LCFF Budget Overview for Parents

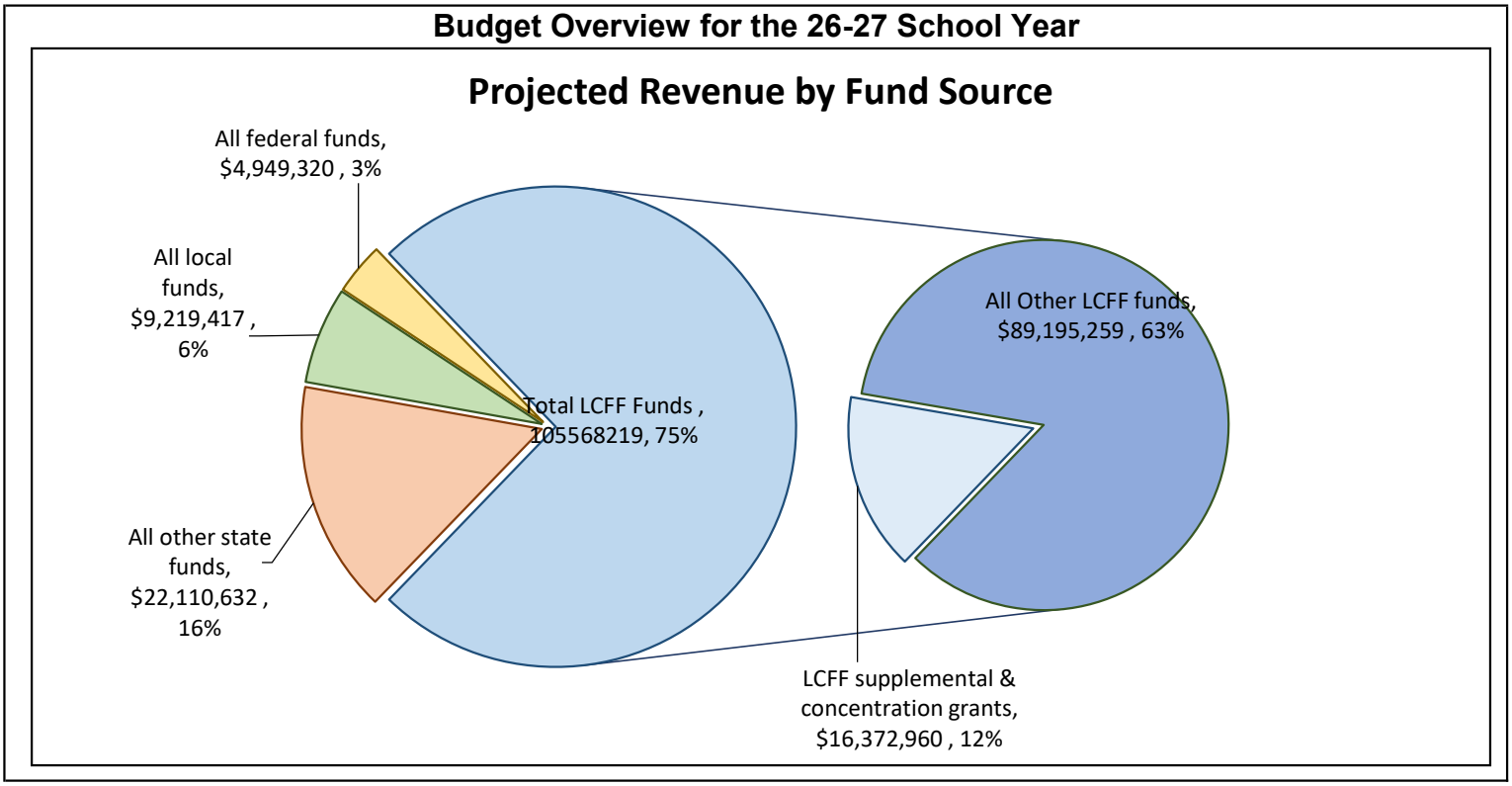
Local Educational Agency (LEA) Name: East Whittier City School District

CDS Code: 19-64485-0000000

School Year: 26-27

LEA contact information: Andrea Roman

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

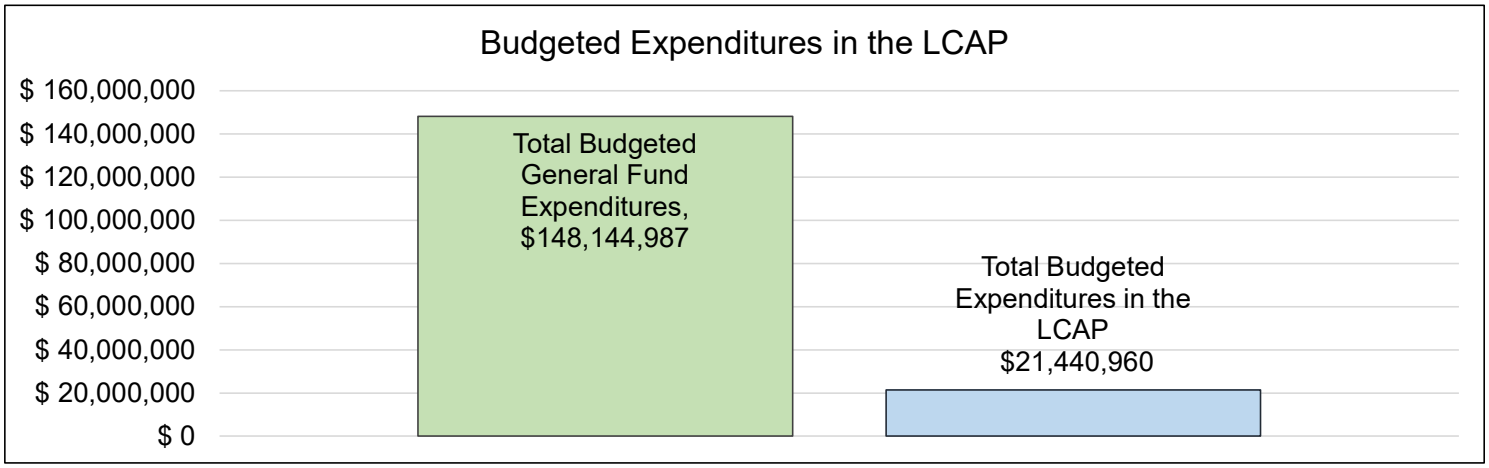


This chart shows the total general purpose revenue East Whittier City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for East Whittier City School District is $141,847,588.00, of which $105,568,219.00 is Local Control Funding Formula (LCFF), $22,110,632.00 is other state funds, $9,219,417.00 is local funds, and $4,949,320.00 is federal funds. Of the $105,568,219.00 in LCFF Funds, $16,372,960.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much East Whittier City School District plans to spend for 26-27. 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: East Whittier City School District plans to spend $148,144,987.00 for the 26-27 school year. Of that amount, $21,440,960.00 is tied to actions/services in the LCAP and $126,704,027.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

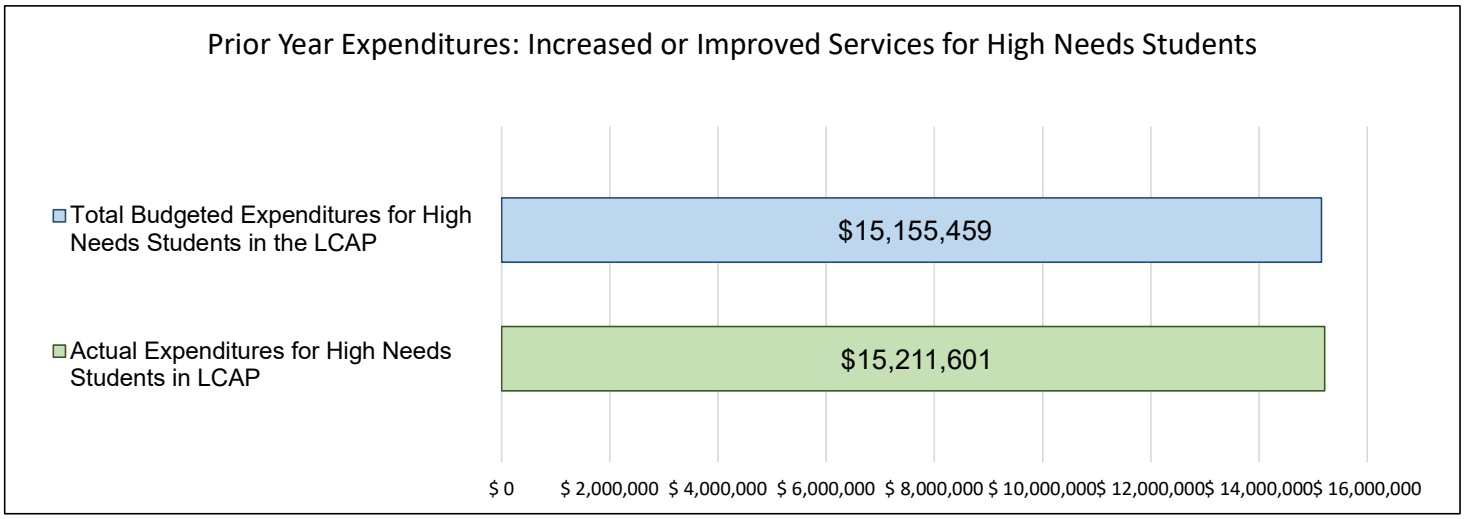
The General fund expenditures include all our unrestricted funded certificated and classified salaries and benefits not tied to supplemental and cocentration funds. They also include restricted categorical funds that include Titles I - IV along with Special Education and Medi-Cal expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 26-27 School Year

In 26-27, East Whittier City School District is projecting it will receive $16,372,960.00 based on the enrollment of foster youth, English learner, and low-income students. East Whittier City School District must describe how it intends to increase or improve services for high needs students in the LCAP. East Whittier City School District plans to spend $16,392,960.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 25-26



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

The text description of the above chart is as follows: In 25-26, East Whittier City School District 's LCAP budgeted $15,155,459.00 for planned actions to increase or improve services for high needs students. East Whittier City School District actually spent $15,211,600.99 for actions to increase or improve services for high needs students in 25-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Whittier City Elementary	Trena Gonzalez, Ed.D. Assistant Superintendent of Educational Support Services	tgonzalez@ewcsd.org 562-907-5938

Plan Summary 2026-2027

General Information

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

The East Whittier City Elementary School District is committed to providing all TK-8 grade students with excellent academic programs and opportunities to 'Open the door to every child's future'. EWCSD serves approximately 7379 students and is comprised of 13 school sites and one intensive behavior-focused program. Our commitment to academic achievement has earned East Whittier City Elementary multiple esteemed distinctions and awards including National Blue Ribbon, California Distinguished School, California Gold Ribbon, Title 1 Academic Achievement, and California School Board Association's Golden Bell.

THE COMMUNITY
The East Whittier City School District serves approximately 7,379 students on the east side of the City of Whittier in Los Angeles County, east of the City of Los Angeles. East Whittier is a suburban community and constitutes 14.65 square miles. The East Whittier City School District serves a vibrant, diverse community. Our student demographics include 84.39% Hispanic/Latino students, 8.58% White students, 1.94% Asian students, and 2.82% of our students identify as two or more races. Ethnic demographic groups include African American, Filipino, American Indian, and Pacific Islander who in total make up 2.26% of the population of students served. In addition, the East Whittier City School District includes 64.68% of socioeconomically disadvantaged students, 14.31% students with disabilities, and 8.28% of students who are English Learners. Approximately 2.39% of our students are experiencing homelessness and 0.61% are foster youth. We are incredibly proud of our students and the diverse cultures, strengths, and perspectives they and their families represent. It is through these diverse cultures and perspectives that make East Whittier City School District a destination district.

Vision
The East Whittier City School District promotes, expects, and accepts nothing short of excellence. We have a collective commitment to be the best school district in California.

Mission
The East Whittier City School District strives to "Open the Door to Every Child's Future." The dynamic East Whittier City community is united in learning, to empower students so that each actualizes his or her unique potential and responsibly contributes to a global society, through a system distinguished by rigorous academics, innovative use of technology, creative exploration, and nurturing learning experiences.

Reflections: Annual Performance

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

Part 1: Reflections on annual performance based on 2025 Dashboard and local data.

East Whittier City is extremely proud of its excellent programs and achievements. All our 13 schools achieved California PBIS recognition, with 11 schools receiving Gold Recognition and two schools with Silver Recognition. Two East Whittier City School District schools, Leffingwell Elementary and Ocean View Elementary, are National Blue Ribbon Schools, and 11 schools are named California Honor Roll Schools. This 2026-2027 school year, we moved to include Ocean View Elementary School and East Whittier Middle School as Title I schools, ensuring our students with the most academic needs are provided support for continued learning and academic success. EWCSD's accomplishments and achievements are a testament to the collective work and dedication to service of our staff.

Academic Performance: 2025 English Language Arts CA Dashboard

On the 2025 California School Dashboard, EWCSD demonstrated Green status in English Language Arts, and overall performance showed students scored 19.8 points above standard, an increase of 5.9 points from the previous year. Four student groups ranked in Blue status and two groups ranked Green status in English Language Arts.

There were no student groups identified at the Red Performance level at District overall level.
Students with Disabilities (Increased 4.2 Points) and Long-term English Learners (Increased 4.3 Points) moved from Red to an Orange Performance level showing improvement from the 2024 CA Dashboard performance.

The following schools had student groups identified in the Red (lowest) performance level:
East Whittier Middle School: Students with Disabilities 108.4 points below standard; Long-term English Learners 112.5 points below standard
Hillview Middle School: Students with Disabilities 96 points below standard

2025 ELA CAASPP Student Achievement

English-Language Arts Summary of Findings:
The results for all students who met or exceeded standard was 59.89% (increase of 2.14%). Grade Level results for students who scored met or exceeded standard are: 3rd-57.07%; 4th-54.90%; 5th-61.85%; 6th-62.03%; 7th-63.15%; 8th-59.66%.

Significant Student Group Results in English Language Arts that Met or Exceeded standards:
Students with Disabilities: 16.56% Met or exceeded standard
English Learners: 9.26% Met or exceeded standard
Socioeconomically Disadvantaged: 51.47% Met or exceeded standard
Homeless: 38.93% Met or exceeded standard
Foster Youth: data is suppressed because fewer than 11 students tested.
Hispanic or Latino: 57.01% Met or exceeded standard
White: 75.23% Met or exceeded standard
Two or more races: 73.60% Met or exceeded standard
Asian: 85.71% Met or exceeded standard
African-American: 53.19% Met or exceeded standard

EWCSD demonstrated continued growth in English Language Arts achievement as reflected on the 2025 California School Dashboard. The District earned an overall Green status, with students performing 19.8 points above standard, representing a 5.9-point increase from the previous year. Additionally, four student groups achieved Blue status and two groups achieved Green status, indicating strong overall progress across the district. Local CAASPP data also reflected improvement, with 59.89% of students meeting or exceeding standards, an increase of 2.14% from 2024. Growth was observed across all significant student groups, demonstrating the positive impact of districtwide instructional support and targeted interventions. While no student groups were identified at the Red performance level districtwide, Students with Disabilities and Long-term English Learners continue to perform significantly below standard at two school sites. However, both groups improved from Red to Orange status at the district level, reflecting positive growth while emphasizing the need for continued targeted support. In response, EWCSD will continue strengthening its MTSS framework through site MTSS teams

that analyze student data, identify student group needs, and implement targeted 90-day action plans with ongoing progress monitoring. PLCs and Data Reflection Meetings will support teachers in using assessment and classroom data to make instructional decisions and adjust lessons to meet student needs. The District will continue prioritizing high-leverage Tier I instructional practices through learning walks, instructional feedback cycles, and targeted support from site Intervention Specialists, Intervention Assistants, and Instructional Coaches. Staff will continue providing professional learning, co-planning opportunities, and evidence-based interventions aligned to the Science of Reading to improve outcomes for historically underperforming student groups.
The following actions will address ELA performance directly: 1.1, 1.2, 1.3, 1.6, 1.9, 1.10,1.11, 1.12, 1.13, 1.19, 1.20, 1.21, 1.23,1.25, 1.26,1.27, 1.28,1. 29, 1.30, 1.31, 1.32, 2.1, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.13, and 2.15. * 2.2, 2.3-ELOP Funded

Academic Performance: 2025 Mathematics CA Dashboard

According to the CA Dashboard results, EWCSD received an overall performance level of Green. Overall performance showed students scored 5.5 points below standard in Mathematics, compared to 8.6 points below standard from the previous year.

The following EWCSD student groups were identified at the Red performance level:
Students with Disabilities-103.1 points below standard
Long-term English Learners- 158.4 points below standard

The following schools had student groups receive a red performance level:
East Whittier Middle School: Long-term English Learners 167.5 points below standard; Students with Disabilities 150.6 points below standard
Hillview Middle School: Students with Disabilities 144 points below standard
Orchard Dale: Students with Disabilities 102.4 points below standard

2025 Mathematics CAASPP Student Achievement:

Mathematics Summary of Findings:
The results for all students who met or exceeded standard was 50.82%.
Grade Level results of students who scored met or exceeded: 3rd-60.44%; 4th-52.48%; 5th- 49.30%; 6th-49.94%; 7th- 49.42%; 8th-44.47%

Significant Student Group Results in Mathematics who scored met or exceeded Standard:
Students with Disabilities: 14.89% Met or exceeded standard
English Learners: 14.55% Met or exceeded standard
Socioeconomically Disadvantage: 42.19% Met or exceeded standard
Homeless: 28.47% Met or exceeded standard
Foster Youth: data is suppressed because fewer than 11 students tested.
Hispanic or Latino: 47.82% Met or exceeded standard
White: 66.13% Met or exceeded standard
Two or more races: 66.40% Met or exceeded standard
Asian: 82.61% Met or exceeded standard
African-American: 45.83% Met or exceeded standard

To maintain and build upon our success in Mathematics, EWCSD will continue to provide a tiered-response approach to instruction. EWCSD will continue to provide fluid, responsive, and evidence-based interventions to students not meeting grade-level standards in small-group differentiated instruction in the classroom and additional support provided during Tier II and Tier III interventions from the Intervention Specialists and Intervention Instructional Assistants. The Intervention Instructional assistants will work directly with the Intervention Specialist to be trained to deliver high leverage intervention support in a push-in model and collect progress monitoring data. Teachers will be provided with supplemental math resources and materials to support their math instruction in small groups. Teachers will continue to examine essential standards and design lessons that address these standards during their professional planning time. Our Instructional Coaches will support teachers by providing a wide variety of professional development opportunities including the demonstration of model lessons, co-planning with teachers, and providing instructional materials to enhance instruction. Principals will present at staff meetings to analyze student math performance data and plan and prepare for CAASPP Assessments. In addition, EWCSD will continue strengthening its Multi-Tiered System of Supports (MTSS) framework through site-based MTSS teams that analyze mathematics achievement data, identify the instructional needs of specific student groups, and implement targeted 90-day action plans focused on measurable student outcomes. These plans help schools maintain a focused and responsive approach to

improving achievement through ongoing monitoring and evidence-based interventions.
The following actions will address Math performance directly: 1.1, 1.3, 1.6, 1.8, 1.13, 1.15, 1.16, 1.17, 1.20, 1.22 1.23,1.25, 1.26, 1.27, 1.28, 2.1, 2.4, 2.6, and 2.8. * 2.2, 2.3-ELOP Funded

English Learner Progress

EWCSD is committed to supporting the academic and language proficiency needs of English Learners. On the 2025 CA Dashboard, EWCSD earned a Green overall status with 53.2% making progress an increase of 2.5% making progress. More specifically, 53.2% of all English Learners (which includes Long-term English Learner) progressed at least one English proficiency level and 0.6%% maintained a level 4 English proficiency. More specifically, Long-term English Learners received an Orange performance level, with 71.2% making progress, an increase of 13.9% from the previous year.

The following schools received a red performance level in the English Learner Progress Indicator:
Mulberry- 35.7% making progress (declined 13.4%)
Ceres and East Whittier moved away from Red performance status, with Ceres going from Red to Green in performance level and East Whittier from Red to Blue performance level.

EWCSD will enhance the middle school English Language Development (ELD) program and invest time for middle school ELD teachers to be released to collaborate and plan with the support of the MS ELD/ELA Instructional Coach. Our EL Leads at the sites will continue to provide the progress monitoring needed to ensure English Learners are making progress in achieving English language proficiency and reclassification. We strive to ensure our English Learners make one year's growth or more every year through intentional progress monitoring. Our District EL Liaison will work closely with the EL Leads to schedule individual student-led goal setting meetings and contact parents on progress towards reclassification. ELD collaboration will be a continued focus for teachers through the support of Administrators, EL Leads at the sites, and Instructional Coaches. Classroom teachers will continue to provide Designated and Integrated ELD and EWCSD will provide professional development on learning environments for EL students, GLAD, ELD Standards, Newcomer support, building academic vocabulary, and depth of knowledge questioning that supports English Learners. Our Parent Facilitators at each site will attend ELAC and DELAC meetings to learn more about reclassification and help organize EL specific workshops for families in collaboration with the site administrators and the EL Lead.
The following actions will address our English Learner Progress Indicator:
1.1, 1.13, 1.26, 1.28, 1.29, 2.1, 2.4,2.9, 2.11, 2.13, 2.16, 2.17,2.18, 3.1, 3.2, 3.3, 3.4
* 2.2, 2.3-ELOP Funded

Conditions and Climate: Suspensions

In the coming year, EWCSD will continue to build on successes in PBIS and social-emotional learning to reduce suspensions for EWCSD students. According to the CA Dashboard, EWCSD received an overall performance indicator of “Orange” with 2.8% suspended at least one day (increase of 0.6%).

The following groups received a RED performance level in 2025:
Foster Youth: 19.4% suspended at least one day,an increase of 13%
African American: 8.2% suspended at least one day, an increase of 7%
Long-Term English Learners: 20.7% suspended at least one day, an increase of 11.2%

At the school site level, the following schools had student groups who fell in the red performance level for Suspensions:
East Whittier Middle School: English Learners 13.3% suspended at least one day; Long-term English Learners 19% suspended at least one day
Granada Middle School: English Learners 17.6% suspended at least one day

EWCSD remains committed to supporting the social-emotional, behavioral, and academic needs of all students through a comprehensive Multi-Tiered System of Supports (MTSS) framework. EWCSD’s PBIS School Social Workers provide direct support and professional development to administrators and site PBIS Leadership Teams to strengthen implementation of Positive Behavioral Interventions and Supports (PBIS) across all school sites. PBIS teams collaborate to develop schoolwide behavior systems, including behavior expectations, positive incentives, restorative practices, and data collection processes, while also planning Tier II and Tier III interventions for students needing additional support.

To further strengthen alignment between behavior and academics, EWCSD added a District MTSS Coordinator to support the integration of PBIS, social-emotional learning,

and academic interventions within the District's tiered support system. The District provides dedicated time and resources for PBIS Leadership Teams to meet regularly, analyze behavior trends and student data, plan PBIS activities, and strengthen Tier I and Tier II supports. School Social Workers also support Tier I social-emotional instruction and positive classroom environments at every school site.

Educational partner feedback through the LCAP survey continues to highlight the importance of ongoing mental health and social-emotional support for students. EWCSD's LCAP actions had a positive impact during the 2025-26 school year, with 91.1% of students reporting that their school provides positive encouragement for academics and behavior through PBIS and incentives, and 87.7% indicating there are adults at school who care about them and whom they can ask for help if needed. These results reflect the District's continued commitment to creating safe, supportive, and inclusive learning environments for all students.

The following actions will address the suspension rate directly: 1.20, 1.31, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.16 (LREBG), 3.17, 3.18, and 3.19 (LREBG)

Engagement: Chronic Absenteeism

EWCSD is committed to ensuring that all students attend school daily and will continue this commitment for the 2026-2027 school year.
In reviewing the CA Dashboard, EWCSD received an overall (All Group) "Yellow" performance indicator with 11.4% chronically absent. This is a 0.7% decline from the previous year.
As a District, EWCSD had one school, Laurel Elementary School, with a Red indicator for their "All student" group but as an overall district no student groups received the lowest performance level of red.

In EWCSD, the following schools had student groups who were identified in the red performance level for chronic absenteeism.
East Whittier Middle School: English Learners 21.3% chronically absent (increased 2.6%);Long-Term English Learners 21.3% chronically absent (increased 3.2%); Homeless Youth 27.8% chronically absent (increase 1.4%); Students with Disabilities 22.7% chronically absent (increased 2.4%)
Granada Middle School: English Learners 34.1% chronically absent (increased 16.4%); Student with disabilities 25.2% chronically absent (increase of 4.1%)
Hillview Middle School: English Learners 26.4%% chronically absent (increased 0.6%);Students with disabilities 26.3% (increased by 0.4%)
Laurel: Socioeconomically Disadvantaged 16.4% chronically absent (increased 4.3%); Hispanic students 15.5% chronically absent (increased by 4.3%)
Orchard Dale:Students with dIsabilities 25.7% chronically absent (increased 2.2%)

EWCSD remains committed to ensuring that all students attend school regularly and will continue prioritizing attendance and student engagement during the 2026-2027 school year.While no student groups were identified at the Red performance level districtwide, several school sites continue to experience significant chronic absenteeism rates among specific student groups, particularly English Learners, Long-term English Learners, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students.
To address these areas of need, EWCSD continues implementing a comprehensive MTSS approach that aligns attendance, behavior, social-emotional wellness, and academic supports. Chronic absenteeism trends indicate a continued need for targeted support at the middle school level, particularly for English Learners, Students with Disabilities, and other student groups experiencing higher rates of absenteeism. The addition of a District MTSS Coordinator has strengthened alignment of PBIS, attendance interventions, and data-driven decision-making across school sites. Site MTSS and PBIS teams regularly analyze attendance and behavior data to identify students in need of support and implement targeted Tier I and Tier II interventions to improve engagement and school connectedness. EWCSD will continue to provide direct student and family support through School Social Workers, Parent and Community Liaisons, and Academic Counselors. These staff members provide attendance outreach, social-emotional and mental health support, parent education, mentoring, goal setting, and intervention coordination to support chronically absent students and strengthen student engagement, particularly at the middle school level. In addition, the Student Services team coordinates attendance campaigns, school connectedness initiatives, and ongoing attendance monitoring to ensure schools receive timely support and resources. Together, these efforts reflect the Districts commitment to creating safe, supportive, and engaging learning environments that improve attendance and student success.
The following goals and actions will address EWCSD's chronic absenteeism rate directly: 1.17, 1.27, 3.1, 3.2, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.14, 3.15, 3.17, 3.18,and 3.19

Part 2: 2023 California School Dashboard Lowest Performance Level (RED) Indicators
The following 2023 CA Dashboard information is baseline data for the 2024-2027 LCAP and specifically identifies the student groups within the district, the schools and student groups within the schools that received the lowest performance level on state indicators on the 2023 CA Dashboard. The 3 year LCAP has actions that address the needs of students.

2023 English Language Arts CAASPP

At the District level, the following student group was identified at the Red performance level in ELA:
Students with Disabilities- 78.2 points below standard
The following actions will address ELA performance directly: 1.1, 1.7, 1.10, 1.11, 1.12, 1.14, 1.18, 1.28, 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, and 2.11.

The following schools had student groups identified in the Red (lowest) performance level in ELA:
East Whittier Middle School: Students with Disabilities 87.7 points below standard
Granada Middle School: Students with Disabilities 97.9 points below standard
Hillview Middle School: Students with Disabilities 84.2 points below standard
Mulberry Elementary: Students with Disabilities 71.2 points below standard
Scott Avenue: Students with Disabilities 100.2 points below standard
The following actions will address ELA performance directly: 1.1, 1.7, 1.10, 1.11, 1.12, 1.14, 1.18, 1.28, 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, and 2.11.

2023 Mathematics CAASPP Student Achievement:

At the District level, the CA Dashboard results did not indicate any student groups with an overall performance level of RED. Overall performance showed students scored 8.2 points above standard in Mathematics.

The following schools had student groups receive a red performance level in Mathematics:
Orchard Dale: Students with Disabilities 96.8% points below standard
Granada Middle School: Students with Disabilities 136.6 points below standard
Hillview Middle School: English Learners 98.2 points below standard; Students with Disabilities 130.4 points below standard
Scott Avenue: Students with Disabilities 104.2 points below standard
The following actions will address Math RED performance levels directly: 1.1, 1.9, 1.10, 1.11, 1.14, 1.18, 2.1, 2.5, and 2.8.

2023 English Learner Progress

On the 2023 CA Dashboard, EWCSD at the District Level earned a Green overall status with 58% of students making progress, a 2.8% increase. More specifically, 55.7% of English Learners progressed at least one English proficiency level and 2.8% maintained a level 4 English proficiency.
No schools in EWCSD had schools whose English Learner subgroup fell in the red performance level for English Learner progress.

2023 Conditions and Climate: CA Dashboard Suspensions

At the District level, EWCSD received an overall performance indicator of “Orange” with 2.7% of students suspended at least one day, but two student groups in EWCSD received the lowest performance level of red in this area:
Foster Youth: 9.1% were suspended at least one day, an increase of 6.5% from the previous year
Students Experiencing Homelessness (McKinney Vento)- 6.8% suspended at least one day an increase of 2.5% from the previous year.

At the school site level, the following schools had student groups who fell in the red performance level for Suspensions:

East Whittier Middle School: Homeless- 15.2% suspended at least one day
Hillview Middle School: English Learners- 13% suspended at least one day
The following actions will address suspension rates directly both at the District level and school level: 1.14, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, and 3.12.

2023 CA Dashboard Engagement: Chronic Absenteeism
The CA Dashboard, EWCSD received an overall Orange performance indicator with 21.1% of students chronically absent. This is a 5.8% decline from the previous year.
One student group in EWCSD received the lowest performance level of red:
Homelessness (McKinney Vento)- 36.9% were identified as chronically absent

In EWCSD, two schools had student groups who were identified in the red performance level for chronic absenteeism.

