of English Learners, Foster Youth, and economically disadvantaged students. Pil and Leana (2009) found that horizontal ties, or the number and strength of ties within teams of teachers and the strength of those ties, had a significant impact on teacher ability and student performance. The Course Lead has a direct bearing on the health of the team's horizontal ties. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
1.7	**Action:** Data Leads and Ed Tech Support Leads **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and	Each Site has a Data Lead who receives additional hours each month. The role of the Data Lead is to monitor the effectiveness of the services and actions funded through LCFF Supplemental and Concentration Funds for English Learners, Foster Youth, and economically disadvantaged students. And based on the needs assessment of our EL, low income and foster students who have learning challenges with language development, organization, and resources, data leads and ed tech support leads will provide staff with the data they need to support these unique needs so they can monitor and evaluate the continued provision of that service, or determine if that service needs to be modified in any way. Data Leads meet	Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.

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	foster students who have learning challenges and need Data Leads who can pull site-based data to support their need for language development, organization, and resources, Whittier Union has decided to hire Data Leads to pull data for our site administrators so they know how to support EL, low income and foster students based on their academic as well as social-emotional needs. Also, Ed Tech Leads foster seamless integration of technology with the curriculum so teachers know how to best serve and support EL, low income and foster students based on our needs assessment. **Scope:** LEA-wide	together three times each year to learn from one another and to ensure they are doing their job in the most effective and efficient manner possible. Before each of the three LCAP Taskforce meetings, a meeting with 12-15 educational partners from each site focused on the evaluation of actions and services, Data Leads collect up-to-the-minute data on the site's actions and services that can be used to inform the dialogue on the day of the Taskforce, linking the data to a Google document so that longitudinal data can be explored throughout the day. The final meeting of the year includes discussions of site data and budgets, incorporating perspectives from different educational partners so there is collaboration and buy-in. We have found that our English Learners, Foster Youth, and economically disadvantaged students struggle with educational technology because they don't have the resources to have their own technology in their home, they don't have the English language support at home to overcome the technical challenges, or they don't have consistent adult support to manage it, so the Ed Tech Leads support these students with the technical support to overcome these barriers. Teachers at each comprehensive high school receive a stipend to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further students' understanding and engagement. Some sites have their Ed Tech Leads supporting students with workshops on a variety of academic technology. While students know social media, they sometimes lack the knowledge necessary for	

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		academic technology. This is particularly true for EL, low income and foster students who have limited interaction outside of school with technology. These students are at a disadvantage in regard to their keyboarding skills, their research ability, and other technological skills that are more academic in nature. The Ed Tech Leads are ready when teachers need these leads to assist them in their own classrooms. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
2.3	**Action:** Summer School **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who sometimes fail classes and fall behind on credits because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), Whittier Union has decided to provide additional sections of summer school classes that are targeted at EL, Foster Youth, and economically disadvantaged students at all	The summer school master schedules are first developed with the needs of English Learners, Foster Youth, and economically disadvantaged students in mind. Whittier Union funds summer school sections that we want to keep small so as to provide a more nurturing welcome to high school for EL, low income and foster students needing skill building (economically disadvantaged) or work on language proficiency (ELs). During the summer of 2023, the number of classes offered through TSF/S & C funds for economically disadvantaged, Foster Youth and EL students were added to our traditional Rio Hondo courses because we wanted to offer face-to-face courses in addition to their online courses. Additionally, we have continued to offer a higher number of sections that would benefit EL, low income and foster students in order to meet their needs because we wanted to ensure equitable opportunities are available at all school sites. We are fortunate to have Rio Hondo (they replaced Mt. SAC, but there was no significant cost for this change) at all five sites to support our students' credit recovery and enrichment, providing EL, low	Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level and A-G completion rates.

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	sites to ensure that academic proficiency and credit attainment are at expected levels. **Scope:** LEA-wide	income and foster students with the ability to take even more courses throughout the upcoming school year. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
2.4	**Action:** After-School and Parallel Sections **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who sometimes fail classes and fall behind on credits because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), or struggle in classes because of academic deficiencies and need parallel support, Whittier Union has decided to provide after school and parallel support that is targeted at EL, Foster Youth, and economically disadvantaged students at all sites to ensure that academic proficiency and credit attainment are at expected levels. **Scope:**	English is typically offered second semester at some sites to those students who failed the first semester and English and Social Science is also typically offered at other sites to those students who got "D"/"F" during the first semester. Repeating the first semester before the second semester is completed ensures that students will end the year with the course and credits on target. The students will keep a slot in their schedule open for advanced coursework, or other preferences. Making up a "D"/"F" as soon as possible does not give students time to think that it is not possible and keeps them thinking positive thoughts about their future. In the past, there were other courses offered after school for credit recovery; however, a more strategic plan may have greater results in the long run. Parallel courses are run during the school day for math, as we have found that daily instruction was needed at the same time as the primary course to ensure passing both courses at the end of the semester, which has tremendously benefitted our EL, low income and foster students. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	Our continued goal is to see improvements in the graduation rate. An additional metric will be on-target for graduation rates per grade level.

