LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Whittier City School District
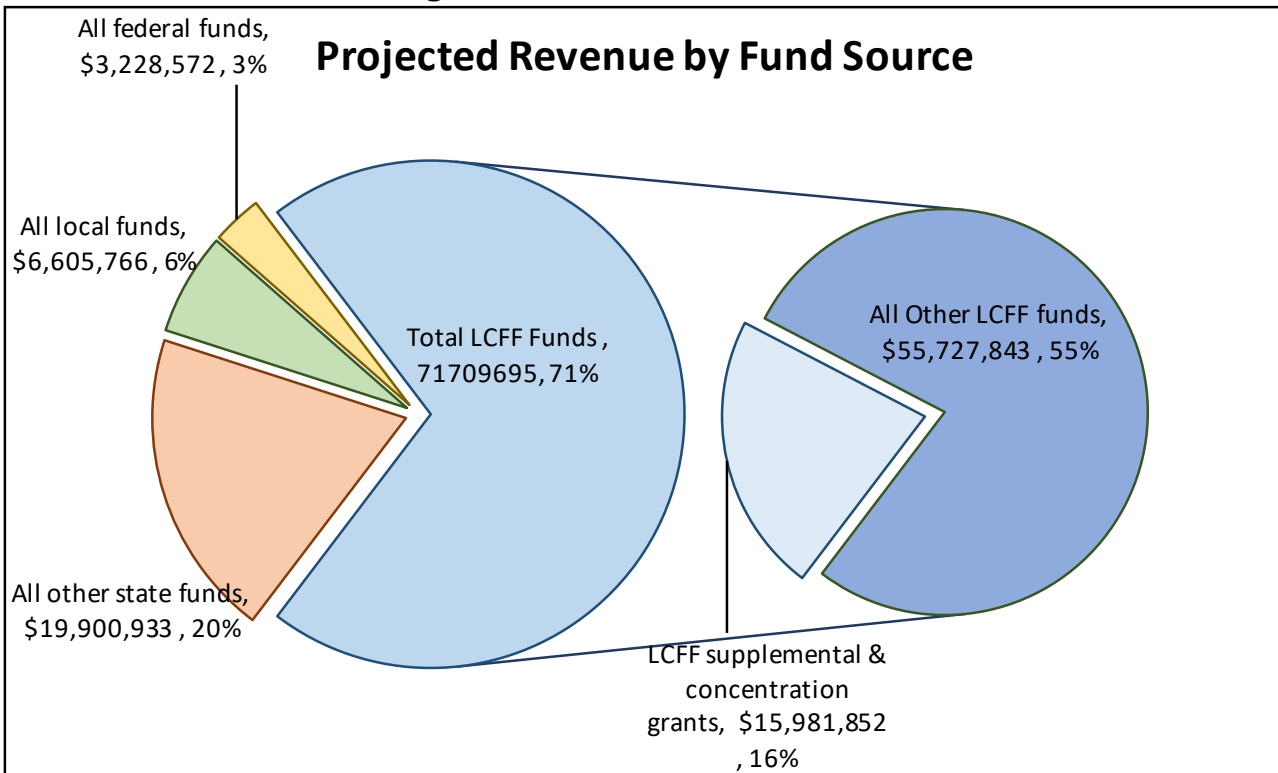
CDS Code: 19651100000000

School Year: 2024-25

LEA contact information: Angie Baltierra; 562-789-3029 abaltierra@whittiercity.net

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $3,228,572 , 3%

All local funds, $6,605,766 , 6%

All other state funds, $19,900,933 , 20%

Total LCFF Funds , 71709695, 71%

All Other LCFF funds, $55,727,843 , 55%

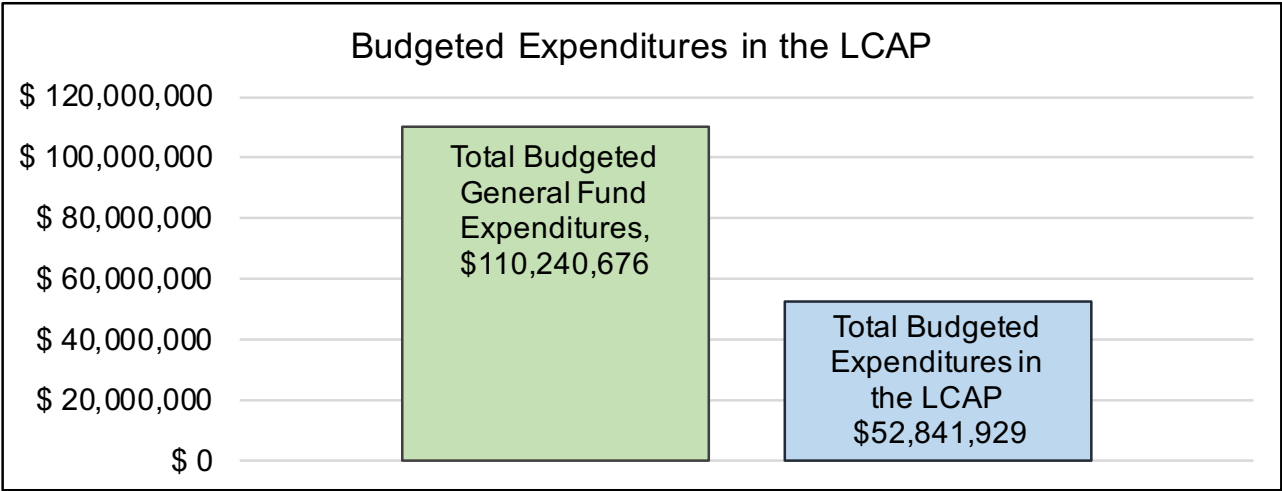LCFF supplemental & concentration grants, $15,981,852 , 16%

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

The text description for the above chart is as follows: The total revenue projected for Whittier City School District is $101,444,966.00, of which $71,709,695.00 is Local Control Funding Formula (LCFF), $19,900,933.00 is other state funds, $6,605,766.00 is local funds, and $3,228,572.00 is federal funds. Of the $71,709,695.00 in LCFF Funds, $15,981,852.00 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

Budgeted Expenditures in the LCAP

Chart showing:
- $ 120,000,000
- $ 100,000,000
- $ 80,000,000
- $ 60,000,000
- $ 40,000,000
- $ 20,000,000
- $ 0

Total Budgeted General Fund Expenditures, $110,240,676

Total Budgeted Expenditures in the LCAP $52,841,929

This chart provides a quick summary of how much Whittier City School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Whittier City School District plans to spend $110,240,676.00 for the 2024-25 school year. Of that amount, $52,841,929.00 is tied to actions/services in the LCAP and $57,398,747.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
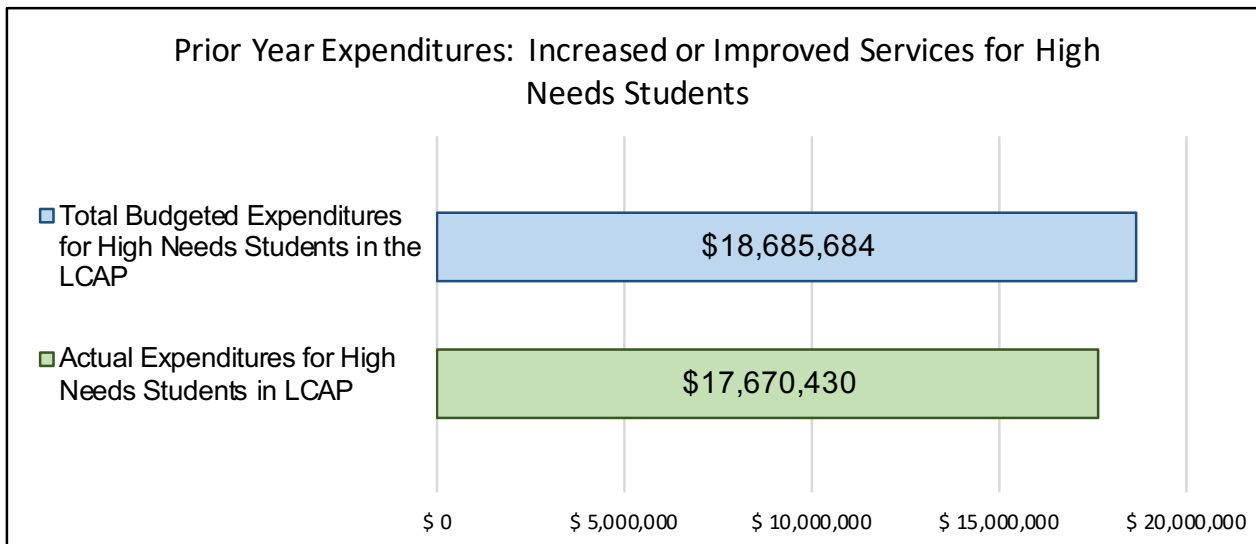
Budgeted expenditures not included in the LCP are utilized to provide necessary operating expenses to serve students and staff to ensure basic services are provided. Facility and maintenance expenses include contracts for repairs and services and all utility costs. Categorical funding and program are utilized to augment core instruction, and have a defined purpose and reporting requirements.