Mulberry Elementary: All Students: 25.9% chronically absent; Socioeconomically Disadvantaged: 28.4% chronically absent; Students with Disabilities: 39.3% chronically absent
Orchard Dale Elementary: White: 30% Chronically Absent
East Whittier Middle School: English Learners: 27.5% chronically absent; Homeless: 36.4% chronically absent; White: 20.5% chronically absent
Evergreen: Students with Disabilities: 30% chronically absent
Granada Middle School: Socioeconomically Disadvantaged: 29.1% chronically absent
Murphy Ranch: Socioeconomically Disadvantaged: 26.6% chronically absent
Scott Avenue: English Learners: 28.6% chronically absent
The following goals and actions will address EWCSD's chronic absenteeism rate directly: 1.14, 3.1, 3.2, 3.5, 3.6, and 3.13.

Part 3: Learning Recovery Emergency Block Grant (LREBG)

As of June 30, 2026, East Whittier City School District has $737,943 unexpended LREBG funds. The following are actions funded through LREBG Funds:
Action 3.16 School Psychologists
Action 3.19 Social Workers

Based on educational partner feedback and a needs assessment, services will be expanded for targeted services to our students. Goal 3 includes Action 16: School Psychologists will expand school psychological services to support students with academic, behavioral, attendance, and social-emotional needs that impact school engagement and regular attendance. Some EWCSD students require Tier II and Tier III interventions and mental health supports due to trauma, anxiety, behavioral challenges, and other unique circumstances that create barriers to learning.

In addition, EWCSD recognizes the critical impact School Social Workers have in meeting the social-emotional, behavioral, and mental health needs of students and families. LREBG funds will also be used to fund School Social Workers(Goal 3, Action 19), to provide direct counseling support, attendance outreach, crisis intervention, family support, and connections to community resources, while also supporting Tier I social-emotional learning and school connectedness initiatives across campuses. Together, School Psychologists and School Social Workers strengthen the District’s MTSS framework and provide comprehensive support systems that promote student well-being, engagement, and academic success.

These actions are allowable expenditures as they address barriers to learning, supporting students experiencing trauma, promoting social-emotional learning, and providing referrals and intervention services for students and families.
Its effectiveness will be evaluated using Metrics 3.3, 3.4, 3.5, and 3.6.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents and families were provided multiple opportunities to participate in the district's LCAP development process through the Educational Partner LCAP Survey, Parent Advisory Committee (PAC), and LCAP Community Meetings. The district received 576 parent/family survey responses, including open-ended feedback that allowed families to share additional thoughts and recommendations. LCAP Community Meetings included parent representatives from each school site as well as other interested community members, where participants provided feedback and completed exit tickets to share recommendations and input. During PAC meetings, parents were also given opportunities to review the LCAP, ask questions, and provide feedback regarding district goals, actions, and services.
Students	As part of the LCAP feedback process, the Student Services Department provided students with opportunities to engage in the district's LCAP development through District Student Leadership Meetings, where students reviewed the LCAP and shared input regarding student priorities and district goals. Each school site was represented by a student leadership team that participated in these discussions. In addition, students in grades 4–8 participated in an LCAP student survey, which included opportunities for students to provide written feedback regarding priorities connected to each LCAP goal. A total of 1,659 students participated in the district's LCAP survey process.
Teachers/Certificated Staff (Other School Personnel)	Teachers and other certificated staff were provided opportunities to participate in the district's LCAP development process through the Educational Partner LCAP Survey and LCAP Community Meetings. The district received 236 teacher survey responses, including open-ended feedback that allowed teachers to share additional thoughts and recommendations. Teachers representing each school site participated in the LCAP Community Meetings, where they engaged in discussions regarding district goals, actions, and services. Teachers were also provided opportunities throughout the meetings, including exit tickets, to reflect on the LCAP process and provide additional input and feedback.
Classified Personnel	Classified staff were provided opportunities to participate in the district's LCAP development process through the Educational Partner LCAP Survey and LCAP Community Meetings. The district received 50 classified staff survey responses, including open-ended feedback that allowed staff to share additional thoughts and recommendations. Classified staff representatives from each school site also participated in the LCAP Community Meetings, where they engaged in discussions regarding district priorities, goals, actions, and services. Additional opportunities for feedback were provided throughout the meetings, including exit tickets used to gather reflections and further input on the LCAP process.
Certificated Bargaining Unit	EWCSD met in February, March, and April with the certificated bargaining unit (EWEA) as part of the district's LCAP consultation process. The consultation team consisted of five EWEA representatives who reviewed educational partner feedback, survey responses, and priorities identified during the LCAP Community Meetings. Throughout the meetings, participants engaged in discussions regarding the district budget, LCAP goals, and programs such as Transitional Kindergarten. Questions requiring additional research or clarification were addressed in subsequent meetings to ensure accurate and informed responses. Each meeting concluded with reflection questions that encouraged participants to share new learning, remaining questions, and additional considerations regarding the LCAP process.
Classified Bargaining Unit	EWCSD met in February, March, and April with the classified bargaining unit (CSEA) as part of the district's LCAP consultation process. During these meetings, members reviewed educational partner feedback and discussed district priorities, budget allocations, and LCAP actions. Questions requiring additional clarification were addressed in subsequent meetings. Each meeting concluded with reflection questions to gather additional feedback, new learning, and remaining questions regarding the LCAP process.
District English Learner Advisory Committee (DELAC)	EWCSD met with DELAC in February, March, and April. We had three DELAC parents who volunteered to join the PAC Meeting in May as part of the district's LCAP consultation process. During DELAC Meetings, DELAC members reviewed educational partner survey feedback, examined actual expenditures, discussed district priorities, and provided input on the proposed budget and LCAP draft. At the May meeting, the final LCAP was presented, and the Director of Business was available to answer budget-related questions. In addition, 62 parents, who identified themselves as a parent of an English Learners, participated in the district's LCAP survey. The survey was translated into Spanish and additional languages were available upon request. No additional translation requests were made.
Principals	School principals were provided opportunities to participate in the district's LCAP development process through the LCAP Survey, LCAP Community Meetings, and Principal PLC meetings. Principals provided feedback regarding school site needs, district priorities, LCAP actions, and actual expenditures. During Principal PLC meetings in March and April, principals reviewed and prioritized LCAP actions,

	reflected on successful implementation practices, and identified next steps through collaborative discussions and gallery walk activities. Additional feedback was gathered through surveys, meeting discussions, and exit tickets.
SELPA Consultation (WACSEP)	During the LCAP consultation process, EWCSD met with WACSEP (Whittier Area Cooperative Special Education Program) to identify targeted LCAP actions and supports for students with disabilities. WACSEP also provided feedback regarding continued collaboration opportunities, professional development, and support for the district's special education program through ongoing consultation meetings with the Special Education Division.
District Administrators	Our District Administrators engaged in the LCAP process through the LCAP Survey and District's Extended Cabinet Meetings. The LCAP Survey allowed District Administrators to give input if they could not attend our LCAP Community Meetings. The survey included a free response question allowing District Administrators to share their thoughts. During our February and April Meetings, District Administrators shared their priorities and reviewed survey responses from our educational partners. They reflected on the actions that were directly impacted by their departments. Their responses were captured on post-it notes and notes during whole group share out.

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

Multiple opportunities were provided to all of EWCSD's Educational Partners to provide feedback in the development of the 2026-2027 LCAP. Community Meetings were held after school hours to ensure parents, teachers, staff, and community members could attend, and provided childcare and translation services. All ideas and trends were analyzed closely. Meeting and survey feedback directly influenced EWCSD's actions and are described below.

Parents
Parents and families are valued educational partners. We engaged families during LCAP community meetings, Parent LCAP survey, and Parent Advisory Meeting. Parents prioritized social emotional support and counseling, smaller class sizes, academic intervention support, improving behaviors and safety in school, expanding and enhancing Transitional Kindergarten, increasing parent engagement and support for families, maintaining schools in clean condition, and enrichment and academic opportunities. The following actions are directly influenced by our Parent/Family feedback:
Goal 1.1 Class Size Reduction
Goal 1.4 Custodial Support
Goal 1.16 Full-Day Transitional Kindergarten Program Support
Goal 2.1 Instructional Coaches
Goal 2.2 & 2.3 Intervention Specialists and Intervention Aides
Goal 2.4 Supplemental Support for Instructional Programs
Goal 3.8,3.9, 3.10- PBIS Incentives, PBIS Professional Development, and PBIS Leadership Team Planning and Collaboration
Goal 3.5 School Counseling Services (Social Workers)
Goal 3.14 School Connectedness Initiative
Goal 3.18 Campus Climate and Safety Monitors

Students
EWCSD values the voices of our students. Students highlighted many strengths across the District, including PBIS, a broad course of study (BCOS), student activities (e.g. PBIS, awards/assemblies or special school activities), sports and clubs(ELOP funded), academic support, access to Academic Counselors and School Social Workers, and college and career readiness opportunities such as AVID, Puente, and Dual Enrollment. Students also expressed a continued need for counseling services, additional academic support, and opportunities to connect with caring adults on campus. Social-emotional support was consistently identified as an important need. The following goals and actions were influenced by student feedback:
1.15 Broad Course of Study Elementary School
3.10 PBIS Student Incentives
3.12 Student Academic Events
3.13 College and Career Readiness Programs
3.14 School Connectedness Initiative (During School)
3.18 Campus Climate and Safety Monitors
3.19 Social Workers (LREBG)

Teachers/ Certificated Staff
Staff identified a need for increased behavioral and social-emotional supports to address student behavior, improve safety, and better support students with significant needs. Staff also emphasized the importance of maintaining smaller class sizes and providing additional academic intervention and support personnel to meet diverse student needs. In addition, staff expressed a desire for increased time for collaboration, planning, and professional learning to strengthen instructional practices and student outcomes. Facility improvements, including campus maintenance and restroom conditions, were also identified as areas of need. Staff highlighted the positive impact of programs such as BCOS, PBIS, UFLI, intervention services, and extracurricular activities that support student engagement, learning, and school connectedness.
These responses tie to LCAP actions related to behavior supports, MTSS, Social Workers, PBIS, class size reduction, Intervention Specialists, PLCs, Reflection Meetings, professional development, Custodial support, and BCOS.
Goal 1.1 Class Size Reduction
Goal 1.9 Professional Development in English Language Arts
Goal 1.18 Professional Development- Classified Training Days
Goal 1.20 Professional Development-Teacher Training Days
Goal 1.25 Instructional: Professional Development, Conferences, and Consultants
Goal 2.2 & 2.3 Intervention Specialists and Intervention Aides
Goal 2.4 Supplemental Support for Instructional Programs
Goal 2.6 Reflection Meetings- Middle School
Goal 3.8 ,3.9, 3.10- PBIS Incentives, PBIS Professional Development, and PBIS Leadership Team Planning and Collaboration
Goal 3.5 School Counseling Services (Social Workers)
Goal 3.18 Campus Climate and Safety Monitors

Classified Personnel
Classified staff provided feedback through the LCAP survey and during LCAP community meetings and identified priorities. Staff emphasized the importance of maintaining academic intervention supports, instructional aides, tutoring, and enrichment opportunities for students. They also highlighted a need for additional behavioral and social-emotional supports, staff training in behavior intervention strategies, and safe, well-maintained school facilities. Classified staff expressed interest in professional development aligned to their roles. This feedback informed actions related to intervention services, PBIS and behavior supports, professional learning, facilities maintenance, and student engagement programs. The following actions were influenced by their feedback:
Goal 1.4 Custodial Support
Goal 2.2 & 2.3 Intervention Specialists and Intervention Aides
Goal 1.18 Professional Development- Classified Training Days
Goal 1.25 Instructional: Professional Development, Conferences, and Consultants
Goal 3.9, 3.10- PBIS Professional Development, and PBIS Leadership Team Planning and Collaboration
Goal 3.5 School Counseling Services (Social Workers)

Certificated Bargaining Unit (EWEA)
We met with the East Whittier Education Association to engage the bargaining unit in the LCAP process. The time to consult on the LCAP allowed members of the union leadership teams to assess and analyze LCAP survey data and LCAP educational partners' meeting feedback. The following are actions directly influenced by EWEA's feedback:
Goal 1.1 - Class size reduction
Goal 1.20 Professional Development-Teacher Training Days
Goal 2.2 & 2.3 Intervention Specialists and Intervention Aides
Goal 2.6 Reflection Meetings- Middle School
Goal 3.5 School Counseling Services (Social Workers)
Goal 3.8 ,3.9, 3.10- PBIS Incentives, PBIS Professional Development, and PBIS Leadership Team Planning and Collaboration
Goal 3.18 Campus Climate and Safety Monitors

Classified Bargaining Unit (CSEA)
EWCSD employees are valued partners in the LCAP. We ensured that we met with our Classified Union Leadership to share in the LCAP process. Classified union leadership collaborated with the Educational Support Services Department and provided feedback on data, actual expenditures, and LCAP goals and actions. Our Classified staff engaged in an LCAP Survey, and this data was analyzed for trends and ideas. This feedback was provided to our Classified Union Leadership for review. The following LCAP actions were influenced by our CSEA membership:

1.1: Class size reduction
1.2 Educational Technology and Replacement; District Technology Support
1.18 Professional Development- Classified Training Days (i.e. leadership, career advancement, specific PD in area of work)
1.25 Instructional: Professional Development, Conferences, and Consultants
3.5 School Counseling Services (Social Workers)
3.18 Campus Climate and Safety Monitors

District English Learner Advisory Committee (DELAC)
DELAC members emphasized the continued need for language support for students and families, including primary language assistance, family workshops, parent-teacher conferences, and two-way communication. Members expressed the importance of maintaining Parent Facilitators, who provide resources, outreach, and support to families navigating the educational system. They also identified a need for targeted tutoring and academic support for English Learners, particularly at the middle school level where many Long-Term English Learners are served. DELAC members stressed the importance of students making progress toward English proficiency and reclassifying before entering middle school or high school and expressed appreciation for the District's ongoing goal-setting and progress-monitoring practices that keep families informed of their child's progress toward reclassification.
Our DELAC feedback directly influenced:
Goal 3.1 Parent and Community Facilitators
Goal 3.4 Translation Services and Supports
Goal 2.14 and 2.15 EL District Liaison and English Learner Leads
Goal 2. 16 LTEL and EL Supplemental Programs and Support

Principals
Principals and Assistant Principals are valued educational partners and were actively included in the LCAP development process. They provided input through the LCAP Survey and during Principal PLC meetings, where they identified program strengths, areas of need, and recommended improvements to services. Site leaders prioritized continued support for Intervention Specialists, PBIS implementation through incentives, planning time and professional development, behavior support from School Social Workers, smaller class sizes, high-leverage Tier I instructional practices, and literacy support. The following actions were influenced by their feedback:
Goal 1.1 Class Size Reduction
Goal 1.9 Professional Development in English Language Arts
Goal 2.1 Instructional Coaches
Goal 2.2 & 2.3 Intervention Specialists and Intervention Aides
Goal 2.4 Supplemental Support for Instructional Programs
Goal 3.8,3.9, 3.10- PBIS Incentives, PBIS Professional Development, and PBIS Leadership Team Planning and Collaboration
Goal 3.5 School Counseling Services (Social Workers)

SELPA Consultation (WACSEP)
Whittier Area Cooperative Special Education Program (WACSEP) is an EWCSD-valued educational partner. In consultation with our WACSEP partners and LCAP Survey, the following LCAP actions are influenced by our educational partner.
Goal 2, Action 13- Special Education and General Education Collaboration time
Goal 1, Action 17 & 27- Multi-Tiered System of Support Committee and Professional Development
Goal 1, Actions 18, 20, & 25 -Professional Development, Conferences, and Consultants focused on UDL, behavior, instructional practices, and differentiated based on staff needs

District Administrators
District administrators identified a need for intentional, differentiated professional development aligned to their specific leadership responsibilities. They highlighted Teacher Training Days (TTD) and Certificated Training Days (CTD) as valuable opportunities to provide targeted learning and build leadership capacity.
1.18 Professional Development- Classified Training Days
1.20 Professional Development-Teacher Training Days
1.25 Instructional: Professional Development, Conferences, and Consultants

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The East Whittier City School District will provide optimal conditions for students, staff, and the community to ensure students are prepared for high school by providing safe and well-maintained facilities, an education that fosters technology and innovation, and well-rounded program including world languages, the arts, and career technical skills	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 5, 7

An explanation of why the LEA has developed this goal.

The East Whittier City School District believes that all students can be successful when they are provided supportive, responsive, and effective conditions of learning. Through data collection via the LCAP Educational Partner Process, students, staff, and parents, the following areas were identified as the top priorities under the Goal of Conditions of Learning:
*Broad Course of Study for All Students- Staff, Students, and families identified Broad Course of Study for elementary students and middle school students.
*Technology and 21st Century Learning- Students will have access to technology to support the development of 21st century skills.
*Clean Schools - Staff and Students agree that cleanliness of schools, classrooms, and student bathrooms are of high priority.
*Class Size- Staff and families agree that class size and manageable class size especially at the primary level is important to support high achievement for all students.

Measuring and Reporting Results

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

1	Fully Credentialed and Appropriately Assigned Teachers as measured by CALPADS 4.1 Staffing and 4.3 Assignments	During the Fall of 2023, 100% of East Whittier City School District's teachers were appropriately assigned.	During the Fall of 2024, 99.33% of East Whittier City School District's teachers were appropriately assigned.	During the fall of 2025, 91.3% of East Whittier City School District's teachers were appropriately assigned.	The East Whittier City School District's teachers will continue to be 100% appropriately assigned.	The current difference from baseline shows -8.7% of our teachers are appropriately assigned.
2	Local Survey: Annual LCAP Educational Partners Survey- % of Educational Partners who Agree or Strongly Agree that the District provides students with Standards-Aligned Instructional Materials.	Annual LCAP Educational Partners Survey of Educational Partners who Agree or Strongly Agree that the District provides students with Standards-Aligned Instructional Materials is as follows: Students: 91% Staff: 81.1% Parents: 93.8%	Results from EWCSD's 2024 Annual LCAP Educational Partners Survey, the Educational Partners who Agree or Strongly Agree that the District provides students with Standards-Aligned Instructional Material, are as follows: Students: 97.1% Staff: 84.7% Parent: 91%	Results from EWCSD's 2025 Annual LCAP Educational Partners Survey, the Educational Partners who Agree or Strongly Agree that the District provides students with Standards-Aligned Instructional Material, are as follows: Students: 97.5% Staff: 87.3% Parent: 91.5%	Results from the EWCSD's 2027 Annual LCAP Educational Partners Survey, the Educational Partners who Agree or Strongly Agree that the District provides students with Standards-Aligned Instructional Material, are as follows: Students: 95% Staff: 95% Parent: 95%	The current difference from baseline for Educational Partners who Agree or Strongly Agree that the District provides students with Standards-Aligned Instructional Materials is: Students: increased from 91% to 97.5% = +6.5 percentage points Staff: increased from 81.1% to 87.3% = +6.2 percentage points Parents: decreased from 93.8% to 91.5% = -2.3 percentage points
3	Local Indicator: Access to Standards-Aligned Instructional Materials LEA's Williams' Textbook Sufficiency Report	During the 2023 school year, East Whittier City School District provided 100% of its students with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.	Results from the EWCSD's Fall 2024 Williams' Textbook Sufficiency Report indicate that 100% of students are provided with Standards-Aligned Instructional Materials.	Results from the EWCSD's Fall 2025 Williams' Textbook Sufficiency Report indicate that 100% of students are provided with Standards-Aligned Instructional Materials.	During the 2026-2027 school year, East Whittier City School District will provide each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.	The current difference from baseline is 0%.

4	Local Indicator: Facility Inspection Tool (FIT)	In 2023-2024, all 13 school sites in the East Whittier City School District were in "Good" Repair as measured by the FIT Tool.	Based on the 2024-2025 Facility Inspection Tool (FIT), all 10 school sites in the East Whittier City School District were in "Good" Repair, and 4 school sites are in "Exemplary" repair.	Based on the 2025-2026 Facility Inspection Tool (FIT), all 9 school sites in the East Whittier City School District were in "Good" Repair, and 4 school sites are in "Exemplary" repair.	In 2026-2027, at least five of the thirteen schools in the East Whittier City School District will be in "Exemplary" condition as measured by the FIT Tool.	Based on the 2025-2026 Facility Inspection Tool (FIT), EWCSD has 9 schools "in Good" repair and 4 schools in "exemplary" repair, exceeding our baseline.
5	Local Survey: LCAP Annual Educational Partners Survey- % of EWCSD Educational Partners who "Agree" or "Strongly Agree" that the schools are clean.	In 2023-2024, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that schools are clean: 53% of Students, 76% of Parents, and 54% of Staff.	Based on the 2024-2025 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that schools are clean: 71% of Students, 82% of Parents, and 54% of Staff.	Based on the 2025-2026 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that schools are clean: 73.1% of Students, 84.6% of Parents, and 49.1% of Staff.	The percentage of EWCSD partners who Agree or Strongly Agree that schools are clean will be 90% or higher within each EWCSD Educational Partners group.	Based on the 2025-2026 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that schools are clean: Students: increased from 53% to 73.1% = +20.1 percentage points Parents: increased from 76% to 84.6% = +8.6 percentage points Staff: decreased from 54% to 49.1% = -4.9 percentage points
6	Local Survey: LCAP Annual Educational Partners Survey- the percentage of EWCSD Educational Partners who "Agree" or "Strongly Agree" that school restrooms are clean.	In 2023-2024, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that school restrooms are clean: 58% of Students, 57% of Parents, 63% of Staff	Based on the 2024-2025 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that school restrooms are clean: 44.8% of Students, 52.4% of Parents, 63.4% of Staff	2025-2026 LCAP Educational Partner Survey results for the survey “The school and staff restrooms are kept clean and in good condition,” are: Students: 40.4% Agree or Strongly Agree Parents: 77.1% Agree or Strongly Agree Staff: 63.6% Agree or Strongly Agree	In 2026-2027, the percentage of EWCSD educational partners who Agree or Strongly Agree that restrooms are clean will be 80% or better within all EWCSD Educational Partner groups.	The current difference from baseline for Educational Partners who Agree or Strongly Agree that school restrooms are clean is: Students: decreased from 58% to 40.4% = -17.6 percentage points Parents: increased from 57% to 77.1% = +20.1 percentage points Staff: increased from 63% to 63.6% = +0.6 percentage points

7	Local Survey: LCAP Annual Educational Partners Survey- the percentage of EWCSD Educational Partners who "Agree" or "Strongly Agree" that middle school students have access to and are enrolled in a Broad Course of Study.	In 2023-2024, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that middle school students have access to a Broad Course of Study through a variety of elective courses: 88% of Students, 89% of Parents, and 70.9% of Staff	Based on the 2024-2025 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that middle school students have access to a Broad Course of Study through a variety of elective courses: 96% of Students, 91% of Parents, and 89% of Staff	Based on the 2025-2026 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that middle school students have access to a Broad Course of Study through a variety of elective courses is as follows: Students: 94.3% Parents: 88.7% Staff: 91.5%	In 2026-2027, the percentage of EWCD Educational Partners who "Agree" or "Strongly Agree" that middle school students have access to and are enrolled in a Broad Course of Study will be 90% or better for all partners	The current difference from baseline for Educational Partners who Agree or Strongly Agree that middle school students have access to a Broad Course of Study through a variety of elective courses is: Students: increased from 88% to 94.3% = +6.3 percentage points Parents: decreased from 89% to 88.7% = -0.3 percentage points Staff: increased from 70.9% to 91.5% = +20.6 percentage points
8	Local Indicators Reflection Tool: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.	In 2023-2024, EWCSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks was rated a 5 in ELA, a 5 in ELD, and a 5 in Math. EWCSD rated progress in providing professional learning a 3 in NGSS and a 3 in History-Social Science.	In 2024, our local indicator on EWCSD's progress in providing professional development learning for teaching adopted academic standards and/or curriculum frameworks is rated as: ELA-5, ELD-5, Math-5, NGSS-4, History-Social Science-3-	In 2025-2026, our local indicator on EWCSD's progress in providing professional development learning for teaching adopted academic standards and/or curriculum frameworks is rated as: ELA-5, ELD-5, Math-5, NGSS-4, History-Social Science-3	In 2026-2027, EWCSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks will be rated a 5 in ELA, a 5 in ELD, a 5 in Math, a 5 in NGSS, and a 5 in History-Social Science.	The current difference from baseline in professional development for teaching adopted academic standards and curriculum frameworks is as follows: NGSS: Increased from a rating of 3 to 4 (+1 level). ELA, ELD, and Mathematics: Maintained a rating of 5 (no change from baseline). History-Social Science: Maintained a rating of 3 (no change from baseline).

9	Middle School student enrollment in a Broad Course of Study Student enrollment in VAPA or STEM elective offerings at the middle school level Aeries master schedule query	In 2023-2024, 52.7% of middle school students are enrolled in VAPA or STEM elective offerings.	In 2024-2025, 50.56% of middle school students are enrolled in VAPA or STEM elective offerings.	In 2025-2026, 33.66% of middle school students are enrolled in VAPA or STEM elective offerings.	In 2025-2027, 75% of middle school students will be enrolled in VAPA or STEM elective offerings.	The current difference from baseline of middle school students who are enrolled in VAPA or STEM elective offerings is -19.04%.
10	Participation of 5th and 7th grade students in the Physical Fitness Test (PFT) PFT Participation Rate	In 2022-2023 our PFT participation rate is the following: Grade 5 = 97.32% Grade 7 = 97.00%	In 2023-2024, our PFT participation rate is the following: Grade 5= 99.42 % Grade 7= 98.69%	In 2024-2025, our PFT participation rate is the following: Grade 5= 98.1% Grade 7= 98%	By 2026-2027 EWCSD's PFT participation rate will be the following: Grade 5 = 97.00% Grade 7 = 97.00%	The current difference from baseline on EWCSD's PFT participation rate is as follows: Grade 5 = +0.78 % Grade 7 = +1%
11	Transitional Kindergarten offerings of full-day and half-day programs Transitional Kindergarten enrollment waiting lists Increase enrollment in Transitional Kindergarten	In 2024-2025, EWCSD will offer a full-day Transitional Kindergarten program to interested families and principally directed to unduplicated families. EWCSD will expand and make available a Transitional Kindergarten program to all 4 year olds whose birthday falls between September 2, 2020-June 1, 2020.	During the 2024-2025 school year, EWCSD offered a full-day Transitional Kindergarten (TK) Program to all interested families, principally to our Unduplicated families. TK enrollment increased from 214 in 2023-2024 to 268 in the 2024-2025 school year. There are no students on the TK waitlist.	During the 2025-2026 school year, EWCSD offered a full-day Transitional Kindergarten (TK) Program to all interested families, principally to our Unduplicated families. TK enrollment increased from 268 in 2024-2025 to 375 in the 2025-2026 school year. There are no students on the TK waitlist.	The East Whittier City School District will provide a full-day Transitional Kindergarten program to all interested, eligible 4-year olds in the East Whittier City attendance boundaries.	The current difference from baseline of our TK program is: Increased enrollment by 161 students, and there continues to be no waitlist of TK students. All TK classrooms are full-day instructional (academic) programs.

12	Dual Language Immersion program will expand to include 4th grade students	In 2024-2025, EWCSD will expand the Dual Language Immersion program to include two classes of 4th grade students.	In 2024-2025, EWCSD successfully expanded its Dual Language Immersion program to include two classes of 4th-grade students.	In 2025-2026, EWCSD successfully expanded its Dual Language Immersion program to include two classes of 5th-grade students.	The East Whittier City School District will continue to expand the Dual Immersion program one grade level each year and offer two classes per grade level and a Dual Immersion program at Hillview Middle School when current elementary students matriculate to middle school.	In the 2025–2026 school year, EWCSD expanded its Dual Language Immersion (DLI) program to include two additional 5th-grade classes, increasing the total number of DLI classes from 8 in 2023–2024 (baseline) to 12.
13	Local Indicator: Implementation of State Standards Annual LCAP Educational Partners Survey- % of Educational Partners who Agree or Strongly Agree that the District is implementing and teaching the State Standards	In 2023-2024, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that the District is implementing and teaching the State Standards: 81.1% of Students, 92.1% of Parents, and 90.5% of Staff.	During the 2024-2025 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that the District is implementing and teaching the State Standards: 95.1% of Students, 92.5% of Parents, and 92.1% of Staff.	During the 2025-2026 LCAP Educational Partner Survey, the percentage of EWCSD Educational Partners who Agree or Strongly Agree that the District is implementing and teaching the State Standards: 96.3% of Students, 91.8% of Parents, and 77.6% of Staff.	The percentage of EWCSD partners who Agree or Strongly Agree that the District is implementing and teaching the State Standards will be 90% or higher within each EWCSD Educational Partners group.	The current difference from baseline on the percentage of EWCSD Educational Partners who Agree or Strongly Agree that the District is implementing and teaching the State Standards is: Students: increased from 81.1% to 96.3% = +15.2 percentage points Parents: decreased from 92.1% to 91.8% = -0.3 percentage points Staff: decreased from 90.5% to 77.6% = -12.9 percentage points

14	Local Indicator: LCAP Survey Educational strongly agree or agree with the survey question, "The school provides me the necessary technology that supports my learning in the classroom and to access the California Standards."	During the 2023-2024 LCAP Survey 86.6% of staff, 92.7% of students, and 93.8% of parents strongly agreed or agreed that "the school provides the necessary technology that supports learning in the classroom and to access the California Standards."	During the 2024-2025 LCAP Education Partner Survey 80.5% of staff, 96.8% of students, and 93.1% of parents strongly agreed or agreed that "the school provides the necessary technology that supports learning in the classroom and to access the California Standards."	During the 2025-2026 LCAP Education Partner Survey 78.4% of staff, 96.1% of students, and 91% of parents strongly agreed or agreed that "the school provides the necessary technology that supports learning in the classroom and to access the California Standards."	By 2026-2027, all educational partner groups will score least 90% of students will strongly agree or agree with the survey question, "The school provides me the necessary technology that supports my learning in the classroom and to access the California Standards."	The current difference from baseline for Educational Partners who Agree or Strongly Agree that “the school provides the necessary technology that supports learning in the classroom and to access the California Standards” is: Staff: decreased from 86.6% to 78.4% = -8.2 percentage points Students: increased from 92.7% to 96.1% = +3.4 percentage points Parents: decreased from 93.8% to 91% = -2.8 percentage points

Goal Analysis for 2025-2026

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

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

Goal 1 – Conditions of Learning
Under Goal 1, Conditions of Learning, there are 28 actions; 14 actions were fully implemented, and the 14 remaining actions are considered partially implemented and had significant funds remaining, reflecting a year of varied implementation across the 28 actions in this goal.