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	LEA-wide		
2.5	**Action:** Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who struggle with language development, organization, resources and academic proficiency, Whittier Union has decided to provide additional sections, including SDAIE, ELD and ALD at each site so these students receive the support they need and do not fall behind in credits. . **Scope:** LEA-wide	In order for our EL, low income and foster students to remain on track this action is critically important as students may be lacking different aspects of their background, from organizational skills, academic language, simple background knowledge, specific content knowledge, or how to read the textbook to gain this knowledge, just to name a few possibilities in the academic realm. We also know that some EL, low income and foster students also need support in the social-emotional area because of the burden of poverty/other previously mentioned factors that can place on students. Although not all EL students face poverty, most of the EL students in WUHSD do face poverty. On the other hand, WU's EL students who do not face poverty will also benefit from additional support sections. With additional sections, some of these challenges can be addressed through relationships with caring adults and peer mentors who deliver a sound curriculum that is built on training that focuses on the needs of EL, low income and foster students. Guided Study is a support program that serves primarily freshmen and sophomores (but other grades as well), providing continued intensive support and monitoring of students through interpersonal engagement, instruction in organizational skills, and time management, along with daily homework checks. Many of the EL, low income and foster students come into high school with gaps in their background knowledge and lacking the study skills necessary for success in academic courses. The Guided Study teacher connects with all the other teachers that each	Our continued goal is to see improvements in the graduation rate as well as their On-Target rates and student D/F rates.

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		student has throughout the day to ensure that they are on track with homework, class assignments, and tests so the students gain a solid foundation in their ninth and tenth-grade years. Then, by connecting with their Academic Mentor and Guided Studies teacher, EL, low income and foster students have someone who can not only help them academically but also with other issues they face in their daily lives. Students see peers serving as Academic Mentors and they can visualize themselves being Academic Mentors in the future, supporting other targeted students in the classroom, ensuring those EL, low income and foster students master academic content, as well as listening to any troubles they are having coming to school or other issues they are having in their lives. Other support courses for EL, low income and foster students who need ELD and ALD support as well as those who have passed Algebra 1- College Prep (with a low C) include Concepts of Geometry for various students. This course provides a bridge between Algebra and Geometry, giving students an additional year to gain a deeper mastery of the concepts of Algebra and prepare for Geometry the following year, putting them back on the A-G track. These smaller courses ensure students are ready not only to succeed in Geometry but also in Algebra 2 the following year. Other sections for EL, low income and foster students who are struggling even more are parallel math courses for students in Algebra I. These cover the same concepts at the same time, but in a different way during another period of the day so the EL, low income and foster students do not fail Algebra I,	

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		thus following Gusky's method for successful intervention. We have found that these sections of Guided Study, parallel Algebra 1, and other smaller support classes in the ninth grade ease the transition to high school for high-risk students, thus, lowering the dropout rates and connecting students to school. Parents are supportive of these interventions also, including bilingual Academic Mentors placed in ninth-grade Algebra I classes so their child can speak Spanish and feel even more comfortable in their new school. WUHSD does not experience the loss of students between eighth and ninth grade that research finds in many districts. For a high school district, with students coming in from five partner elementary school districts, the deliberate connections made in these courses help guarantee that students continue to come to school. Accordingly, EL, low income and foster students want to come to school, because of their experience in school. Once at school, EL, low income and foster students can then learn the content more deeply. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
2.6	**Action:** Open Media Center **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our	Because of these needed services for our EL, low income and foster students, our Media Centers have extended their hours into the early evening. A supper program has been added at our high schools to support students staying late for tutoring. Depending on the campus, tutoring services are provided in the Media Center by either teachers, college students, the LEARN Program or peer mentors. This action is being provided on a schoolwide basis at our	Our continued goal is to see improvements in the graduation rate. Additional metrics include D/F rates and on-target for graduation rates.

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	EL, low income and foster students who struggle with language development, organization, resources and quiet and well supplied locations with help from tutors to study and complete homework, Whittier Union has decided to provide open Media Centers at each site that have computer printers and ink that are available to EL, low income and foster students who do not have access to resources at home to complete assignments. **Scope:** Schoolwide	comprehensive schools to maximize the impact in increasing overall graduation rates for all students.	
2.8	**Action:** Support and Training of Academic Mentors **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our EL, low income and foster students who do not have sufficient in home academic support that will help ensure school, college, and career success, Whittier Union has decided offer Academic Mentors to support teachers in the classroom to ensure English Learners, Foster Youth and Economically Disadvantaged students master academic content. These mentors need to be trained and supported so they know how to effectively support EL, low income and foster students.	Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge about the requisite skills and demeanor needed to maximize learning when supporting English Learners, Foster Youth and Economically Disadvantaged students in the classroom. Academic Mentors in Whittier Union represent a more evolved version of student Teacher Assistants. Academic Mentors serve as in-the-moment tutors in the classroom who are integrated into lessons by the teachers. The use of Academic Mentors has proven to be highly effective, not only from surveys of English Learners, Foster Youth and Economically Disadvantaged students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational and engagement results on the part of the student, along with academic gains. This action is being provided on a schoolwide basis to maximize the impact on all students in this area of specialization.	Our continued goal is to see improvements in the graduation rate. Additional metrics include D/F rates, on-target for graduation rates, and A-G completion rates.