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

In 2024-25, Whittier City School District is projecting it will receive $15,981,852.00 based on the enrollment of foster youth, English learner, and low-income students. Whittier City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Whittier City School District plans to spend $19,232,963.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$18,685,684**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$17,670,430**

(Chart x-axis: $ 0, $ 5,000,000, $ 10,000,000, $ 15,000,000, $ 20,000,000)

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

The text description of the above chart is as follows: In 2023-24, Whittier City School District's LCAP budgeted $18,685,684.00 for planned actions to increase or improve services for high needs students. Whittier City School District actually spent $17,670,430.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $1,015,254.00 had the following impact on Whittier City School District's ability to increase or improve services for high needs students:

The actions outlined in the 2023-2024 LCAP were performed as described in the plan. The difference in actual expenditures and planned expenditures for increased serivces does not reflect the actual serivces provided. Despite the discrepancy between budgeted and actual expenditures, Whittier City School District implemented increased support and services to unduplicated student groups. However, additional one time funding and restricted funding was utilized to provide additional increased and improved services to stuents identified as unduplicated.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Whittier City Elementary	Angie Baltierra Assistant Superintendent of Educational Services	abaltierra@whittiercity.net 5627893072

Goals and Actions

Goal

Goal #	Description
1	Goal #1 Conditions for Learning: Whittier City School District is committed to providing all students with optimal conditions for learning by maintaining facilities that are clean, safe, and in good condition. The District will further improve conditions for learning by attracting, hiring highly qualified teachers, administrators, and support staff. All students will have access to a standards-aligned curriculum and broad courses of study that meet the demands of the state standards and prepare students for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Williams Facilities Report	The District will maintain "Good Repair" Status for clean and safe schools according to the Williams Facilities Report 2020-2021	The District maintained "Good Repair" Status for clean and safe schools according to the Williams Facilities Report 2021-2022	The District maintained "Good Repair" Status for clean and safe schools according to the Williams Facilities Report 2022-2023	The District maintained "Good Repair" Status for clean and safe schools according to the Williams Facilities Report 2023-2024	Our most updated facilities will ensure students and staff are provided with a safe and clean learning environment. Improving facilities will assist with attracting new families to our schools for increased enrollment and help improve the overall community perception of the quality of our educational programs and services.

					100% of our schools will obtain a "Good Repair" status as measured by the Facilities Inspection Report.
Educational Partners LCAP Survey Data	90% of parents feel the schools are clean and in good repair based on stakeholder survey data from 2020-2021. 49% of students feel schools are clean and in good repair based on stakeholder survey data from 2020-2021. 83% of staff feel the schools are clean and in good repair based on stakeholder survey data from 2020-2021.	2021-2022 Surveys data collected from our Educational Partner demonstrates the following growth towards our goals. 84% of parents felt schools were clean and in good repair. 49% of students felt schools were clean and in good repair. 83% of staff felt schools were clean and in good repair.	2022-2023 Surveys data collected from our Educational Partner demonstrates the following growth towards our goals. 82% of parents felt schools were clean and in good repair. 45% of students felt schools were clean and in good repair. 64% of staff felt schools were clean and in good repair.	2023-2024 Surveys data collected from our Educational Partner demonstrates our progress towards our goals. 89% of parents felt schools were clean and in good repair 40% of students felt schools were clean and in good repair. 64% of staff felt schools were clean and in good repair.	The desired outcomes resulting from improving conditions for learning are as follows: Our most updated facilities will ensure students and staff are provided with a safe and clean learning environment. Improving facilities will assist with attracting new families to our schools for increased enrollment and help improve the overall community perception of the quality of our educational programs and services. Stakeholder surveys will show an increase in the satisfaction with our facilities. 90% -95% of parents will feel the schools are clean and in good repair based on stakeholder survey data 49%-60% of students will feel schools are clean and in good repair based on stakeholder survey data 83%-90% of staff will feel the schools are clean and in good repair based on stakeholder survey data
School Accountability Report Card(SARC) in 2020-2021: Appropriate teacher credentialing report.	Whittier City School District has 275 fully credentialed teachers 275 and 2 teachers are on an emergency teaching credential according to the School Accountability Report Card(SARC) in	At this time we do not have data from the CDE of the % of our teachers holding the appropriate credentials to provide an outstanding education to our student body.	Whittier City School District has 252.3 total teaching FTEs, 235 of our teachers holding the appropriate credentials to provide an outstanding education to our student body according to local	Whittier City School District has 256 teachers who hold appropriate credentials and 4 emergency credentials that continue to provide outstanding education for our students as collected on the local data collection on 2023-	Highly qualified credentialed teachers will use be well prepared and equipped to provide highly effective teaching strategies appropriate to a student body with diverse needs. 100% of our teachers will

	2020-2021.		data collection 2022-2023.	2024.	hold the appropriate credentials to provide an outstanding education to our student body according to the School Accountability Report Card(SARC)
Williams Instructional Materials Sufficiency Report Local Indicator self reflection tool	The District will maintain its status of 100% students currently having access to textbooks and materials that are aligned to the Common Core according to the 2020-2021 Williams Textbook Inventory Report.	The District maintained its status of 100% of students having access to textbooks and materials that are aligned to the Common Core according to the 2021-2022 Williams Textbook Inventory Report.	The District maintained its status of 100% of students having access to textbooks and materials that are aligned to the Common Core according to the 2022-2023 Williams Textbook Inventory Report.	WCSD maintained 100% sufficiency status of materials of students having access to textbooks and materials aligned to the Common Core Standards according to the 2023-2024 Williams Textbook Inventory Report.	Materials and resources aligned with CA standards will ensure students receive a rigorous academic program. The District will maintain 100% status of students who currently have access to textbooks and materials that are aligned to the Common Core according to The Williams Textbook Inventory.
2021-Local Indicators Self-Evaluation Tool for Implementation of CA Standards	2020-2021 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Full Implementation for ELA, ELD & Math Standards 2020-2021 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) shows Initial Implementation of Science Standards and Social Studies	2021-2022 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) remained at Full Implementation for ELA, ELD & Math Standards. 2021-2022 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) has moved into Initial Implementation of NGSS Science Standards and Social Studies Standards and Framework.	2022-2023 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) remained at Full Implementation for ELA, ELD & Math Standards. 2022-2023 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) has moved into Full Implementation of NGSS Science Standards in Middle School and Initial implementation in Elementary and Beginning Development of Social Studies Standards and Framework.	2023-2024 Local Indicators Self Evaluation Tools for Implementation of CA Standards (priority 2), WCSD has full implementation of the Common Core ELA, ELD, and math standards. WCSD has full implementation of NGSS Science Standards and initial implementation of Social Studies Standards and Framework in middle schools.	2023-2024 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) will remain at Full Implementation for ELA , ELD & Math Standards 2023-2024 Local Indicators Self Evaluation Tool for Implementation of CA Standards (priority 2) will move into Full Implementation of Science Standards and Social Studies
Educational Partners Survey for Broad Course of Study and	2020-2021 Staff Survey: 71% of Staff members feel the district offers	Broad Course of Study has shown a decrease in providing opportunities for	Broad Course of Study has shown an increase in providing opportunities for	In the 2023-2024 LCAP survey, 76% indicated that students have access to	The desired outcome in Broad Course of Study is to show an increase of 10%

| Student Outcomes | opportunities for students to have access to the visual and performing arts according to the District staff LCAP Survey from 2020-2021.
65% of staff feel the school offers a variety of elective courses according to staff survey data from 2020-2021
61% of staff reported that they have received support on how to effectively use technology in my classroom according to the 2020-2021 LCAP Students survey
2020-2021 Student Survey
98% reported that they regularly use technology (iPad) for learning and class assignments according to the Student Survey | students will have access to visual and performing arts from 71% to 63% according to the 2021-2022 LCAP survey.
Staff Survey Data from 2021-2022 showed increased teachers' preparedness to provide instruction using technology. Staff survey data demonstrated an increase from 61% to 79% in staff feeling that they are supported with the use of technology in the classroom.
Student LCAP Survey Data 2021-2022 decreased from 98% to 96% of students' integration of technology. | students will have access to visual and performing arts from 63% to 73% according to the 2022-2023 District LCAP survey.

The District 2022-2023 LCAP Staff survey demonstrated a small decline from 79% to 78% in staff feeling they are supported with the use of technology in the classroom.
The Student 2022-2023 LCAP Survey Data maintained results from 96% to 96% of students feeling like technology is integrated into their classroom lessons and assignments. | visual and performing arts. In the 23-24 LCAP Staff survey, 82% indicated they are aware of the opportunities for support on how to effectively use technology in the classroom. In the 23-24 student LCAP survey, 96% of students indicated that they regularly use technology in the classroom. | demonstrating opportunities for students to have access to visual and performing arts. In addition, the data will show an increase in teachers feeling prepared to provide instruction using technology. Staff survey will demonstrate an increase in staff feeling that they are supported with the use of technology from 61% to 90%. This support will help maintain students integration of technology use for instruction and increase from 98% to 100% according to the District's student survey |

Goal Analysis

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

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

Whittier City School District is determined to improve conditions for learning with high-quality educational experiences for all students. The actions and services in Goal 1 are related to some of the major functions of WCSD including the condition of facilities ensuring cleanliness and effectiveness, school safety, implementation of core programs, access to broad studies, hiring highly qualified administrators, teachers, and staff, appropriately assigned highly-qualified teachers, and student access to core textbooks and supplementary standards-aligned instructional materials, supplies, and resources that will prepare students for college and career and the demands of the state standards. Whittier City School District implemented many of the actions and services described in Goal 1.

There are a total of 11 actions in Goal 1. The overall implementation of the actions under Goal 1 has been successful and there were no major substantive differences in planned actions and implementation of these actions. However, there are times when unexpected challenges limit the implementation of certain actions which are illustrated below.

Action 1 (Certificated, Admin, and Support Staff), Action 2 (Classified Personnel), and Action 3 (Classified and Certificated Salary Benefits) were effective in providing day-to-day services with an addition of clerical, instructional support, and secretarial staff. Action 4(Staffing Support for K-8th school) provided additional support in analyzing our student groups, especially for our identified low-income students. The additional support provided targeted academic support and resources for students and families. Based on our LCAP staff surveys, WCSD provides instructional materials to support learning for all students which is at 78% vs. 76% last year. Although, the overall implementation of Goal 1 has been successful; however, the following actions were not implemented to the degree anticipated and limited certain actions that will be discussed in the section below. Visual and Performing Arts (VAPA) Teacher on Special Assignment (Action 7) and Music for K-8 (Action 8) continued the district's commitment to recognizing and celebrating music education for our students by having at all middle schools (1 K-8 and two middle schools) have an effective music program that supports access to music and arts enrichment as part of their core classes. WCSD was not able to implement our music program in K-5th. Moving forward our focus remains on enhancing and expanding our music programs in K-5 while refining our strategies to better meet the needs of elementary schools.