Fully Implemented Actions
EWCSD saw notable success in the 2025-2026 school year, in the implementation of 14 actions in Goal 1. The following goals were considered fully implemented: 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.17, 1.19, 1.20, 1.21, 1.22, 1,23, 1.25, 1.28, and1.29.

Fully Implemented Actions
There were notable successes in implementation across Goal 1 in the 2025-2026 school year. Among the most significant was the district's continued commitment to reducing class sizes to best address the learning needs of English Learners, Low-Income students, and Foster Youth, ensuring our most vulnerable students received differentiated support in smaller, more intentional classroom settings. EWCSD also made meaningful investments in professional development, with a strong focus on literacy and writing instruction across all schools. Teachers participated in targeted ELA professional development to strengthen early literacy skills in grades K-2, and our Dual Language Immersion Program received specialized PD to ensure teachers were addressing Spanish language arts standards with fidelity. Instructional Leadership Teams were provided dedicated time at their sites to review site goals, master schedules, instructional priorities, and intervention plans, strengthening the capacity of our school leaders to drive improvement.
Our Intervention Specialists were equipped with supplemental math materials to ensure they had the tools necessary to provide targeted intervention support to students across the district. Technology was also a bright spot this year, as we expanded digital platforms that provided students with additional practice opportunities and equipped teachers

with instructional tools to enhance classroom learning. Our GATE students were provided with enriching STEM learning experiences, reflecting our commitment to meeting the needs of all learners across the full spectrum. Custodial Support was successfully staffed across all sites, ensuring clean and safe learning environments for our students and staff throughout the year.
We are also proud of the continued growth of our Transitional Kindergarten program, with TK teacher and aide positions fully staffed to meet the demands of an expanding program. Through LCAP funds, we were able to offer a full-day TK instructional program while continuing to provide expanded learning opportunities beyond the instructional day, responding directly to the needs and interests of our community. The purchase of a K-2 supplemental foundational skills program further strengthened our early literacy efforts, and while it was an unexpected cost, it reflects our responsiveness to student need. Several actions exceeded their original budget allocations, but each reflects the district's commitment to delivering programs and services in support of all students. The district will review projections for these actions in 2025-26 to better align planned and actual expenditures.

Actions Partially Implemented
EWCSD saw notable challenges in the 2025-2026 school year, in the implementation of 14 actions in Goal 1. The following goals were considered partially implemented: 1.3, 1.5, 1.12, 1.15, 1.16, 1.24, 1.26, 1.27

While EWCSD experienced many successes in Goal 1, there were also areas where actions were partially implemented as planned. The 2025-2026 school year presented some unexpected changes and shifting circumstances that impacted its implementation.
In the area of staffing, EWCSD hired fewer new teachers than anticipated, which directly impacted both the New Teacher Academy and Teacher and Administrator Retention (1.3,1.12) was fewer staff required induction services and retention supports. We also had fewer mentor teachers requiring us to match mentors and mentee and provide release time later than expected. In the area of Technology and support such as Tech Aides and Tech Stipends, (1.5, 1.24) we were only able to partially implement them as we started these supports later in the year as sites had a difficult time hiring and getting staff to support with technology.
In the area of materials and resources, supplemental science materials were less needed than anticipated as existing adoption materials remained available and continued to be utilized effectively across sites. STEM Lab Implementation (1.15) and Broad Course of Study (1.16) – Middle School both had significant funds remaining due upgraded materials and STEM labs during the 2024-2025 school year. Differentiated Assistance Support for Unduplicated Students also partially implemented as our technology platform used for gathering and disaggregating student data and progress monitoring did not get started immediately after school started and we were not able to purchase programs we wanted to support our lowest performing schools.
The district will use these findings to inform the 2025-26 planning process, revisiting budget projections, implementation timelines, and resource allocation strategies to ensure actions are more accurately planned and fully realized in the coming 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.

There are material differences that need to be addressed in Goal 1. While EWCSD plans its goals and actions based on educational partner feedback and State and Local data, this 2025-2026 school year presented unexpected changes and unforeseen circumstances. All explanations are noted below by action.

1.2 Educational Technology- The need to purchase additional devices for students was more than anticipated.
1.3 & 1.12 New Teacher Academy and Retention- EWCSD hired fewer new teachers than anticipated who required induction services, resulting in less expenditures for these actions.
1.5 Middle School On-site Tech Aides- The amount budgeted for salaries to provide on-site media tech support to our middle schools was lower than budgeted due to staff vacancies.
1.6 Supplemental Instructional Technology and Programs- New instructional technology programs were purchased this year leading to overspending.
1.7 Supplemental Science Instruction and Intervention Materials – Expenditures for supplemental science materials were lower than anticipated due to the continued availability and use of existing adoption materials.
1.11 Differentiated Assistance Support for Unduplicated Students- The technology platform cost for gathering and disaggregating student data and progress monitoring was less costly than planned.
1.14 GATE STEAM Learning Experiences- The cost of providing learning experiences for our GATE students was more than anticipated due to the additional learning experiences and increase in costs to provide those services.
1.15 and 1.16 STEM Labs and Broad Course of Study- STEM labs were assessed for needs and upgrades and there were few needs leading to fewer funds being used in this action.
1.19 Full Day Transitional Kindergarten - The salary costs of TK Teachers and TK Aide positions were more than anticipated due to salary increases.
1.20 MTSS Committee and Professional Development-The amount of site MTSS teams and meetings scheduled were less than anticipated leading to less teachers requiring subs and PD.
1.21 Professional Development for Classified Training Day-Our Classified Staff participation during our Classified Training Days was less than expected leading to less funds needed to cover salaries.
1.23 Professional Development TTD- There was an increase in teacher/certificated staff attendance during Teacher Training Day, contributing to higher costs to cover salaries.
1.24 Technology Lead Stipends- Tech leads were not utilized at the district level leading to funds not being utilized.
1.25 Professional Development and Conferences- This year, fewer conferences were attended, resulting in lower expenditures for this action.
1.26 &1.27 Teacher Curriculum Committees and Grading Committee meetings occurred less frequently than anticipated, resulting in unused funds
1.28 Supplemental Instruction and Intervention Resources (ELA)- Purchasing K-2 supplemental program to teach foundational skills was an unexpected cost leading overspending.
1.29 Professional Development Consultants to Support TTD and CTD- Our in-house classified and teacher leaders, District staff, and administrators lead most professional development, requiring fewer contracts with consultants to provide professional development.

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

EWCSD has identified the actions that were effective and ineffective in Goal 1.

The following actions were identified as effective:
1.1- Classize Reduction- was effective in creating academically targeted, differentiated, and rigorous classroom environments for English Learners, Low-Income, and Foster Youth instructed in specific classrooms with high numbers of English Learners, Low-Income, and Foster Youth.
1.2, 1.5, 1.6, 1.22, & 1.24 -Educational Technology and Replacement and Support- Providing robust, reliable, and secure digital devices, providing devices and internet access, enhancing digital literacy, and offering robust technical support are essential to closing the digital divide and providing access to supplemental learning resources and digital platforms for our unduplicated students.

1.3 &1.12- New Teacher and Administrator Retention & Induction Program -New induction administrators and teachers need specific training and coaching time than is offered to all staff and administrators, focused on their Teacher Induction Standards and the California's Professional Standards for Education Leaders (CPSEL) for administrators. This action has translated to impacting learning and student achievement in schools and classrooms and was found to be effective.
1.9, 1.10, 1.21, 1.23 1.25, & 29- Professional Development - EWCSD delivered high-quality professional development to staff to ensure that evidence-based instructional strategies and academic interventions were implemented in the classroom as well as social-emotional lessons and support. Implementation was evident during site classroom learning walks in the classroom and were effective in impacting student learning and success for our unduplicated students
1.13, 1.20, 1.26, &1.27 District-wide Committees -Instructional Committees were effective in supporting consistent, high-quality instructional programs across EWCSD. By providing release time, substitute coverage, planning time, extra hours, and consultant support, staff were able to collaborate, analyze student needs, review instructional practices, and align programs across sites. This collaboration helped strengthen instruction and ensure English Learners, Low-Income students, and Foster Youth had greater access to consistent, standards-aligned learning experiences and targeted academic support.
1.7, 1.8, & 1.28- Supplemental Instructional Materials -These actions were targeted, research-based supplemental materials and resources to English Learners, Foster Youth, and Low-Income students to enhance access to the core curriculum. These resources support differentiated instruction, provide additional opportunities for practice and enrichment, and help address learning gaps to increase academic achievement and student success.
1.11 Differentiated Assistance Support - Our Homeless student group was identified for D.A. in chronic absenteeism (priority 5) and suspensions (priority 6). This action was found to be effective for our homeless youth improved in suspension and chronic absenteeism as it went from RED to ORANGE in the CA Dashboard. Cohort meetings and data analysis processes were structured to analyze student data throughout the school year using Forecast 5, a student data analysis platform, to assist in monitoring attendance, discipline, and student achievement. These reports were utilized during Differentiated Assistance meetings, site MTSS meetings, and Student Services team meetings to monitor and respond to student needs. The reports serve as an early warning system, allowing staff to quickly identify students experiencing homelessness and provide timely access to resources, supports, and services to promote school stability, engagement, and academic success.

This is evidenced by the following metrics:
Metric 2.1: ELA- Academic Indicator, as reported by CA Dashboard
ALL Group: 19.8 points above standard (+6 points)
English Learners: 38.4 points below standard (+5.9 points)
Socioeconomically Disadvantaged: 1.3 points below standard (+8.1 points)
On the 2025 California School Dashboard, EWCSD demonstrated Green status in English Language Arts, and overall performance showed students scored 19.8 points above standard Foster Youth: 35.4 points below standard (+47.7 Points)

Metric 2.2: Math- Academic Indicator as reported by CA Dashboard
All Group: 5.5 points below standard (+3.2 Points)
English Learners: 54.7 points below standard (+5.9 Points)
Socioeconomically Disadvantaged: 27.7 points below standard (+3.9 points)
Foster Youth: 75.4 points below standard (-4.9%)

Action 1.4 (Custodial Support) was effective in maintaining clean, safe, and well-maintained school environments. According to the 2025-2026 Facility Inspection Tool (FIT), all nine EWCSD school sites were rated in “Good” repair, with four sites receiving an “Exemplary” rating. Increased custodial support ensured classrooms, campuses, and restrooms received consistent daily cleaning and multiple spot-checks throughout the school day and during after-school programs.

1.14, 1.15, 1.16, & 1.17- Broad Course of Study and STEM experiences-were effective in providing additional sections and highly qualified Art, STEM, Music, PE, and violin teachers to provide excellent, focused instructional programs to inspire, engage, and support our unduplicated students. This was effective in ensuring that we provide an extensive Broad

Course of Study and expand STEM lab implementations for our unduplicated students. This is evidenced by Metric 1.1, Metric 1.2, and Metric 1.9 as specified below.

Metric 2.1: ELA- Academic Indicator, as reported by CA Dashboard
ALL Group: 19.8 points above standard (+6 points)
English Learners: 38.4 points below standard (+5.9 points)
Socioeconomically Disadvantaged: 1.3 points below standard (+8.1 points)
Foster Youth: 35.4 points below standard (+47.7 Points)

Metric 2.2: Math- Academic Indicator as reported by CA Dashboard
All Group: 5.5 points below standard (+3.2 Points)
English Learners: 54.7 points below standard (+5.9 Points)
Socioeconomically Disadvantaged: 27.7 points below standard (+3.9 points)
Foster Youth: 75.4 points below standard (-4.9%)
Our Foster Youth saw a slight decrease but will be provided math-targeted support in the after-school tutoring program.

Metric 1.7: LCAP Educational Partner Survey, a majority of EWCSD educational partners believe that middle school students have access to a broad course of study through a variety of elective offerings. Specifically, 94.3% of students, 88.7% of parents, and 91.5% of staff indicated they agree or strongly agree.

Action 1.19 (Full-Day Transitional Kindergarten) this action was effective for our TK students based on our Phonics Inventory which showed students improved 6% in their literacy readiness skills from March 2024 (baseline) to March 2026 The data was not disaggregated by EL, Low Income, or Foster Youth. In the 27-28 school year data will be disaggregated.

These actions implemented reflect an intentional and coordinated approach to improving instruction and student outcomes across the district. Whether through class size reduction, professional development, supplemental instructional materials, providing a full-day TK program, providing GATE STEM experiences, or expanded technology support, each action was designed to strengthen the learning environment and ensure all students, particularly our unduplicated students (English Learners, Low-Income, and Foster Youth) had access to high-quality, enriching, and differentiated instruction.

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.

Goal 1 saw some changes in its actions. There were three actions added and two actions were merged into 1 action (1.25 and 1.29) based on the district's reflection.

There were significant amount allocation changes in actions within Goal 1. These changes in amounts are based on reflection of our student needs and district goals.
1.1 Class Size Reduction- There was a reduction in the number of K-3 across the district due to declining enrollment.
1.3 Teacher and Administrator Retention/New Teacher Academy- change in allocation amount is due to significantly less new administrator and teachers requiring induction.
1.12 Teacher New Teacher Academy- Increased the planning, mentoring, and release time for mentees and mentors
1.6 Supplemental Instructional Technology- after assessing usage reports and student growth, some digital programs were not producing student growth and less instructional program licenses were renewed or purchased.
1.7 Supplemental Science Materials- decreased in funding as Science is materials have been heavily replenished providing sites what they need to implement Science.
1.8 Supplemental Intervention Materials- Increase in funding reflects district goals in providing more support in Science and Math.
1.10 Dual Language Immersion Program Support- this description was expanded to include more detail
1.11 Differentiated Assistance- In reflecting on Homeless Youth data, more targeted and direct supports are planned to ensure progress continues to reduce chronic absenteeism

and suspensions rates for this student group.
1.13 Instructional Leadership (ILT) and Planning- funds increased to provide more time for site ILT to meet and discuss MTSS and student achievement, particularly for unduplicated students.
1.14 GATE STEM Learning- our focus is to increase the opportunities for our GATE students that provide more hands-on project-based learning experiences.
1.17 MTSS Committee and PD- In 26-27 the number of MTSS committee and PD dates have been reduced and adjusted requiring less funds in this goal.
1.18 Professional Development (Classified Training)- There was a budget reduction after assessing multiple years of decreased CTD attendance leading to less cost.
1.21 Technology Lead Stipends- with the addition of our MTSS Coordinator and Instructional Coaches, the need for Tech Leads is less, but wanted to keep funds in the event we need to support larger sites with instructional technology support.
1.22 Teacher Curriculum Committees- This year we plan for less curriculum committee meetings to allow for less time away from the classroom and more time dedicated to curriculum discussions with Instructional Coaches.
1.23 Middle School Grading Committee- Increase in funding reflects the need more time for the grading committee to meet and reflect on best grading and intervention support.
1.24 Supplemental Intervention Resources (ELA)- In assessing our intervention needs, we will only enhance our supplemental phonics program this year for grades K-2 which is less of a cost.

Action 1.16: Full-Day Transitional Kindergarten – This action has been revised to be principally directed toward socioeconomically disadvantaged students. English Learners were removed because students are not identified as English Learners in Transitional Kindergarten (TK). Foster Youth were also removed from the action description because the number of Foster Youth enrolled in TK is too small to provide reliable disaggregated data.

Actions added:
1.26 Full Day Kinder Program Support: While EWCSD is not mandated to offer a full-day Kindergarten program, the district is committed to meeting the needs of our community and our students. Based on community interest and the district's reflection on student need, EWCSD is extending the Kindergarten instructional day to a full-day program that is academically rigorous, standards-based, and designed to provide differentiated and accelerated learning opportunities for all students. This extended program ensures that Kindergarten students receive meaningful, structured instructional time that builds a strong academic foundation from the very start of their educational journey. This action is particularly impactful for our English Learners, Low-Income students, and Foster Youth, who benefit the most from additional academic exposure and targeted support during these critical early years. By choosing to offer this program, EWCSD is demonstrating its deep commitment to equity and to responding to the voices of our community in shaping the educational experiences of our youngest learners.
1.27 MTSS Coordinator: The action was added to solidify and advance the district's Multi-Tiered System of Support framework. As EWCSD continues to deepen its MTSS work, dedicated coordination is essential to ensure that systems, structures, and supports are aligned across all school sites. This action reflects the district's commitment to ensuring that unduplicated students, including Low-Income students, Foster Youth, and English Learners, receive the academic and social-emotional supports they need to thrive. A dedicated MTSS Coordinator will strengthen the district's ability to analyze student data, coordinate tiered interventions, and ensure consistency and fidelity in implementation across the district.
1.28 TK Supplemental Materials and Program Support: This action was added to enhance the Transitional Kindergarten program through developmentally appropriate classroom supplies and materials that align with and support the Primary TK Learning Framework (PTKLF). As the TK program continues to grow, ensuring that classrooms are equipped with high-quality, age-appropriate resources is essential to delivering a program that meets the developmental and academic needs of our youngest learners. This action is particularly meaningful for our Low-Income students who greatly benefit from rich, hands-on learning materials that support language development, early literacy, and foundational academic skills. Access to high-quality supplemental materials ensures that all TK students, regardless of background or circumstance, have the tools they need to engage fully in a rigorous and developmentally appropriate learning environment. This action reflects the district's ongoing and intentional investment in building a strong and equitable foundation for student success beginning in the earliest years of schooling.

Actions Merged:

Action 1.25 Professional Development and Conferences was removed as it was similar to action 1.29. This ensured alignment of funds and clarity on the actions that support the extended training and support our staff and administrators focused on instructional support for our unduplicated students (English Learners, Low-Income, and Foster Youth). Action 1.29 was renamed "Instructional Professional Development, Conferences, and Consultants" to better reflect the various ways the District provides support to teachers, classified staff, and administrators through professional learning focused on instructional practices that improve outcomes for English Learners, Low-Income students, and Foster Youth.

Actions Removed
After reflecting on Actions 1.15 and 1.16, EWCSD determined there was a reduced need for additional middle school sections and FTEs to support broad course of study electives. This is due in part to declining enrollment, which decreased from 7,949 students in 2022 to 7,379 students in 2025–2026, reducing the need for additional sections. In addition, Proposition 28 funds helped support STEM lab supplies and materials connected to broad course of study opportunities. Although fewer additional sections were needed, middle school students continue to have access to a variety of elective options at each middle school site.

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	Class Size Reduction	Class size reduction in grades K-3rd will ensure more opportunities for personalized learning and support from teachers and Intervention Specialists to address the academic needs of our Low-Income, Foster Youth, and English Learners. As part of our commitment to closing the academic achievement gap, classroom teachers will implement small-group instruction in the areas of reading, writing, and math. To better support English Learners, Low-Income, and Foster/Homeless Youth will be provided small-group instruction with an emphasis on academic language development, checking for understanding, and opportunities for guided practice in both literacy and mathematics.	$2,713,310.00	Yes
2	Educational Technology and Replacement	In order to close the achievement gap and provide equitable access to unduplicated students, the East Whittier City School District, continues to provide technology to students. As part of this initiative, there is a refresh or upgrade of devices. The 1:1 technology initiative provides Low-Income, Foster Youth, and English Learner students with the ability to access online curriculum materials, digital textbooks, and classroom assignments at home and at school ensuring equity and access to learning.	$450,000.00	Yes
3	Teacher and Administrator Retention (Induction and Support)	East Whittier City School District is committed to recruiting, retaining, and training new administrators, support staff, and new teachers to provide excellent programs, education, and services to students. As we seek to hire and support our new teachers and administrators, working towards clearing their credential requirements, we will partner with the Walnut Valley New Teacher and Administrator Induction Consortium, provide additional and targeted professional development best first instruction, and release time to ensure they are meeting with mentors and visiting model classrooms/schools to meet the unique needs of first-year teachers and administrators. It is our goal to help retain and support the most effective teachers and administrators for our English Learners, Foster Youth, and Low-Income who need the best instructional leaders and classroom instructors to meet their academic and social-emotional support.	$40,000.00	Yes

4	Custodial Support	One of the areas that continue to be a districtwide need is to provide clean schools and restrooms for students. By hiring additional custodians and assigning them to the school sites, schools will be able to receive daily cleaning services ensuring that we are working on improving the % of EWCSD educational partners who AGREE or STRONGLY AGREE that schools and student restrooms in our District are clean. Our maintenance department will adjust the current site cleaning schedules to ensure that: 1) classrooms are receiving a more thorough daily cleaning and 2) that school restrooms are being cleaned and spot-checked multiple times during the school day and during our afterschool programs.	$1,750,000.00	No
5	Middle School On-Site Technology Aides	To support the Technology Take Home Initiative in Grades 6-8 which is principally directed to support and remove any barriers to technology for our unduplicated students, additional staffing is needed at the site level to ensure that EL, Foster Youth, and Low-Income students have access to charged and properly working technology daily. Technology Aides will provide onsite support to students to increase access to working technology that will enhance learning and ensure students do not lose instructional time.	$46,125.00	Yes
6	Supplemental Instructional Technology Software and Programs	Supplemental technology software licenses provide targeted, standards-based instruction and increase access, enhance core curriculum, and provide intervention instruction to English Learners, Foster Youth, and Low-Income students.	$110,000.00	Yes
7	Supplemental Science Instruction and Intervention Materials	Supplemental science materials and consumables provide support for the implementation of the Next Generation Science Standards (NGSS) and adopted materials to provide access and increase engagement for English Learners, Foster Youth, and Low-Income students.	$8,000.00	Yes
8	Supplemental Math Instruction and Intervention Materials	Supplemental instruction and intervention resources will be provided to support targeted instruction and interventions for English Learners, Foster Youth, and Low-Income students in Mathematics.	$22,000.00	Yes
9	Professional Development in English Language Arts	Multiple opportunities will be provided for teachers and staff to participate in high-quality professional development in English Language Arts. To best support the academic achievement of English Learners, Low-Income students, and Foster Youth, teachers will be supported in designing reading and writing instruction utilizing high-quality, evidence-based practices.	$185,000.00	Yes
10	Dual Language Immersion Program Support	EWCSD offers a Dual Language Immersion (DLI) program to support bilingualism, biliteracy, academic achievement, and cross-cultural competency in both Spanish and English. This action provides supplemental instructional materials, resources, professional development, and program supports to ensure DLI classrooms offer rigorous, engaging, and high-quality instruction that is responsive to the unique learning needs of participating students. The DLI program principally serves English Learners, many of whom are also socioeconomically disadvantaged, by strengthening primary language development while accelerating English proficiency and academic achievement. Funds may be used to support specialized instructional materials, literacy resources, teacher collaboration, professional learning, and other program enhancements that strengthen implementation and improve outcomes for DLI students.	$40,000.00	Yes
11	Differentiated Assistance Support for Unduplicated Students	Educational Student Services will coordinate focused, targeted support Homeless Youth. Differentiated Assistance will address identified areas of need including suspension data, chronic abseenteeism, attendance data, and academic growth. Cohort meetings and data analysis processes will be structured to analyze student data throughout the school year.	$217,000.00	No
12	New Teacher Academy	The Educational Student Services Department provides professional development to all newly hired certificated staff at the annual New Teacher Academy. Certificated staff will be provided professional development in District initiatives designed to support the increased achievement of English Learners, Foster Youth, and Low-Income students.	$35,000.00	Yes
13	Instructional Leadership	Site Instructional Leadership Teams will be provided time for collaboration about instructional	$80,000.00	Yes

	Team Planning and Collaboration	initiatives. Instructional initiatives will be determined based on student data and identified areas of need. Instructional Leadership Teams will meet regularly to analyze student achievement data, monitor the progress of demographic groups in particular English Learners, Low-Income, and Foster Youth, and determine areas of focus to increase their academic achievement. Instructional Leadership Teams will study evidence-based practices in identified areas of focus including professional learning communities and content areas to ensure unduplicated students are provided with excellent first instruction.		
14	GATE STEM Learning Experiences	GATE students will be provided with hands-on STEM learning modules. These modules provide students with an opportunity to produce academic language, student inquiry, problem-solving, and project-based learning.	$46,000.00	No
15	Broad Course of Study Elementary School	To support equitable opportunities for English Learners, Foster Youth, and Low-Income students we will provide Broad Course of Study opportunities which include music, art, PE, and STEM learning experiences at all elementary schools. Fully credentialed Music, art, PE, and STEM teachers will rotate throughout schools and classrooms to provide instruction principally directed to English Learners, Foster Youth, and Low-Income students to close the opportunity gap. To provide an exceptional and engaging experience we will add more Broad Course of Study teachers to allow for smaller classes and more opportunities to engage in Music, art, PE, and STEM.	$563,750.00	Yes
16	Full-Day Transitional Kindergarten Program Support	The East Whittier City School District will offer a full-day program to support the development and social-emotional needs of four-year-old students in our community. To best serve socioeconomically disadvantaged students, EWCSD will provide an extended day program beyond the base program or half-day program to ensure students receive targeted support to meet developmental milestones and a strong academic foundation is provided for future success. Socioeconomically disadvantaged will be provided with social-emotional instruction, additional time to develop gross and fine motor skills, and targeted support for foundational language skills in a full-day program.	$1,957,750.00	Yes
17	Multi-Tiered System of Support Committee and Professional Development	EWCSD will continue to develop a tiered-response approach to academic, social emotional, and behavioral instruction to meet the needs of English Learners, Foster Youth, and Low-Income students. This year, EWCSD will relaunch this initiative to build capacity in all staff in Tier 1 evidence-based practices, align resources, and develop a tiered response system for academic, social emotional, and behavior. All teachers and staff will participate in professional development throughout the year to study evidence-based practices, develop a common language, define tiers, and examine the roles and responsibilities of all staff in designing instruction to meet the needs of English Learners, Foster Youth, and Low-Income students.	$70,000.00	Yes
18	Professional Development- Classified Training Days	Three professional development days embedded in the classified work year calendar provide opportunities for ongoing professional development in District instructional initiatives. Classified staff is provided professional development and collaborative learning time to support the increased achievement of English Learners, Foster Youth, and Low-Income students to close both achievement and opportunity gaps.	$250,000.00	Yes
19	District Technology Support	The 1:1 Technology initiative increases access and eliminates barriers for English Learners, Foster Youth, and Low-Income students. Additional staff in the Information Services Department is needed to effectively provide technological support to English Learners, Foster Youth, and Low-Income students and staff to ensure adequate and expedited support. Additional Information Services staff will help prevent any possible disruption to the learning process for English Learners, Foster Youth, and Low-Income students and staff.	$369,000.00	Yes
20	Professional Development-Teacher	Three professional development days embedded in the certificated work year calendar provide opportunities for ongoing professional development in District instructional initiatives. Certificated	$480,000.00	Yes

	Training Days	staff is provided professional development and collaborative learning time to support the increased achievement of English Learners, Foster Youth, and Low-Income students to close both achievement and opportunity gaps.		
21	Technology Lead Stipends	Each school site in EWCSD has a designated Technology Lead Teacher to support teachers in the integration of technology into the instructional programs and provide greater equity and access for English Learners, Foster Youth, and Low-Income students. Technology Lead Teachers are provided with a stipend to provide ongoing support and professional learning for site teachers.	$5,000.00	Yes
22	Teacher Curriculum Committees	Teams of teachers will be provided with time to meet and collaborate about pacing, assessment, and lesson design to address the specific needs of English Learners, Foster Youth, and Low-Income students. Committee time will be planned to support data analysis, the identification of essential standards, and evidence-based best practices in Tier I to support achievement for English Learners, Foster Youth, and Low-Income students.	$80,000.00	Yes
23	Middle School Grading Committee	EWCSD will continue to make progress in improving grading practices and outcomes for English Learners, Foster Youth, and Low-Income students. Participants will examine current practices for equity and how they assess progress toward the achievement of grade-level standards. Participants will support capacity building and analysis of how practices can eliminate barriers and support high levels of achievement in English Learners, Foster Youth, and Low-Income students.	$36,000.00	Yes
24	Supplemental Instruction and Intervention Resources (ELA)	Supplemental instruction and intervention resources will be provided to support targeted instruction and interventions for English Learners, Foster Youth, and Low-Income students in English Language Arts.	$40,000.00	Yes
25	Instructional: Professional Development, Conferences, and Consultants	All certificated and classified staff will be provided with professional development training, conferences, and/or consultants in specialized areas to support instructional initiatives principally directed to support English Learners, Foster Youth, and Low-Income students. Professional training will be geared towards the unique and personalized professional learning needs of our staff. The differentiated and additional professional development will build capacity in the development of evidence-based practices. Consultants are often needed to facilitate learning and provide new research and learning opportunities for staff..	$100,000.00	Yes
26	Full Day Kindergarten Program Support	The East Whittier City School District will provide a full-day Kindergarten program to support the academic, developmental, and social-emotional needs of 5-year-old students, with a focus on English Learners, Low-Income students, and Foster Youth. The extended instructional day will provide additional targeted support in literacy, mathematics, oral language development, and social-emotional learning to help students build the foundational skills necessary for future academic success and grade-level readiness.	$1,896,250.00	Yes
27	Multi-tiered System of Support (MTSS) Coordinator	The District MTSS Coordinator will lead the implementation and continuous improvement of the Multi-Tiered System of Supports (MTSS) framework by aligning academic, behavioral, attendance, and social-emotional support systems across all school sites. The MTSS Coordinator will facilitate site MTSS teams, support data analysis and progress monitoring, assist schools in developing and implementing targeted 90-day action plans, and ensure interventions are responsive to student needs. This action is principally directed toward English Learners, Low-Income students, and Foster Youth, who continue to demonstrate achievement gaps and higher rates of chronic absenteeism and other barriers to academic success. By strengthening Tier I instructional practices, coordinating Tier II and Tier III interventions, and aligning supports through MTSS, the District expects to improve academic achievement, attendance, engagement, and overall student outcomes for these student groups.	$220,000.00	Yes
28	Transitional Kindergarten Supplemental Instructional Materials and Program	The East Whittier City School District will provide supplemental instructional materials and program support for Transitional Kindergarten (TK) students. This action is principally directed toward Low-Income students, who benefit from early access to high-quality learning experiences	$50,000.00	Yes

	Support	that build a strong foundation for future academic success. TK provides our youngest learners with opportunities to develop early literacy, language, mathematics, social-emotional, and developmental skills in an environment specifically designed to meet their unique needs. Using a specialized curriculum aligned to the California Preschool Learning Foundations, supplemental materials and program supports enhance instruction and help ensure students are prepared for success in Kindergarten and beyond.		