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	Scope: Schoolwide		
2.9	**Action:** College and Career Pathways **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our EL, low income and foster students who may not have knowledge of post high school options such as college career awareness because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), Whittier Union has decided to provide College and Career Pathways and training. WUHSD aspires to engage EL, low income and foster students in their current educational pursuit and prepare them for College and Career paths, interaction with potential careers is done through a variety of methods (e.g. CCGI/other post-secondary programs, hands-on experiences, or course sequences in academies). **Scope:** Schoolwide	Support of EL, low income and foster students in these different exploratory experiences varies from clerks who provide administrative support and tutors who provide additional academic support. CTE Pathways are expanded on sites into academies, which by nature, have to first enroll economically disadvantaged, Foster Youth, and EL students, and with the support of ROP as well as College and Career readiness programs. Additionally, the UC Puente Program is supported on three sites to expose EL, low income and foster students to college-level expectations, rigorous coursework, along with college trips throughout the state, with the goal of enrollment in a four-year college upon graduation. This action is being provided on a schoolwide basis to maximize the impact in increasing overall graduation rates for all students.	Our continued goal is to see improvements in the graduation rate. An additional metric will be the CCI.
2.10	**Action:** Visual and Performing Arts Pathways	The VAPA Lead does this by facilitating the process to enhance and align current VAPA	Our continued goal is to see improvements in the

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	Need: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who may not have knowledge or receive the benefits of a well-rounded education that includes participation in the visual and performing arts, Whittier Union has decided to provide one teacher with two release periods to work on the LCAP goals that are aligned with Arts for All Grant goals. Ed partners have identified a need to increase F credit / A-G opportunities for EL, low income and foster students. **Scope:** LEA-wide	offerings and by expanding support to EL, low income and foster students and teachers. The alignment of VAPA courses has led to increasing A-G approvals on courses with anticipated higher recruitments in the future. Articulation with middle schools and the community on art shows and webpages is designed to support more EL, low income and foster students in gaining access to more VAPA courses at a higher level. One of our goals is to support English Learners, Foster Youth, and the Economically Disadvantaged because they are not as well-versed in the VAPA fields as other students because of language barriers (EL), instability of home life (FY), or lack support due to financial limitations (SED), so our VAPA lead will help bring the arts to these students. Additionally, the Arts for All Plan includes goals to increase EL percentages within the different art courses, with different forums designed for teachers to share strategies for effectively reaching increasingly diverse demographics within each course. Release periods were required to do community outreach and to access teachers and EL, low income and foster students while they were still at various sites. Improving teaching strategies to engage EL students in art classes so that more that an increasing number of ELs are enrolled in VAPA courses. Finally, research shows that SED students with a high level of arts participation (in other words, multiple years of arts coursework) have lower dropout rates than their peers who have lower participation in the arts. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	graduation rate. An additional metric will be A-G completion rate.

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2.11	**Action:** Ed. Tech. Help Desk Staff **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who sometimes lack access to and an understanding of the proper use of educational technology, Whittier Union has decided to provide a staff member at the Ed Tech Help Desk to continue to support the seamless integration of technology with the curriculum since we are a one-to-one district so EL, low income and foster students benefit from the use of technology. **Scope:** LEA-wide	The Ed Tech Help Desk will continue to support the seamless integration of technology with the curriculum now that we are a one-to-one district. They will support the continued use of online instructional apps and resources as our teachers continue to utilize and refine their knowledge and skills. Accordingly, the Help Desk will offer one-on-one assistance to teachers and staff that will support the classroom in order to further EL, low income and foster students' understanding and engagement. We have found that EL, low income and foster students have additional challenges with some of the educational technology, so the Help Desk will support our English Learners, Foster Youth, and Economically Disadvantaged students and their teachers. The Help Desk will also support students because while students know social media, they sometimes lack the knowledge necessary for academic technology. This is particularly true for many students with low socio-economic backgrounds because they have limited interaction outside of school with instructional technology. These students are at a disadvantage in regard to their keyboarding skills, their research ability, and other technological skills that are more academic in nature. The Ed Tech Help Desk is ready when teachers and students need classroom instruction or after-school support. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	Our continued goal is to see improvements in the graduation rate. An additional metric will be CCI.
3.1	**Action:** Common Assessments and Collaboration and Analysis **Need:**	Assessments are the vehicle used to communicate change and levels of support throughout the district. Areas in need of additional support are identified through the use of assessments, with support shared with parallel courses (with ELs)	Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who struggle with language development, organization, resources and academic proficiency, Whittier Union has decided to provide quarterly common and interim assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of EL, low income and foster students, particularly the underperforming EL, low income and foster students. These data give us insight into how to help students with these needs and gives us the forum to discuss best practices. The Director of Professional Learning and Leadership Development and the Curriculum Coaches, who are teachers with additional monthly hours, facilitate collaboration and analyses of common assessment data and the development of strong, interdependent teams to support robust student achievement for EL, low income and foster students, based on their needs that are derived from data analysis, ensuring that they are College and Career ready when they graduate from WUHSD.	and tutors to assist in our raising EL, low income and foster students to the mastery level so they can graduate and meet the A-G requirements. Our Coaches facilitate course-alike teams throughout the year and work with Course Leads to prepare them to work with their teams to best serve the EL, low income and foster students in all their courses, highlighting gaps in performance so that teams can address these at a classroom level, on a course level, and a department level. While building the capacity of the Course Leads and the organization, the EL, low income and foster students at all sites are best served. We have found this organic intervention method of serving EL, low income and foster students within the classroom to be the most effective academically and the most time efficient so that students can move on to advanced coursework within the content area without having to repeat courses. While outside tutoring is still provided in addition to this, the first-best instruction that addresses any gaps within the classroom the first time the student takes the course, as soon as possible, is the goal in all classrooms. Thus, common assessments, data analysis, sharing of best practices, and development and facilitation of course-alike teams by knowledgeable and skilled leaders result in teams of teachers who return to their individual classrooms and engage with EL, low income and foster students with a wide variety of background knowledge and skills, bringing them up to the next level of learning. In the analysis of assessment data, the EL, low income and foster data is disaggregated from other students' data to determine the differences: Where is the	per grade level, D/F rates, and A-G completion rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	difference? What topics were covered there? How much is the difference? What strategies can be used (or were used) to minimize the difference? This discussion among colleagues has led to continued improvement over several years. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
3.2	**Action:** Intervention Specialist Release Periods **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. And based on the needs assessment of our EL, low income and foster students who struggle with language development, organization, resources and academic proficiency, Whittier Union has decided to provide Intervention Specialist teachers who have two release periods to analyze data and provide support and information to personnel on the site to ensure that EL, low income and foster students are provided with time and support to achieve academic success. **Scope:** Schoolwide	While the two release periods are offered at each site, the work of the Intervention Specialist is focused on the EL, low income and foster students and ensuring that the gap, if there is one, is closing at each grading term. Other data, besides grades, are used, depending on the site. This action is being provided on a schoolwide basis at our comprehensive schools in order to maximize the impact in increasing overall graduation rates for all students.	Our continued goal is to see improvements in the graduation rate. An additional metric will be on-target for graduation rates by grade level.
3.3	**Action:** Course Leads Provide Leadership at Sites and During District Meetings	Course Leads also work with their District and Site teams to identify EL, low income and foster students in need of intervention and the areas	Our continued goal is to see improvements in the graduation rate. Additional