Given the positive outcomes observed, we will continue with Goal 1 Action 9 Physical Education and Art PE and Art teachers in providing instruction to elementary students while teachers and staff meet to collaborate and analyze current data. However, the most significant factor that affected Goal 1 Action 9 was staffing. In particular, resignation and leave of absence of PE and Art teachers had a significant impact on our ability to cover classroom teachers throughout the school year and implement PE and Art enrichment opportunities.

In collaboration with educational partners, Goal 1 Action 10 GATE will need to be revisited as it was not implemented as planned due to staffing changes that oversee the program. Our Ed Services team will review this area that will need ongoing improvement toward the services provided to our most advanced students and those with specific talents.

In terms of staffing, Action 3 provided adequate support in terms of staffing for classified and certificated supported sites in instructions and support towards attendance and wellness for our students. To maintain and support effective and safe campuses, district facilities, and maintenance (Action 5) provided enhancements at our schools in WCSD.

Throughout the school year, we ensured that all schools were equipped with supplemental instructional materials and supplies (Action 6). All schools have appropriate supplemental textbooks and provide the need for our low-income students with additional resources and materials including access to supplemental digital products for both classroom and home use.

Overall, Improving Middle School and Elementary Programs (Action 11) helped support an innovative learning environment for our students and school staff. This action supported flexible learning spaces and a safe place for students to learn.

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.

While most of the initiatives delineated in Goal 1 were effectively implemented during the school year, there were specific actions that resulted in variances between budgeted and actual expenditures.

Action 3 This action references the cost of classified and certificated benefits. Although this action was fully implemented, the estimated cost was higher than

what was expended using LCFF funding. The district was able to cover some of the cost using additional one-time funding.

Action 5, District Facilities and Maintenance cost to improve learning spaces to increase student engagement and attendance was higher than what was budgeted. As we began improving learning spaces, we encountered additional work and equipment that needed to be replaced and updated before improving learning spaces. In addition, some rainy weather conditions caused replacement of furniture that needed replacement that was not included in the original cost to update learning spaces for students and families.

Action 6, Supplemental Instructional Materials and Supplies, the cost for providing additional supplemental materials was significantly underspent due to identifying more restricted one-time funding to purchase additional supplemental materials. However, there was still a cost associated with this action that supported the need to provide additional supplemental materials to meet the needs of our English Learners.

Action 8, Music Program K-2, and 6-8 illustrated consistency in our 6-8th programs. WCSD utilized a One-Time Revenue Grant and Prop 28 that explained the surplus of LCFF expenditures associated with these services.

Action 9 Enrichment Opportunities for Physical Education and Art Teachers & Instructional Aides. This action was fully implemented, however, the cost for staffing was significantly higher than what was originally budgeted due to a need for increased staffing support and an increase in salary and benefits.

Action 10 We were in the process of redefining our Gifted and Talented Education (GATE) which was not implemented fully therefore expenditures were not spent. For our upcoming LCAP, our commitment is to align enrichment programs with our GATE actions to support systematic implementations and innovative opportunities for GATE learners.

Action 11, Improving Middle School and Elementary Programs, this action was successfully implemented during the school year. Although this action was fully implemented, the estimated cost of furniture and updated to Multi-purpose rooms came at a lower cost than what was originally budgeted. Also, the prior year the District had made updates to Middle School campuses and therefore the Middle Schools did not require as many updates.

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

The district has successfully implemented the services outlined in Action 1-3. These efforts have primarily focused on ensuring adequate staffing and operating expenses across school sites and various departments. In terms of staffing, WCSD has consistently recruited and hired general education, special education, and teachers throughout the year, ensuring compliance with CA state requirements. Our Human Resources Department was proactive in the recruitment and retention process. Our Human Resources department indicated that we have approximately 100% non-vacancies and 98% qualified assigned teachers in elementary and middle school. Lastly, 93% of our staff agree that teachers in our district are appropriately assigned to the class they teach based on their credentials.

Goal 1 Action 4 Andrews staffing support provided effective support and access for our low-income students. Andrews's staffing coordinated and monitored tutoring programs supporting our low-income students were monitored and students were able to receive access to daily tutoring students enhancing their academic achievement. Based on our local assessments such as I-Ready ELA and math, low-income students increased proficiency from 43% (Diagnostic 2) to 53% (Diagnostic 3) in ELA and 28% (Diagnostic 2) to 44% (Diagnostic 3) in math thus providing academic growth with our low-income students.

In addition, WCSD Goal 1 Action 5 and Action 11 have prioritized the maintenance of all school facilities, including projects to improve middle school and elementary programs such as building maintenance, new furniture, and branding. Upon analyzing our LCAP surveys, parents indicated 89% agree that our facilities are clean and well-kept. In addition, we scored "good repair" on our facilities survey throughout the year.

At the beginning of the school year, WCSD ensured that all schools had appropriate textbooks in support of the Williams Compliance visit which we scored 100% in compliance. WCSD provided students for high-need and low-income students with additional resources and instructional materials (Action 6) to provide access to both classroom and home. This action has been effective as indicated by our students in the LCAP survey which 95% of students agree that the schools provide them with textbooks and learning materials.

Our educational partners indicated the importance of visual and performing arts in WCSD. Through our Visual and Performing Arts Teacher on Special Assignments, there was a high level of engagement of students in participating in the arts program. Our Visual and Performing Arts TOSA (Action 7), Music Program (Action 8), and Enrichment Opportunities (PE and Art) provided effective and multiple opportunities for students and parents to participate in our district-wide arts program. Our 2024 staff LCAP survey illustrated that 76% agree that WCSD offers access to visual and performing arts. This was an increase of 3% from the previous year. Through our ongoing educational partner feedback, 76% of our parents agreed that we needed to explore more enrichment opportunities for our GATE (Action 10). Although the action was effective it was not fully executed due to limitations it has for students meeting criteria to access and parent input, we will be changing that action.

In summary, our LCAP cycle has indicated notable achievements and challenges that we will utilize for improvements in supporting and serving our students. As we look ahead to the next LCAP cycle, we are committed to continuing to collaborate closely with our educational partners and cultivate an environment of high expectations and opportunities for our students to excel.

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

This year, we will add in our upcoming actions to support Goal 1 which will specify providing K-5 students with access to visual and performing arts experiences which is realistic and attainable. This year we will revise our Goal 1 to add access to arts in K-5 based on the feedback received from our educational partners. Goal 1 will continue to support implementing the base program at each school site. As we reflected on the past year based on our educational surveys with our educational partners, Action 7 (Visual and Performing Arts) is a revised action that will provide opportunities for music festivals and art activities in the community. For Action 10 GATE Program will be changed to Enrichment to support our low-income students and provide them access to enrichment. Action 11 (Improving Middle Schools) will be removed as it has been addressed to meet the needs of our middle schools during the LCAP cycle. Action 3 Benefits have been adjusted and combined with salaries and benefits and relocated to Action 1 and Action 2.

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.

Goal

Goal #	Description

2	Goal #2 Pupil Outcomes: Whittier City School District will focus on increasing student achievement for all students and close the achievement gap between all demographic groups, including Hispanic/Latino, English Learners, Foster & Homeless Youth, Students with Disabilities, and Socio-economically Disadvantaged as measured by state and local assessments. Data will be used to identify student's academic needs and instructional decisions will be made at all school sites using the most current student data. Students and teachers will have daily access to technology devices to enhance learning and instruction.	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
2019 CAASPP Data 2020 Local Assessment Data	State CAASPP data in 2018-2019 49% of students in grades 3rd-8th met and exceeded standards in ELA according to the SBAC Assessment 40% of students in grades 3rd-8th met and exceeded standards in Math according to the SBAC Assessment Local Data-Illuminate Broad Coverage of State Standards Assessments for 2020-2021 42% of students scored Met/Exceeded on the ELA Broad Coverage Assessment for 2021 31% of students scored Met/Exceeded on the Math Broad Coverage Assessment for 2021	State CAASPP Data 2021 -2022 Students scoring met and exceeded standards in ELA according to the SBAC Assessment from 49% to TBD of students in grades 3rd-8th. Official SBAC scores in ELA have not been released for 2022 and therefore it is noted as TBD. Students scoring met and exceeded standards in Math according to the SBAC Assessment from 40% to TBD of students in grades 3rd-8th. Official SBAC scores in Math have not been released for 2022 and therefore it is noted as TBD. Local Assessment Data 2020-2021 Students scoring Met/Exceeded on the iReady ELA Assessment scored 37% Students scoring Met/Exceeded on the	State CAASPP Data 2021-2022 Students scoring met and exceeded standards in ELA according to the SBAC Assessment from 49% to 42% of students in grades 3rd-8th. Students scoring met and exceeded standards in Math according to the SBAC Assessment from 40% to 30% students in grades 3rd-8th. Local Assessment Data 2021-2022 Students scoring Met/Exceeded on the iReady ELA Assessment scored 42% Students scoring Met/Exceeded on the iReady Math Assessment scored 38%	State CAASPP Data 2022-2023 Students scoring met and exceeded standards in ELA according to the SBAC Assessment from 42% to 44% of students in grades 3rd-8th. Students scoring met and exceeded standards in Math according to the SBAC Assessment from 30% to 34% students in grades 3rd-8th. Local Assessment Data 2022-2023 Students scoring Met/Exceeded on the iReady ELA Assessment scored 44% Students scoring Met/Exceeded on the iReady Math Assessment scored 38%	The desired outcome would be to have all students, including subgroups make incremental progress towards meeting grade-level expectations in the areas of reading, math, and language proficiency. CAASPP (SBAC) State Assessments will indicate: 60% of students in grades 3 -8 will score Met/Exceeded for ELA 60% of students in grades 3 -8 will score Met and Exceeded in Math. Local Assessment Data 60% of students in grades 3-8 will score at grade level or above in ELA as measured by local assessment data 60% of students in grades 3-8 will score at grade level or above in Math measured by local assessment data