Goal

Goal #	Description	Type of Goal
2	The East Whittier City School District will provide a world-class education that prepares every student for success in high school and beyond as measured by exceeding state and county averages on standardized tests and demonstrating growth on local measures.	Broad Goal

State priorities addressed by this goal.

2, 4, 7

An explanation of why the LEA has developed this goal.

The East Whittier City School District is proud of the educational programs offered to over 7,900 TK-8 students. Our achievement data demonstrates that we have strong educational programs and need to continue to focus on closing academic achievement gaps apparent in Unduplicated and Special Education populations. Through data collection via the LCAP Educational Partner process, students, staff, and parents shared that the following areas were top priorities under the goal of student achievement:
*Rigorous Programs for All -Ensure that all students have access to a rigorous and relevant curriculum with full implementation of the state standards.
*Further Development of MTSS- Ensure that student academic needs are closely identified and targeted instruction is provided through a tiered response. Through Tier I instruction, all students will be provided high-quality, engaging, standards-based instruction. Student progress will be measured through district benchmark assessments, common formative assessments, and classroom-based assessments that provide a full picture of student strengths, needs, and progress. When further student support is needed, it will be met through Tier II and Tier III instruction with close progress monitoring.
*Unduplicated Students and Significant Student Population Support-Ensure that student achievement data from all significant student groups are closely analyzed and monitored to reveal and address achievement gaps in a timely manner.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	State Academic Indicator: CAASPP English Language Arts CAASPP Test Results as reported by	In 2023, all EWCSD students scored 16.7 points above standard in English Language Arts-GREEN performance level on the CA Dashboard. Other groups included:	In 2024, all EWCSD students scored 13.9 points above standard in English Language Arts-GREEN performance level on the CA Dashboard. Other groups included:	In 2025, all EWCSD students scored 19.8 points above standard in English Language Arts-GREEN performance level on the CA Dashboard. Other groups included: *English Learners-38.4 points below	In 2026-2027, all EWCSD students will score 32 points above standard in English Language Arts to achieve BLUE performance level on the CA School Dashboard. Other groups included: *English Language Learners will increase by 39	The current difference from baseline on student performance on the CA Dashboard English Language Arts assessment: All Student Group: +3.1 points from baseline (16.7 to 19.8 points above standard) - GREEN English Learners: +5.5 points from baseline (43.9 to 38.4 points below

	DataQuest Academic Indicator as reported by CA School Dashboard	*English Language Learners scored 43.9 points below standard- Orange Performance Level *Students with Disabilities scored 78.2 points below standard- Red Performance Level *Foster Youth scored 41.3 points below standard- YELLOW Performance Level *Homeless Youth scored 27.3 points below standard- YELLOW Performance Level * Socioeconomically Disadvantaged Students scored 7.4 points below standard- ORANGE Performance Level * African-American Students scored 5.4 points above standard- GREEN Performance Level * Hispanic Students scored 10.4 points above standard- GREEN Performance Level	*English Language Learners scored 44.4 points below standard- Orange Performance Level *Long-Term English Learners scored 106.7 points below standard- RED Performance Level *Students with Disabilities scored 82.9 points below standard- Red Performance Level *Foster Youth scored 83.1 points below standard- No Performance Level *Homeless Youth scored 38 points below standard- ORANGE Performance Level * Socioeconomically Disadvantaged Students scored 9.4 points below standard- ORANGE Performance Level * African-American Students scored 12.1 points above standard- GREEN Performance Level * Hispanic Students scored 6.2 points above standard- YELLOW Performance Level	standard-YELLOW performance level *Student with Disabilities - 78.8 points below standard-ORANGE performance level *Foster Youth- 35.4 points below standard-No performance level *Homeless Youth 37.1 points below standard -ORANGE performance level *Socioeconomically Disadvantaged-1.3 points below standard-GREEN performance level *African American-8.9 points above standard-YELLOW performance level *Hispanic-12.6 points above standard-GREEN performance level *Long Term English Learners- 102.4 points below standard -ORANGE performance level	points to get to a GREEN Performance Level *Students with Disabilities will incrase15 points to get to YELLOW Performance Level *Foster Youth will increase by 35 points to achieve a GREEN Performance Level *Homeless Youth will increase by 23 points to achieve a GREEN Performance Level * Socioeconomically Disadvantaged Students will increase by 18 points below standard- GREEN Performance Level * African-American Students will increase by 16 points to achieve a BLUE- Performance Level * Hispanic Students will increase by 15 points to achieve a BLUE Performance Level	standard) - YELLOW Long-Term English Learners: +4.2 points from Year 1 (106.7 to 102.4 points below standard)- ORANGE Students with Disabilities: -0.6 points from baseline (78.2 to 78.8 points below standard) - ORANGE Homeless Youth: -9.8 points from baseline (27.3 to 37.1 points below standard) - ORANGE Socioeconomically Disadvantaged Students: +6.1 points from baseline (7.4 to 1.3 points below standard) - GREEN African-American Students: +3.5 points from baseline (5.4 to 8.9 points above standard) - YELLOW Hispanic Students: +2.2 points from baseline (10.4 to 12.6 points above standard) - GREEN Foster Youth: +5.9 points from baseline (41.3 to 35.4 points below standard) - No performance level
2	State Academic Indicator:	In 2023, all EWCSD students scored 8.2	In 2024, all EWCSD students scored 8.6 points	In 2025, all EWCSD students scored 5.5 points below standard in	In 2026-2027, all EWCSD students will increase by 23 points in Mathematics to	The current difference from baseline on student performance on the CA Dashboard in Mathematics:

	CAASPP Mathematics CAASPP Test Results as reported by DataQuest Academic Indicator as reported by CA Dashboard	points below standard in Mathematics-GREEN Performance Level *English Language Learners scored 65.1 points below standard in Mathematics-ORANGE Performance Level *Students with Disabilities scored 99.7 points below standard in Mathematics--ORANGE Performance Level *Foster Youth scored 74 points below standard in Mathematics--ORANGE Performance Level *Homeless Youth scored 39.5 points below standard in Mathematics--YELLOW Performance Level *Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics YELLOW Performance Level *African-American Students scored 27.3 points below standard in Mathematics--ORANGE Performance Level *Hispanic Students scored 15.5 points below standard in Mathematics-GREEN Performance Level *Long Term English Learners - baseline was established in the 2024-2025 school year	below standard in Mathematics-YELLOW Performance Level *English Language Learners scored 60.6 points below standard in Mathematics-YELLOW Performance Level *Long Term English Learners scored 153.3 points below standard in Mathematics-RED Performance Level *Students with Disabilities scored 105.1 points below standard in Mathematics--RED Performance Level *Foster Youth scored 70.5 points below standard in Mathematics--No Performance Level *Homeless Youth scored 57.7 points below standard in Mathematics--ORANGE Performance Level *Socioeconomically Disadvantaged Students scored 31.6 points below standard in Mathematics-ORANGE Performance Level *African-American Students scored 23.8 points below	Mathematics-GREEN performance level English Learners- 54.7 points below standard-YELLOW performance level Student with Disabilities - 103.1 points below standard-RED performance level Foster Youth- 75.4 points below standard-No performance level Homeless Youth- 64.1 points below standard - ORANGE performance level Socioeconomically Disadvantaged-27.7 points below standard - YELLOW performance level African American- 26.1 points below standard-ORANGE performance level Hispanic-13.3 points below standard- GREEN performance level Long Term English Learners- 158.4 points below standard points below standard -RED performance level	achieve BLUE Performance Level. *English Language Learners will increase by 40 points in Mathematics to achieve GREEN Performance Level *Students with Disabilities will increase by 15 points in Mathematics to reach a YELLOW Performance Level *Foster Youth will increase by 49 points in Mathematics to achieve a YELLOW Performance Level *Homeless Youth will increase by 15 points in Mathematics to achieve a GREEN Performance Level *Socioeconomically Disadvantaged Students will increase by 15 points in Mathematics to achieve a GREEN Performance Level *African-American students increase by 15 points in Mathematics to achieve a BLUE Performance Level *Hispanic Students will increase by 16 points in Mathematics to achieve BLUE Performance Level	*All Student Group: +2.7 points from baseline (8.2 to 5.5 points below standard) - GREEN *English Learners: +10.4 points from baseline (65.1 to 54.7 points below standard) - YELLOW *Long-Term English Learners: -5.1 points from Year 1 (153.3 to 158.4 points below standard) - RED *Students with Disabilities: -3.4 points from baseline (99.7 to 103.1 points below standard) - RED *Homeless Youth: -24.6 points from baseline (39.5 to 64.1 points below standard) - ORANGE *Socioeconomically Disadvantaged Students: +6.5 points from baseline (34.2 to 27.7 points below standard) - YELLOW *African-American Students: +1.2 points from baseline (27.3 to 26.1 points below standard) - ORANGE *Hispanic Students: +2.2 points from baseline (15.5 to 13.3 points below standard) - GREEN *Foster Youth: -1.4 points from baseline (74 to 75.4 points below standard) - No performance level

			standard in Mathematics--GREEN Performance Level *Hispanic Students scored 16.5 points below standard in Mathematics-YELLOW Performance Level			
3	Local Indicator: Phonics Inventory Results Literacy Readiness Skills will be measured for students in grades K-2 by the Phonics Inventory from the Wonders Curriculum.	As of March 2024, the overall percentage of students in grades K-2 demonstrating Literacy Readiness Skills are as follows: TK: 78% met TK literacy readiness skills Socio economically Disadvantaged- baseline percentage to be determined in fall of 2026 Grade K : 85% met standard Socio economically Disadvantaged- baseline percentage to be determined in fall of 2026 Grade 1: 47% met standard Socio economically Disadvantaged- baseline percentage to be determined in fall of 2026 Grade 2 : 48% met standard Socio economically Disadvantaged- baseline percentage to be determined in fall of 2026	As of March 2025, the overall percentage of students in grades K-2 demonstrating Literacy Readiness Skills is as follows: Grade TK: 83% met standard Grade K : 82 % met standard Grade 1: 45 % met standard Grade 2: 53% met standard	As of March 2026, the overall percentage of students in grades K-2 demonstrating Literacy Readiness Skills is as follows: Grade TK: 84% met standard Grade K : 89% met standard Grade 1: 86% met standard Grade 2: 85% met standard	By last testing cycle of 2026-2027, the overall percentage of students in grades K-2 demonstrating Literacy Readiness Skills will be as follows: TK: 90% met standard on TK literacy readiness skills Socio economically Disadvantaged-Target percentage to be determined in fall of 2026 Grade K : 90% met standard Socio economically Disadvantaged-Target percentage to be determined in fall of 2026 Grade 1: 80% met standard Socio economically Disadvantaged-Target percentage to be determined in fall of 2026 Grade 2 : 80% met standard Socio economically Disadvantaged-Target percentage to be determined in fall of 2026	The current difference from baseline of K-2 students demonstrating Literacy Readiness Skills is: TK= +6% Grade K= +4% Grade 1= +39% Grade 2 = +37%

4	Local Assessment: District Mathematics Benchmarks District Mathematics Benchmarks that are administered to students in K-2	As of March 2024, the percentage of students in grades K-2 performing at grade level in mathematics are as follows: K- 82% 1-77% 2- 73%	As of March 2025, the percentage of students in grades K-2 performing at grade level in mathematics are as follows: K- 81% 1- 79% 2- 73%	As of March 2026, the percentage of students in grades K-2 performing at grade level in mathematics are as follows: K- 77 % 1- 85% 2- 73%	By the end of the last testing cycle of 2026-2027, the percentage of students in grades K-2 performing at grade level in mathematics are as follows: K- 85% 1-85% 2- 85%	The current difference from baseline on the percentage of students in grades K-2 performing at grade level in mathematics: K= -5% 1= +8% 2= no difference
5	State Academic Indicator: CAST Science CAASPP Test Results as reported by DataQuest	In 2023 the percentage of EWCSD students who MET or EXCEEDED the STANDARD was 38.26% *The percentage of English Language Learners who MET or EXCEEDED the STANDARD was 1.77% *The percentage of Students with Disabilities who MET or EXCEEDED the STANDARD was 8.59% *The percentage of Homeless Youth who MET or EXCEEDED the STANDARD was 20.84% *The percentage of Socioeconomically Disadvantaged Students who MET or EXCEEDED the STANDARD was 30.26%	In 2024 the percentage of EWCSD students who MET or EXCEEDED the STANDARD was 36.66% *The percentage of English Language Learners who MET or EXCEEDED the STANDARD was 1.04% *The percentage of Students with Disabilities who MET or EXCEEDED the STANDARD was 11.67% *The percentage of Homeless Youth who MET or EXCEEDED the STANDARD was 21.66% *The percentage of Socioeconomically Disadvantaged Students who MET or EXCEEDED STANDARD was 29.19%	In 2025 the percentage of EWCSD students who MET or EXCEEDED the STANDARD was 40.56% *The percentage of English Language Learners who MET or EXCEEDED the STANDARD was 2.11% *The percentage of Students with Disabilities who MET or EXCEEDED the STANDARD was 14.22% *The percentage of Homeless Youth who MET or EXCEEDED the STANDARD was 32.76% *The percentage of Socioeconomically Disadvantaged Students who MET or EXCEEDED the STANDARD was 32.27%	In 2026-2027 the percentage of EWCSD students who MET or EXCEEDED STANDARD will be 50%. *The percentage of English Language Learners who MET or EXCEEDED the STANDARD will be 40% *The percentage of Students with Disabilities who MET or EXCEEDED the STANDARD will be 40% *The percentage of Homeless Youth who MET or EXCEEDED the STANDARD will be 40% *The percentage of Socioeconomically Disadvantaged Students who MET or EXCEEDED the STANDARD will be 45%	The current difference from baseline on student performance on the CAST (CA Science Test): All Student Group: +2.3% who MET or EXCEEDED the STANDARD from baseline (38.26% to 40.56%) English Learners: +0.34% who MET or EXCEEDED the STANDARD from baseline (1.77% to 2.11%) Students with Disabilities: +5.63% who MET or EXCEEDED the STANDARD from baseline (8.59% to 14.22%) Homeless Youth: +11.92% who MET or EXCEEDED the STANDARD from baseline (20.84% to 32.76%) Socioeconomically Disadvantaged Students: +2.01% who MET or EXCEEDED the STANDARD from baseline (30.26% to 32.27%)

6	State Academic Indicator: English Language Development Progress ELPAC Test Results as reported by DataQuest The % of EWCSD English Learners who progress in English Proficiency (ELPAC).	In 2023, 653 English Learner students were administered the summative ELPAC. Of those students assessed, 55.7% of English Learners demonstrated English Proficiency (ELPAC). The following is a breakdown of the ELPAC Levels of proficiency for EWCSD: Level 1=20.33% Level 2=29.4% Level 3=33.77% Level 4=16.50% 55.7% of English Learners progressed at least one ELPI (English Learner Progress Indicator) Level	In 2024, 658 English Learner students were administered the summative ELPAC. Of those students assessed, 49.2% of English Learners demonstrated English Proficiency (ELPAC). The following is a breakdown of the ELPAC Levels of proficiency for EWCSD: Level 1= 15.20% Level 2= 23.56% Level 3= 41.79% Level 4= 19.45% According to the CA Dashboard, 49.2% of English Learners progressed at least one ELPI (English Learner Progress Indicator) Level.	In 2025, 472 English Learner students were administered the summative ELPAC. Of those students assessed, 53.2% of English Learners demonstrated English Proficiency (ELPAC). The following is a breakdown of the ELPAC Levels of proficiency for EWCSD: Level 1= 14.55% Level 2= 23.86% Level 3= 40.44% Level 4= 21.15% According to the CA Dashboard, 53.2% of English Learners progressed at least one ELPI (English Learner Progress Indicator) Level.	In 2027, English Learner students will be administered the summative ELPAC. Of those students assessed, 30% of English Learners will demonstrate English Proficiency (ELPAC). The following is a breakdown of the ELPAC Levels of proficiency for EWCSD: Level 1=20% Level 2=15% Level 3=35% Level 4=30% According to the CA Dashboard, we will have 60% of English Learners progress at least one ELPI (English Learner Progress Indicator) Level.	The current difference from baseline of English Learners who demonstrated English Proficiency on the ELPAC decreased by 2.5%. The following is a breakdown of the ELPAC Levels of proficiency from baseline for EWCSD: Level 1: -5.78% from baseline (20.33% to 14.55%) Level 2: -5.54% from baseline (29.4% to 23.86%) Level 3: +6.67% from baseline (33.77% to 40.44%) Level 4: +4.65% from baseline (16.50% to 21.15%) -2.5% (55.7% to 53.2%) from baseline of English Learners who progressed at least one ELPI (English Learner Progress Indicator) Level
7	Local Indicator: English Learner Reclassification Rates District Reclassification Criteria The percentage of EWCSD English who meet the District Reclassification Requirements for English Proficiency.	In 2023, the percentage of EWCSD English Learners who met District Reclassification Requirements for English Proficiency was 20.99%. A total of 140 students were reclassified during October 2022-October 2023 (CBEDs).	In 2024, the percentage of EWCSD English Learners who met District Reclassification Requirements for English Proficiency was 11.66 %. A total of 73 students were reclassified during October 2023- October 2024 (CBEDs).	In 2025, the percentage of EWCSD English Learners who met District Reclassification Requirements for English Proficiency was 19.01%. A total of 119 students were reclassified during October 2024- October 2025 (CBEDs).	By 2027, the percentage of EWCSD English Learners who meet District Reclassification Requirements for English Proficiency will be 30% based on CBEDs data.	The current difference from baseline of students who met reclassification requirements is -1.98%, which is 21 students less than in 22-23 based on CBEDs.

Goal Analysis for 2025-2026

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

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

Goal 2, Student Achievement
Of the 17 actions in Goal 2, 16 actions were fully implemented, and 1 action was considered partially implemented reflecting a year of varied implementation across our actions in this goal.

Fully Implemented Actions
EWCSD saw notable success in the 2025-2026 school year, in the implementation of 9 actions in Goal 2. The following goals were considered fully implemented: 2,1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.17, 2.18

There were notable successes in implementation across Goal 1 in the 2025-2026 school year. Among the most significant was the district's continued commitment in investing in 10 Elementary Intervention Specialists (action 2.2) and Bilingual Intervention aides (action 2.3) to best address the learning needs of our students, specifically for our English Learners, Low-income, and Foster Youth. Our District Coaches (action 2.1) provided targeted professional development to our Intervention Support staff, Classroom Teachers, and Administrators on Tier I best practices to meet the needs of English Learners and students needing scaffolded supports. Actions 2.5, 2.11, and 2.12 were also implemented and allowed for capturing student data and monitoring student progress on benchmark assessments. Our district also ensured that there was strong collaboration between Special Education and General Education (Action 2.15) teachers to ensure that students with disabilities received access to grade-level standards, appropriate accommodations and supports, and high-quality Tier I instruction in inclusive learning environments. Our District EL Liaison (2.16) and EL Leads who receive a stipend (2.17) were essential in working closely with our English Learners setting up data and goal setting chats for reclassification, meeting with parents, and ensuring that they were provided language supports in the classroom.

Partially Implemented:
There were some challenges in the implementation of Goal 2. Our greatest challenge was securing scheduled time for our Middle School data reflection meetings (action 2.8), leading to this action being partially implemented. Scheduling conflicts also contributed to not being able to meet as there were many competing priorities at the sites and the district. Nevertheless, the teams meet with their administrators after school to discuss student achievement, and teachers met during PLC time, and student progress was monitored.

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.

There are material differences that need to be addressed in Goal 2. While EWCSD plans its goals and actions based on educational partner feedback and State and Local data, this 2025-2026 school year presented unexpected changes and unforeseen circumstances. All explanations are noted below by action.

2.3 Intervention Instructional Assistants-Open positions throughout the year and lower-than-anticipated salary costs resulted in expenditures being lower than projected.
2.4 Middle School English Language Development- To meet the language development needs of English Learners and provide Designated ELD instruction based on students' English proficiency levels, additional ELD sections were added to maintain smaller, targeted instructional groups. The increase in sections resulted in higher program costs.
2.6 READ 180 Intervention Program Licenses- The need for more Read 180 licenses were less than needed. 2.7 Read 180 Sections- Upon looking at student data additional middle school sections were required to maintain smaller class sizes and provide targeted, highly structured reading intervention for students with the greatest academic needs.
2.8 Reflection Meetings - The schools sites experienced scheduling conflicts that limited opportunities for sites to hold reflection meetings; however, staff continued to collaborate through PLCs and other designated release and planning days.
2.9 Supplemental English Language Development-The planned costs for supplemental ELD Resources were less than budgeted due to less need for supplemental materials.
2.10 ELPAC Exam Administration- The need to provide extra staff to assist in the administration of the ELPAC exam and meet the required timeline for administration was less than expected. Our sites were able to manage most of their ELPAC administration without the extra support.
2.13 Dual Language Immersion Instructional Assistants-The cost of DLI Instructional Assistants was not as significant as originally planned.
2.15 SPED and General Education Collaboration and PD- The need for more training in Co-teaching and release time to collaborate with General Ed Teachers contributed to an increase in cost.
2.16 (EL District Liaison) & 2.17 (Stipends)-The cost of providing stipends and the salary of our EL Liaison was less than expected.

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

EWCSD had actions that were effective and are showing progress towards goals. Actions related to instructional coaching, intervention services, English Learner supports, professional learning, data analysis, and collaborative planning were effective in advancing the District's Goal 2 priorities of strengthening Tier I instruction, expanding MTSS implementation, and addressing achievement gaps for unduplicated students and students with disabilities. Through instructional coaching, intervention specialists, intervention instructional assistants, English Language Development programs, supplemental instructional supports, and structured collaboration opportunities, teachers were able to identify student needs, monitor progress, and provide targeted academic support. These actions also strengthened the District's ability to implement a tiered response to instruction through data-driven decision-making, progress monitoring, and timely interventions.
The following actions are found to be effective:

Actions 2.1 (Instructional Coaches), 2.2 (ELA Intervention Specialists), 2.3 (Instructional Intervention Assistants), and 2.5 (Supplemental Instructional Support Programs and Materials) were effective in providing additional academic support to unduplicated students not meeting grade-level standards. The support ensured they received additional targeted intervention.
This is evidenced by the following metrics:
Metric 2.1: ELA- Academic Indicator, as reported by CA Dashboard
ALL Group: 19.8 points above standard (+6 points)
English Learners: 38.4 points below standard (+5.9 points)
Socioeconomically Disadvantaged: 1.3 points below standard (+8.1 points)
On the 2025 California School Dashboard, EWCSD demonstrated Green status in English Language Arts, and overall performance showed students scored 19.8 points above standard Foster Youth: 35.4 points below standard (+47.7 Points)

Metric 2.2: Math- Academic Indicator as reported by CA Dashboard
All Group: 5.5 points below standard (+3.2 Points)
English Learners: 54.7 points below standard (+5.9 Points)

Socioeconomically Disadvantaged: 27.7 points below standard (+3.9 points)
Foster Youth: 75.4 points below standard (-4.9%)- we will continue to provide math support as needed.

Action 2.4 (additional ELD Sections-beyond base), Action 2.9 (Supplemental ELD Resources), Action 2.10 (ELPAC examination support), Action 2.13 (Dual Language Immersion Instructional Assistants), Action 2.16 (EL District Liaison), Action 2.17 (English Learner Lead Stipends) were effective in developing English language fluency for English Learners. These supplemental supports served to enhance and supplement the English language development core program and curriculum by providing additional smaller ELD classes and instructional resources for ELD Teachers. In particular, Action 2.10 (ELPAC examination support) ensured that all English Learners completed the ELPAC assessment in a timely manner, allowing the district to accurately determine students' English language proficiency levels. Timely assessment results enabled schools to promptly place students in appropriate designated English Language Development (ELD) instruction or, when eligible, reclassify students as Fluent English Proficient, ensuring they received the instructional support and recognition they had earned without unnecessary delays.

This is evidenced by:
Metric 2.6 ELPAC Proficiency
On the 2025 CA Dashboard, EWCSD earned a Green overall status with 53.2% making progress an increase of 2.5% making progress. More specifically, 53.2% of all English Learners (which includes Long-term English Learner) progressed at least one English proficiency level and 0.6%% maintained a level 4 English proficiency. More specifically, Long-term English Learners received an Orange performance level, with 71.2% making progress, an increase of 13.9% from the previous year.
Metric 2.7 Reclassification Rates
In 2025, the percentage of EWCSD English Learners who met District Reclassification Requirements for English Proficiency was 19.01% compared to 11.66 % in 2024. A total of 119 students were reclassified during October 2024- October 2025 (CBEDs).

Actions 2.6 (Read 180 Licenses), 2.7 (Read 180 additional sections-beyond base), and 2.8 (Data Reflection Meetings Middle School) were effective in providing intervention support to Middle School students not meeting grade level standards. This is evidenced by:
Metric 2.1: ELA- Academic Indicator, as reported by CA Dashboard
ALL Group: 19.8 points above standard (+6 points)
English Learners: 38.4 points below standard (+5.9 points)
Socioeconomically Disadvantaged: 1.3 points below standard (+8.1 points)
On the 2025 California School Dashboard, EWCSD demonstrated Green status in English Language Arts, and overall performance showed students scored 19.8 points above standard Foster Youth: 35.4 points below standard (+47.7 Points)

2.11 (Reading Diagnostic Resources) and 2.12 (Illuminate Education Software) supported the implementation of Multi-Tiered Systems of Support (MTSS) by providing data platforms to: store student reading assessment data, accurately identify academic needs, and monitor the progress of targeted instruction. These tools ensured timely and effective intervention for Low-Income, Foster Youth, and English Learner (EL) students within a tiered instructional framework.
Metric 2.1: ELA- Academic Indicator, as reported by CA Dashboard
ALL Group: 19.8 points above standard (+6 points)
English Learners: 38.4 points below standard (+5.9 points)
Socioeconomically Disadvantaged: 1.3 points below standard (+8.1 points)
On the 2025 California School Dashboard, EWCSD demonstrated Green status in English Language Arts, and overall performance showed students scored 19.8 points above standard Foster Youth: 35.4 points below standard (+47.7 Points)

Action 2.14 (Coherency Costs) was effective in ensuring that specific professional developments and trainings (topics focused on English Learners, Foster Youth, and Low-Income

students) scheduled well beyond work hours and on non-workdays, provided participants with training materials and hospitality items (when permissible) to allow for full engagement and efficient use of time. The strategies were implemented during instruction, impacting student achievement for English Learners, Foster Youth, and Low-Income students.
Metric 2.1: ELA- Academic Indicator, as reported by CA Dashboard
ALL Group: 19.8 points above standard (+6 points)
English Learners: 38.4 points below standard (+5.9 points)
Socioeconomically Disadvantaged: 1.3 points below standard (+8.1 points)
Students with Disabilities: 78.8 points below standard (+4.2 Points)
On the 2025 California School Dashboard, EWCSD demonstrated Green status in English Language Arts, and overall performance showed students scored 19.8 points above standard Foster Youth: 35.4 points below standard (+47.7 Points)

Metric 2.2: Math- Academic Indicator as reported by CA Dashboard
All Group: 5.5 points below standard (+3.2 Points)
English Learners: 54.7 points below standard (+5.9 Points)
Socioeconomically Disadvantaged: 27.7 points below standard (+3.9 points)
Foster Youth: 75.4 points below standard (-4.9%)- we will continue to provide math support as needed.

Action 2.15 Special Education and General Education Collaboration and professional development (Teachers and Administrators) was effective in providing time for collaboration and training between Special Education and General Education teachers to provide co-teaching support and trainings that impacted the not only student achievement for English Learners, Low Income, and Foster Youth, but also our Students with Disabilities. This was effective as measured by:
Metric 2.1: ELA- Academic Indicator, as reported by CA Dashboard
ALL Group: 19.8 points above standard (+6 points)
English Learners: 38.4 points below standard (+5.9 points)
Students with Disabilities: 78.8 points below standard (+4.2 Points)
Socioeconomically Disadvantaged: 1.3 points below standard (+8.1 points)
On the 2025 California School Dashboard, EWCSD demonstrated Green status in English Language Arts, and overall performance showed students scored 19.8 points above standard Foster Youth: 35.4 points below standard (+47.7 Points)
Metric 2.2: Math- Academic Indicator as reported by CA Dashboard
All Group: 5.5 points below standard (+3.2 Points)
English Learners: 54.7 points below standard (+5.9 Points)
Socioeconomically Disadvantaged: 27.7 points below standard (+3.9 points)
Foster Youth: 75.4 points below standard (-4.9%)- we will continue to provide math support as needed.
Students with Disabilities: 103.1 points below standard (Maintained with +1.9 Points)

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.

Goal 2 saw some changes in its actions. There was one action added and two actions removed based on the district's reflection and student data.

There were significant amount allocation changes in actions within Goal 2. These changes in amounts are based on a deep reflection of our student needs and district goals. The actions are:
Action 2.1 (Instructional Coaches)- The expansion of Instructional Coaches ties to our district's focus on strengthening Tier 1 across the district, specifically targeting our English Learners, Low Income, and Foster Youth. This provides more support across the district.
Action 2.3 Intervention Instructional Assistants- The decrease in allocation is due recalculation of cost for Instructional Assistants.
Action 2.6 Reflection Meetings (Middle School)- There was an adjustment in the days to meet, decreasing costs for release time for 26-27.
Action 2.9 Reading Diagnostic Resources - the decrease of usage reports indicates a need to reassess need and to decrease supplemental diagnostic licenses.
Action 2.10 Software "Illuminate"-our district is exploring a new student data platform to store student information and a new progress monitoring tool districtwide to enhance our MTSS system leading to an increase in funds.
Action 2.11 Dual Language Immersion Instructional Assistants- The decrease in allocation is due recalculation of cost for Instructional Assistants.
Action 2.12 Coherency Costs- the increase in funds is indicative of the adjustment needed based on last year's cost to purchase training materials and hospitality supplies for afterwork and evening trainings, committees, and parent education opportunities.

Action 2.1 (Instructional Coaches)- The description was revised in response to our District's clear focus on strengthening Tier 1 and enhancing our Tier1 MTSS framework, which directly targets classroom instruction ensuring all students receive standards based high-leverage instruction.