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: The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who struggle with language development, organization, resources and academic proficiency and need teachers with course lead knowledge and expertise in order to help these students, Whittier Union has decided to provide a Course Leads at each site to facilitate the development of course-alike teams as a member of the district team who contribute to the development of assessments and curriculum, ensuring that the needs of the EL, low income and foster students drive the analysis for their needs, conditions, and circumstances. **Scope:** LEA-wide	where intervention may be particularly needed for specific students (e.g., English Learners). Early identification of students ensures that they master the content and pass the course so that they can access advanced coursework, thus meeting state and district goals. While Common Assessments communicate change and the levels of support throughout the district, it is the Course Lead in each course that provides the individual teacher with the support they need in the classroom to ensure that the change is actually implemented, with the frequent forums that lead to innovative student support strategies and pedagogical approaches for each topic or unit. Despite increases in the annual stipend, this is still the most economical and effective method for driving change while supporting both teachers and EL, low income and foster students that we have found. There are 126 Course Leads in the District. With at least four full-day Best Practices during the school year and full weeks of content in the summer, the learning to support EL, low income and foster students is infused throughout these days, then passed along with a trainer-of-trainer model throughout the district so that all teachers are recipients of this knowledge and practices. At the team level, the horizontal sharing of best practices gives strength to teams and is a significant predictor of student improvement (Pil and Leana, 2009). Among teachers on the team, the number of ties, the frequency and strength of interactions, and the closeness with other teachers on the team are all byproducts of how the Course Lead schedules and works with the team. The	metrics will include on-target for graduation rates per grade level, D/F rates, and A-G completion rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		positive impact of horizontal teaming tie strength on EL, low income and foster students' performance, such as that developed on the teams by the Course Lead, was greatest on low-income students, and we have seen the same phenomena in WUHSD. The social capital positively impacts low-income students' performance through the collective accountability assumed by teachers for EL, low income and foster students-even if they never sit in their class. Thanks to the Course Leads, EL, low income and foster students continue to improve due to their teachers' continual improvement in pedagogy, focused on closing the gap between English Learners, Foster Youth, economically disadvantaged students, and the other students in the course. Course Leads provide opportunities for their team to analyze disaggregated data on the assessments, identify gaps, then find out who did a good job teaching that particular concept so they can share how they approached it in the classroom-what best practices for teaching they have that contributed to improving EL, low income and foster students' learning and mastery of the content standards. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
3.4	**Action:** College Readiness for EL, Low Income and Foster Students **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students,	Whittier Union has decided to provide EL, low income and foster students with assistance with taking the PSAT and as many AP tests as they are prepared to take by promoting the lower $5 test charge and covering any balance due for AP tests with district funds. We will analyze disaggregated data for the PSAT and AP tests. Whittier Union supports these students with additional materials	Our continued goal is to see improvements in the graduation rate. Additional metrics will include A-G completion rates, AP participation rates, PSAT participation rates, and the CCI.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who struggle with financial resources and academic proficiency, educational partners have recommended additional support for students with college readiness exams such as the PSAT and AP exams. **Scope:** LEA-wide	specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	
4.1	**Action:** Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the District Categorical Office **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and	The district Categorical Office uses S & C/TSF funds to provide additional increased and improved services to EL, low income and foster students. For example, these staff members provide additional professional development to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of students and families whose first language is not English and who come from EL, low income and foster populations. We are convinced that these items contribute to the whole student and will make their lifelong goals more feasible. This above and beyond support of also extended to DELAC trainings and meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving as a strong planning committee for providing services to the parents of other English	Our continued goal is to see improvements in the graduation rate. Other metrics to be considered for this action are the ELPI, the CCI, the A-G rate, and EL student success on the CAASPP/CAST exams.