		iReady Math Assessment scored 29%			
2018-2019 CA Dashboard Data Overall data for ELA and Math	Dashboard Data Overall data for 2018-2019 WCSD is currently in Green Staus for English Language Arts according to the CA Dashboard WCSD is currently in Yellow Staus for Mathematics Arts according to the CA Dashboard	CA Dashboard Data Overall data for 2021-2022 WCSD is currently awaiting the CA Dashboard results for 2021-2022. This year will be a baseline year and we anticipate remaining in Green Status for ELA according to the 2021-2022 CA Dashboard. WCSD is currently awaiting the CA Dashboard results for 2021-2022. This year will be a baseline year and we anticipate remaining in Green Status for Mathematics according to the 2021-2022 CA Dashboard.	CA Dashboard Data Overall data for 2021-2022 The CA Dashboard revised its reporting system for performance levels. This is a baseline year and did not include colors for its performance levels. This year the Dashboard reported Status Level only. According to the 2021-2022 Dashboard Results Whittier City School District received a Low Staus in ELA and a Low Status in Math	Dashboard Data Overall for 2022-2023 results are the following. Yellow status for English Language Arts Yellow status for Mathematics	The CA Dashboard will also demonstrate an Overall Green status in ELA and Overall Green Status in Math
2018-2019 CA Dashboard Overall Subgroup Data for ELA and Math	CA Dashboard Data Subgroup Data ELA 2018-2019 WCSD English Learners, Socio-economically disadvantaged, and Foster Youth are currently in Yellow status for English Language Arts according to the CA Dashboard WCSD homeless and white students are currently in Green status for English Language Arts according to the CA Dashboard WCSD Students with Disabilities are currently in Orange status for	We are awaiting the results from the CA Dashboard for 2021-2022 for ELA and Math for all Subgroups. CA Dashboard Data Subgroup Baseline Data for ELA 2021-2022 WCSD English Learners, Socio-economically disadvantaged, and Foster Youth will maintain Yellow status for English Language Arts according to the CA Dashboard WCSD homeless and white students will maintain Green status for English Language Arts according to the CA	CA Dashboard Data Overall data for 2021-2022 The CA Dashboard revised its reporting system for performance levels for each subgroup. This is a baseline year and did not include colors for its performance levels. This year the Dashboard reported Status Level only. WCSD English Learners, Socio-economically disadvantaged, and Foster Youth received a Low Status for English Language Arts according to the 2021-2022 CA Dashboard.	CA Dashboard Data Subgroup Data for ELA 2022-2023 are the following: Green Status-White Yellow Status-Hispanic Orange Status-English Learners, Homeless, Socioeconomically Disadvantage, Students with Disabilities Red Status-Foster Youth CA Dashboard Data Subgroup Data for Math 2022-2023 are the following: Yellow Status-Hispanic, Homeless, SED Orange Status-English Learners, SWD	Dashboard Data Subgroup data for ELA indicates: WCSD English Learners will reach Green Status in ELA according to the CA Dashboard. WCSD Socio-economically will reach Green Status in ELA according to the CA Dashboard. WCSD Foster Youth will reach Green Status in ELA according to the CA Dashboard. WCSD Homeless will reach Blue Status in ELA according to the CA Dashboard. WCSD Students with Disabilities will reach Yellow

	English Language Arts according to the CA Dashboard CA Dashboard Data Subgroup Data Math 2018-2019 WCSD English Learners and socio-economically disadvantaged students are currently in Yellow status for Mathematics according to the CA Dashboard WCSD homeless students are currently in Green status for Mathematics according to the CA Dashboard WCSD foster youth and students with disabilities are currently in Orange status for Mathematics according to the CA Dashboard	Dashboard WCSD Students with Disabilities will maintain Orange status for English Language Arts according to the CA Dashboard We are awaiting the results from the CA Dashboard for 2021-2022 for ELA and Math for all Subgroups. CA Dashboard Data Subgroup Baseline Data for Math 2021-2022 WCSD English Learners and socio-economically disadvantaged students will maintain Yellow status for Mathematics according to the CA Dashboard WCSD homeless students will maintain Green status for Mathematics according to the CA Dashboard WCSD foster youth and students with disabilities will maintain Orange status for Mathematics according to the CA Dashboard	WCSD Homeless and White students received a Low Status for English Language Arts according to the 2021-2022 CA Dashboard. WCSD Students with Disabilities received a Very Low Status for English Language Arts according to the 2021-2022 CA Dashboard. The CA Dashboard revised its reporting system for performance levels for each subgroup. This is a baseline year and did not include colors for its performance levels. This year the Dashboard reported Status Level only. WCSD English Learners, Socio-economically disadvantaged, and Homeless students received a Low Status for Mathematics according to the 2021-2022 CA Dashboard. WCSD White students received a Low Status for Mathematics according to the 2021-2022 CA Dashboard. WCSD Students with Disabilities and Foster Youth received a Very Low Status for Mathematics according to the 2021-2022 CA Dashboard.	Red Status-Foster Youth Orange Status-White	Status in ELA according to the CA Dashboard. Dashboard Data Subgroup data for Math indicates: WCSD English Learners will reach Green Status in Math according to the CA Dashboard. WCSD Socio-economically students will reach Green Status in Math according to the CA Dashboard. WCSD Foster Youth will reach Green Status in ELA according to the CA Dashboard. WCSD Homeless will reach Blue Status in ELA according to the CA Dashboard. WCSD Special Education Students will reach Yellow Status in Math according to the CA Dashboard.
CA Dashboard EL	WCSD is currently	WCSD is currently	According to the 2021-	WCSD is currently 49.2%	WCSD will reach

| Data (ELPI) 2018-2019 ELPAC Data 2019 | 46.1%"Making Progress" and in the Medium range towards English Proficiency according to the 2018-2019 ELPAC assessment and movement of ELPI Levels on the CA Dashboard 16% of English Learners are proficient on the ELPAC according to 2019 ELPAC 17% of students identified as English Learners reclassified (RFEP) in 2020 according to WCSD reclassification criteria. | 46.1%"Making Progress" and in the Medium range towards English Proficiency according to the 2018-2019 ELPAC assessment and movement of ELPI Levels on the CA Dashboard 12.6% of English Learners are proficient on the 2020-2021 ELPAC Assessment. 9.3% of students identified as English Learners reclassified (RFEP) in 2020-2021 according to WCSD reclassification criteria. | 2022 CA Dashboard, WCSD is currently in Medium Status toward English Proficiency and movement of ELPI Levels on the ELPAc Assessment 20.3% of English Learners are proficient on the 2021-2022 ELPAC Assessment. This meets our anticipated Desired Outcome. 11.4% of students identified as English Learners reclassified (RFEP) in 2021-2022 according to WCSD reclassification criteria. | "Making Progress" and in the Yellow band based on the 2022-2023 CA Dashboard. Based on the 2022-2023 CA Dashboard, there is about 51% that are proficient on the ELPAC Assessment. 12.97% of students identified as English Learners reclassified (RFEP) in 2022-2023 according to WCSD reclassification criteria. | 58%"Making Progress" status towards English Proficiency with English Learners according to the ELPAC assessment and movement of ELPI Levels. 20% of English Learners will score Proficient (Level 4) according to the ELPAC Assessment. 15% of English Learners will reclassify according to the WCSD reclassification criteria. |
| 2021-2022 CAST California Science Test for Grades 5th and 8th | 20% of students in 5th and 8th grades scored Met or Exceeded on the 2021-2022 Smatert Balanced CAST. | | | 21% of students in 5th and 8th grades scored Met or Exceed on the 2022-2023 Smarter Balanced CAST. We are still waiting on the 23-24 CAST official results at this time. | CAST (SBAC) CA Science Test 30% of students in 5th and 8th grade will score Met or Exceeded on CAST for 2023-2024 |

Goal Analysis

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

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

The actions and services in Goal 2 are focused on increasing student achievement for all students and closing the achievement gap between all demographic groups, including Hispanic/Latino, English Learners, Foster and Homeless Youth, Students with Disabilities, and Socioeconomic disadvantage as measured by state and local assessments. WCSD is committed to ensuring all students are provided with high-quality instructions, effective interventions, and access to technology devices and programs to enhance instructions and academic support that will support proficiency in English Language Arts, Mathematics, and Science as measured by the CA Dashboard. In addition, this goal includes professional development days, class size, intervention, technology integrations, and enrichment.

WCSD continued its commitment to professional development (Action 1) including three professional development days (Action 2) and Additional Collaboration Time-Minimum Days (Action 21) to support high-quality professional development that covered ELA, math, history, and science.

Action 3 focused on contracts and conferences for training that provided teachers with instructional resources and evidence-based strategies targeting the academic needs of students.

Action 4 provided technology tools for our students to support personalized learning and address learning gaps. The technology equipment and support allowed educators to tailor instructions to meet the individual needs of students. WCSD also hired technology site tech support (Action 27) to ensure technology tools are monitored and are effective for our students and staff.

To provide support at school sites and towards student achievement, Site-based teachers (Action 5) provided training and coaching, and direct support to teachers and site administration. Their support included developing instructional resources and monitoring students such as our English Learners and Foster Youth.

Curriculum Improvement Teams (Action 7) focused on developing math, literacy, and other content areas. Their support provided participation and input in our pacing plans, assessments, and instructional delivery to support the academic success of our students.

In efforts to support low-income students, summer interventions (Action 8) and targeted after-school or summer school interventions (Action 22) were offered during the summer. Students participated in literacy, math, and enrichment. These opportunities aimed to increase academic success and school connectedness for at-risk students.

Special Education Professional Development (Action 12) was led by our Special Education department. The department continued to provide professional development to educators throughout the school year in goal setting, social-emotional learning, and instructional strategies. The professional development equipped educators with tools and strategies to promote inclusivity and support for our students with disabilities.

In the area of family connectedness, parent community liaisons (Action 13) provided support for families and students in accessing resources and tools that provided access to the linguistic and academic needs of our students such as our English Learners.

Our Educational Services Support Staff Director of Educational Services (Action 18) provided equity and data-driven decision-making in advancing toward our goal of equitable and positive outcomes for all students. The Ed Services Support Staff Director of Educational Services provided leadership support through ongoing data analysis, professional learning communities, instructional walkthroughs, coaching, and educational partners' engagement. Programs and enhancements were created for academic and behavioral interventions that include monitoring students toward their success.

Intervention and Support Teachers for Response to Intervention (Action 23) were implemented in our efforts to support low-income students. Supplementary interventions were offered during the year. These opportunities aimed to increase the academic success of at-risk students.