Actions Added:
Action 2.16 (LTEL and EL Supplemental Programs and Support) was added in response to CA Dashboard data showing Long-Term English Learners performed 102.4 points below standard in English Language Arts, resulting in an Orange performance level, and 158.4 points below standard in Mathematics, resulting in a Red performance level. We will provide supplemental resources and support to ensure LTELs are making progress in Math and ELA.

Action Eliminated
Actions 2.4 (ELD Sections) and 2.7 (READ 180 sections) were eliminated due to declining student enrollment, adjusted classroom ratios, and lower English Learner enrollment, which reduced the need for additional sections to maintain smaller class sizes and targeted instructional support.

Action Description Revised
Action 2.2: The title of this action was revised by removing "ELA" and renaming the position to Elementary Intervention Specialists. This change more accurately reflects the comprehensive support these specialists provide, including interventions in both English Language Arts and mathematics, rather than English Language Arts alone.

Metrics
Metric 2.3: added Socio-economically student group to baseline and target outcome columns.

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	Instructional Coaches	The EWCSD Instructional Coaching team provides site-based support through classroom observations, PLC facilitation, collaborative planning, data analysis, professional learning, and principal-coach alignment meetings. Coaches help teachers analyze student work and assessment data, identify instructional trends and gaps, align instruction to standards, monitor student growth, and implement evidence-based instructional practices.This action is principally directed toward English Learners, Low-Income students, and Foster Youth, whose academic performance data demonstrate a need for additional support. Instructional Coaches work directly with teachers serving these student groups to strengthen Tier I instruction, implement targeted supports, and increase access to rigorous, standards-aligned learning experiences.	$2,133,750.00	Yes
2	Elementary Intervention Specialists	Intervention Specialists will provide English Learners, Low-Income, Foster Youth, and Homeless Youth targeted interventions informed by student diagnostic and benchmark data. Intervention Specialists will also provide professional learning to classroom teachers in the area of differentiated instruction and evidenced-based instructional practices that specifically address the unique learning needs of unduplicated students.	$1,725,000.00	No
3	Intervention Instructional Assistants-Bilingual (Support Intervention Specialists)	Intervention Instructional Assistants will provide English Learners, Low-Income, Foster Youth, and Homeless Youth targeted interventions informed by student diagnostic and benchmark data. Working alongside Intervention Specialists, Bilingual Intervention Instructional Assistants will provide differentiated instruction and evidence-based instructional practices to specifically address the unique needs of unduplicated student populations.	$280,000.00	No
4	Supplemental Support for Instructional Programs	Coordination of supplemental programs and additional support for Low-income, English Learners, and Foster Youth Students is critical to ensure consistency and equity in services. All curriculum materials, professional development, and assessment and data support will be coordinated to ensure teachers and staff can deliver high-quality instruction to students who need it when they need it. The additional support provided at the District level for curriculum and instruction will ensure that teachers and staff are provided with the necessary resources, materials, and support to provide evidence-based excellent instruction to Low-Income, English Learners, and Foster Youth students, as they face the most barriers accessing equitable academic and language support outside of the school hours.	$205,000.00	Yes
5	READ 180 Intervention Program-Licenses	READ 180 provides critical support for English Learners, Long-term English Learners, and Low-Income students who need reading intervention support at the middle school level. English Learners and Low-Income middle school students in need of Tier 3 reading support are provided with intervention classes that utilize the Read 180 program. Read 180 provides foundational reading comprehension, academic vocabulary, and writing skills for English Learners, Long-term English Learners, and Low-Income students. Long-term English Learners, Low-income and English Learners are specifically selected and enrolled in Read 180, as this course is in addition to a core Language Arts course to ensure it is an increased or improved service.	$35,000.00	Yes
6	Reflection Meetings-Middle School	Middle school teams will provide time to analyze and align site and district benchmarks and assessment data to monitor progress and design tailored instruction to support middle school English Learners, Foster Youth, Low-Income, and Homeless students. Middle School reflection meetings will provide time for teams to design academic intervention programs and target learning needs of unduplicated students.	$20,000.00	Yes
7	Supplemental English Language Development (ELD) Resources	Supplemental programs for English Learners will be provided to support high-quality ELD and language experiences. Supplemental resources include technology tools, engaging texts, and consumable practice materials to provide tailored language support to English Learners.	$60,000.00	Yes
8	ELPAC Exam	ELPAC Administration is planned and scheduled in EWCSD. Additional certificated and classified	$5,000.00	No

	Administration	staff support will be provided to school sites to administer the Initial and Summative ELPAC Assessments to English Language Learners across the District to meet the administration deadlines and to ensure students take their time in completing the ELPAC. The extra support to administer the ELPAC Assessments will allow the District to properly and expeditiously identify our English Learners, and ensure students are properly assigned to ELD instruction and provided supplemental English Language support.		
9	Reading Diagnostic Resources	To support the implementation of MTSS, reading diagnostic tools will be utilized to properly identify student strengths and needs in reading. Reading diagnostic tools will ensure timely progress monitoring and targeted instruction with a tiered response approach to instruction. Reading diagnostic tools will principally ensure that unduplicated students (English Learners, Low Income, and Foster Youth) are monitored on a regular basis and reading needs are addressed in a timely manner.	$10,000.00	No
10	Software “Illuminate Education”	To support the implementation of MTSS, the Illuminate data platform will be utilized to store student assessment data to properly identify student strengths and needs in core subject areas. Illuminate data will ensure timely progress monitoring and targeted instruction within a tiered response approach to instruction. Illuminate tools ensure that Low Income, Foster Youth, and English learner (EL) students are monitored regularly and academic needs are addressed promptly.	$350,000.00	Yes
11	Dual Language Immersion Instructional Assistants	K-2 Dual Language Immersion classrooms at Ceres Elementary School will be provided with additional classroom support. A total of six instructional aides will be assigned to the Dual Language Immersion classrooms to support Low-Income, Foster Youth, English Learner (EL) students in both Spanish and English language development.	$60,000.00	Yes
12	Coherency Costs for Professional Development	Staff and administration will be provided with training materials and hospitality items (when permissible) at district professional learning events specifically for those being hosted beyond regular work hours. This will ensure all staff are provided with supplemental training materials and necessary professional development resources to best engage in professional learning and, thus, best implement strategies and practices to support our English Learners, Foster Youth, and Low Income students.	$20,000.00	Yes
13	Special Education and General Education Collaboration and professional development (Teachers and Administrators)	Our Educational Student Services Department will provide collaboration opportunities for our special education and general education teachers to share best practices and analyze student IEP goal progress and ongoing academic concerns before the end of the school year. The collaboration days will also include professional development on topics that address our multitiered system of support, instructional needs, and IEP support.	$15,000.00	No
14	English Learner District Liaison	EWCSD is committed to ensuring that all our English Learners (ELs) are reclassifying to fluent English speaking and progressing in their English Language level. Understanding that not all English Learners acquire language at the same rate and some students may require more individualized attention for academic success, some students are identified as Long-Term English Learners who directly benefit from data chats, goal setting, and grade checks with our English Learner District Liaison. This additional support to our Long-Term English Learners will ensure they are closely monitored.	$46,125.00	Yes
15	English Learner Lead Stipends	The progress monitoring of English Language Development and academic success of our English Learners (ELs) is a priority for EWCSD. To ensure that ELs are working towards fluent English proficiency and reclassification, EL Leads prepare documentation required for reclassification and EL Data chats, provide additional and beyond ELD support to ELs not making progress, facilitate parent meetings of ELs, attend site English Learner Parent Advisory Committee Meetings, provide professional development to staff around English Language Development and other EL specific	$30,000.00	Yes

		topics (i.e. Designated ELD strategies). EL Leads directly impact our reclassification rates and ensure our ELs increase by at least one level on their English Language Proficiency on the ELPAC (English Language Proficiency Assessments for California).		
16	LTEL and EL Supplemental Programs and Support	This action provides targeted intervention, language development, and supplemental academic support for English Learners (ELs) and Long-Term English Learners (LTELs) to accelerate achievement in English Language Arts and Mathematics and increase progress toward English proficiency and reclassification. This action is principally directed toward English Learners and Long-Term English Learners, whose performance data indicate significant academic needs. Supplemental supports include targeted intervention, progress monitoring, reclassification support, and evidence-based instructional practices designed to improve academic achievement, language acquisition, and long-term educational outcomes for English Learners.	$40,000.00	Yes

Goal

Goal #	Description	Type of Goal
3	The East Whittier City School District will create warm, welcoming, and supportive environments for students, staff, and community to ensure we are meeting the academic and social-emotional needs of our community.	Broad Goal

State priorities addressed by this goal.

4, 6, 5, 3

An explanation of why the LEA has developed this goal.

The East Whittier City School District is committed to creating a culture of inclusivity for all educational partners. The important work of educating over 7,900 students begins with daily, positive attendance. Ensuring we have strong and engaging programs that motivate students to be in attendance and also feel connected to their schools will drive the important work under the Goal of Engagement. With the data collected via the LCAP Educational Partners engagement process, students, staff, and parents shared the following areas as top priorities under the Goal of Engagement:
*Mental Health Support -To ensure that the mental health of both students and staff remains at the forefront of our work. This includes regular social-emotional instruction as part of Tier I practices within MTSS.
*Continued efforts to support Foster Youth and Homeless Students- All means in All in East Whittier. We understand the unique needs of our Foster Youth and Homeless students. We strive to provide outreach to families and resources to support basic needs, counseling support, and academic interventions to mitigate the achievement and opportunity gaps that exist for students.
*Increase parent engagement and involvement- As part of MTSS, parent partnerships and engagement continue to be of the highest priority. We will focus on building capacity in our parents to support increased academic achievement, daily attendance, positive behavior, and social-emotional health in our students.
*Increase implementation of Positive Behavior Interventions and Support (PBIS) to increase student connectedness and engagement in school. We will focus on developing positive school cultures and relationships to ensure students are supported and feel cared for in school.

Measuring and Reporting Results

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

1	Local Indicator: Parent input in Decision-Making (Family Engagement Survey) Identify the number that best describes EWCSD's current stage of implementation for this section using the following rating scale: 1 – Exploration Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability A score of 4-Full Implementation of 5- Full Implementation and Sustainability will indicate we've met this goal.	Question: Rate EWCSD's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. The 2023-2024 Family Engagement Survey shows EWCSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making 1 =5.6% 2=0% 3=44.4% 4=50% 5=0%	The Family Engagement Survey shows EWCSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 1 =6.7%% 2=20% 3=46.7% 4=20% 5=6.7%	The Family Engagement Survey shows EWCSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 1 =7.7%% 2=23.1% 3=30.8% 4=30.8% 5=7.7%	The East Whittier City School District will receive all 4's and 5's on the Parent Engagement Survey in the area of Decision-Making.	The difference from baseline on EWCSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making is as follows: 1 =+2.1% 2=+23.1% 3=-13.6% 4=-19.2% 5=+7.7%

2	Local Survey: Parent Participation in Programs for Unduplicated Pupils Annual LCAP Stakeholder Survey-% of EWCSD Stakeholders who "Agree" or "Strongly Agree" that Parents feel comfortable attending school events.	In the 2023-2024 LCAP Survey, the percentage of EWCSD Stakeholders who Agree or Strongly Agree that parents feel comfortable attending school events is: 68% of Students 93.6% of Parents 91.5% of Staff	In the 2024-2025 LCAP Survey, the percentage of EWCSD Stakeholders who Agree or Strongly Agree that parents feel comfortable attending school events is: 90.7% Students 90.6 % of Parents 89.2% of Staff	In the 2025-2026 LCAP Survey, the percentage of EWCSD Stakeholders who Agree or Strongly Agree that parents feel comfortable attending school events is: 91.2% Students 89.3% of Parents 81.8% of Staff	The percentage of EWCSD Stakeholders who "Agree" or "Strongly Agree" that Parents feel comfortable attending school events will be 95% or better for all stakeholder groups.	The current difference from baseline on the percentage of EWCSD Stakeholders who Agree or Strongly Agree that parents feel comfortable attending school events: Students: +23.2% from baseline (68% to 91.2%) Parents: -4.3% from baseline (93.6% to 89.3%) Staff: -9.7% from baseline (91.5% to 81.8%)
3	Local Data: Average Daily Attendance (ADA) Rates provided by our Fiscal Department.	EWCSD's ADA is 94.85% in the 2023 school year.	In the 2024 school year, EWCSD's ADA is 94.92%.	In the 2025 school year, EWCSD's ADA is 95.32%	The East Whittier City School District's Average Daily Attendance rate will be 97% or better.	The current difference from baseline in ADA is +0.47.

4	State Indicators: Chronic Absenteeism Rates CA Dashboard Results Local Chronic Absenteeism Results	On the 2023 CA Dashboard, the chronic absentee data placed us at a YELLOW Performance Level or 21.1% chronically absent. English Learners: 22.6% chronically absent - YELLOW Foster Youth: 28.1% chronically absent - ORANGE Socioeconomically Disadvantaged: 26.1% chronically absent - YELLOW Long Term English Learners: 26.5% chronically absent- ORANGE	On the 2024 CA Dashboard, the chronic absentee data placed us at a YELLOW Performance Level or 12.1% chronically absent. English Learners: 16.2% chronically absent - YELLOW Foster Youth: 21.7% chronically absent - ORANGE Socioeconomically Disadvantaged: 15.7% chronically absent - YELLOW Long Term English Learners: 26.5% chronically absent- ORANGE	On the 2025 CA Dashboard, the chronic absentee data placed us at a YELLOW Performance Level or 11.4% chronically absent. English Learners: 14% chronically absent - YELLOW Foster Youth: 10.3% chronically absent- YELLOW Socioeconomically Disadvantaged: 14.5% chronically absent- YELLOW Long Term English Learners: 25% chronically absent -ORANGE	The East Whittier City School District will decrease the number of Chronically Absent students to 15% or less.	According to the 2025 California School Dashboard, EWCSD saw a 9.7% decline in chronically absent students from baseline. English Learners: 8.6% decline in chronic absenteeism from baseline Foster Youth: 17.8% decline in chronic absenteeism from baseline Socioeconomically Disadvantaged: 11.6% decline in chronic absenteeism from baseline Long Term English Learners: 1.5% decline in chronic absenteeism from Year 1

5	State Indicators: Suspension Rates CA Dashboard Results	State Indicator: In 2023, the CA Dashboard Suspension indicator for EWCSD was ORANGE with 2.7% suspended at least one day. English Learners: 3.4% suspended at least one day-ORANGE Foster Youth: 9.1% suspended at least one day-RED Socioeconomically Disadvantaged: 3.5% suspended at least one day-ORANGE Long Term English Learners: No data	In 2024, the CA Dashboard Suspension indicator for EWCSD was GREEN with 2.3% suspended at least one day. English Learners: 3.2% suspended at least one day-YELLOW Foster Youth:6.4% suspended at least one day-ORANGE Socioeconomically Disadvantaged:3.2% suspended at least one day-YELLOW Long Term English Learners: 9.5% suspended at least one day-ORANGE	In 2025, the CA Dashboard Suspension indicator for EWCSD was ORANGE with 2.8% suspended at least one day. English Learners: 5.1% suspended at least one day -ORANGE Foster Youth: 19.4% suspended at least one day -RED Socioeconomically Disadvantaged: 3.5% suspended at least one day-ORANGE Long Term English Learners: 20.7% suspended at least one day -RED	In 2026-2027, the EWCSD will have decreased its yearly percentage of student suspensions to less than 1% and replace them with positive behavioral interventions to be identified as Green on the CA Dashboard Data.	The current difference from baseline on the percentage of EWCSD students suspended at least one day on the 2025 CA Dashboard: +0.1% from baseline English Learners: +1.7% from baseline Foster Youth: +10.3% from baseline Socioeconomically Disadvantaged: 0% from baseline (no change) Long Term English Learners: +11.2% from Year 1
6	Local Indicators: Expulsion Rates Local Expulsion Data	In 2023, the East Whittier City School District's expulsion rate is .0001 (1 student)	In 2024 Census Day, East Whittier City School District's expulsion rate is .00 (0 students).	In 2025 Census Day, East Whittier City School District's expulsion rate is .00 (0 students).	The East Whittier City School District will expel zero students.	The current difference from baseline is based on the census day numbers, which showed 0 students expelled similar to our baseline.
7	Local Indicators: Middle School Dropout Rates CALPADS Reports Data	In 2023, the East Whittier City School District's Middle School Dropout rate was 0.04% or 1 student.	Based on 2024 Census Day data, the number of dropouts is four students or 0.05%.	Based on 2025 Census Day data, the number of dropouts is 2 students or 0.0003%.	The East Whittier City School District will provide engaging educational programs to eliminate any middle school dropouts.	The current difference from baseline shows an increase of 1 student or - 0.0397%.
8	Local Surveys: Student Safety California Healthy Kids Survey (CHKS) for 5th and 7th Grade Students	In the most recent CHKS Survey from 2023 to 2024, shows that the % of students who "Feel Very Safe at School" is: 5th Graders- 83% 7th Graders- 53%	The most recent CHKS Survey from 2024 to 2025 shows that the % of students who "Feel Very Safe at School" is: 5th Graders- 80% 7th Graders- 58%	The most recent CHKS Survey from 2025 to 2026 shows that the % of students who "Feel Very Safe at School" is: 5th Graders- 83% 7th Graders- 65%	The % of 5th and 7th graders who "Feel Very Safe at School" will be 85% or better as measured on the CHKS Data.	The current difference from baseline shows the % of students who "Feel Very Safe at School" is: 5th grade No difference from baseline 83% 7th grade +12%

9	Local Indicators: Student Safety LCAP Annual Stakeholder Survey-The % of EWCSD Stakeholders who "Agree" or "Strongly Agree" that Schools are a Safe Place for Students to Learn.	In the2024 Educational Partner Surveys, the percentage of EWCSD Community Partners who Agree or Strongly Agree that schools are a safe place for students to learn: 80% of Students, 92% of Parents, 90% of Staff	In the 2025 Educational Partner Surveys, the percentage of EWCSD Community Partners who Agree or Strongly Agree that schools are a safe place for students to learn: 86% of Students, 95% of Parents, 91.7% of Staff	In the 2026 Educational Partner Surveys, the percentage of EWCSD Community Partners who Agree or Strongly Agree that schools are a safe place for students to learn: 83.6% of Students, 91.5% of Parents, 86.8% of Staff	The % of all EWCSD Stakeholders who "Agree" or "Strongly Agree" that feel that Schools are a Safe Place for Students Learn will be 90% or better as measured on LCAP Stakeholder Survey Data.	The current difference from baseline on the percentage of EWCSD Community Partners who Agree or Strongly Agree that schools are a safe place for students to learn: Students: +3.6% from baseline (80% to 83.6%) Parents: -0.5% from baseline (92% to 91.5%) Staff: -3.2% from baseline (90% to 86.8%)
10	Local Indicators: Student Connectedness California Healthy Kids Survey (CHKS) for 5th and 7th Grade Students	In 2023-2024, the CHKS Survey indicates that the % of students who "Feel Connected to Their School" is: 5th Graders- 76% 7th Graders- 57%	In 2024-2025, the CHKS Survey indicates that the % of students who "Feel Connected to Their School" is: 5th Graders- 75% 7th Graders- 59%	In 2025-2026, the CHKS Survey indicates that the % of students who "Feel Connected to Their School" is: 5th Graders- 71% 7th Graders- 66%	The percentage of 5th and 7th graders who "Feel Connected to their School" will be 85% or better as measured on the CHKS Data.	The current difference from baseline is 5th Grade: -5% 7th Grade: +9%
11	Local Indicators: Student Connectedness LCAP Annual Community Partner Survey-the % of EWCSD Stakeholders who "Agree" or "Strongly Agree" that Students Feel Connected to their School	LCAP Educational Partners Surveys: In the 2024 Annual LCAP Educational Partners Surveys -The percentage of EWCSD Educational Partners who 'Agree' or 'Strongly Agree' that students look forward to coming to school: 56% of Students, 91.2% of Parents, 93% of Staff (including certificated/classified)	LCAP Educational Partners Surveys: In the 2024-2025 Annual LCAP Educational Partners Surveys -The percentage of EWCSD Educational Partners who 'Agree' or 'Strongly Agree' that students look forward to coming to school: 53.8% of Students, 90.9% of Parents, and 94% of Staff (including certificated/classified)	LCAP Educational Partners Surveys: In the 2025-2026 Annual LCAP Educational Partners Surveys -The percentage of EWCSD Educational Partners who 'Agree' or 'Strongly Agree' that students look forward to coming to school: 71.2% of Students, 91.8% of Parents, and 91.9% of Staff (including certificated/classified)	LCAP Educational Partners Surveys: In the 2026-2027 Annual LCAP Educational Partners Surveys -The percentage of EWCSD Educational Partners (students, staff, and families/community) who 'Agree' or 'Strongly Agree' that students look forward to coming to school will be 90%.	The current difference from baseline shows the percentage of EWCSD Educational Partners who 'Agree' or 'Strongly Agree' that students look forward to coming to school as: Students: +15.2% from baseline Parents: +.6% from baseline Staff (including certificated/classified): -1.1% from baseline

12	Local Survey: Staff Participation in Annual LCAP Survey Staff LCAP Survey (Safety): percentage of staff who agree or strongly agree: My school/site is a safe place to work Staff LCAP Survey (Staff Connectedness): The percentage of staff who agree or strongly agree feeling connected to the school because they embrace their unique strengths, culture, and language.	The 2024 Staff LCAP Survey indicated: 87.9% of staff strongly agreed or agreed that their school/site is a safe place to work 79% of staff strongly agreed or agreed that they feel connected to the school because they embrace their unique strengths, culture, and language.	The 2024-2025Staff LCAP Educational Partner Survey indicated: 92.9% of staff strongly agreed or agreed that their school/site is a safe place to work 79.6% of staff strongly agreed or agreed that they feel connected to the school because they embrace their unique strengths, culture, and language.	The 2025-2026 Staff LCAP Educational Partner Survey indicated: 90.3% of staff strongly agreed or agreed that their school/site is a safe place to work 88.6% of staff strongly agreed or agreed that they feel connected to the school because they embrace their unique strengths, culture, and language.	90% of staff will report that they feel their school/site is a safe place to work. 90% of staff will report that they feel connected to the school because they embrace their unique strengths, culture, and language.	The current difference from baseline based on the 2025-2026 Staff LCAP Educational Partner Survey indicated: +2.4% staff strongly agreed or agreed that their school/site is a safe place to work +9.6% staff strongly agreed or agreed that they feel connected to the school because they embrace their unique strengths, culture, and language.
13	LCAP Staff Survey Question: Students in our District are being prepared for a successful life, career, or college.	In the 2023-2024 school year, 90.5% of staff responded that they feel students in EWCSD are being prepared for a successful life, career, or college.	In the 2024-2025 school year, 89.5% of staff responded that they feel students in EWCSD are being prepared for a successful life, career, or college.	In the 2025-2026 school year, 86.4% of staff responded that they feel students in EWCSD are being prepared for a successful life, career, or college.	In the 2026-2027 school year, 90% or more staff will respond that they feel students in EWCSD are being prepared for a successful life, career, or college.	The current difference from baseline indicates: Staff: -4.1% feel students in EWCSD are being prepared for a successful life, career, or college.
14	State Academic Indicator:	In 2023, all EWCSD students scored 16.7	In 2024, all EWCSD students scored 13.9	In 2025, all EWCSD students scored 19.8	In 2026-2027, all EWCSD students will score 32 points	The current difference from baseline on student performance on

	CAASPP English Language Arts CAASPP Test Results as reported by DataQuest Academic Indicator as reported by CA School Dashboard	points above standard in English Language Arts-GREEN performance level on the CA Dashboard. Other groups included: *English Language Learners scored 43.9 points below standard-Orange Performance Level *Students with Disabilities scored 78.2 points below standard-Red Performance Level *Foster Youth scored 41.3 points below standard-YELLOW Performance Level *Homeless Youth scored 27.3 points below standard- YELLOW Performance Level *Socioeconomically Disadvantaged Students scored 7.4 points below standard- ORANGE Performance Level *African-American Students scored 5.4 points above standard-GREEN Performance Level *Hispanic Students scored 10.4 points above standard- GREEN Performance Level *Long Term English Learners: Baseline was established in 2024-2025	points above standard in English Language Arts-GREEN performance level on the CA Dashboard. Other groups included: *English Language Learners scored 44.4 points below standard- Orange Performance Level *Long-Term English Learners scored 106.7 points below standard- RED Performance Level *Students with Disabilities scored 82.9 points below standard-Red Performance Level *Foster Youth scored 83.1 points below standard- No Performance Level *Homeless Youth scored 38 points below standard- ORANGE Performance Level *Socioeconomically Disadvantaged Students scored 9.4 points below standard- ORANGE Performance Level * African-American Students scored 12.1 points above standard- GREEN Performance Level * Hispanic	points above standard in English Language Arts-GREEN performance level on the CA Dashboard. Other groups included: *English Learners-38.4 points below standard-YELLOW performance level *Student with Disabilities - 78.8 points below standard-ORANGE performance level *Foster Youth-35.4 points below standard-No performance level *Homeless Youth 37.1 points below standard -ORANGE performance level *Socioeconomically Disadvantaged-1.3 points below standard-GREEN performance level *African American-8.9 points above standard-YELLOW performance level *Hispanic-12.6 points above standard-GREEN performance level *Long Term English Learners- 102.4 points below standard -ORANGE performance level	above standard in English Language Arts to achieve BLUE performance level on the CA School Dashboard. Other groups included: *English Language Learners will increase by 39 points to get to a GREEN Performance Level *Students with Disabilities will incrase15 points to get to YELLOW Performance Level *Foster Youth will increase by 35 points to achieve a GREEN Performance Level *Homeless Youth will increase by 23 points to achieve a GREEN Performance Level * Socioeconomically Disadvantaged Students will increase by 18 points below standard- GREEN Performance Level * African-American Students will increase by 16 points to achieve a BLUE-Performance Level * Hispanic Students will increase by 15 points to achieve a BLUE Performance Level	the CA Dashboard English Language Arts assessment: All Student Group: +3.1 points from baseline (16.7 to 19.8 points above standard) - GREEN English Learners: +5.5 points from baseline (43.9 to 38.4 points below standard) - YELLOW Long-Term English Learners: +4.2 points from Year 1 (106.7 to 102.4 points below standard)- ORANGE Students with Disabilities: -0.6 points from baseline (78.2 to 78.8 points below standard) - ORANGE Homeless Youth: -9.8 points from baseline (27.3 to 37.1 points below standard) - ORANGE Socioeconomically Disadvantaged Students: +6.1 points from baseline (7.4 to 1.3 points below standard) - GREEN African-American Students: +3.5 points from baseline (5.4 to 8.9 points above standard) - YELLOW Hispanic Students: +2.2 points from baseline (10.4 to 12.6 points above standard) - GREEN Foster Youth: +5.9 points from baseline (41.3 to 35.4 points below standard) - No performance level

			Students scored 6.2 points above standard- YELLOW Performance Level			
15	State Academic Indicator: CAASPP Mathematics CAASPP Test Results as reported by DataQuest Academic Indicator as reported by CA Dashboard	In 2023, all EWCSD students scored 8.2 points below standard in Mathematics-GREEN Performance Level *All Student group scored 8.6 points below standard-YELLOW performance *English Language Learners scored 65.1 points below standard in Mathematics-ORANGE Performance Level *Students with Disabilities scored 99.7 points below standard in Mathematics--ORANGE Performance Level *Foster Youth scored 74 points below standard in Mathematics--ORANGE Performance Level *Homeless Youth scored 39.5 points below standard in Mathematics--YELLOW Performance Level *Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics- YELLOW	In 2024, all EWCSD students scored 8.6 points below standard in Mathematics-YELLOW Performance Level *English Language Learners scored 60.6 points below standard in Mathematics-YELLOW Performance Level *Long Term English Learners scored 153.3 points below standard in Mathematics-RED Performance Level *Students with Disabilities scored 105.1 points below standard in Mathematics--RED Performance Level *Foster Youth scored 70.5 points below standard in Mathematics--No Performance Level *Homeless Youth scored 57.7 points below standard in Mathematics--ORANGE Performance Level *Socioeconomically Disadvantaged Students scored 31.6 points below standard in Mathematics-	In 2025, all EWCSD students scored 5.5 points below standard in Mathematics-GREEN performance level English Learners- 54.7 points below standard-YELLOW performance level Student with Disabilities - 103.1 points below standard-RED performance level Foster Youth- 75.4 points below standard-No performance level Homeless Youth- 64.1 points below standard - ORANGE performance level Socioeconomically Disadvantaged-27.7 points below standard - YELLOW performance level African American- 26.1 points below standard-ORANGE performance level Hispanic-13.3 points below standard- GREEN performance level Long Term English Learners- 158.4 points below standard points below standard -RED performance level	In 2026-2027, all EWCSD students will increase by 23 points in Mathematics to achieve BLUE Performance Level. *English Language Learners will increase by 40 points in Mathematics to achieve GREEN Performance Level *Students with Disabilities will increase by 15 points in Mathematics to reach a YELLOW Performance Level *Foster Youth will increase by 49 points in Mathematics to achieve a YELLOW Performance Level *Homeless Youth will increase by 15 points in Mathematics to achieve a GREEN Performance Level *Socioeconomically Disadvantaged Students will increase by 15 points in Mathematics to achieve a GREEN Performance Level *African-American students increase by 15 points in Mathematics to achieve a BLUE Performance Level *Hispanic Students will increase by 16 points in Mathematics to achieve BLUE Performance Level	The current difference from baseline on student performance on the CA Dashboard in Mathematics: *All Student Group: +2.7 points from baseline (8.2 to 5.5 points below standard) - GREEN *English Learners: +10.4 points from baseline (65.1 to 54.7 points below standard) - YELLOW *Long-Term English Learners: -5.1 points from Year 1 (153.3 to 158.4 points below standard) - RED *Students with Disabilities: -3.4 points from baseline (99.7 to 103.1 points below standard) - RED *Homeless Youth: -24.6 points from baseline (39.5 to 64.1 points below standard) - ORANGE *Socioeconomically Disadvantaged Students: +6.5 points from baseline (34.2 to 27.7 points below standard) - YELLOW *African-American Students: +1.2 points from baseline (27.3 to 26.1 points below standard) - ORANGE *Hispanic Students: +2.2 points from baseline (15.5 to 13.3 points below standard) - GREEN *Foster Youth: -1.4 points from baseline (74 to 75.4 points below standard) - No performance level

		Performance Level *African-American Students scored 27.3 points below standard in Mathematics--ORANGE Performance Level *Hispanic Students scored 15.5 points below standard in Mathematics-GREEN Performance Level *Long Term English Learners-baseline was established in the 2024-2025 school year	ORANGE Performance Level *African-American Students scored 23.8 points below standard in Mathematics--GREEN Performance Level *Hispanic Students scored 16.5 points below standard in Mathematics-YELLOW Performance Level			
16	Local Indicator: Annual LCAP Educational Partner (Parent) Survey The % of EWCSD Parents who Agree or Strongly Agree that they feel welcome and comfortable participating in school events and activities.	In 2023, EWCSD Parents who Agree or Strongly Agree that they feel welcome and comfortable participating in school events and activities was 93.6%.	In the 2024-2025 LCAP Educational Partner Survey, EWCSD Parents who Agree or Strongly Agree that they feel welcome and comfortable participating in school events and activities was 90.6%.	In the 2025-2026 LCAP Educational Partner Survey, EWCSD Parents who Agree or Strongly Agree that they feel welcome and comfortable participating in school events and activities was 89.3%.	In 2026-2027, EWCSD Parents who Agree or Strongly Agree that they feel welcome and comfortable participating in school events and activities will be 95%.	The current difference from baseline of EWCSD Parents who Agree or Strongly Agree that they feel welcome and comfortable participating in school events and activities was -4.3%.