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
	foster students who struggle with language development, organization, resources and academic proficiency it is necessary for district staff members who can work with the sites to help these students with their various needs. So Whittier Union has decided to provide a district Categorical Programs Office that supports EL, low income and foster students, including English Learners, and their families for various endeavors. **Scope:** LEA-wide	Learners and EL, low income and foster students throughout the district. We will analyze data for EL, low income and foster students. Various forms of communication, including translations (which are provided with general funds), are used to develop and maintain a transparent process to educate and support our Spanish speaking parents and give them access to opportunities that they may not have in circumstances where communication in their language is not possible. This additional support for the parents of EL, low income and foster students, in our parent surveys, they have told us that they feel welcomed in the schools and the district. As a result, they participate in the LCAP Advisories to help shape future improvement efforts, with translation provided to those who attend. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students. Other examples of increased and improved services provided by our Categorical office staff include: -Providing loaner textbooks and instructional materials for SED/Foster/EL students who take dual enrollment courses. -Putting on a district-wide college fair to ensure that SED/Foster/EL students have access to a wide of college representatives. -Providing parent education and training. -Facilitating professional learning communities and middle school articulation efforts with college-readiness programs such as AVID and Puente that	

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
		largely benefit low income, Foster, and English Learner students. -Establishing and maintaining community partnerships with groups such as the Whittier Chamber of Commerce and the Hispanic Outreach Taskforce to help SED/Foster/EL students with networking and scholarship opportunities.	
4.2	**Action:** Experiences, monitoring, supplies, and behavioral support for EL, low income and foster students through the Horizon's Office and the student support office at each comprehensive high school. **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at our high schools. And based on the needs assessment of our EL, low income and foster students who do not have sufficient in home academic support that will help ensure school, college, and career success, Whittier Union has decided to use S & C/TSF funds the Horizon's Office and student support services our high school site with the Categorical Director, Assistant, Specialist, Assistant Principals and counseling staff to provide services to EL, low income and foster students and facilitate their progress. Without these funds, we would not be able to provide this quantity and level of support for our students and their parents. **Scope:**	The Horizon's Offices at our schools use S & C/TSF funds to provide additional increased and improved services to EL, low income and foster students to help them transition to high school and then from high school to their next steps. These additional transitional support services have been shown to engage EL, low income and foster students with the high school academic program and have proven to increase On-Target for graduation rates. Research has shown that building resilience through positive strategies and developing the strengths of EL, low income and foster students will connect them to the educational environment, which will help them to thrive. Various programs, taken together, have helped our students obtain high graduation rates and A-G rate. The purpose is to provide resources and other supplies to EL, low income and foster students to support engagement in coursework and academic success because EL, Foster Youth, and Economically Disadvantaged students often lack the opportunity to participate in trips to colleges, museums and other cultural events so they are less aware of the experiences and knowledge to achieve success in school and in life.	Our continued goal is to see improvements in the graduation rate. Other metrics to be considered for this action are the ELPI, the CCI, the A-G rate, and EL student success on the CAASPP/CAST exams.

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
	Schoolwide	We seek to Implement research-based school-wide positive behavioral support systems to enhance the experience for all of our students, especially 9th graders, who need support as they transition into high school and maintain a strong academic and behavioral standing throughout their high school tenure. This action is being provided on a schoolwide basis to maximize the impact on all students in this area of specialization. Services provided out of these offices for EL, low income and foster students and their families include additional college field trips and parent workshops. Other services for staff include professional learning and conferences to include their proficiency in working with English Learners and EL, low income and foster students. Parent meetings ensure they are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners and other EL, low income and foster students throughout the school. English Learners, Foster Youth, and Socioeconomically Disadvantaged Students can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course on their high school site. Field experiences for EL, Foster Youth, and Economically Disadvantaged students and their parents (e.g., trips to colleges, museums and other cultural events) provide opportunities for students and their parents that build background knowledge that was previously lacking.	

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
		Various additional support programs include Link Crew, which is a specialized program where junior and senior student mentors meet regularly with entering ninth-grade EL, low income and foster students. The mentor program serves students at multiple grade levels and develops strong relationships between struggling students and supportive student leaders who guide and support them, ensuring a successful transition and tenure in high school. Another example is student leaders serving as guides during Freshman First Day, which provides an opportunity for ninth-grade students to attend school and meet their teachers and learn their way around the campus, so they know how to get from one class to the next. This special time on the day before tenth through twelfth-grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school.	
4.3	**Action:** Additional Intervention Counselors **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8%, 90% for Socio-Economically Disadvantaged students, 84.2% for Foster Youth, and 78.4% for English Learners at the comprehensive high schools. The 2022-23 CCI rate for all students LEA-wide was 51.9%, while Socio-Economically Disadvantaged student group at 48.9%, EL student group at 23.3% and Foster Youth student group at 16.7%. And based on the needs assessment of our EL, low income and foster students who benefit from counselors	Intervention Counselors at WUHSD's sites address the needs of EL, low income and foster students so they can monitor and facilitate their progress, ensure that all of their academic credits have been posted to their transcripts, coordinate all of their social and emotional supports, and ensure that their needs are met both in and out of school. Intervention counselors have smaller, more-targeted caseloads to ensure a higher level of monitoring of low income, EL, and Foster students. And based on the needs assessment of our EL, low income and foster students who have learning challenges with language development, organization challenges, and a lack of resources and consistent family support in the home, the intervention counselors given them the support	Our continued goal is to see improvements in the graduation rate. Additional metrics will include on-target for graduation rates per grade level, D/F rates, Dropout rates, chronic absenteeism, suspension rates, and A-G completion rates.