Our district continued with Class-size reduction (Action 15) in grades TK-2nd and Full Day Kindergarten (Action 17). These actions lowered the teacher-to-student ratios and maintained our instructional days to support state requirements including our transitional kindergarten program (Action 25) which provided early access to education for our low-income students.

Achievement Via Individual Determination (AVID) Program (Action 16) provided college awareness and readiness for our students. Students were provided with organizational skills and higher-order thinking skills. Teachers and administration were trained and professional development was offered throughout the year and in the summer.

To support personalized instructions, development of formative assessments, and progress monitoring of students, WCSD implemented a student data information system called Illuminate Education (Action 24) and iReady Assessments (Action 26). These platforms provided teachers and staff the opportunity to check for student mastery and develop small group instructions to support the specific academic needs of students.

While most actions under Goal 2 were fully implemented, some actions were limited and did not come without challenges. Focusing on English Learner Training (Action 9), ELD Instructional Materials (Action 10), and English Learner Intervention (Action 11) were not to the degree that we wanted. Concentration on English Learner training due to staffing changes impacted the execution of ELD materials and limited targeted intervention for English Learners who experienced limitations in the classroom. After-school interventions were delayed and limited due to staffing availability. Our Dual Immersion Instructional Support (Action 19) was partially implemented and funds were allocated for professional development and collaborative sessions with teachers and principals for our Dual Immersion schools.

Focusing on targeted interventions for Foster Youth and the Homeless (Action 14) was not implemented due to the identification of students and the creation of a specific plan of action to support their needs. WCSD needed to enhance our data platform that helps triangulate data that will identify specific support based on targeted needs.

In conclusion, WCSD has made significant strides in implementing Goal 2 of the 2023-2024 LCAP. Our focus ahead will be dedicated to addressing disparities, enhancing educational equity, and refining our approach to meet the evolving needs of our student body in the upcoming LCAP cycle.

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.

While the majority of actions outlined in Goal 2 were successfully implemented during the school year, there were limitations in the implementation of certain actions. These were due to the limitations that contributed to material differences between the budgeted expenditures and actual expenditures and material differences between the budgeted expenditures and the actual expenditures estimated for these actions.

Action 1 Professional Development and Action 3 Contracts and Conferences implemented so we can continue to support teachers and staff; however, WCSD utilized the Educator Effectiveness causing funding to be underutilized.

Action 2, Three Professional Development Days was centered around teacher collaboration and training. Allocated funding was over budgeted causing funding to be underutilized.

Action 4, Technology Refresh Equipment, and Technology Support and Training were designed to support instructional training and enhance equipment; however, expenditures were covered by the ESSER III funding so allocated funding remained underused.

Action 5, Site-Based Lead Teachers focused on offering targeted support; however, were not utilized during the first half of the year. Most expenditures and allocations will be utilized towards the end of the year.

Summer interventions (Action 8 and Action 22) still occurred as planned; however, expenditures were moved to ELOP, reducing associated expenditures with supplemental and concentration funds.

Action 10, ELD Instructional Materials and Support. This action was partially impacted due to staff movement and limitations on professional development in this area. Additionally, one-time funding and ESSER III were available to cover services in this area.

Action 11, English Learner Interventions provided adequate support to our students, centered on interventions that exceeded the projected allocation due to benefits such as health and welfare. This deviation provided us with the need to monitor carefully to address unforeseen allocation.

Action 12, SPED Professional Development was provided to our SPED teachers throughout the year. Focused on supporting our students with disabilities, certain expenditures utilized Educator Effectiveness Grant and Medical Billing options reimbursement, which explains why some allocated funding was not utilized.

Action 13, Parent Community Liason offered services and support for parents and families; however, we encountered challenges due to staffing. To utilize and support our needs, WCSD hired two more full-time employees causing us to spend what was allocated.

Action 14, Foster Youth, the reason the funding was not utilized is because WCSD utilized ARP federal one-time grant and Janice Han, LA county Board of Supervisor Grant to provide essential support for foster youth which explained the surplus of LCFF expenditures with this action.

Action 16, Achievement Via Individual Determination Program (AVID) was impacted due to releasing teachers for training at our AVID schools resulting in the LCFF funding not being utilized. There were sub shortages that limited us to release teachers to attend professional development and workshops.

Action 17, Full Day Kindergarten exceeded the projected allocation. During the LCAP cycle, WCSD has hired five additional teachers to support increased enrollment.

Action 21- Aimed to provide support for teacher collaboration, budgeted expenditures were not fully executed due to the usage of our base funding in supporting the action.

Action 22, Targeted Afterschool or Summer Intervention was implemented later on in the year due to staffing shortages. We were able to implement tutoring for a few months. Expenditures were shifted to other restricted funding.

Action 25-Transitional Kindergarten exceeded the projected allocation due to related salaries and benefits.

Action 26 I-Ready Assessment and Instructional Platform and Training provide the necessary support for our teachers and students. It allowed teachers to analyze our local assessments and monitor student growth in ELA and math. Other funds were utilized to support this action.

Action 27-Technology Site Tech Support faced ongoing challenges due to a lack of staffing. Throughout the year, there were several resignations which caused the funding not to be fully utilized.

In summary, the successes under Goal 2 provided steady support to enhance instructional practices and student learning. Our commitment is to ensure we prioritize ongoing support for our students and equipped the with the necessary tools, strategies, and resources to achieve academic excellence.

Our indicated metrics are shown from the baseline year, WCSD was at 49% ELA and 40% in math. In 2021-2022, WCSD's ELA proficiency was at 42.04% in ELA and 30.13% in math. In 2022-2023, WCSD's proficiency rates are at 44.47% in ELA and 33.50% in math. Despite the two pandemic years and the associated learning loss, WCSD went from Green to Yellow Level in ELA and maintained Yellow in mathematics. Our metric also illustrated a focus and more attention to our English Learners (Orange), Foster Youth (Red), and Students with Disabilities (Orange). The efforts and dedication of our teachers were evident; however, we recognize the need to focus on ELA and math.

The action that proved to be the most effective in reaching our goal and expectations was the focus on providing ongoing professional development and training to all teachers and classified staff (Action 3). Starting in the summer of 2023, professional development provided various sessions in English Language Arts, mathematics, history, and science (Action 1) to support teachers with strategies and resources to improve student outcomes. About 70% of teachers indicated that the district provides training and support in the implementation of the CA Standard.

Specialized training in Transitional Kindergarten (Action 25) was provided throughout the year to allow TK teachers and staff to deepen their learning and pedagogical practices. Educational Services staff continued to provide our ongoing professional development sessions (Action 2) for teachers, staff, and administration throughout the school year, summer, and weekends. Illuminate Education (Action 24) and I-Ready (Action 26) are some of the computer-based programs that provide our students with personalized instruction and data-driven information allowing educators to monitor instructions and interventions. Ensuring that our students have technology access (Action 4) was a priority that allowed them to utilize our online programs at our school and in their homes. Our I-Ready data illustrates student growth of 23% in Language Arts and 27% in math. We can account for our ongoing professional development and use our data platforms to track our students' growth and effectively address our staff and student needs.

Full Day Kindergarten (Action 17) was effective because it provided access and resources for our students and support towards early literacy. Our kindergarten went from 20% (Diagnostic 1) to 75% (Diagnostic 3) proficiency in our I-Ready reading.

The leadership and efforts of our Educational Services Support Staff (Action 18) and Curriculum Improvement Teams (Action 7) focused on leading effective instructions implementing MTSS, and leading instructional practices with district and site TOSAs which had a positive impact on all students, especially in monitoring our English Learners, Foster Youth, and socioeconomically disadvantaged students. Our site-based leads (Action 5) monitored student progress such as our I-Ready final diagnostics which students illustrated academic growth for our English Learners (16% in ELA, 15% in math), SED (21% ELA, and 26% in math), and foster youth (26% in ELA and 28% in math). The class size reduction (Action 15) and Site Allocations (Action 6) allowed sites to provide effective instructions and academic support to improve student achievement based on their specific site needs. Based on our LCAP student survey, 91% of our students agree that they can get help at school sites.

Our current CAASPP results from 2023 illustrate that the two years of school closures and virtual learning have negatively impacted our students' progress. It is important to highlight our academic progress as indicated in our CAASPP results. Our ELA proficiency increased from 42.04% (2022) to 44.47% (2023). In addition, our math proficiency increased from 30.13% to 33.50%. This is due to our strong efforts in our district to support our students toward academic achievement by reducing class sizes (Action 15), additional collaboration time (Action 21) teachers to analyze data and student needs, and summer intervention for our students (Action 8). Our intervention RTI teachers (Action 23) provided added support to our identified students to support Tier 2 and Tier 3 intervention.

Tech Site support (Action 27) has supported our students and staff in the area of technology which staff has indicated to be helpful. Students are provided iPads and tech staff helps monitor and maintain the technology equipment which 78% of our teachers agree that students can receive adequate tools for learning.

Our English Learner Intervention (Action 11) has been effective in monitoring our progress for English Learners. Based on the 21-22 summative ELPAC, we had about 15.57 %, and in our 22-23 summative ELPAC, WCSD illustrated 16.50% proficiency.

SPED Professional Development (Action 12) was effective in supporting our SPED and general education teachers in best practices and inclusion. About 80% of our teachers and staff agree or strongly agree that WCSD has provided staff development to reach their goals.

In addition, we will continue to monitor our implementation of our Foster Youth and Homeless (Action 14). The majority of our educational partners such as our principals, teachers, and parents agree that we need to continue enrichment opportunities for our Foster Youth and Homeless Youth so they can gain positive experiences and promote student engagement. Our parent outreach and providing families with needed resources such as school supplies provided some effectiveness in our action which was illustrated in our 23-24 attendance data rate of 93.80% which came in slightly higher than our overall attendance rate of 92.66%

93% of our parents revealed in our parent survey that they are aware of multiple opportunities to be involved in school. This has led to an increase in our parental involvement in supporting their child's academic goals. This is attributed to the support of our parent liaisons (Action 13).