Goal Analysis for 2025-2026

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

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

Goal 3, Engagement
Of the 18 actions in Goal 3, 17 actions were fully implemented and 1 action was partially implemented reflecting a year of varied implementation across our actions in this goal.

Fully Implemented Actions
EWCSD saw notable success in the 2025-2026 school year, in the implementation of 17 actions in Goal 3. The following goals were considered fully implemented: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,3.8. 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15. 3.16, 3.17, 3.18
Our implementation was successful as we focused on providing PBIS across all school site, along with social workers at each school sites. EWCSD had much success in providing counseling and mental health support to students. Another area of success is the promoting strong parent/family engagement through district-facilitated or site-facilitated parent workshops on topics of parent/family needs and interests. Guest speakers were invited, as needed, to provide information to families on specialized topics. District Parent and Community Liaisons were integral in providing resources to our families and Spanish language support to families whose primary language was not English. This eliminated barriers for our families, fully engaging them in all District/School events and programs. Another success for EWCSD is providing opportunities for students to stay engaged in school by Broad Course of Study and college readiness programs (AVID and PUENTE).

Partially Implemented:
Action 3.7 Social-Emotional Instructional Programs
EWCSD had a challenge in implementing Action 3.7 as there were less people trained to deliver the curriculum or less time in teachers schedules to implement curriculum with fidelity. We did leveraged the expertise of our School Social Workers to develop and deliver social-emotional learning lessons at school sites, reflecting the district's commitment to providing meaningful SEL instruction while utilizing existing internal resources. We are exploring other options for SEL curriculum to meet the needs of our students.

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.

There are material differences that need to be addressed in Goal 3. While EWCSD plans its goals and actions based on educational partner feedback and State and Local data, this 2025-2026 school year presented unexpected changes and unforeseen circumstances. All explanations are noted below by action.

Action 3.3 Parent Engagement Events came in under budget as the cost of hosting parent events was lower than anticipated. The district was able to leverage internal staff and resources to lead the majority of parent engagement activities, resulting in fewer outside consultants and speakers needed than originally planned.
Action 3.4 Translation Services came in under budget as EWCSD was able to leverage the bilingual expertise of existing district staff to provide translation services, reducing the need for outside translation vendors.
Action 3.7 Social-Emotional Instructional Programs came in under budget as the district's plan to pilot a new social-emotional learning curriculum was not implemented as originally planned.
3.8 PBIS Professional Development: Professional development was provided by the District's PBIS Coordinator, reducing the need for teachers and staff to attend external trainings and resulting in cost savings for the district.
3.9 PBIS Planning and Collaboration was overspent as our PBIS teams were provided additional PD and planning days requiring subs and extra hour pay (beyond their regular work hours) to meet and plan.
3.10 PBIS Incentives: The cost of providing PBIS incentives to school sites exceeded initial projections due to increased participation and implementation needs. Additional funds were required to ensure sites had adequate resources to recognize and reinforce positive student behaviors, maintain student engagement, and support the successful implementation of PBIS practices across campuses.
3.11 PBIS Digital Token System: The number of PBIS digital token system licenses required was less than originally budgeted, resulting in lower-than-anticipated expenditures while maintaining effective support for PBIS implementation across participating sites.
3.12 Student Academic Events: The number of scheduled district-led student academic events were less this year, leading to lower expenditure costs to prepare these events.
3.13 Student Community Projects: Students were provided less opportunities to participate in District-led community projects, leading to less costs in staff extra hours and costs for materials, supplies, and transportation.
3.16 School Connectedness Initiative: the costs for our district initiatives on attendance and extra hours for staff to offer support to students after their work hours was more than anticipated.

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

Actions related to parent engagement, mental health services, PBIS implementation, school connectedness, and student support services were effective in advancing the District's Goal 3 priorities of increasing student engagement, improving school climate, supporting student wellness, and strengthening partnerships with families. Through the coordinated efforts of Parent and Community Liaisons, School Social Workers, School Counselors, School Psychologists, PBIS teams, and student support staff, EWCSD expanded access to social-emotional learning, mental health services, attendance interventions, family outreach, and school-connectedness activities. These actions also increased opportunities for parent engagement, student leadership, college and career readiness, and positive behavior supports.
The effectiveness of actions addressing chronic absenteeism in Goal 3 reflects the positive impact of services and programs for our unduplicated students (English Learners, Foster Youth, and Low-Income). Specifically, the following actions contributed to its effectiveness:

Actions 1 (Parent Liaisons), 2 (District Parent Liaison), 3 (Parent Engagement Events and Programs), and 4 (Translation Services) were found to be effective in providing parent engagement and support, principally for parents of English Learners, Low-Income students, and Foster Youth. These actions increased families' access to information, educational resources, and opportunities to actively partner with schools in supporting their child's academic achievement, attendance, behavior, and social-emotional well-being. In addition, families indicated they are feeling comfortable attending school events.
This is evidenced by the following metrics:
Metric 3.1 -Local Metric: The 2026 Family Engagement Survey shows EWCSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making was: 1 =5.6% 2=0% 3=44.4% 4=50% 5=0
Metric 3.2-In the 2026 LCAP Survey, the percentage of EWCSD Stakeholders who Agree or Strongly Agree that parents feel comfortable attending school events is: 91.2%

Students 89.3% Parents and 81.8% of Staff
Metric 3.4 Chronic Absenteeism
EWCSD received an overall "Yellow" performance indicator for its ALL group on the CA Dashboard with 11.4% chronically absent. This is a 0.7% decline from the previous year.
English Learners-Chronic Absenteeism declined 2.2%
Foster Youth- Chronic Absenteeism declined 11.4%
Socioeconomically Disadvantaged- Chronic Absenteeism declined 1.2%
Students with Disabilities- Chronic Absenteeism declined 0.8%
Hispanic- Chronic Absenteeism declined 0.7%
African American- Chronic Absenteeism declined 9.1%
Long-Term English Learners- Chronic Absenteeism declined 1.5%

Actions 5 (School Counseling Services), 6 (School Social Worker Intern Stipends), 7 (Social-Emotional Instructional Programs), and 18 (School Psychologist Support-LREBG) were effective in providing targeted social-emotional, behavioral, and mental health services for English Learners, Low-Income students, and Foster Youth. These student groups often experience greater barriers to learning and may require additional counseling, trauma-informed supports, crisis intervention, and Tier II and Tier III services to fully engage in school and achieve academic success. Through these actions, students received individualized and group counseling, social-emotional instruction, behavioral interventions, crisis response, and referrals to community resources that strengthened school connectedness, improved student well-being, and removed barriers to learning. The effectiveness of these actions is evidenced by:
Metric 3.4 Chronic Absenteeism
EWCSD received an overall "Yellow" performance indicator for its ALL group on the CA Dashboard with 11.4% chronically absent. This is a 0.7% decline from the previous year.
English Learners-Chronic Absenteeism declined 2.2%
Foster Youth- Chronic Absenteeism declined 11.4%
Socioeconomically Disadvantaged- Chronic Absenteeism declined 1.2%
Students with Disabilities- Chronic Absenteeism declined 0.8%
Hispanic- Chronic Absenteeism declined 0.7%
African American- Chronic Absenteeism declined 9.1%
Long-Term English Learners- Chronic Absenteeism declined 1.5%

Metric 3.10-Local Indicator: Student Connectedness
In the 2026 CHKS Survey (California Healthy Kids Survey) the % of students who "Feel Connected to Their School" is: 5th Graders- 71% 7th Graders- 66% (*an increase of 7%)

Actions 8 (PBIS Professional Development), 9 (PBIS Leadership Team Planning and Collaboration), 10 (PBIS Student Incentives), 11 (PBIS Digital Token System), 12 (Student Academic Events), and 17 (District PBIS Social Worker) were effective in strengthening PBIS implementation and fostering positive school climates across EWCSD. These actions provided schools with a consistent framework, common behavior expectations, and a shared language that promoted positive behavior, student recognition, and strong relationships. Through professional development, collaborative planning, student incentives, academic events, and ongoing coaching from the District PBIS Social Worker, school sites strengthened Tier I and Tier II behavioral supports and increased staff capacity to implement PBIS with fidelity. These actions were particularly beneficial for English Learners, Low-Income students, and Foster Youth by increasing school connectedness, promoting positive behavior, strengthening social-emotional development, and creating supportive learning environments that encouraged regular attendance and student engagement. The effectiveness of these actions is evidenced by:
Metric 3.4 Chronic Absenteeism
EWCSD received an overall "Yellow" performance indicator for its ALL group on the CA Dashboard with 11.4% chronically absent. This is a 0.7% decline from the previous year.
English Learners-Chronic Absenteeism declined 2.2%
Foster Youth- Chronic Absenteeism declined 11.4%

Socioeconomically Disadvantaged- Chronic Absenteeism declined 1.2%
Students with Disabilities- Chronic Absenteeism declined 0.8%
Hispanic- Chronic Absenteeism declined 0.7%
African American- Chronic Absenteeism declined 9.1%
Long-Term English Learners- Chronic Absenteeism declined 1.5%

Metric 3.10-Local Indicator: Student Connectedness
In the 2026 CHKS Survey (California Healthy Kids Survey) the % of students who "Feel Connected to Their School" is: 5th Graders- 71% 7th Graders- 66% (*an increase of 7%)

Metric 3.5 Suspensions
EWCSD's All Students group received an Orange performance level on the 2025 California School Dashboard, with 2.8% of students suspended at least one day, an increase of 0.6 percentage points from the previous year. Although suspensions increased slightly, the District responded by leveraging School Social Workers and its PBIS framework to provide timely Tier II behavioral interventions, counseling, and re-entry supports for students following suspension. These coordinated supports helped address the underlying causes of behavior, strengthen student connectedness, and reduce the likelihood of repeated suspensions while promoting positive behavioral outcomes. This is an area we will continue to address as we build upon our PBIS practices at each site and add more Social Workers and Climate and Culture monitors at Middle School for the 26-27 school year.
English Learners- Suspension rate of 5.1% (suspended at least one day) an increase of 1.9%
Foster Youth- Suspension rate of 19.4% (suspended at least one day) an increase of 13%
Socioeconomically Disadvantaged- Suspension rate of 3.5%% (suspended at least one day) an increase of 0.3%
Hispanic- Suspension rate of 3% (suspended at least one day) an increase of 0.5%
African American-Suspension rate of 8.2% (suspended at least one day) an increase of 7%
Students with Disabilities-Suspension rate of 4.1% (suspended at least one day) an increase of 0.4%
Long-Term English Learners- Suspension rate of 20.7% (suspended at least one day) an increase of 11.2%
English Learner Progress

Actions 13 (Student Community Projects), 15 (Opportunity Room), and 16 (School Connectedness Initiative) were effective in strengthening student engagement and school connectedness by providing meaningful opportunities for students to build positive relationships, develop leadership skills, participate in service-learning and restorative practices, and remain actively engaged in their school community. These actions were particularly beneficial for English Learners, Low-Income students, and Foster Youth by fostering a sense of belonging, increasing student engagement, and encouraging regular school attendance. The effectiveness of these actions is evidenced by:
Metric 3.4 Chronic Absenteeism
EWCSD received an overall “Yellow” performance indicator for its ALL group on the CA Dashboard with 11.4% chronically absent. This is a 0.7% decline from the previous year.
English Learners-Chronic Absenteeism declined 2.2%
Foster Youth- Chronic Absenteeism declined 11.4%
Socioeconomically Disadvantaged- Chronic Absenteeism declined 1.2%
Students with Disabilities- Chronic Absenteeism declined 0.8%
Hispanic- Chronic Absenteeism declined 0.7%
African American- Chronic Absenteeism declined 9.1%
Long-Term English Learners- Chronic Absenteeism declined 1.5%

Metric 3.10-Local Indicator: Student Connectedness
In the 2026 CHKS Survey (California Healthy Kids Survey) the % of students who "Feel Connected to Their School" is: 5th Graders- 71% 7th Graders- 66% (*an increase of 7%)

Action 14 (College and Career Readiness Programs – AVID and Puente) was effective in increasing access to rigorous academic experiences, college and career awareness, and academic support, principally for English Learners, Low-Income students, and Foster Youth. These programs provided students with opportunities to develop organizational and study skills, set postsecondary goals, engage in rigorous coursework, and build the confidence needed for future success. By increasing student engagement and access to college-going supports, this action contributed to the District's efforts to improve academic achievement and close opportunity gaps for unduplicated students. The effectiveness of this action is evidenced by:
2025 ELA CA Dashboard
All Group- 19.8 points above standard an increase of 5.9 points from the previous year.-GREEN performance level
Homeless Youth 37.1 points below standard -ORANGE performance level
Long Term English Learners- 102.4 points below standard -ORANGE performance level
Student with Disabilities - 78.8 points below standard-ORANGE performance level
African American- 8.9 points above standard- YELLOW performance level
English Learners- 38.4 points below standard-YELLOW performance level
Hispanic-12.6 points above standard- GREEN performance level
Socioeconomically Disadvantaged-1.3 points below standard-GREEN performance level
Foster Youth- 35.4 points below standard-No performance level

2025 Mathematics CA Dashboard
ALL Group- 5.5 points below standard in Mathematics, compared to 8.6 points below standard from the previous year.- GREEN performance level
Students with Disabilities-103.1 points below standard
Long-term English Learners- 158.4 points below standard
Homeless Youth- 64.1 points below standard -ORANGE performance level
Long Term English Learners- 158.4 points below standard points below standard -RED performance level
Student with Disabilities - 103.1 points below standard-RED performance level
African American- 26.1 points below standard- ORANGE performance level
English Learners- 54.7 points below standard-YELLOW performance level
Hispanic-13.3 points below standard- GREEN performance level
Socioeconomically Disadvantaged-27.7 points below standard -YELLOW performance level
Foster Youth- 75.4 points below standard-No performance level

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.

Goal 3 saw some changes in its actions. There were three actions added and two actions removed based on the district's reflection and student data. There were also adjustments made to allocation amounts for some actions.

Changes to the total funds for the following actions are:
3.1 Parent and Community Liaisons-lowered the number of liaisons to specific targeted schools
3.4 Translation Services-less need for outside translation services, parent liaisons and bilingual staff will support
3.9 PBIS Leadership Team Planning- increase of site team meetings and collaboration time at the site level
3.11PBIS Digital System-there is a cost adjustment due to less sites utilizing the digital system.
3.13 College and Career Readiness- based on need assessment we are adjusting the amount provided to sites to implement their programs.
3.14 School Connectedness Initiative-increased budget based on district focus on increasing positive school culture

3.16 School Psychologist Support (LREBG)- we increased the number of psychologists to support targeted sites with high needs in the area of school connectedness, student engagement (attendance and behavior) and those sites with high counseling needs.

Action 3.2 is no longer contributing and has moved from supplemental to LCFF base.

Changes in Metrics:
Metric 4, 5: Added disaggregated data
Metric 12: added target to 2nd survey question

Actions Removed:
Action 3.13 Student Community Projects-this action was similar to Action 3.12 (Student Academic Events) and they occurred after school, which seemed appropriate for ELOP funds. This will ensure clarity and alignment of actions in Goal 3.

Action 3.15 Opportunity Room: After careful reflection and review of current research and best practices, EWCSD has made the intentional decision to discontinue The Opportunity Program. While the program was designed with the best intentions to support English Learners, Low-Income students, and Foster Youth in overcoming barriers to school success, the district recognizes that placing students in a separate program can unintentionally exclude them from the full school experience and the rich learning environment of their home campus. EWCSD believes that all students deserve to be supported within their school community rather than removed from it. In place of The Opportunity Program, the district is investing in a stronger, more integrated system of support through the addition of an MTSS Coordinator, two School Social Workers, and a Student Services Coordinator. Together, these positions will ensure that students with Tier III behavioral needs, social-emotional challenges, and academic barriers receive the targeted, individualized support they need, while remaining connected to their peers, their teachers, and their school community. This model reflects EWCSD's deep commitment to equity and inclusion, ensuring that our most vulnerable students are embraced and supported within their school rather than separated from it.

Added Actions:
Action 3.17 Student Services Coordinator
The addition of a Student Services Coordinator in Goal 3 is directly informed by suspension and chronic absenteeism data that reveals persistent and growing challenges among EWCSD's unduplicated student groups. According to the 2025 California School Dashboard, EWCSD received an overall Orange performance level for suspensions, with Foster Youth suspended at 19.4% (an increase of 13%), Long-Term English Learners at 20.7% (an increase of 11.2%), and African American students at 8.2% (an increase of 7%). At the middle school level, East Whittier Middle School and Granada Middle School both received Red performance levels for suspension among English Learners and Long-Term English Learners, signaling an urgent need for more coordinated and proactive student support.
Chronic absenteeism data further underscores this need. While EWCSD received an overall Yellow performance level with 11.4% of students chronically absent, significant concerns remain at the site level, particularly among English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth across multiple middle school campuses. Granada Middle School reported 34.1% of English Learners chronically absent, an increase of 16.4%, reflecting a critical need for more targeted outreach and intervention. A dedicated Student Services Coordinator will strengthen the district's ability to coordinate attendance campaigns, monitor chronic absenteeism trends, connect students and families to resources, and ensure that site teams have the timely support and data they need to intervene effectively. This position will serve as a critical link between school sites, Student Services, and the district's MTSS framework, ensuring that our most vulnerable students, including English Learners, Foster Youth, Low-Income students, and Students with Disabilities, receive consistent, coordinated, and proactive support to remain engaged, connected, and successful in school.

Action 3.18 Campus Climate and Safety Monitors – MTSS Tier 1 Support
This action was added in direct response to concerning suspension data at the middle school level, where 2 out of 3 EWCSD middle schools received a Red performance level on the 2025 California School Dashboard. Data revealed significant increases in suspension rates among unduplicated student groups, with Foster Youth suspended at 19.4% (an increase of 13%), Long-Term English Learners at 20.7% (an increase of 11.2%), and African American students at 8.2% (an increase of 7%). At the site level, East Whittier Middle

School and Granada Middle School both showed elevated suspension rates among English Learners and Long-Term English Learners. In response, EWCSD will deploy Campus Climate and Safety Monitors at the middle school level to provide Tier 1 social-emotional and behavioral support within the district's existing PBIS framework. Monitors will build positive relationships with students through daily check-ins, de-escalate situations, support conflict resolution, and connect students to the appropriate campus resources including counselors, social workers, mental health services, community liaisons, and administration. This action principally benefits our English Learners, Long-Term English Learners, Foster Youth, and Low-Income students, who are disproportionately impacted by suspension, ensuring they feel safe, supported, and ready to learn.

Action 3.19 Social Workers
The addition of School Social Workers at the middle school level is directly driven by suspension and chronic absenteeism data that reflects a growing need for crisis intervention, behavioral support, and social-emotional services at EWCSD's middle school campuses. According to the 2025 California School Dashboard, EWCSD received an overall Orange performance level for suspensions, with 2 out of 3 middle schools receiving a Red performance level. Foster Youth were suspended at a rate of 19.4% (an increase of 13%), Long-Term English Learners at 20.7% (an increase of 11.2%), and African American students at 8.2% (an increase of 7%). At the site level, East Whittier Middle School and Granada Middle School both demonstrated elevated suspension rates among English Learners and Long-Term English Learners, highlighting the urgency of dedicated on-site support.Chronic absenteeism data further reinforces this need, with multiple middle school sites showing significant rates among English Learners, Long-Term English Learners, Students with Disabilities, and Homeless Youth. These trends reflect complex social-emotional and family needs that require dedicated professional support beyond what site administrators and teachers can provide alone. School Social Workers will provide direct crisis support, behavioral intervention, and social-emotional services to students at the middle school level, ensuring that students in need receive timely and appropriate support. By embedding social work services directly at our middle school sites, EWCSD aims to address the root causes of suspension and chronic absenteeism, strengthen connections between students, families, and community resources, and ensure that our most vulnerable students, including English Learners, Long-Term English Learners, Foster Youth, and Low-Income students, feel supported, safe, and ready to learn.

Metrics 3.4 ad 3.5 were updated with disaggregated with student group data in baseline and in Year 1 outcome.
Metric 3.12 target for Year 3 outcome was updated with target 4 (staff connectedness).

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and Community Liaisons (Bilingual)	To address chronic absenteeism, school engagement, and opportunity gaps that exist for English Learners, Foster Youth, and Low-Income students, EWCSD is committed to promoting meaningful parent engagement and involvement in school. A Parent and Community Liaison will provide targeted outreach and support to our English Learners, Foster Youth, and Low-Income students. They will focus on promoting meaningful parent engagement and involvement, plan activities to promote positive school attendance, plan and facilitate parent educational workshops and school events, ensure parent communication, and work in collaboration with our District Parent Liaison to access outside community resources for families. As bilingual parent liaisons, they will be able to communicate with our Spanish-speaking families. Their positions will help address chronic absenteeism, promote parent engagement, and build strong home-to-school connections for our English Learners, Foster Youth, and low-income students.	$194,750.00	Yes
2	District Parent Liaison	A District Parent Liaison will provide targeted outreach and support for our McKinney Vento focused on ensuring that students experiencing homelessness are enrolled, attending school, and	$45,000.00	No

		thriving during their academic experience. The District Parent Liaison will strengthen two-way communication and decision-making input for our McKinney Vento families in a manner that embraces family strengths. The District Parent Liaison will build a positive connection and positive perceptions of the schools and the District. In addition, the District Parent Liaison will connect and secure community resources and attend community meetings that provide information on best practices to work with our McKinney Vento families.		
3	Parent Engagement Events and Programs	To address chronic absenteeism, school engagement, and opportunity gaps that exist for English Learners, Foster Youth, and Low-Income students, EWCSD is committed to promoting meaningful parent engagement and involvement n school.	$40,000.00	Yes
4	Translation Services	To address chronic absenteeism, school engagement, and opportunity gaps that exist for English Learners, Long-term English Learners, Foster Youth, and Low-Income students, EWCSD is committed to promoting meaningful parent engagement and involvement during the school day and after or outside of the school day through the use of Translation Vendor services and staff support. EWCSD has limited bilingual staff to meet the language support needs of our families across our District which require EWCSD to contract for outside translation services and to compensate bilingual staff for support after their regular work hours.	$10,000.00	Yes
5	School Counseling Services	School Social Workers will provide targeted counseling services to support the school engagement of Low-Income students, Foster Youth, English Learners, and students experiencing homelessness who require Tier 2 or Tier 3 intensive interventions. These students may face unique social-emotional challenges that create barriers to regular school attendance or increase the risk of suspension due to behavior-related issues.	$2,275,500.00	Yes
6	Stipends for School Social Worker Interns	EWCSD partners with local universities to assign intern school social workers to sites with the highest need and work under the direct supervision of credentialed and mentor Social Workers. The stipends provide our Intern Social Workers with funds to purchase evidence-based resources and tools to provide effective counseling services and address specific school engagement needs of Low-Income, Foster Youth, and Homeless populations. Some of these students may require Tier 2 or Tier 3-focused interventions to ensure they are engaged in and attending school regularly.	$10,000.00	Yes
7	Social-Emotional Instructional Programs	Social-Emotional Instructional Program address specific school engagement and social-emotional needs of Low-Income, Foster Youth, English Learners, and Homeless populations.	$25,000.00	Yes
8	PBIS Professional Development	This action will provide professional development in Positive Behavioral Interventions and Supports (PBIS) across all 13 sites, equipping staff with evidence-based strategies to create predictable, positive, effective, and equitable learning environments. The goal is to increase students' sense of safety and connectedness while reducing suspension rates among English Learners, Foster Youth, and Low-Income students.	$25,000.00	Yes
9	PBIS Leadership Team Planning and Collaboration	This action will provide all 13 sites' PBIS Leadership teams extra time to create PBIS plans and implement strategies and interventions provided during PBIS professional development. This will allow teams to gather and organize resources, and plan for Tier I, II, and III PBIS supports. This will increase the implementation of PBIS and ensure feelings of school safety and connectedness. This will increase our ADA and decrease suspension rates of English Learners, Foster Youth, and Low-Income students.	$80,000.00	Yes
10	PBIS Student Incentives	To increase positive, inclusive school cultures for English Learners, Foster Youth, and Low-	$50,000.00	Yes

		Income students, EWCSD will support positive recognitions, incentives, and awards to build, develop, and enhance positive behaviors and school connectedness. This action will provide resources to all 13 sites to increase feelings of school safety and connectedness and decrease suspension rates of English Learners, Foster Youth, and Low-Income students.		
11	PBIS Digital Token System	The PBIS Digital Token System supports Tier I reinforcers that increase student engagement and the likelihood that expected behaviors are exhibited on school campuses across the District. To increase positive, inclusive school cultures for English Learners, Foster Youth, and Low-Income students, EWCSD will support the PBIS Digital Token System to build, develop, and enhance positive behaviors and school connectedness. The digital token system provides immediate recognition of positive behaviors. Staff will connect with students by acknowledging our English Learners, Foster Youth, and Low-Income students who need additional recognition to ensure they are seen and connected to school.	$10,000.00	Yes
12	Student Academic Events	To address chronic absenteeism, school engagement, and opportunity gaps that exist for English Learners, Foster Youth, and Low-Income students, EWCSD is committed to providing opportunities for students to showcase their academic achievements and talents.	$50,000.00	Yes
13	College and Career Readiness Programs	To raise the level of achievement and address opportunity gaps that exist for English Learners, Foster Youth, and Low-Income students, EWCSD is committed to providing college and career readiness programs.	$80,000.00	Yes
14	School Connectedness Initiative (During School)	To address chronic absenteeism, school engagement, and opportunity gaps that exist for English Learners, Foster Youth, and Low-Income students, EWCSD is committed to providing access to a wide variety of clubs during the school day.	$45,000.00	Yes
15	District PBIS Social Worker	This position will support the district-wide implementation of PBIS by serving as the PBIS lead to provide resources and site-specific coaching support to all 13 sites to increase feelings of school safety and connectedness and decrease suspension rates of English Learners, Foster Youth, and Low-Income students.	$190,650.00	Yes
16	School Psychologist Support (LREBG)	This is an LREBG-specific LCAP Action. School psychologists will provide services to address specific school engagement needs for all students. Some of our EWCSD students have specific academic, social-emotional, and behavioral needs because of their unique circumstances, which may require research-based Tier 2 or Tier 3-focused services or interventions (e.g., small group or 1:1 SEL groups, trauma-informed counseling) that have been shown to increase school connectedness and engagement, ensuring students attend school regularly. This is supported by research from the National Association of School Psychologists (NASP) and the Center on PBIS, indicates they are highly trained in data analysis, behavior assessment, and evidence-based interventions, making them natural leaders in PBIS implementation and supporting MTSS. This ties directly with our District's Multi-tiered System of Support. The use of funds is directly aligned with the allowable uses under LREBG by utilizing school psychologists to address barriers to learning, support students experiencing trauma, promote social-emotional learning, and provide referrals for family or student needs. Its effectiveness will be evaluated using Metrics 3.5, 3.6, 3.15, and 3.16.	$685,000.00	No
17	Student Services	This position is essential to the implementation of EWCSD’s Multi-Tiered System of Supports	$225,000.00	Yes

	Coordinator	(MTSS) framework and is principally directed toward English Learners, Low-Income students, and Foster Youth, who experience higher rates of chronic absenteeism, behavioral challenges, and barriers to school engagement. The Student Services Coordinator provides leadership and oversight of districtwide student support systems, including attendance improvement, PBIS, MTSS, school climate, student wellness, and family engagement initiatives. The Coordinator supports school sites in analyzing attendance, suspension, behavior, and engagement data to identify student needs, monitor progress, and implement targeted interventions. In collaboration with School Social Workers, Academic Counselors, Parent and Community Liaisons, and site administrators, the Coordinator coordinates Tier I, Tier II, and Tier III supports to strengthen schoo connectedness, improve attendance, reduce suspensions, and increase access to social-emotional and mental health services. The Coordinator also oversees professional learning and implementation of evidence-based practices that promote positive school climate, student engagement, and improved outcomes for students.		
18	Campus Climate and Safety Monitors	Campus Climate and Safety Monitors support EWCSD's Multi-Tiered System of Supports (MTSS) by providing proactive Tier I behavioral, social-emotional, and school connectedness supports throughout the school day. This action is principally directed toward English Learners, Low-Income students, and Foster Youth, who may experience greater barriers to school engagement, behavior, and attendance. Campus Climate and Safety Monitors build positive relationships with students, reinforce schoolwide behavior expectations, provide early intervention and mentoring, and connect students to appropriate campus resources and support services. By promoting a positive school climate and increasing student connectedness, this action is intended to improve attendance, reduce behavioral incidents, and support the social-emotional well-being of students.	$235,000.00	Yes
19	Social Workers (LREBG)	This is an LREBG-specific LCAP Action. School Social Workers will provide individual and group counseling, attendance outreach, behavior interventions, crisis response, mentoring, and family support services to improve student engagement and school connectedness. They will collaborate with MTSS, PBIS, and student support teams to identify students requiring Tier II and Tier III interventions and connect families with community resources. The use of funds is directly aligned with the allowable uses under LREBG by supporting learning recovery through evidence-based mental health, attendance, and behavioral interventions that address barriers to learning, reduce chronic absenteeism, strengthen school connectedness, and improve student well-being. The National Association of Social Workers (NASW) says that improved attendance, reduced disciplinary incidents, stronger family-school partnerships, and increased access to community services. Its effectiveness will be evaluated using Metrics 3.5, 3.6, and 3.7	$270,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$16,372,960.00	$1,311,056.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.58%	0.02%	$17,049.98	18.60%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1: Class Size Reduction	There is a disparity in 2023 student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. Educational partners indicate in surveys and during community meetings, that keeping class sizes low is a priority to ensure students are provided more individualized support EWCSD's CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	Funding additional teaching positions to reduce class sizes allows for an average of 26:1 in grades K-3. Lowering class sizes provides teachers with more individualized attention to each student. English Learners, Foster Youth, and Low-Income students often have unique needs that require tailored instruction and support. In smaller classes, teachers can better understand these needs and target instruction accordingly. There will be greater opportunities for teachers to meet with individual students, assess their academic needs, and provide timely feedback on their academic progress. These actions are being provided on an LEA-wide basis because all our students can benefit from this action. All students will benefit from individualized attention and immediate academic support and feedback to meet grade-level state standards.	Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Metric 1.2: Math- Academic Indicator as reported by CA Dashboard

Goal 1, Action 2,21: Educational Technology	There is a disparity in 2023 student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. Educational partners indicate in surveys and during community meetings, that keeping educational technology is a priority to ensure students are provided access to instructional online programs and textbook digital access to increase learning. EWCSD's 2023 CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	The purchase of robust, reliable, and secure digital devices are essential to closing the digital divide. This significantly affects the ability of our English Learners, Foster Youth, and Low-Income students to fully participate in instructional programs both at school and at home. Addressing this divide requires comprehensive strategies that include providing devices and internet access, enhancing digital literacy, and offering robust technical support. The addition of Technology Support staff are intentional actions that ensure all students have devices that are functional and upgraded. All students in the East Whittier City School District will benefit from increased access to technology resources to increase student performance in ELA and Math	Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American) Metric 1.2: Math- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American)
Goal 1, Action 3& 12: Teacher and	During LCAP Educational Partner meetings, partners were interested in ensuring that EWCSD provides more support for staff to best	To ensure that our new teachers and administrators are prepared to meet the needs of these groups of students, we will provide the professional development and coaching	By ensuring our Teachers and Administrators are highly trained and qualified, it will impact our student achievement.