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

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
	their various needs. Accordingly, the Student Well-Being (SWB) Program has expanded with additional FTEs of Social Workers/ Counselors who support EL, low income and foster students' socio-emotional growth and supervise school social work interns serving the mental health needs of EL, low income and foster students on each site throughout the district, and it includes Priority areas 5 and 6. These staff members help our students meet the most important goal we have in the district, which is graduating social emotionally healthy students who will graduate on time. **Scope:** LEA-wide	due to financial limitations (SED). The EL, low income and foster students that the Well-Being Counselors and the Interns see throughout the day are the EL, low income and foster students who do not have the resources, English proficiency or family support and may not be knowledgeable about accessing medical services offered at various clinics. The program gives support to all EL, low income and foster students seeking emotional support, counseling, and, at times, emergency shelter and any other actions or activities. The SWB program and the use of Licensed Clinical Social Workers (LCSWs) will continue during 2024-25 and beyond. This action includes the Concentration Grant Add-On for all sites in the district. This action is being provided on an LEA-Wide basis to maximize the impact in increasing overall graduation rates for all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	**Action:** Bus for English Learners **Need:** The 2022-23 baseline graduation rate for the "All Students" category was 96.8% and 78.4% for English Learners at the comprehensive high schools. And based on the needs	Provide a bus for Newcomer English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district.	Our continued goal is to see improvements in the graduation rate. Additional metrics include reclassification rates and the ELPI.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	assessment of our English Learners who need specific academic support in a Newcomer program, Whittier Union has decided to fund the Newcomer EL bus so they have access to La Serna High School so they can benefit from the Newcomer Program and services at La Serna High School. This action is being provided on an limited basis to maximize the impact on Newcomer English Learners in this area of specialization. Our goal for graduation is 80% for English Learners. **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.

WUHSD's will continue to provide LCSWs at all schools because they all have an high needs (EL, low income and foster) population of 55% or more (Action 4.5). They will also work with staff to meet their social-emotional needs as well as work with teachers so they can incorporate strategies and practices that support all students and create healthy classroom environments. We know that there is an increasing for the services of LCSWs, Intervention Counselors and teachers for several years, as staff, students and families continue to manage their social emotional and academic needs. Accordingly, Whittier Union plans to use the additional 15% Concentration Grant Add-On Funds at our schools to retain the LCSWs and counselors during the 2026-27 school year and in future. We know that it remains critical for our schools to have staff members who can speak to students about their social-emotional and academic needs as we support them and their families as well as remediate against any deficits in order to bring students up to speed so they are on-target for graduation and can meet the A-G requirements.

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

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	$123,413,895.00	37,598,043	30.465%	0.000%	30.465%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$146,090,253.00	$2,382,236.00	$0.00	$0.00	$148,472,489.00	$144,741,162.00	$3,731,327.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Base level of staffing	All	No			All Schools	Ongoing	$105,618,196.00	$0.00	$105,618,196.00	$0.00	$0.00	$0.00	$105,618,196.00	0.00
1	1.2	Academic and career counseling, transition support and other services to students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,790,680.00	$0.00	$5,790,680.00	$0.00	$0.00	$0.00	$5,790,680.00	0.00%
1	1.3	Reduce class sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$779,590.00	$0.00	$79,590.00	$700,000.00	$0.00	$0.00	$779,590.00	0.00%
1	1.4	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$192,110.00	$240,213.00	$432,323.00	$0.00	$0.00	$0.00	$432,323.00	0.00%
1	1.5	Provide the BTSA/ Induction/ PASS Support to Teachers	All	No			All Schools	Ongoing	$159,727.00	$16,918.00	$176,645.00	$0.00	$0.00	$0.00	$176,645.00	0.00
1	1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$19,200.00	$19,200.00	$0.00	$0.00	$0.00	$19,200.00	0.00%
1	1.7	Data Leads and Ed Tech Support Leads	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$76,668.00	$0.00	$76,668.00	$0.00	$0.00	$0.00	$76,668.00	0.00%
1	1.8	District Librarian	All	No			All Schools	Ongoing	$0.00	$6,257.00	$6,257.00	$0.00	$0.00	$0.00	$6,257.00	0.00
2	2.1	Textbooks & Instructional Materials	All	No			All Schools	Ongoing	$0.00	$1,061,710.00	$561,710.00	$500,000.00	$0.00	$0.00	$1,061,710.00	0.00
2	2.2	Technological Teacher Support Tools	All	No			All Schools	Ongoing	$0.00	$56,471.00	$56,471.00	$0.00	$0.00	$0.00	$56,471.00	0.00
2	2.3	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$218,200.00	$0.00	$218,200.00	$0.00	$0.00	$0.00	$218,200.00	0.00%

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
						Low Income										
2	**2.4**	After-School and Parallel Sections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$75,858.00	$0.00	$75,858.00	$0.00	$0.00	$0.00	$75,858.00	0.00%
2	**2.5**	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,549,670.00	$0.00	$18,549,670.00	$0.00	$0.00	$0.00	$18,549,670.00	0.00%
2	**2.6**	Open Media Center	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Comprehensive High Schools	Ongoing	$665,567.00	$0.00	$665,567.00	$0.00	$0.00	$0.00	$665,567.00	0.00%
2	**2.7**	Technology	All	No				Ongoing	$0.00	$693,315.00	$693,315.00	$0.00	$0.00	$0.00	$693,315.00	0.00
2	**2.8**	Support and Training of Academic Mentors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	Ongoing	$19,121.00	$19,144.00	$38,265.00	$0.00	$0.00	$0.00	$38,265.00	0.00%
2	**2.9**	College and Career Pathways	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	Ongoing	$1,021,987.00	$38,874.00	$1,060,861.00	$0.00	$0.00	$0.00	$1,060,861.00	0.00%
2	**2.10**	Visual and Performing Arts Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$72,896.00	$26,200.00	$99,096.00	$0.00	$0.00	$0.00	$99,096.00	0.00%
2	**2.11**	Ed. Tech. Help Desk Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$119,809.00	$0.00	$119,809.00	$0.00	$0.00	$0.00	$119,809.00	0.00%
2	**2.12**	Co-Taught Classes	All	No			Specific Schools: Comprehensive High Schools only.	Ongoing	$962,000.00	$0.00	$962,000.00				$962,000.00	0.00%
3	**3.1**	Common Assessments and Collaboration and Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,129,530.00	$106,734.00	$1,236,264.00	$0.00	$0.00	$0.00	$1,236,264.00	0.00%
3	**3.2**	Intervention Specialist Release Periods	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High	Ongoing	$403,965.00	$0.00	$403,965.00	$0.00	$0.00	$0.00	$403,965.00	0.00%