In addition, our AVID strategy (Action 16) has provided an environment to support colleague and career readiness skills for our students. The skills have prepared students in elementary and middle schools to be transitioned and prepared for the next grade level. About 94% of our parents agree that their child is prepared for the next grade level.

WCSD also has local assessments in place to help us monitor our actions and student learning. We also reviewed our I-Ready diagnostic results from the beginning of the school year to the end. Our data review meetings provided ongoing monitoring of teacher assessments, Interim Assessment Blocks, and multiple data in the area of literacy.

We began the implementation of Dual Immersion (Action 19) training for our teachers, principals, and district staff. The training provided effective actions by reviewing various frameworks, essential standards, and assessments towards the end of the year. Based on the need and feedback from teachers, there is a need to change our approach to our professional development and standardized assessments. Based on our LCAP survey there was a need for targeted professional development and resources to support English Learners our LCAP staff survey revealed that 20% disagreed/strongly disagreed compared to 0% the prior year.

An analysis of our survey and input from our educational partners help us gauge the effectiveness of our actions under Goal 2. ELD supplemental instructional materials (Action 10) provided some effective support for our students. Based on our LCAP staff survey, 86% of staff have the instructional materials to support the implementation of the CA State Standards. The data highlights the importance of prioritizing supplemental materials for our teachers in supporting their English Learners.

Our English Learner training (Action 9) provided some effectiveness in supporting our staff. This was attributed to ongoing professional development and ensuring our teachers and principals understand the ELPAC data. Based on our 2023 CA Dashboard, 51.2% are making progress towards English Language proficiency. In 2022, 53.7% progressed at least 1 ELPI level and in 2023, 51.7% progressed at least one ELPI level. This data highlights the importance of prioritizing ongoing professional development for our teachers and staff.

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

Reflecting on our metrics and survey results in Goal 2, we will not be making significant changes this year. Goal 2 provides realistic goals and actions that appear to be on target despite the effects of the pandemic. Based on reflections on data and educational partner feedback, we reduced our actions which

was a total of 26 to 19 related to Goal 2.

Action 7 which was known as Curriculum Improvement Teams will be described as an Instructional Design Team (IDT). The purpose of the IDT is to bring in teachers and staff to identify essential standards and research-based practices.

An area of concentration will focus on our English Learners. English Language Development Training (Action 9), ELD Supplemental Instructional Materials and Support (Action 10), and English Learner Intervention (Action 11) have been combined into one action which is Action 7 for the new LCAP. We want to empower teachers to develop instructional resources and share evidence-based strategies targeting the academic and language needs of students. Furthermore, additional instructional walkthroughs and data analysis will be conducted to analyze our implementation, progress on our metrics, and review of the desired outcomes.

Although our focus was professional development our broader scope will focus on Action 7 (ELD supplemental Instructional Materials, training, and Support) for the 24-25 school year. This goal encompasses the implementation of services and programs pertinent to English Learners including newcomers and long-term English Learners. In addition, specific professional development, interventions, bi-literacy programs, personalized learning, and parent engagement. WCSD is reviewing the English Language Progress Indicator (ELPI) data as a metric that will measure the percentage of English Learners making progress toward English Proficiency and the percentage who have attained Level 4.

Action 13(Parent Community Liaisons) was moved to Goal 3 to support our overall goal of parental involvement and community engagement at each site. Action 10 will focus on AVID Contract and Support which will emphasize college readiness and skills for our students.

To support Goal 2, we added Action 12 (Virtual Learning Academy) to support instructional materials and resources. Our goal is to support students who are not able to attend in person due to specified needs and enhance our tools, strategies, and instructional practices.

We removed Action 19 (Dual Immersion) as we will be utilizing restrictive funding to support our program for the new LCAP cycle. Evaluation of our professional development endeavors revealed the removal of Action 21 (Two additional hours on Tuesdays) from Goal 2 as we will be using another funding source to support our teachers in implementing instructional strategies.

Action 20 (Site-Based Interventions) was removed and sites will focus on their specific funding to support at-risk students based on their academic needs.

Action 22 (Targeted After School or Summer Interventions) was removed and will utilize ELOP support to fund services.

Action 23 (Intervention and Support Teachers for RTI) was removed as we are systematically will focus on Tier 1 strategies and small group instructions in the classrooms.

Action 24 (Student Data Information System) and Action 26 (I-Ready) were moved into one action which is Action 13 (Technology Subscriptions).

We refined Action 25 (Transitional Kindergarten) and placed it in Action 14. This action will support certificated and classified staff. It will help support materials and training throughout the school year to better support our teachers.

Action 27 (Technology Support Staff) has been placed to Action 15 since know that there is a continued need to support our staff and students towards technology.

Overall, we will retain the same metrics to ensure continuity and consistency in our data collection efforts allowing for meaningful comparisons and trend analysis over multiple years. The chosen metrics cover a wide range of indicators that will enable us to effectively communicate our progress to educational partners in our efforts to improve student outcomes. WCSD intends to proceed with most of the actions and services currently provided. During the LCAP

cycle, there will be an enhanced focus on long-term English Learners.

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.

Goal

Goal #	Description
3	Goal #3 Engagement: Whittier City School District will increase parent involvement, student and community engagement by cultivating a positive and safe school climate as measured by survey data from students, parents, and staff. Schools will work towards adopting a theme or make progress towards adopting a theme that will serve to engage parents, students, and the greater school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
2019 CA Dashboard Suspension, Expulsion, and Middle School Drop-out data 2019 Expulsion and Middle School Drop-out Calpads/AeriesData	WCSD has an overall 1.9% suspension rate and a Green status according to the 2018-2019 CA Dashboard. WCSD suspension rate for English Learners, Foster Youth, and Socioeconomically Disadvantaged students have a Green status with an average 2.0% suspension rate. WCSD has a 0% Expulsion rate according to 2019 Calpads/Aeries Data	WCSD has an overall 0.7% suspension rate according to Data Quest for 2019-2020. We do not have suspension rates for 2020-2021. WCSD suspension rate for English Learners, Foster Youth, and Socioeconomically Disadvantaged students have a Green status with an average 2.0% suspension rate. WCSD has maintained 0% Expulsion rate according to 2021-2022	WCSD has an overall 1.1% suspension rate according to Data Quest for 2021-2022. WCSD suspension rate for English Learners, Foster Youth, and Socioeconomically Disadvantaged students has a Low status with an average 1.0% suspension rate. WCSD has maintained 0% Expulsion rate according to 2021-2022 Calpads/Aeries Data WCSD has maintained 0%	WCSD has an overall 1.2% Suspension, maintained 0.1%, and a Green Status according to the 2022-2023 CA Dashboard. WCSD suspension rate for English Learners (1.3%), Foster Youth (1.2%), Hispanic (1.1%), Two or More Races (0.5%), and Socioeconomically disadvantaged students (1.4%) has a Green status as indicated on the 2023 CA Dashboard. WCSD suspension for African American (5.2%), Asian,	The desired outcome for Goal#3 would be to improve the overall climate at each school and district-wide. Improved climate and culture will result in high levels of attendance, increased enrollment, and a decrease in suspension. An additional outcome would be a strong implementation of our PBIS Program at each school site WCSD Suspension Data WCSD will further decrease suspension rates from 1.9%-0.5% and enter the Blue status according to the

	WCSD has a 0% Middle School drop-out rate according to 2019 Calpads/AeriesData	Calpads/Aeries Data WCSD has maintained 0% Middle School drop-out rate according to 2020-2021 Calpads/AeriesData	Middle School drop-out rate according to 2021-2022 Calpads/AeriesData	Homeless (1.8%), Students with Disabilities (1.8%), and white (3.7%) has an Orange status as identified in the 2023 CA Dashboard. WCSD has 0 expulsion WCSD has 0 Middle School Drop Out	CA Dashboard. WCSD suspension rate for English Learners, Foster Youth, and Socioeconomically Disadvantaged students will decrease 2.0% to 0.5% and enter the Blue status according to the CA Dashboard. WCSD Expulsion and Middle School Drop-out Data WCSD will maintain its 0 expulsions as measured through Calpads/Aeries Middle School drop-out rates will remain at 0 as measured through Calpads/Aeries
2019 Chronic Absenteeism from CA Dashboard 2019 Overall Attendance Data Calpad or Aeries	According to the 2018-2019 CA Dashboard, 9.1% of WCSD students are chronically absent and have an Orange Status According to the 2018-2019 CA Dashboard 8.5% of WCSD English Learners, 15% of Foster Youth, and 10% of Socioeconomically Disadvantaged students are chronically absent and have an Orange Status. WCSD has 93% Overall	In 2020-2021, 10.3% of WCSD students are chronically absent and 2018-2019 Orange Status according to the CA Dashboard. According to the 2018-2019 CA Dashboard & Data Quest, 8.5% of WCSD English Learners, 15% of Foster Youth, and 10% of Socioeconomically Disadvantaged students are chronically absent and currently have an Orange Status on CA Dashboard. WCSD has 93% Overall	According to 2021-2022, Data Quest information 37% of WCSD students are chronically absent and received a Very High Status on the 2021-2022 CA Dashboard. According to 2021-2022, Data Quest information 36.7% of WCSD English Learners, 23.8% of Foster Youth, and 40% of Socioeconomically Disadvantaged students are chronically absent and received a Very High Status on the 2021-2022	Based on the 2022-2023 CA Dashboard, WCSD students are 32.3% chronically absent and received a Yellow indicator. English Learners illustrate a chronic absenteeism rate of 34.4% and an Orange indicator. Foster Youth illustrates a 25.3% chronic absenteeism rate and a Red indicator. Our SED population illustrates a 35.8% chronic absenteeism rate. WCSD has 92.98% overall	WCSD students will decrease chronic absenteeism an overall of 5% or less and will have a Green Status for chronic absenteeism according to the CA Dashboard. WCSD students will decrease chronic absenteeism to 6% or less for English Learners, 10% or less for Foster Youth, and 5% or less for Socio-economically Disadvantaged students and will demonstrate a Yellow Status according to the CA