Administrator Retention (Induction Program)	serve our English Learners, Foster Youth, and Low-Income students. Based on our 2023 CAASPP student data our English Learners, Low Income, and Foster Youth need teachers and site administrators knowledgeable in language acquisition and instructional strategies that promote and scaffold learning. There is a disparity in 2023 student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. EWCSD's 2023 CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	needed to meet the different needs in our classrooms/schools. This is being provided LEA-wide as all students can benefit from well-trained and highly qualified Administrators and Teachers.	Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American) Metric 1.2: Math- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American)

Goal 1, Actions 5, 6, & 19 Educational Technology	Our 2023 Educational Partner LCAP feedback identified supplemental technology software/programs, technology staff support, and 1:1 initiatives as an important priority for English Learners, Foster Youth, and Low Income students who need access to specific programs that will assist in accessing tools for learning at home and school. EL, Foster Youth, and Low Income may not have access to the technology and programs to enhance learning. There is a disparity in 2023 student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. EWCSD's 2023 CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	EWCSD is committed to providing English Learner, Foster Youth, and Low-Income students with access to technology to be successful in school. The purchase and sustainability of digital platforms (i.e. Google Classroom, translation apps, Nearpod, Epic, Flip) will support our student's learning by scaffolding learning and making learning accessible to the unique needs of our English Learners, Foster Youth, and Low-Income students. Hiring IT (Instructional Technology) support staff, EWCSD maintains our tech upgraded and in working condition for our English Learners, Foster Youth, and Low-Income students who rely on them as a daily resource and who might only have one computer at home. Purchasing devices to support our 1:1 initiative is principally directed to our English Learners, Foster Youth, and Low-Income students as they need working and upgraded devices to be used at home to reinforce learning at home and to access digital platforms and curriculum resources that offered online. Our English Learners benefit from translation resources, and Foster Youth and Low-Income students benefit from having technology that is free of cost and allow them to access learning from any location. While these actions are principally provided for our English Learners, Foster Youth, and Low-Income students, these actions are LEA-wide as all students can benefit from having IT Support, access to software programs, and 1:1 devices.	These actions will impact our student achievement and its effectiveness will be measured by: Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American) Metric 1.2: Math- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American)

Goal 1, Actions 20, 25, 18, 9, & 10: Professional Development	According to our CAASPP Data in ELA and Math our English Learners, Foster Youth, and Low-Income students in EWSCD continue to demonstrate increased academic needs. English Learners, Foster Youth, and Low-Income students need targeted instructional support and best practices to achieve academically and socially in order close the achievement gap. There is a disparity in student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. EWCSD's CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	. By providing high-quality professional development to our staff they will be able to provide best instruction in the classroom as well as social emotional support. Our Staff who work directly with our English Learners will benefit from professional development in the area of language acquisition and integrated ELD (ie. GLAD strategies). Our Foster Youth and Low-Income students will benefit from staff receiving Professional Development in social-emotional strategies (i.e. Second Step), extra scaffolding strategies during direct instruction (i.e. Thinking Maps), and small group intervention strategies. This is being provided on an LEA-wide basis as all students can benefit from highly qualified staff and the implementation of research-based instructional strategies.	These actions will impact our student achievement and their effectiveness will be measured by: Metric #1: ELA- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American) Metric #2: Math- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American)

Goal 1, Actions 13, 17, 22, 23, & 27: District-wide MTSS and Committees	Data demonstrates that our English Learners, Foster Youth, and Low-Income students need high-quality instruction and consistent programs. Instructional committees work to ensure instructional programs promote equity and address the specific learning needs of our English Learners, Foster Youth, and Low-Income students. There is a disparity in student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. EWCSD's CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	Providing time for Instructional and MTSS committees to collaborate requires planning and resources, including release time, additional hours for meetings outside of the regular workday, substitute coverage, planning time, and consultants to facilitate and support committee work. District committees play a vital role in promoting excellence in teaching and learning and ensuring that our targeted students have access to high-quality instruction and appropriate Tier 2 and Tier 3 interventions and supports. To ensure this work results in a coordinated and effective Multi-Tiered System of Supports (MTSS) across the District, the MTSS Coordinator will provide leadership, guidance, and oversight for the development and implementation of MTSS practices. The Coordinator will support school sites in using student data to identify needs, determine appropriate interventions, monitor student progress, and adjust supports based on student response. The Coordinator will also facilitate collaboration among District and site teams to promote consistent implementation of MTSS practices and alignment of academic, behavioral, and social-emotional supports. This districtwide coordination is essential to ensuring that targeted students who may require additional support are identified early and have equitable access to timely, appropriate, and research-based interventions. This will be provided on an LEA-wide basis as all students will benefit from excellent, consistent instructional programs.	These actions will impact our student achievement and its effectiveness will be measured by: Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American) Metric 1.2: Math- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American)

Goal 1, Actions 7, 24, & 8: Supplemental Instructional Materials	EWCSD data shows that our English Learners, Foster Youth, and Low-Income, and Homeless students are primarily in need of targeted supplemental support. There is a disparity in student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. EWCSD's CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	By purchasing targeted, research-based supplemental support and resources, teachers can address needs and provide critical supplemental instruction. Supplemental instructional materials provide English Learners, Foster Youth, and Low-Income students with access to quality materials that support and extend the core curriculum, provide additional learning experiences, and opportunities for practice to support increased academic achievement. This will be provided on an LEA-wide basis as all students will benefit from high-quality supplemental instructional materials to support increased and improved learning outcomes.	These actions will impact our student achievement and their effectiveness will be measured by: These actions will impact our student achievement and its effectiveness will be measured by: Metric #1: ELA- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American) Metric #2: Math- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American)
Goal 1, Action 15: Broad Course of Study	EWCSD believes that providing a broad course of study will create a foundation in early grades for the knowledge, skills, and abilities necessary to participate and achieve later success in	Multiple subject core programs and regular elective offerings are supplemented by additional sections and highly-qualified Art, STEM, Music, PE, and violin teachers to provide excellent instructional programs to inspire, engage, and support the	These actions will impact our student achievement and their effectiveness will be measured by: Metric 1.1: ELA- Academic Indicator as

	courses required for graduation, college, and career. Providing a Broad Course of Study ensures that our English Learners, Foster Youth, and Low-Income students have well-rounded experiences above and beyond core program requirements. A broad course of study addresses disparities in student performance in both ELA and Math. There is a disparity in student performance in both ELA and Mathematics when comparing outcome data of English Learners, Foster Youth, and Low-Income students to all students in EWCSD. EWCSD's CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, Homeless Youth scored 39.5 points below standard in Mathematics or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, English Learners scored 43.9 points below standard or at the ORANGE Performance Level, Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level, Homeless Youth scored 27.3 points below standard or at the YELLOW Performance Level, and Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, unduplicated student groups demonstrate a significant disparity.	increased achievement of unduplicated students. This is provided on an LEA-wide basis to ensure as all students can benefit from an Broad Course of Study	reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American) Metric 1.2: Math- Academic Indicator as reported by CA Dashboard Disaggregated by significant student groups (English Learners, Foster Youth, Low Income, White, Hispanic, African American)

Goal 1, Action 24, 16 & 28 - Full-Day Transitional Kindergarten	There is a significant achievement present in EWCSD. To ensure that Low-Income students have access to high-quality, developmentally appropriate early childhood education, EWCSD expanded Transitional Kindergarten to a full-day program. An extended day will provide greater access and opportunities for early enrichment and intervention instruction for Low-Income. This will address disparities in student performance and school readiness skills for Low-Income. Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, our Low Income student groups demonstrate a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment, Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level. Furthermore, in 2023, all EWCSD students scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. When compared with all students in EWCSD who scored 16.7 points above standard in English Language Arts or at the GREEN performance level, Low income student group demonstrate a significant disparity. An extended Transitional Kindergarten Program will provide early literacy and math intervention and enrichment instruction for EWCSD to make progress in closing this achievement gap.	Our Full-Day Transitional Kindergarten program that offers an extended day above and beyond the base program is principally directed to Low-Income students. EWCSD's Transitional Kindergarten program blends social and emotional experiences with academic learning, so that students not only learn essential pre-literacy, pre-math, and other cognitive skills, but also develop social and self-regulation skills needed to succeed in school and life. Because of the significant achievement gap present in socioeconomically disadvantaged students and because these actions meet the needs most associated with the academic experiences of these students, we expect the achievement of low income students will increase as a result of participation the full-day, extended day, Transitional Kindergarten program. This is offered on a LEA-wide basis as all students will benefit from a full-day, extended day, TK program. All students will benefit as we will have a greater amount of time in the school to address the diverse learning needs and identify learning needs of all students.	Local Indicator: Phonics Inventory Results Literacy Readiness Skills will be measured for TK students from the Phonics Inventory from the Wonders Curriculum.

Goal 1, Action 26-Full Day Kindergarten	An extended and full day Kindergarten program will provide targeted literacy and mathematics instruction and intervention to support English Learners, Low-Income students, and Foster Youth in meeting Kindergarten standards and developing the foundational skills needed for future academic success. If students are provided strong foundational skill we should see the impact in the future grades. Our 2025 CAASPP ELA and Math data shows the need: English Language Arts All Student group: 59.89% (increase of 2.14%) who met or exceeded standard Significant Student Group Results in English Language Arts that Met or Exceeded standards: English Learners: 9.26% Met or exceeded standard Socioeconomically Disadvantaged: 51.47% Met or exceeded standard Homeless: 38.93% Met or exceeded standard Foster Youth: data is suppressed because fewer than 11 students tested. Mathematics All Student group: 49.47% who met or exceeded standard Significant Student Group Results in Mathematics who scored met or exceeded Standard: English Learners: 14.55% Met or exceeded standard Socioeconomically Disadvantage: 42.19% Met or exceeded standard Homeless: 28.47% Met or exceeded standard Foster Youth: data is suppressed because fewer than 11 students tested.	Our Full-Day Kindergarten program, which offers an extended day beyond the base program, is principally directed toward English Learners, Foster Youth, and Low-Income students. EWCSD's Kindergarten program blends social-emotional development with academic learning to support students in developing foundational literacy, language, mathematics, and Kindergarten California State Standards readiness skills necessary for future academic success. Due to the significant achievement gaps experienced by English Learners, Low-Income students, and Foster Youth, and because this action directly addresses the academic and developmental needs most associated with these student groups, EWCSD expects student achievement and school readiness outcomes to improve through participation in the full-day, extended-day Kindergarten program.This action will be implemented on an LEA-wide basis because all students benefit from a full-day, extended-day Kindergarten program. The additional instructional time allows staff to better address diverse learning needs, identify areas for early support, and strengthen foundational academic, developmental, literacy, and social-emotional skills for all students. This is offered on a LEA-wide basis as all students will benefit from a full-day, extended day, Kindergarten program. All students will benefit as we will have a greater amount of time in the school to address the diverse learning needs and identify learning needs of all students.	Local Indicator: Phonics Inventory Results Literacy Readiness Skills will be measured for K students using Phonics Inventory from the Wonders Curriculum.

Goal 2, Action 1, 4, & 12: District Provided Professional Development	Education Partner feedback has shown that providing our classroom teachers and support staff with high-quality professional development will benefit our English Learners, Foster Youth, and Low-Income who need evidence-based and differentiated instructional strategies that meet the language, social, emotional, and academic needs of their students. The data shows that English Learners, Foster Youth, and Low-Income perform below the ALL Student group in ELA who scored 16.7 points above standard. EL= 60.6 points from ALL Group (Green) Foster Youth= 58 points from ALL Group (Green) Low Income= 24.1 points from ALL Group (Green)	To continue to support academic instruction for English Learner, Foster youth, and Low Income students, teachers will have ample opportunities to participate in high-quality professional development in the area of literacy. To best support the academic achievement of English Learners and socioeconomically disadvantaged students, teachers will design instruction using best practices in reading and writing instruction utilizing Thinking Maps throughout all content areas, Writer's Workshop, and Guided Reading in reading instruction. High-quality, evidence-based practices will support the unique needs of English Learners and socioeconomically disadvantaged students. Instructional Coaches provide direct support to classroom teachers in their development of Tier I instructional practices to support first instruction and quality instructional design to meet the needs of unduplicated students first. High-quality core instruction and effective lesson design will ensure that English Learner, Foster Youth, and Low Income students meet standards. These actions and services are provided on an LEA-Wide basis as we expect that all students struggling will benefit. Because of the significant achievement gap of socioeconomically disadvantaged and English Learner students, and because the actions meet the needs most associated with the experiences of socioeconomically disadvantaged and English Learners, we expect the achievement of both of these subgroups will increase.	Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Metric 1.2: Math- Academic Indicator as reported by CA Dashboard
Goal 2, Action 6 &10: MTSS and Intervention Support	Our Educational Partner feedback along with our English Learners, Foster Youth, and Low-Income student data, has identified academic and social-emotional intervention support as a need as those groups of students may have language needs or unique circumstances that require intentional and intensive interventions. Our English Learners, Foster Youth, and Low-Income students need intensive interventions and academic support to ensure that their learning needs are being met. ELA CAASPP data shows a gap between our ALL Group performance level and our major student groups. EL= 60.6 points from ALL Group (Green) Foster Youth= 58 points from ALL Group (Green) Low Income= 24.1 points from ALL Group (Green)	After assessing the academic needs of our English Learners, Foster Youth, and Low-Income students, significant achievement and opportunity gaps are present. EWCSD's tiered response approach to academic instruction considered unduplicated students first as MTSS ensures that all means all and that all students have access to core curriculum, high-quality instruction, and receive any additional support they need. This is an LEA-wide action as all students can benefit from intervention supports.	Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Metric 1.2: Math- Academic Indicator as reported by CA Dashboard
Goal 2, Action 11: Dual Language Immersion	Educational Partner feedback showed a need to provide classroom support to our English Learners, Foster Youth, and Low-Income students in the Dual Language Immersion	Providing highly trained Dual Language Immersion instructional assistants to work specifically in our DLI classrooms will ensure that English Learners, Foster Youth, and Low-Income students in the DLI program receive	Metrics: 2.1- ELA CAASPP 2.2: Math CAASPP 2.6: ELPAC Proficiency rates

Instructional Assistants	Program which is a program that is over and beyond the base program. Because of its unique instructional program, our English Learners, Foster Youth, and Low-Income students in DLI classrooms need specially trained DLI Assistants who can meet the individualized student needs in the classrooms. This additional support that is over and beyond the core program will decrease any disparity in academic performance in a DLI classroom for English Learners, Foster Youth, and Low-Income students. This is a need based on the following data: In 2023, only 16.50% of English Learners demonstrated English Proficiency on the ELPAC (ELPAC score of 4 is needed to reclassify). EWCSD needs to increase English Learner proficiency rates to ensure students can reclassify. The following is a breakdown of the ELPAC Levels of proficiency for EWCSD: Level 1=20.33% Level 2=29.4% Level 3=33.77% Level 4=16.50% EWCSD's CAASPP data indicates that English Language Learners scored 65.1 points below standard in Mathematics or at the ORANGE Performance Level, Foster Youth scored 74 points below standard in Mathematics or at ORANGE Performance Level, and Socioeconomically Disadvantaged Students scored 34.2 points below standard in Mathematics or at the YELLOW Performance Level. When compared with all students in EWCSD who scored 8.2 points below standard or at the GREEN Performance Level, unduplicated students demonstrated a significant disparity. Furthermore, on the 2023 ELA CAASPP assessment: English Learners scored 43.9 points below standard or at the ORANGE Performance Level Foster Youth scored 41.3 points below standard or at the YELLOW Performance Level Socioeconomically Disadvantaged Students scored 7.4 points below standard or at the ORANGE Performance Level.	individualized academic support and acquire the new language leading to higher academic achievement and acquire language more quickly. This action is offered as school-wide action. Students in the DLI program will have extra adults in the classroom in the event that academic or language support is needed.	

	This is comparison to the ALL EWCSD student group that scored 16.7 points above standard in English Language Arts or at the GREEN performance level on the CA Dashboard. This demonstrates a significant disparity with our English Learners, Foster Youth, and Low-Income students.		
Goal 2, Action 5-READ 180	Our Educational Partner feedback along with our English Learners and Low-Income student data, has identified academic intervention support as a need as those Middle school English Learners and Low-Income students who may have language/academic needs or unique circumstances that require intentional and intensive research-based interventions. Our English Learners and Low-Income students need intensive interventions and academic support to ensure that their learning needs are being met. ELA CAASPP data shows a gap between our ALL Group performance level and our major student groups. EL= 60.6 points from ALL Group (Green) Low Income= 24.1 points from ALL Group (Green)	After assessing the academic needs of our English Learners and Low-Income students, significant achievement and opportunity gaps are present. EWCSD's will provide state-adopted intervention programs/curriculum, such as READ 180. High-quality core instruction and effective lesson design will ensure that English Learners and Low-Income students meet standards. This is an LEA-wide action as all students can benefit from intervention support.	Metric 1.1: ELA- Academic Indicator as reported by CA Dashboard Metric 1.2: Math- Academic Indicator as reported by CA Dashboard

Goal 3, Actions 1, 2, 3, & 4: Parent Engagement and Support	EWCSD shows a need to increase parent engagement, primarily with our families of Low-Income, Foster Youth, and English learner families. Increase parent engagement, which research studies show can lead to increased attendance. Our families of Low-Income, Foster Youth, and English learner have unique language or living situations that may impede them from fulling engaging with the school . Our educational partner feedback saw a need to increase attendance and parent participation at school and district meetings and events. The 2023-2024 Family Engagement Survey shows that EWCSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making on a scale from 1-5, 1=5.6%; 2=0%; 3=44.4%; 4= 50%; 5=0%. In addition, the 2023 CA Dashboard our English Learners, Foster Youth, and Low-Income students show a significant disparity in chronic absenteeism rates compared to all other students who are at a 21% chronic absenteeism rate. Low Income- 26.1% English Learners- 22.6% Foster Youth-28.1% The data shows a need to improve opportunities for parent engagement and support.	EWCSD parent engagement and support actions support increased opportunities for parent engagement and involvement. Parent and community liaisons will be placed at each site to provide outreach, connection, and support to all EWCSD parents and families. A District Parent Liaison will provide a direct link to centralized services for our most vulnerable students including foster and homeless youth. The District will host a variety of parent engagement and education events including the Hispanic Outreach Taskforce (HOT) Conference, Parent Connection Workshops, and quarterly PTA President collaboration to encourage parent leadership and involvement. Finally to provide access to all families, translation services will be provided to ensure that both print and oral translations are provided in home languages. This is an LEA-wide action as all students can benefit from clear and consistent parent communication and educational workshops.	Metric 3.4- Chronic Absenteeism Metric 3.2 -Local Metric: The Family Engagement Survey - building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making in EWCSD

Goal 3, Action 5, 6, 7, & 17: Social Emotional Programs and Student Support Services	In 2023-2024, the CHKS Survey indicated that the percentage of students who "Feel Connected to Their School" is 76% of 5th graders and 57% of 7th graders. In addition, the 2023 CA Dashboard our English Learners, Foster Youth, and Low-Income students show a significant disparity in chronic absenteeism rates compared to all other students who are at a 21% chronic absenteeism rate. Low Income- 26.1% English Learners- 22.6% Foster Youth-28.1% This demonstrates a significant need to cultivate positive school cultures and school social-emotional programs and services to ensure students want to come to school and feel a sense of connectedness.	Every school in EWCSD is provided with a full-time School Social Worker to provide targeted support to English Learners, Foster Youth, and Low-Income students who may experience unique circumstances, including trauma and other social-emotional needs that may impact their well-being, engagement, and academic success. School Social Workers are trained to identify and address these needs and connect students and families with appropriate supports and resources. School Social Worker Interns are placed throughout EWCSD to increase access to services for English Learners, Foster Youth, and Low-Income students while developing their skills and learning best practices under the guidance of the District's experienced School Social Worker staff. Social-emotional instructional resources and materials are also provided to support Social Workers and interns in delivering research-based, targeted social-emotional instruction to students based on identified needs. To ensure these supports are implemented consistently and effectively across the District, the Student Services Coordinator provides districtwide leadership, coordination, and oversight of School Social Workers, interns, and social-emotional learning supports. The Coordinator helps ensure that student needs are identified, services are aligned to those needs, staff have the guidance and resources necessary to provide appropriate interventions, and supports are implemented consistently across school sites. This centralized coordination is essential to ensuring that English Learners, Foster Youth, and Low-Income students have equitable access to timely and appropriate social-emotional and student support services.This is an LEA-wide action as all students can benefit from social emotional and behavior intervention support to ensure they are in school learning.	Local Indicators: Student Connectedness California Healthy Kids Survey (CHKS) for 5th and 7th Grade Students Metric 3.4- Chronic Absenteeism

Goal 3, Actions 8, 9, 10, 11, 12,15. &18: PBIS Program Support and Climate and Safety	The 2023-2024 CHKS survey shows the percentage of students who "Feel Very Safe at School" is: 5th Graders- 83%, 7th Graders- 53%. The 2023-2024, CHKS Survey indicates that the percentage of students who "Feel Connected to Their School" is: 5th Graders- 76% 7th Graders- 57% In addition, the 2023 CA Dashboard our English Learners, Foster Youth, and Low-Income students show a significant disparity in chronic absenteeism rates compared to all other students who are at a 21% chronic absenteeism rate. Low Income- 26.1% English Learners- 22.6% Foster Youth-28.1% This demonstrates a significant need to cultivate positive school cultures and school social-emotional programs and services to ensure students want to come to school and feel a sense of connectedness. Finally, in 2024, the CA Dashboard Suspension indicator for EWCSD was GREEN with 2.3% suspended for at least one day, a suspension decline of 0.4% from the previous year. English Learners: Suspension rate declined 0.3% from the previous year Low-Income: Suspension rate declined 0.3% from the previous year Foster Youth: Suspension rate declined 2.7% from previous year-Orange performance level Students Experiencing Homelessness (McKinney Vento)- suspended rate declined 2.3% from the previous year-Yellow performance level While our suspension rates have declined for our targeted groups, we will continue to utilize our PBIS initiative and social workers to ensure students at risk of being suspended are provided the supports they need.	We recognize the need to strengthen PBIS and Positive School Culture and Climate at every school site to best serve English Learners, Foster Youth, and Low-Income students and build positive, supportive school cultures. PBIS provides a framework, common expectations, and a common language for a school to support positive cultures, positive incentives for student behaviors, and strong relationships. Our School Social Workers and District PBIS Social Worker work closely with PBIS site teams and Campus Climate and Safety Monitors to develop strong systems to support the development of healthy choices, strong self-esteem and image, and positive responses and strategies to challenges. The PBIS initiative will encourage school connectedness, positive behavior, and motivate students to want to come to school every day. These actions are provided on an LEA-Wide basis as we expect that all students will benefit. Because of the diverse needs of low-income students, English Learners, and Foster Youth, and because these actions meet the needs most associated with the academic and social experiences of these students, we expect the achievement of these groups will increase as a result of the PBIS initiative.	Local Indicators: Student Connectedness California Healthy Kids Survey (CHKS) for 5th and 7th Grade Students Metric 3.4 State Indicators: Chronic Absenteeism Rates Metric 3.5- Suspension Rate

Goal 3, Action 14: Student Connectedness Opportunities	The 2023-2024, the CHKS Survey indicates that the percentage of students who "Feel Connected to Their School" is: 5th Graders- 76% 7th Graders- 57% In addition, the 2023 CA Dashboard our English Learners, Foster Youth, and Low-Income students show a significant disparity in chronic absenteeism rates compared to all other students who are at a 21% chronic absenteeism rate. Low Income- 26.1% English Learners- 22.6% Foster Youth-28.1% This demonstrates a significant need to cultivate positive, caring, and supportive school cultures to ensure Low Income, Foster Youth, and English Learners want to come to school, feel connected to their peers, and build a sense of belonging.	EWCSD will provide English Learners, Foster Youth, and Low-Income students multiple opportunities to increase engagement, build healthy peer relationships, reinforce school wide behavior expectations, and school connectedness by supporting leadership programs, school clubs, and sports. The school connectedness initiative will encourage and motivate students to be involved, connect, and want to attend school every day. This is critical for our Low Income, Foster Youth, and English Learners students who are unable to have these experiences outside of school because of their unique needs. However, this action will is offered district wide considering that attendance in school and school connectedness is essential for student success.	CHKS Survey that indicates the percentage of students who "Feel Connected to Their School" Metric 3.4- Chronic Absenteeism
Goal 3, Action 13: College and Career Readiness Programs	The 2024 LCAP Educational Partners survey revealed a need to prioritize and continue to offer programs and services that promote college and career readiness and exploration. Research shows good attendance is a predictor of college success. This action will provide our English Learner, Foster Youth, and Low-Income students an opportunity to access curriculum and activities around college awareness and career exploration that may not be accessible to them due to their unique language, monetary, or living experiences. This was evidence by our survey results in the prompt, 'The school is preparing my child(ren) for a successful life, career, or college preparation,' : Parent= 91% agree or strongly agree Staff= 90% agree or strongly agree Students= 76% agree or strongly agree (a lower % from parents and staff). In addition, English Learners, Foster Youth, and Low-Income students had significant disparity in chronic absenteeism rates compared to all other students who are at a 21% chronic absenteeism rate. Low Income- 26.1% English Learners- 22.6% Foster Youth-28.1%	EWCSD will continue to implement AVID and Puente programs and target English Learners, Foster Youth, and Low Income students. This college readiness supports organization skills, positive study habits, and goal setting. Because of the diverse needs of socioeconomically disadvantaged students and because this action meets the needs most associated with the academic and social experiences of low-income students and families, we expect the achievement of low-income students will increase as a result of these programs. This program will be offered schoolwide to all students because it benefits all students who may need help with organizational skills.	Metric 3.15 & 3.16 (CAASPP ELA and Math Data)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 7, 14, 15, &16: District EL Support	In 2023, only 22.36% of English Learners demonstrated English Proficiency (ELPAC score of 4). EWCSD needs to increase the English proficiency rates to ensure students can reclassify before being identified as Long-term English Learners. This need is evidenced by the 2023 percentage of EWCSD English Learners who met District Reclassification Requirements for English Proficiency which was 20.99%. In addition, our ELPAC Proficiency Levels on the ELPAC Assessment show that we need to increase the % of Level 4 students to meet reclassification criteria. The following is a breakdown of the ELPAC Levels of proficiency for EWCSD: Level 1=20.33% Level 2=29.4% Level 3=33.77% Level 4=16.50%	To ensure that EWCSD English Learners and Long-term English Learners are reclassifying and progressing on their language proficiency, EWCSD utilizes our District EL Parent Liaison to reach out and communicate with parents of English Learners on the progress of their child in academics and language progress, facilitate and support EL-specific parent workshops, and do goal setting meeting with parents and English Learner students. English Learner stipends will be provided to certificated teachers who are highly trained in meeting the unique needs of English Learners and their families. These teachers support EL Parent during workshops, communicate progress towards reclassification, provide after-school tutoring to students, and meet with teachers after school to collaborate on EL-specific instructional needs. By having these supports our English Learners and their families will have designated staff to support them and reach academic and English language acquisition success.	Metric 2.7- Reclassification Rate Metric 2.6-ELPAC Proficiency Rate

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

Not Applicable.

Additional Concentration Grant Funding

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

East Whittier City School District will utilize Concentration Grant Add-On funding to increase the number of Instructional Coaches (Action 2.1) serving schools with high concentrations of English Learners, Low-Income students, and Foster Youth. Instructional Coaches support teachers in implementing high-quality Tier I instruction, analyzing student achievement data, strengthening evidence-based instructional practices, and providing targeted support to address the academic needs of unduplicated students. Through coaching, professional learning, co-planning, and classroom support, Instructional Coaches increase and improve services for English Learners, Low-Income students, and Foster Youth by ensuring access to rigorous, standards-aligned instruction and targeted academic interventions. This targeted staffing increase is designed to ensure that the most vulnerable students receive consistent, high-impact support that addresses barriers to academic success.