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
							Schools									
3	**3.3**	Course Leads Provide Leadership at Sites and During District Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$493,400.00	$0.00	$493,400.00	$0.00	$0.00	$0.00	$493,400.00	0.00%
3	**3.4**	College Readiness for EL, Low Income and Foster Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$263,652.00	$263,652.00	$0.00	$0.00	$0.00	$263,652.00	0.00%
4	**4.1**	Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the District Categorical Office	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$752,542.00	$281,334.00	$1,033,876.00	$0.00	$0.00	$0.00	$1,033,876.00	0.00%
4	**4.2**	Experiences, monitoring, supplies, and behavioral support for EL, low income and foster students through the Horizon's Office and the student support office at each comprehensive high school.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High SchoolsComprehensive Schools	Ongoing	$2,520,462.00	$253,479.00	$2,773,941.00	$0.00	$0.00	$0.00	$2,773,941.00	0.00%
4	**4.3**	Additional Intervention Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$955,581.00	$0.00	$955,581.00	$0.00	$0.00	$0.00	$955,581.00	0.00%

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
4	4.4	Bus for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: La Serna High School	Ongoing	$402,999.00	$0.00	$402,999.00	$0.00	$0.00	$0.00	$402,999.00	0.00%
4	4.5	Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for EL, Low Income and Foster Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,218,919.00	$507,275.00	$3,226,194.00	$500,000.00	$0.00	$0.00	$3,726,194.00	0.00%
5	5.1	Additional Staff to Support Students	All	No			Specific Schools: Frontier and Sierra Vista High Schools	Ongoing	$283,535.00	$0.00	$0.00	$283,535.00	$0.00	$0.00	$283,535.00	0.00%
5	5.2	Supplemental Instructional Technology	All	No			Specific Schools: Frontier and Sierra Vista High Schools	Ongoing	$0.00	$32,259.00	$0.00	$32,259.00	$0.00	$0.00	$32,259.00	0.00%
5	5.3	Additional Incentives and Rewards	All	No			Specific Schools: Frontier and Sierra Vista High Schools	Ongoing	$0.00	$93,292.00	$0.00	$93,292.00	$0.00	$0.00	$93,292.00	0.00%
5	5.4	Additional Support from Tutors	All	No			Specific Schools: Frontier and Sierra Vista High Schools	Ongoing	$258,150.00	$0.00	$0.00	$258,150.00	$0.00	$0.00	$258,150.00	0.00%
5	5.5	Professional Development	All	No			Specific Schools: Frontier and Sierra Vista High Schools	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	0.00%

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
$123,413,895.00	37,598,043	30.465%	0.000%	30.465%	$38,015,659.00	0.000%	30.803 %	**Total:**	$38,015,659.00
								LEA-wide Total:	$32,670,061.00
								Limited Total:	$402,999.00
								Schoolwide Total:	$4,942,599.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Academic and career counseling, transition support and other services to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,790,680.00	0.00%
1	**1.3**	Reduce class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,590.00	0.00%
1	**1.4**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$432,323.00	0.00%
1	**1.6**	Leadership Development for Course Leads, Department Chairs, and Administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,200.00	0.00%
1	**1.7**	Data Leads and Ed Tech Support Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,668.00	0.00%
2	**2.3**	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,200.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	After-School and Parallel Sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,858.00	0.00%
2	2.5	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,549,670.00	0.00%
2	2.6	Open Media Center	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Comprehensive High Schools	$665,567.00	0.00%
2	2.8	Support and Training of Academic Mentors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	$38,265.00	0.00%
2	2.9	College and Career Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	$1,060,861.00	0.00%
2	2.10	Visual and Performing Arts Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,096.00	0.00%
2	2.11	Ed. Tech. Help Desk Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,809.00	0.00%
3	3.1	Common Assessments and Collaboration and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,236,264.00	0.00%
3	3.2	Intervention Specialist Release Periods	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	$403,965.00	0.00%
3	3.3	Course Leads Provide Leadership at Sites and During District Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$493,400.00	0.00%
3	3.4	College Readiness for EL, Low Income and Foster Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,652.00	0.00%
4	4.1	Support for the families of English Learners, Foster Youth, and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,033,876.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Socioeconomically Disadvantaged students by the District Categorical Office						
4	**4.2**	Experiences, monitoring, supplies, and behavioral support for EL, low income and foster students through the Horizon's Office and the student support office at each comprehensive high school.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive High Schools	$2,773,941.00	0.00%
4	**4.3**	Additional Intervention Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$955,581.00	0.00%
4	**4.4**	Bus for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: La Serna High School	$402,999.00	0.00%
4	**4.5**	Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for EL, Low Income and Foster Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,226,194.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$146,937,507.00	$152,344,711.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Base level of staffing	No	$104,399,614	$107,773,669
1	**1.2**	Academic and career counseling, transition support and other services to students	Yes	$5,519,644	$5,677,137
1	**1.3**	Reduce class sizes	Yes	$818,348	$795,500
1	**1.4**	Teacher Professional Learning	Yes	$434,242	$581,067
1	**1.5**	Provide the BTSA/ Induction/ PASS Support to Teachers	No	$265,876	$174,896
1	**1.6**	Leadership Development for Course Leads, Department Chairs, and Administrators	Yes	$28,016	$30,523
1	**1.7**	Data Leads and Ed Tech Support Leads	Yes	$77,237	$73,017
1	**1.8**	District Librarian	No	$5,843	$6,134
2	**2.1**	Textbooks & Instructional Materials	No	$1,226,531	$2,388,939
2	**2.2**	Technological Teacher Support Tools	No	$58,341	$53,782
2	**2.3**	Summer School	Yes	$206,528	$213,922