	Attendance rate as measured by Calpads Data	Attendance rate as measured by Calpads Data	CA Dashboard. WCSD has a 90% overall attendance rate as measured by Calpads Data	attendance data.	Dashboard. WCSD will increase its overall attendance rate as measured by Calpads or Aeries data to 98%
Student, Parent, and Staff Surveys on school climate, engagement, and school connectedness	Annual LCAP Parent Survey 2020-2021 88% of parents feel welcomed when I come to school. 61% of parents feel welcomed when they come to the District. 78% of Parents feel they are involved in the decisions made at their school site. 91% of Parents feel that their input and participation are valued at their school site. Annual LCAP Student Survey 2020-2021 81% of students look forward to coming to school every day. 91% of students feel safe while at school. Annual LCAP Staff Survey for 2020-2021 80% of staff members said their school is a place where they feel safe.	Annual LCAP Parent Survey 2021-2022 89% of parents feel welcomed when I come to school. 57% of parents feel welcomed when they come to the District. 69% of parents feel they are involved in the decisions made at their school site. 85% of parents feel that their input and participation are valued at their school site. Annual LCAP Student Survey 2021-2022 77% of students look forward to coming to school every day. 84% of students feel safe while at school. Annual LCAP Staff Survey for 2021-2022 83% of staff members said their school is a place where they feel safe.	Annual LCAP Parent Survey 2022-2023 91% of parents feel welcomed when I come to school. 61% of parents feel welcomed when they come to the District. 84% of Parents feel they are involved in the decisions made at their school site. 83% of parents feel that their input and participation are valued at their school site. Annual LCAP Student Survey 2022-2023 69% of students look forward to coming to school every day. 79% of students feel safe while at school. Annual LCAP Staff Survey for 2022-2023 64% of staff members said their school is a place where they feel safe.	Annual LCAP Parent Survey 2023-2024 93% of parents feel welcomed when I come to school. 93% of parents feel welcomed when they come to the District. 93% of Parents feel they are involved in the decisions made at their school site. 92% of parents feel that their input and participation are valued at their school site. Annual LCAP Student Survey 2023-2024 68% of students look forward to coming to school every day. 81% of students feel safe while at school. Annual LCAP Staff Survey for 2023-2024 64% of staff members said their school is a place where they feel safe.	Annual LCAP Parent Survey 100% of parents will feel welcomed at their school site. 90% of parents will feel welcomed when they come to the District. 95% of Parents will feel they are involved in the decisions made at their school site. 100% of parents feel that their input and participation are valued at their school site. Annual LCAP Student Survey 100% of students look forward to coming to school every day. 100% of students feel safe while at school. Annual LCAP Staff Survey for 90% of staff members said their school is a place where they feel safe.

Goal Analysis

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

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

In this section, we will describe the overall implementation of the actions to achieve Goal #3 including a discussion of relevant challenges and the success of our actions. WCSD continues to implement Goal #3 which actions and services support the increase of parents, families, students, and community engagement by cultivating a positive and safe school climate as measured by survey data from students, parents, and staff. WCSD will continue to collaborate and expand themed programs at schools that will engage parents, students, and the community. In addition, our unified efforts enumerated in Goal 3 will continue to focus on positive attendance and increased enrollment in all school sites.

Goal 3 concentrated on the primary actions that focused on attendance and re-engagement strategies. Utilizing our CA Dashboard on chronic absenteeism and suspension reports, ongoing attendance reports, data platforms, and LCAP surveys (Action 6), funding was allocated to implement preventive measures. WCSD enhanced and equipped its student services and programs (Action 3). Through ongoing actions, WCSD monitored its Parent Engagement workshops (Action 1) that were implemented and ensured we were taking appropriate steps to engage our community, parents, and students. WCSD is ensuring community liaisons (Action 4) are trained and supports parents and families at the district and school sites.

Through initiatives such as Positive Behavioral Interventions and Supports (PBIS, Action 11), we have been providing teachers the tools, training, and support to provide a differentiated approach for students to make positive choices and navigate challenges. We also added personnel such as MTSS Teachers on Special Assignment (TOSA) and support teachers (Action 13)to dedicate targeted support and preventive measures for our students. Throughout the school year, WCSD continued its commitment to the well-being of our students by adding district nurses (Action 10), and social workers (Action 14) and providing transportation (Action 15) needs to identified families and students. Site clerks (Action 9) were added to support parent outreach and utilize data to monitor attendance and enrollment data in WCSD.

Educational Services in collaboration with school sites and educational partners in our continued efforts to increase enrollment and attendance outlined in Goal 3, themed academies were enhanced and developed to rebrand schools and provide innovative programs. We added a themed academy at one middle school. We have seven themed schools and two middle schools.

One of the primary challenges we had since the onset of the pandemic revolves our student attendance. Particulary our Foster Youth was identified as a red status on the 2023 CA Dashboard and is currently at 93% chronic absenteeism. Overall WCSD is currently at a Yellow status in chronic absenteeism. Despite our commitment and dedication, the impact of the pandemic on attendance patterns supports the need for continued strategies such as our attendance recovery programs (Action 2) to address this issue effectively. We were not able to implement Action2 as needed due to staff availability. Our student services support staff (Action 3) continued to work with principals and counselors to increase our attendance rates and engage our families about positive attendance. We utilized Parent Square (Action 12) to continue to support announcements and promote parent engagement. Regarding Action 11, our implementation of MTSS in WCSD has improved over time; however, we recognized the importance of in-classroom student academic support with progress monitoring measures to analyze student academic growth and needs. WCSD recognized the importance of ongoing professional development in PBIS (Action 11) implementation. Similarly, the implementation of restorative practices promotes a change in the way we communicate with students, parents, and staff. We also encountered challenges this year in providing staffing such as social workers (Action 14) and support teachers.

Although our parent participants in district workshops (Action 7) have offered positive responses to the presentations and workshops that were conducted throughout the school year, participation numbers remain low. We understand that we must develop diverse opportunities for parents to participate and work diligently with our site-based community liaisons (Action 4). We implemented our Doc-Tracking-Services (Action 5) to support our school site plans, site budget management, and development of goals and actions that will identify specific strategies for 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.

In reviewing Goal 3 of our LCAP, some actions illustrated differences between budgeted expenditures and estimated actual expenditures.

Action 1, Parent Engagement: Parent Academy proceeded according to plan with parent meetings and community engagement; however expenditures were shifted to other restricted funding causing LCFF funding not to be fully utilized.

Action 2, The Attendance Recovery Program provided support for our students. However, there were limitations due to staffing availability throughout the year. Expenditures were utilized from other restricted funding so the LCFF funding associated with this action remained unused.

In terms of Action 4, Community Liaisons, the projected allocation for this action was lower than expected. This is the result of Goal 2, Action 13 which impacted the operating expenses.

Action 5, Doc Tracking-Services and Operating Expenditures exceeded the projected allocation indicating an overage in spending in this area. The cost increased due to the translation support that is needed. This deviation indicated the need for a strategic allocation to address any unforeseen circumstances.

Action 6, LCAP Stakeholder Survey funding was fully utilized for this action due to funding changes that came late in the year. LCAP Stakeholder survey included salary and benefits that were not fully allocated.

Action 7, Parent Workshops and Training provided access to parent resources. Funding for this action was underutilized. WCSD allocated from the ESSER III fund and other one-time funds to support this action.

Action 9, Site Office Clerks were provided to school sites to support positive student outcomes. Expenditures were over the estimated budgeted amount. Two additional clerks were hired to support data and assessment.

Action 10, District Nurse was underbudgeted because it did not include benefits including health and welfare which impacted projected allocation. WCSD needs to carefully monitor allocation to maintain fiscal responsibility.

Regarding Action 11, Multi-Tiered Systems of Support: PBIS and RTI Implementation. WCSD utilized ESSER III funding and another one-time fund which impacted the allocation to be unused.

Action 15, Transportation aimed to ensure students have access to transportation based on their needs, especially for our low-income families. Bus passes were issued for families in need. Not all funds were utilized for this action because there was a 50% discount given by Metro.

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

Throughout the year, Goal 3 highlighted efforts to increase positive attendance, enrollment, and engagement strategies with parents, students, and the community. Our efforts to communicate with our families regarding the importance of their child's education through our Parent Square Communications (Action 12) and LCAP Stakeholder surveys (Action 6). We also had an increase in our LCAP Parent Surveys which provided us insights on our actions and areas of improvement. There was an increase of 2% from 83% to 85% that parents feel that their participation and input matters. In addition, we stay committed to our actions by fostering a positive school climate and support services at district and school sites. We will continue with this Goal during the new LCAP Cycle with some modifications as indicated below.

Attendance Recovery Program (Action 2) placed a focus on addressing chronic absenteeism and re-engaging our students academically and socially. In our efforts to increase attendance, our student attendance rate is currently at 92.93%. This was an increase from 92.81% from the previous year. Our chronic absenteeism is still high which is at 32.3% overall. It has improved compared to the previous year which was 37.1%.

Student Services Support (Action 3) managed our parent center and resources effectively in ensuring we provide access and opportunities for our parents. About 90% of our staff agree/strongly agree that our district values parents as important partners in their child's education and provides opportunities for them to strengthen student learning.

Community liaisons (Action 4) provided engagement and connectedness with our parents and families. We had an increase of parents from 83% to 85% agreeing that WCSD provided numerous participation and input. In addition, our LCAP parent survey indicated that 92% of our parents agree that they can have the opportunity to make decisions at school.

Doc Tracking Services and Operating Expenditures (Action 5) provided effective services to support our school plans and school accountability report cards. School sites were able to access these services to provide ongoing and timely communication to families which 88% of our parents agreed. That is an increase of 9% from the previous year.

Site office clerks (Action 9) provided effective support to increase attendance. Site clerks focused on connecting with families of low-income students. About 97% of our parents agreed that schools communicate that attending school is important and they are engaged with positive attendance.