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	Leffingwell Elementary School 1:30 Murphy Ranch Elementary School 1:64 Ocean View Elementary School 1:44	Ceres Elementary School 1:47 East Whittier Middle School 1:62 Evergreen Elementary School 1:30 Hillview Middle School 1:23 La Colima Elementary School 1:21 Laurel Elementary School 1:24 Mulberry Elementary School 1:24 Orchard Dale Elementary School 1:23 Scott Avenue Elementary School 1:35 Granada Middle School 1:44
Staff-to-student ratio of certificated staff providing direct services to students	Leffingwell Elementary School 1:16 Murphy Ranch Elementary School 1:24 Ocean View Elementary School 1:22	Ceres Elementary School 1:17 East Whittier Middle School 1:21 Evergreen Elementary School 1:18 Hillview Middle School 1:15 La Colima Elementary School 1:14 Laurel Elementary School 1:22 Mulberry Elementary School 1:19 Orchard Dale Elementary School 1:17 Scott Avenue Elementary School 1:21 Granada Middle School 1:20

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$88,128,719.00	$16,372,960.00	18.58%	0.02%	18.60%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$16,685,960.00	$4,710,000.00	$0.00	$45,000.00	$21,440,960.00	$19,494,960.00	$1,946,000.00

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	Class Size Reduction	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, K-3	Ongoing	$2,713,310	$0	$2,713,310	$0	$0	$0	$2,713,310	0.00%
1	2	Educational Technology and Replacement	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-8	Ongoing	$0	$450,000	$450,000	$0	$0	$0	$450,000	0.00%
1	3	Teacher and Administrator Retention (Induction and Support)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$40,000	$0	$40,000	$0	$0	$0	$40,000	0.00%
1	4	Custodial Support	All	No				Ongoing	$1,750,000	$0	$0	$1,750,000	$0	$0	$1,750,000	0.00%

1	5	Middle School On-Site Technology Aides	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-8	Ongoing	$46,125	$0	$46,125	$0	$0	$0	$46,125	0.00%
1	6	Supplemental Instructional Technology Software and Programs	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$110,000	$110,000	$0	$0	$0	$110,000	0.00%
1	7	Supplemental Science Instruction and Intervention Materials	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$8,000	$8,000	$0	$0	$0	$8,000	0.00%
1	8	Supplemental Math Instruction and Intervention Materials	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$22,000	$22,000	$0	$0	$0	$22,000	0.00%
1	9	Professional Development in English Language Arts	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$45,000	$140,000	$185,000	$0	$0	$0	$185,000	0.00%
1	10	Dual Language Immersion Program Support	English learner (EL), Low Income	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, K-8, Specific Schools, Ceres Elementary and Hillview Middle School	Ongoing	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
1	11	Differentiated Assistance Support for Unduplicated Students	Homeless	No				Ongoing	$217,000	$0	$217,000	$0	$0	$0	$217,000	0.00%

1	12	New Teacher Academy	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	July-August	$35,000	$0	$35,000	$0	$0	$0	$35,000	0.00%
1	13	Instructional Leadership Team Planning and Collaboration	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$80,000	$0	$80,000	$0	$0	$0	$80,000	0.00%
1	14	GATE STEM Learning Experiences	All	No				Ongoing	$0	$46,000	$46,000	$0	$0	$0	$46,000	0.00%
1	15	Broad Course of Study Elementary School	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-5	Ongoing	$563,750	$0	$563,750	$0	$0	$0	$563,750	0.00%
1	16	Full-Day Transitional Kindergarten Program Support	Low Income	Yes	LEA-wide	Low Income	All Schools, Specific Grade Spans, Transitional Kindergarten	Ongoing	$1,957,750	$0	$1,957,750	$0	$0	$0	$1,957,750	0.00%
1	17	Multi-Tiered System of Support Committee and Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$70,000	$70,000	$0	$0	$0	$70,000	0.00%
1	18	Professional Development-Classified Training Days	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	Ongoing	$250,000	$0	$250,000	$0	$0	$0	$250,000	0.00%
1	19	District Technology Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$369,000	$0	$369,000	$0	$0	$0	$369,000	0.00%

1	20	Professional Development-Teacher Training Days	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$480,000	$0	$480,000	$0	$0	$0	$480,000	0.00%
1	21	Technology Lead Stipends	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$5,000	$0	$5,000	$0	$0	$0	$5,000	0.00%
1	22	Teacher Curriculum Committees	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$80,000	$0	$80,000	$0	$0	$0	$80,000	0.00%
1	23	Middle School Grading Committee	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6-8	Ongoing	$36,000	$0	$36,000	$0	$0	$0	$36,000	0.00%
1	24	Supplemental Instruction and Intervention Resources (ELA)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
1	25	Instructional: Professional Development, Conferences, and Consultants	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
1	26	Full Day Kindergarten Program Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Kindergarten	Ongoing	$1,896,250	$0	$1,896,250	$0	$0	$0	$1,896,250	0.00%
1	27	Multi-tiered System of Support (MTSS) Coordinator	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$220,000	$0	$220,000	$0	$0	$0	$220,000	0.00%

1	28	Transitional Kindergarten Supplemental Instructional Materials and Program Support	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, Transitional Kindergarten	Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
2	1	Instructional Coaches	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,133,750	$0	$2,133,750	$0	$0	$0	$2,133,750	0.00%
2	2	Elementary Intervention Specialists	English learner (EL), Foster Youth, Homeless, Low Income	No				Ongoing	$1,725,000	$0	$0	$1,725,000	$0	$0	$1,725,000	0.00%
2	3	Intervention Instructional Assistants-Bilingual (Support Intervention Specialists)	English learner (EL), Homeless, Low Income, Foster Youth	No				Ongoing	$280,000	$0	$0	$280,000	$0	$0	$280,000	0.00%
2	4	Supplemental Support for Instructional Programs	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$205,000	$0	$205,000	$0	$0	$0	$205,000	0.00%
2	5	READ 180 Intervention Program-Licenses	Low Income, English learner (EL), Long-term English learner	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 6-8	Ongoing	$0	$35,000	$35,000	$0	$0	$0	$35,000	0.00%
2	6	Reflection Meetings- Middle School	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans, 6-8	Ongoing	$20,000	$0	$20,000	$0	$0	$0	$20,000	0.00%

2	7	Supplemental English Language Development (ELD) Resources	English learner (EL)	Yes	Limited	English learner (EL)	Specific Grade Spans, TK-8	Ongoing	$0	$60,000	$60,000	$0	$0	$0	$60,000	0.00%
2	8	ELPAC Exam Administration	English learner (EL)	No				Ongoing	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
2	9	Reading Diagnostic Resources	English learner (EL), Homeless, Low Income, Foster Youth	No				Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	10	Software “Illuminate Education”	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$0	$350,000	$350,000	$0	$0	$0	$350,000	0.00%
2	11	Dual Language Immersion Instructional Assistants	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Ceres Elementary	Ongoing	$60,000	$0	$60,000	$0	$0	$0	$60,000	0.00%
2	12	Coherency Costs for Professional Development	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%
2	13	Special Education and General Education Collaboration and professional development (Teachers and Administrators)	Student with Disabilities (SWD)	No				Ongoing	$0	$15,000	$15,000	$0	$0	$0	$15,000	0.00%
2	14	English Learner District Liaison	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	Specific Grade Spans, Grades 5-8	Ongoing	$46,125	$0	$46,125	$0	$0	$0	$46,125	0.00%
2	15	English Learner Lead Stipends	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$30,000	$0	$30,000	$0	$0	$0	$30,000	0.00%

2	16	LTEL and EL Supplemental Programs and Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Grade Spans, 6-8	Ongoing	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
3	1	Parent and Community Liaisons (Bilingual)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$194,750	$0	$194,750	$0	$0	$0	$194,750	0.00%
3	2	District Parent Liaison	Low Income, Homeless	No				Ongoing	$45,000	$0	$0	$0	$0	$45,000	$45,000	0.00%
3	3	Parent Engagement Events and Programs	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$40,000	$40,000	$0	$0	$0	$40,000	0.00%
3	4	Translation Services	Foster Youth, Low Income, English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$10,000	$0	$10,000	$0	$0	$0	$10,000	0.00%
3	5	School Counseling Services	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,275,500	$0	$2,275,500	$0	$0	$0	$2,275,500	0.00%
3	6	Stipends for School Social Worker Interns	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
3	7	Social-Emotional Instructional Programs	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%

3	8	PBIS Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%
3	9	PBIS Leadership Team Planning and Collaboration	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$80,000	$0	$80,000	$0	$0	$0	$80,000	0.00%
3	10	PBIS Student Incentives	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
3	11	PBIS Digital Token System	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
3	12	Student Academic Events	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
3	13	College and Career Readiness Programs	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools, Laurel Elementary, Hillview Middle School, and East Whittier Middle School	Ongoing	$0	$80,000	$80,000	$0	$0	$0	$80,000	0.00%

3	14	School Connectedness Initiative (During School)	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, East Whittier Middle School, Granada Middle School, and Hillview Middle School, Specific Grade Spans, 6-8	Ongoing	$0	$45,000	$45,000	$0	$0	$0	$45,000	0.00%
3	15	District PBIS Social Worker	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$190,650	$0	$190,650	$0	$0	$0	$190,650	0.00%
3	16	School Psychologist Support (LREBG)	All	No				On -going	$685,000	$0	$0	$685,000	$0	$0	$685,000	0.00%
3	17	Student Services Coordinator	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$225,000	$0	$225,000	$0	$0	$0	$225,000	0.00%
3	18	Campus Climate and Safety Monitors	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-8	Ongoing	$235,000	$0	$235,000	$0	$0	$0	$235,000	0.00%
3	19	Social Workers (LREBG)	All	No				Ongoing	$270,000	$0	$0	$270,000	$0	$0	$270,000	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$88,128,719.00	$16,372,960.00	18.58%	0.02%	18.60%	$16,392,960.00	0.00%	18.60%	**Total:**	$16,392,960.00
								LEA-wide Total:	$15,701,835.00
								Limited Total:	$176,125.00
								Schoolwide Total:	$515,000.00

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	Class Size Reduction	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, K-3	$2,713,310.00	0.00%
1	2	Educational Technology and Replacement	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-8	$450,000.00	0.00%
1	3	Teacher and Administrator Retention (Induction and Support)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$40,000.00	0.00%
1	5	Middle School On-Site Technology Aides	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-8	$46,125.00	0.00%

1	6	Supplemental Instructional Technology Software and Programs	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$110,000.00	0.00%
1	7	Supplemental Science Instruction and Intervention Materials	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$8,000.00	0.00%
1	8	Supplemental Math Instruction and Intervention Materials	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$22,000.00	0.00%
1	9	Professional Development in English Language Arts	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$185,000.00	0.00%
1	10	Dual Language Immersion Program Support	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, K-8, Specific Schools, Ceres Elementary and Hillview Middle School	$40,000.00	0.00%
1	12	New Teacher Academy	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$35,000.00	0.00%
1	13	Instructional Leadership Team Planning and Collaboration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$80,000.00	0.00%
1	15	Broad Course of Study Elementary School	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK-5	$563,750.00	0.00%
1	16	Full-Day Transitional Kindergarten Program Support	Yes	LEA-wide	Low Income	All Schools, Specific Grade Spans, Transitional Kindergarten	$1,957,750.00	0.00%
1	17	Multi-Tiered System of Support Committee and Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$70,000.00	0.00%
1	18	Professional Development-Classified Training Days	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$250,000.00	0.00%
1	19	District Technology Support	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$369,000.00	0.00%

1	20	Professional Development-Teacher Training Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$480,000.00	0.00%
1	21	Technology Lead Stipends	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$5,000.00	0.00%
1	22	Teacher Curriculum Committees	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$80,000.00	0.00%
1	23	Middle School Grading Committee	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 6-8	$36,000.00	0.00%
1	24	Supplemental Instruction and Intervention Resources (ELA)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$40,000.00	0.00%
1	25	Instructional: Professional Development, Conferences, and Consultants	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$100,000.00	0.00%
1	26	Full Day Kindergarten Program Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, Kindergarten	$1,896,250.00	0.00%
1	27	Multi-tiered System of Support (MTSS) Coordinator	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$220,000.00	0.00%
1	28	Transitional Kindergarten Supplemental Instructional Materials and Program Support	Yes	LEA-wide	Low Income	Specific Grade Spans, Transitional Kindergarten	$50,000.00	0.00%
2	1	Instructional Coaches	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,133,750.00	0.00%
2	4	Supplemental Support for Instructional Programs	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$205,000.00	0.00%
2	5	READ 180 Intervention Program-Licenses	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, 6-8	$35,000.00	0.00%
2	6	Reflection Meetings-Middle School	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans, 6-8	$20,000.00	0.00%

2	7	Supplemental English Language Development (ELD) Resources	Yes	Limited	English learner (EL)	Specific Grade Spans, TK-8	$60,000.00	0.00%
2	10	Software “Illuminate Education”	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$350,000.00	0.00%
2	11	Dual Language Immersion Instructional Assistants	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Ceres Elementary	$60,000.00	0.00%
2	12	Coherency Costs for Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$20,000.00	0.00%
2	14	English Learner District Liaison	Yes	Limited	English learner (EL)	Specific Grade Spans, Grades 5-8	$46,125.00	0.00%
2	15	English Learner Lead Stipends	Yes	Limited	English learner (EL)	All Schools	$30,000.00	0.00%
2	16	LTEL and EL Supplemental Programs and Support	Yes	Limited	English learner (EL)	Specific Grade Spans, 6-8	$40,000.00	0.00%
3	1	Parent and Community Liaisons (Bilingual)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$194,750.00	0.00%
3	3	Parent Engagement Events and Programs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$40,000.00	0.00%
3	4	Translation Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	0.00%
3	5	School Counseling Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,275,500.00	0.00%
3	6	Stipends for School Social Worker Interns	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	0.00%
3	7	Social-Emotional Instructional Programs	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$25,000.00	0.00%
3	8	PBIS Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$25,000.00	0.00%
3	9	PBIS Leadership Team Planning and Collaboration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$80,000.00	0.00%
3	10	PBIS Student Incentives	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$50,000.00	0.00%
3	11	PBIS Digital Token System	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,000.00	0.00%
3	12	Student Academic Events	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$50,000.00	0.00%

3	13	College and Career Readiness Programs	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	Specific Schools, Laurel Elementary, Hillview Middle School, and East Whittier Middle School	$80,000.00	0.00%
3	14	School Connectedness Initiative (During School)	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, East Whittier Middle School, Granada Middle School, and Hillview Middle School, Specific Grade Spans, 6-8	$45,000.00	0.00%
3	15	District PBIS Social Worker	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$190,650.00	0.00%
3	17	Student Services Coordinator	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$225,000.00	0.00%
3	18	Campus Climate and Safety Monitors	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 6-8	$235,000.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$17,675,459.00	$17,690,139.86

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	Class Size Reduction	Yes	$3,588,191.00	$3,775,403.56
1	2	Educational Technology and Replacement	Yes	$400,000.00	$636,515.69
1	3	Teacher and Administrator Retention (Induction and Support)	Yes	$100,000.00	$43,047.50
1	4	Custodial Support	No	$1,750,000.00	$1,670,036.89
1	5	Middle School On-Site Technology Aides	Yes	$45,000.00	$35,096.66

1	6	Supplemental Instructional Technology Software and Programs	Yes	$140,000.00	$162,880.71
1	7	Supplemental Science Instruction and Intervention Materials	Yes	$30,000.00	$6,984.83
1	8	Supplemental Math Instruction and Intervention Materials	Yes	$5,000.00	$5,464.63
1	9	Professional Development in English Language Arts	Yes	$175,000.00	$158,941.66
1	10	Dual Immersion Program Professional Development	Yes	$50,000.00	$49,685.26
1	11	Differentiated Assistance Support for Unduplicated Students	No	$50,000.00	$36,570.45
1	12	New Teacher Academy	Yes	$20,000.00	$5,305.76
1	13	Instructional Leadership Team Planning and Collaboration	Yes	$60,846.00	$55,686.56
1	14	GATE STEM Learning Experiences	No	$15,000.00	$47,610.33
1	15	STEM Lab Implementation	Yes	$35,000.00	$16,562.34
1	16	Broad Course of Study (Electives Middle School)	Yes	$10,000.00	$4,896.68
1	17	Broad Course of Study Elementary School	Yes	$530,000.00	$546,522.64
1	19	Full-Day Transitional Kindergarten Program Support	Yes	$1,712,500.00	$1,957,431.86
1	20	Multi-Tiered System of Support Committee and Professional Development	Yes	$155,000.00	$77,783.67
1	21	Professional Development-Classified Training Days	Yes	$300,000.00	$210,711.92
1	22	District Technology Support	Yes	$340,000.00	$314,365.86
1	23	Professional Development-Teacher Training Days	Yes	$500,000.00	$591,066.68
1	24	Technology Lead Stipends	Yes	$22,000.00	$0.00
1	25	Professional Development and Conferences	Yes	$20,000.00	$14,000.51
1	26	Teacher Curriculum	Yes	$100,000.00	$27,308.80

		Committees			
1	27	Middle School Grading Committee	Yes	$2,000.00	$0.00
1	28	Supplemental Instruction and Intervention Resources (ELA)	Yes	$50,000.00	$142,701.88
1	29	Professional Development Consultants to support Teacher and Classified Training Days	Yes	$40,000.00	$8,937.50
2	1	Instructional Coaches	Yes	$530,000.00	$529,117.33
2	2	ELA Elementary Intervention Specialists	Yes	$1,700,000.00	$1,543,451.24
2	3	Intervention Instructional Assistants-Bilingual (Support Intervention Specialists)	Yes	$338,922.00	$192,359.02
2	4	Middle School English Language Development (ELD) sections	Yes	$170,000.00	$232,169.11
2	5	Supplemental Support for Instructional Programs	Yes	$200,000.00	$206,416.11
2	6	READ 180 Intervention Program-Licenses	Yes	$35,000.00	$961.35
2	7	Read 180 Sections	Yes	$135,000.00	$212,397.71
2	8	Reflection Meetings- Middle School	Yes	$30,000.00	$1,419.11
2	9	Supplemental English Language Development (ELD) Resources	Yes	$90,000.00	$48,202.22
2	10	ELPAC Exam Administration	No	$5,000.00	$1,228.44
2	11	Reading Diagnostic Resources	No	$40,000.00	$40,635.98
2	12	Software “Illuminate Education”	Yes	$60,000.00	$63,462.00
2	13	Dual Language Immersion Instructional Assistants	Yes	$100,000.00	$80,660.03
2	14	Coherency Costs for Professional Development	Yes	$10,000.00	$9,129.15
2	15	Special Education and General Education Collaboration and professional development	No	$15,000.00	$19,031.98

		(Teachers and Administrators)			
2	16	English Learner District Liaison	Yes	$50,000.00	$39,553.17
2	17	English Learner Lead Stipends	Yes	$30,000.00	$9,301.89
3	1	Parent and Community Liaisons (Bilingual)	Yes	$240,000.00	$216,308.71
3	2	District Parent Liaison	Yes	$46,000.00	$44,012.87
3	3	Parent Engagement Events and Programs	Yes	$45,000.00	$26,330.83
3	4	Translation Services	Yes	$25,000.00	$6,644.01
3	5	School Counseling Services	Yes	$2,160,000.00	$2,204,929.54
3	6	Stipends for School Social Worker Interns	Yes	$10,000.00	$11,000.00
3	7	Social-Emotional Instructional Programs	Yes	$55,000.00	$3.83
3	8	PBIS Professional Development	Yes	$25,000.00	$1,000.89
3	9	PBIS Leadership Team Planning and Collaboration	Yes	$60,000.00	$98,743.90
3	10	PBIS Student Incentives	Yes	$50,000.00	$62,997.24
3	11	PBIS Digital Token System	Yes	$20,000.00	$9,571.50
3	12	Student Academic Events	Yes	$50,000.00	$39,189.37
3	13	Student Community Projects	Yes	$35,000.00	$8,280.04
3	14	College and Career Readiness Programs	Yes	$130,000.00	$128,995.51
3	15	Opportunity Room	Yes	$135,000.00	$128,582.00
3	16	School Connectedness Initiative (During School)	Yes	$20,000.00	$24,644.21
3	17	District PBIS Social Worker	Yes	$185,000.00	$184,463.94
3	18	School Psychologist Support (LREBG)	No	$600,000.00	$663,424.80

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$15,118,058.00	$15,155,459.00	$15,211,600.99	($56,141.99)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Class Size Reduction	Yes	$3,588,191.00	$3,775,403.56	0.00%	0.00%
1	2	Educational Technology and Replacement	Yes	$400,000.00	$636,515.69	0.00%	0.00%
1	3	Teacher and Administrator Retention (Induction and Support)	Yes	$100,000.00	$43,047.50	0.00%	0.00%
1	5	Middle School On-Site Technology Aides	Yes	$45,000.00	$35,096.66	0.00%	0.00%
1	6	Supplemental Instructional Technology Software and Programs	Yes	$140,000.00	$162,880.71	0.00%	0.00%
1	7	Supplemental Science Instruction and Intervention Materials	Yes	$30,000.00	$6,984.83	0.00%	0.00%
1	8	Supplemental Math Instruction and Intervention Materials	Yes	$5,000.00	$5,464.63	0.00%	0.00%
1	9	Professional Development in English Language Arts	Yes	$175,000.00	$158,941.66	0.00%	0.00%
1	10	Dual Immersion Program Professional Development	Yes	$50,000.00	$49,685.26	0.00%	0.00%
1	12	New Teacher Academy	Yes	$20,000.00	$5,305.76	0.00%	0.00%

1	13	Instructional Leadership Team Planning and Collaboration	Yes	$60,846.00	$55,686.56	0.00%	0.00%
1	15	STEM Lab Implementation	Yes	$35,000.00	$16,562.34	0.00%	0.00%
1	16	Broad Course of Study (Electives Middle School)	Yes	$10,000.00	$4,896.68	0.00%	0.00%
1	17	Broad Course of Study Elementary School	Yes	$530,000.00	$546,522.64	0.00%	0.00%
1	19	Full-Day Transitional Kindergarten Program Support	Yes	$1,712,500.00	$1,957,431.86	0.00%	0.00%
1	20	Multi-Tiered System of Support Committee and Professional Development	Yes	$155,000.00	$77,783.67	0.00%	0.00%
1	21	Professional Development-Classified Training Days	Yes	$300,000.00	$210,711.92	0.00%	0.00%
1	22	District Technology Support	Yes	$340,000.00	$314,365.86	0.00%	0.00%
1	23	Professional Development-Teacher Training Days	Yes	$500,000.00	$591,066.68	0.00%	0.00%
1	24	Technology Lead Stipends	Yes	$22,000.00	$0.00	0.00%	0.00%
1	25	Professional Development and Conferences	Yes	$20,000.00	$14,000.51	0.00%	0.00%
1	26	Teacher Curriculum Committees	Yes	$100,000.00	$27,308.80	0.00%	0.00%
1	27	Middle School Grading Committee	Yes	$2,000.00	$0.00	0.00%	0.00%
1	28	Supplemental Instruction and Intervention Resources (ELA)	Yes	$50,000.00	$142,701.88	0.00%	0.00%
1	29	Professional Development Consultants to support Teacher and Classified Training Days	Yes	$40,000.00	$8,937.50	0.00%	0.00%
2	1	Instructional Coaches	Yes	$530,000.00	$529,117.33	0.00%	0.00%
2	2	ELA Elementary Intervention Specialists	Yes	$1,700,000.00	$1,543,451.24	0.00%	0.00%
2	3	Intervention Instructional Assistants-Bilingual (Support Intervention Specialists)	Yes	$338,922.00	$192,359.02	0.00%	0.00%
2	4	Middle School English Language Development (ELD) sections	Yes	$170,000.00	$232,169.11	0.00%	0.00%

2	5	Supplemental Support for Instructional Programs	Yes	$200,000.00	$206,416.11	0.00%	0.00%
2	6	READ 180 Intervention Program-Licenses	Yes	$35,000.00	$961.35	0.00%	0.00%
2	7	Read 180 Sections	Yes	$135,000.00	$212,397.71	0.00%	0.00%
2	8	Reflection Meetings- Middle School	Yes	$30,000.00	$1,419.11	0.00%	0.00%
2	9	Supplemental English Language Development (ELD) Resources	Yes	$90,000.00	$48,202.22	0.00%	0.00%
2	12	Software “Illuminate Education”	Yes	$60,000.00	$63,462.00	0.00%	0.00%
2	13	Dual Language Immersion Instructional Assistants	Yes	$100,000.00	$80,660.03	0.00%	0.00%
2	14	Coherency Costs for Professional Development	Yes	$10,000.00	$9,129.15	0.00%	0.00%
2	16	English Learner District Liaison	Yes	$50,000.00	$39,553.17	0.00%	0.00%
2	17	English Learner Lead Stipends	Yes	$30,000.00	$9,301.89	0.00%	0.00%
3	1	Parent and Community Liaisons (Bilingual)	Yes	$240,000.00	$216,308.71	0.00%	0.00%
3	2	District Parent Liaison	Yes	$1,000.00	$44,012.87	0.00%	0.00%
3	3	Parent Engagement Events and Programs	Yes	$45,000.00	$26,330.83	0.00%	0.00%
3	4	Translation Services	Yes	$25,000.00	$6,644.01	0.00%	0.00%
3	5	School Counseling Services	Yes	$2,160,000.00	$2,204,929.54	0.00%	0.00%
3	6	Stipends for School Social Worker Interns	Yes	$10,000.00	$11,000.00	0.00%	0.00%
3	7	Social-Emotional Instructional Programs	Yes	$55,000.00	$3.83	0.00%	0.00%
3	8	PBIS Professional Development	Yes	$25,000.00	$1,000.89	0.00%	0.00%
3	9	PBIS Leadership Team Planning and Collaboration	Yes	$60,000.00	$98,743.90	0.00%	0.00%
3	10	PBIS Student Incentives	Yes	$50,000.00	$62,997.24	0.00%	0.00%
3	11	PBIS Digital Token System	Yes	$20,000.00	$9,571.50	0.00%	0.00%
3	12	Student Academic Events	Yes	$50,000.00	$39,189.37	0.00%	0.00%
3	13	Student Community Projects	Yes	$35,000.00	$8,280.04	0.00%	0.00%

3	14	College and Career Readiness Programs	Yes	$130,000.00	$128,995.51	0.00%	0.00%
3	15	Opportunity Room	Yes	$135,000.00	$128,582.00	0.00%	0.00%
3	16	School Connectedness Initiative (During School)	Yes	$20,000.00	$24,644.21	0.00%	0.00%
3	17	District PBIS Social Worker	Yes	$185,000.00	$184,463.94	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$85,249,904.00	$15,118,058.00	0.13%	17.86%	$15,211,600.99	0.00%	17.84%	$17,049.98	0.02%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$0.00	$0.00	$0.00	$0.00	$0.00	$45,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Class Size Reduction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,713,310.00
1	2	Educational Technology and Replacement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$450,000.00
1	3	Teacher and Administrator Retention (Induction and Support)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
1	4	Custodial Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,750,000.00
1	5	Middle School On-Site Technology Aides	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,125.00
1	6	Supplemental Instructional Technology Software and	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$110,000.00

		Programs							
1	7	Supplemental Science Instruction and Intervention Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,000.00
1	8	Supplemental Math Instruction and Intervention Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$22,000.00
1	9	Professional Development in English Language Arts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$185,000.00
1	10	Dual Language Immersion Program Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
1	11	Differentiated Assistance Support for Unduplicated Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$217,000.00
1	12	New Teacher Academy	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,000.00
1	13	Instructional Leadership Team Planning and Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
1	14	GATE STEM Learning Experiences	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,000.00
1	15	Broad Course of Study Elementary School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$563,750.00
1	16	Full-Day Transitional Kindergarten Program Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,957,750.00
1	17	Multi-Tiered System of Support Committee and Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$70,000.00
1	18	Professional Development-Classified Training Days	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$250,000.00

1	19	District Technology Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$369,000.00
1	20	Professional Development-Teacher Training Days	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$480,000.00
1	21	Technology Lead Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
1	22	Teacher Curriculum Committees	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
1	23	Middle School Grading Committee	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$36,000.00
1	24	Supplemental Instruction and Intervention Resources (ELA)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
1	25	Instructional: Professional Development, Conferences, and Consultants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
2	1	Instructional Coaches	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,133,750.00
2	2	Elementary Intervention Specialists	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,725,000.00
2	3	Intervention Instructional Assistants-Bilingual (Support Intervention Specialists)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$280,000.00
2	4	Supplemental Support for Instructional Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$205,000.00
2	5	READ 180 Intervention Program-Licenses	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,000.00
2	6	Reflection Meetings- Middle School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
2	7	Supplemental English Language Development (ELD)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00

		Resources							
2	8	ELPAC Exam Administration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
2	9	Reading Diagnostic Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
2	10	Software “Illuminate Education”	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$350,000.00
2	11	Dual Language Immersion Instructional Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
2	12	Coherency Costs for Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
2	13	Special Education and General Education Collaboration and professional development (Teachers and Administrators)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,000.00
2	14	English Learner District Liaison	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,125.00
2	15	English Learner Lead Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
3	1	Parent and Community Liaisons (Bilingual)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$194,750.00
3	2	District Parent Liaison	$0.00	$0.00	$0.00	$0.00	$0.00	$45,000.00	$45,000.00
3	3	Parent Engagement Events and Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
3	4	Translation Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
3	5	School Counseling Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,275,500.00
3	6	Stipends for School Social Worker Interns	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
3	7	Social-Emotional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00

		Instructional Programs							
3	8	PBIS Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
3	9	PBIS Leadership Team Planning and Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
3	10	PBIS Student Incentives	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00
3	11	PBIS Digital Token System	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
3	12	Student Academic Events	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00
3	13	College and Career Readiness Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00
3	14	School Connectedness Initiative (During School)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$45,000.00
3	15	District PBIS Social Worker	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$190,650.00
3	16	School Psychologist Support (LREBG)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$685,000.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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