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	2.4	After-School and Parallel Sections	Yes	$73,044	$74,371
2	2.5	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	Yes	$18,790,656	$19,293,333
2	2.6	Open Media Center	Yes	$954,442	$652,517
2	2.7	Technology	No	$516,583	$630,286
2	2.8	Support and Training of Academic Mentors	Yes	$38,910	$37,515
2	2.9	College and Career Pathways	Yes	$984,136	$964,419
2	2.10	Visual and Performing Arts Lead	Yes	$82,934	$79,506
2	2.11	Ed. Tech. Help Desk Staff	Yes	$126,955	$133,121
3	3.1	Common Assessments and Collaboration and Analysis	Yes	$1,241,435	$1,692,610
3	3.2	Intervention Specialist Release Periods	Yes	$385,504	$396,044
3	3.3	Course Leads Provide Leadership at Sites and During District Meetings	Yes	$460,677	$483,725
3	3.4	College Readiness for Unduplicated Students	Yes	$206,003	$219,710

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the District Categorical Office	Yes	$1,016,661	$1,013,603
4	4.2	Experiences, monitoring, supplies, and behavioral support for unduplicated students through the Horizon's Office and the student support office at each comprehensive high school.	Yes	$2,617,689	$2,719,550
4	4.3	Additional Intervention Counselors	Yes	$878,467	$936,844
4	4.4	Bus for English Learners	Yes	$364,931	$395,097
4	4.5	Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for Unduplicated Students	Yes	$4,573,260	$4,172,239
5	5.1	Additional Staff to Support Students	No	$400,000	$277,975
5	5.2	Supplemental Instructional Technology	No	$50,000	$33,957
5	5.3	Additional Incentives and Rewards	No	$55,000	$116,615
5	5.4	Additional Support from Tutors	No	$80,000	$253,088

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)
37,688,253.00	$39,879,719.00	$39,363,661.00	$516,058.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic and career counseling, transition support and other services to students	Yes	$5,519,644.00	$5,677,137.00	0.00%	0%
1	1.3	Reduce class sizes	Yes	$818,348.00	$795,500.00	0.00%	0%
1	1.4	Teacher Professional Learning	Yes	$434,242.00	$360,270.00	0.00%	0%
1	1.6	Leadership Development for Course Leads, Department Chairs, and Administrators	Yes	$28,016.00	$12,000.00	0.00%	0%
1	1.7	Data Leads and Ed Tech Support Leads	Yes	$77,237.00	$73,017.00	0.00%	0%
2	2.3	Summer School	Yes	$206,528.00	$213,922.00	0.00%	0%
2	2.4	After-School and Parallel Sections	Yes	$73,044.00	$74,371.00	0.00%	0%
2	2.5	Additional Intervention, Guided Study, Mentors, SDAIE, ELD and ALD Sections to Assist Students with Language Development and Academic Proficiency	Yes	$18,790,656.00	$19,293,333.00	0.00%	0%
2	2.6	Open Media Center	Yes	$954,442.00	$652,517.00	0.00%	0%
2	2.8	Support and Training of Academic Mentors	Yes	$38,910.00	$37,515.00	0.00%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	College and Career Pathways	Yes	$984,136.00	$964,419.00	0.00%	0%
2	2.10	Visual and Performing Arts Lead	Yes	$82,934.00	$79,506.00	0.00%	0%
2	2.11	Ed. Tech. Help Desk Staff	Yes	$126,955.00	$133,121.00	0.00%	0%
3	3.1	Common Assessments and Collaboration and Analysis	Yes	$1,241,435.00	$1,030,221.00	0.00%	0%
3	3.2	Intervention Specialist Release Periods	Yes	$385,504.00	$396,044.00	0.00%	0%
3	3.3	Course Leads Provide Leadership at Sites and During District Meetings	Yes	$460,677.00	$483,725.00	0.00%	0%
3	3.4	College Readiness for Unduplicated Students	Yes	$206,003.00	$219,710.00	0.00%	0%
4	4.1	Support for the families of English Learners, Foster Youth, and Socioeconomically Disadvantaged students by the District Categorical Office	Yes	$1,016,661.00	$1,013,603.00	0.00%	0%
4	4.2	Experiences, monitoring, supplies, and behavioral support for unduplicated students through the Horizon's Office and the student support office at each comprehensive high school.	Yes	$2,617,689.00	$2,719,550.00	0.00%	0%
4	4.3	Additional Intervention Counselors	Yes	$878,467.00	$936,844.00	0.00%	0%
4	4.4	Bus for English Learners	Yes	$364,931.00	$395,097.00	0.00%	0%
4	4.5	Student Well-Being Program Provides School Counselors/Social Workers to Provide SEL and Academic Support for Unduplicated Students	Yes	$4,573,260.00	$3,802,239.00	0.00%	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)
121,974,377	37,688,253.00	0%	30.899%	$39,363,661.00	0.000%	32.272%	$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 32627(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 32627(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).

California Department of Education
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