Our efforts to engage and support our families by ensuring a positive and safe climate were effective. There was an increase from our LCAP Parent survey which illustrated from 86% to 90% that their child looks forward to attending school every day. This was due to the implementation of our Parent Engagement and Parent Workshops (Action 1) and Parent Workshops Trainings (Action 7). In addition, about 93% of our parents feel welcomed at school compared to 91% the previous year. Through our LCAP Parent Surveys, 98% of our parents can access our Parent Square portal (Action 12) where they can receive vital communication and information from the district and school sites. Our metric in school connectedness indicated that 85% of our parents shared that their participation and input are valued compared to last year which was at 83%. Parental involvement at school sites also illustrated an increase from 93% compared to 84% last year.

While Goal 3 includes a variety of actions that help promote a positive climate, engagement, and school connectedness, student connectedness needs to be reviewed for a sense of safety and motivation. Although 91% of our students indicate they can get help with their school work, 68% of our students look forward to coming to school each day as indicated by our student LCAP survey. Transportation (Action 15) has provided the necessary support for our students to attend school consistently. There is a sense of feeling safe in our students which prompted an increase of 81% from 79% last year. About 40% of our students also indicated that their school is clean and in good repair.

Goal 3 was also implemented to help improve the right conditions for staff. and students through our Multi-Tiered Systems of Support: PBIS and RTI Implementation (Action 11) and support of our MTSS TOSA and Support Teachers (Action 13). Our student LCAP feedback indicated that 76% of our students that they are comfortable seeking help from adults at school. This was an increase of 2% from the previous year.

This action continues to be effective with the support of our social workers (Action 14). The CA Dashboard Suspension rate indicated 1.2% suspension which we maintained from the previous year.

 District Nurse (Action 10) in supporting the diverse needs of our most vulnerable populations. District nurses provide access to health support, care, and resources for our families and students who lack access to their needs. This action helps support our efforts to reduce our chronic absenteeism. With the support of district nurses ensuring our students are monitored in attending school, we were able to reduce our 32.3% chronic rate by 4.8% from the previous year.

To support the passion, interest, and engagement of our students, effective implementation has positively impacted our students and staff. Our LCAP staff survey showed that 76% of our staff would like to continue the exploration of themed academies. This has also created more opportunities for parents to attend school events which 93% of our parents agreed. This was an increase of 9% from the previous year.

In conclusion, WCSD highlights progress within our efforts to enhance students, parents', and staff's well-being while continuing to address challenges and ensuring equitable outcomes for all our students.

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

The data collected from various sources supports our actions for Goal 3. Metrics related to school climate, parent involvement, and student engagement have shown growth over time. From maintaining low suspension as indicated as a green status on the 2023 CA Dashboard, we will continue with this goal with some necessary modifications to the enumeration of actions.

In the promotion of positive relationships with our foster youth and English Learners and a sense of belonging for all students, it is important to prioritize meaningful parental and student engagement to foster a supportive school climate and inclusive environment. We revised Action 5 which is to focus on (Parent Engagement Workshops and Support) to utilize and streamline parent workshops and training that aligns with our initiatives for student well-being, engagement, and academic achievement. With this revision, Action 6 will support the ongoing action towards our LCAP Data Analysis.

Action 7 illustrates Themed Academies for the new LCAP that will continue to engage and support our students based on their interests and passions.

Site Clerks (Action 8) will continue to support school sites in attendance and parent communications.

District Nurse (Action 9) will continue to support our students on their medical needs.

MTSS PBIS and RTI Implementation (Action 10) and MTSS Support TOSAS (Action 11) will continue to be implemented for the new LCAP cycle. The ongoing purpose is to identify students at risk and provide intervention and support on their academics and behavior.

Social Workers and Behavior Technicians have been refined and moved to Action 12. They will continue to support our students based on their social and emotional needs.

Transportation (Action 13) will provide transportation support to identified students. Our goal is to ensure we provide resources for our families and students to attend school daily and on time.

Health clerks and licensed vocational nurses (LVNs) (Action 14) will continue to support our general population in their medical needs and accessing resources for families.

Safety aides and noon duty aides (Action 15) will provide additional support in the playground, cafeteria, hallways, or designated areas toward safety.

Assessment clerks (Action 16) will provide additional support with various assessments and monitoring to ensure we stay in compliance with mandated state assessments and progress monitoring.

As far as metrics and outcomes, we will continue to utilize the CA Dashboard, AERIES, and LCAP surveys to support the continuity and consistency of data collection. This includes chronic absenteeism, attendance rates, parent involvement, and student behavior.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Whittier City Elementary	Angie Baltierra Assistant Superintendent of Educational Services	abaltierra@whittiercity.net 5627893072

Plan Summary 2024-2025

General Information

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

Whittier City School District (WCSD) serves a diverse population and representation of socioeconomic backgrounds with families residing in single-family dwellings, multiple houses, and apartments. Approximately 92% of WCSD students are of Hispanic/Latino ethnic origin, 5% White (Non-Hispanic), and 3% of ethnicities or multiple origins. The Whittier City School District serves just over 5,000 students, 75.5% of whom are socio-economically disadvantaged, 14.2% are identified as English Learners (ELs), 16% are Students with Disabilities and 5.5% of families are recognized as Homeless and 0.8% are identified as Foster Youth.

The Whittier City School District comprises high-performing learning academies that utilize technology to serve our diverse learners, parents, staff, and community members. We have 8 elementary sites that serve students in grades TK-5, 2 6-8th Middle Schools, 1 TK-8, and 1 virtual learning academy which serves students in TK-8th grade. Over the years, we have established partnerships with each school community to help determine and develop each school's unique instructional program. WCSD currently has 2 elementary Dual Immersion Schools, 1 STEAM and Dual Immersion Middle School, 1 Pathways to Creativity to Innovation, 1 Elementary Fine Arts School, 1 AVID College Prep Elementary, 1 Elementary Technology School, and 1 Elementary Science Academy. Each elementary school site offers a Transitional Kindergarten program to ensure students are prepared for Kindergarten and beyond. Lastly, our Whittier Independent Study Program which is our Virtual Academy will receive the Equity Multiplier funds.

Expertly trained, high-quality staff uses research-based practices to provide a premier educational program, including timely, appropriate, and academic and personal interventions and multiple enrichment opportunities for gifted learners. We guarantee all of our students and families a high-quality education that incorporates a diversified curriculum including strong character development, social-emotional learning, colleague and career readiness, and arts. State-of-the-art technology, provided by the school will be provided to every student to use as a tool to enhance and extend their learning. Our facilities provide a safe, effective, and secure learning environment for our students and staff. To engage parents as partners, we are committed to communicating effectively with our families to foster strong parent/school partnerships that contribute to the success of all of our students.

As a District, we recognize that the collective work of teams within our organization is far more powerful and effective than work produced in isolation. The Professional Learning Community (PLC) framework and our District's commitment to a collaborative and positive culture guide our initiatives and actions. To further support our Professional Learning Communities, students are released early on Tuesdays to provide teachers with time to plan collaboratively, engage in high-quality professional development, and regularly monitor student learning. Teachers have time within the day to closely study student achievement data, determine areas of strength and need, and collaboratively plan high-quality instructions to meet the needs of all students. This time is critical to our work in monitoring student progress to meet the needs of our unduplicated student population. K-5 are provided with art instruction and physical education classes taught by fully-credentialed teachers during the school day while teachers use time to participate in grade-level collaborative data reflection sessions focused on monitoring student progress. TK teachers are provided multiple opportunities to meet, plan, and collaborate on best practices throughout the year. Middle school teachers are released to participate in Data Reflection Sessions on a trimester basis.

We believe that investment in high-quality good first teaching will ensure all students in Whittier City School District achieve and excel. Our educators are committed to the development of appropriate, rigorous learning goals, activities that engage students, and a learning environment that simultaneously supports at-risk and high-achieving students. In respectful, rigorous learning environments, students feel free to contribute their ideas and questions while being challenged to engage deeply with the content. The CA State Standards provide a framework for our planning of high-quality instruction. As a District, we invest heavily in professional development, training, and ongoing support for teachers to develop both content and pedagogical knowledge. We offer a wide variety of ways for teachers and staff to access new knowledge and continued support. For starters, teachers are provided with professional development through regular conferences, workshops, lesson studies, coaching, and lab site demonstrations.

Additionally, Instructional MTSS TOSAs are available at each school site and district-wide support directly in classrooms. Principals are fully invested in instructional leadership and actively participate in professional development and data reflections alongside teachers.

WCSD recognizes that it is our responsibility to ensure the academic success of all students. Therefore we are working toward the full implementation of a Multi-Tiered System of Support (MTSS) for academics and behavior. Whittier City School District is committed to developing systems of tiers that provide support and intervention based on student's academic, behavioral, and social-emotional needs. Academic interventions are provided to students struggling to meet grade-level standards. To support positive behaviors, schools have implemented systems to support Positive Behavior Intervention and Support (PBIS) focused on teaching appropriate school behaviors to model positive behavior and decrease suspension rates.

Each school has a team comprised of the Principal, Lead Teacher, teachers, support staff, and classified staff to consistently implement PBIS through data collection, analysis, and planned activities to support positive behaviors in school.

The fundamental goal of the Whittier City School District is to continually examine and improve instructional practices to ensure that all students have the best opportunities to achieve high academic standards and are on the path to college and career.

Reflections: Annual Performance

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

WCSD reviewed multiple areas of the California School Dashboard and/or District Local Indicators as well as our local data. The areas that were analyzed and collaborated on are the following: (A) Basic Services, (B) Academic Indicators, and (C) Community Engagement. While WCSD has made significant strides in multiple areas; there are also opportunities for improvement which will be discussed in the next section.

Our local assessment tools and data from Human Resources indicate that 256 of our teachers hold appropriate credentials and were appropriately assigned. Besides the challenges with staff shortages in areas such as music and art, we can confirm that our students are being taught by highly qualified teachers, and continue to provide multiple opportunities for our students to thrive. To maintain or build upon the success in this area, Human Resources will continue to prioritize effective recruitment and retention practices. We fully understand that student achievement starts with a highly qualified teacher. Our educational partners agree that WCSD has been consistently successful in providing our students access to the necessary instructional materials and resources. Our local assessment tools indicate that students have access to all of the core textbooks. In the area of facilities, we have shown significant growth over time; however, there are areas of improvement that are needed. In addition to the multiple upgrades made to our elementary and secondary over the years, our Facilities Department also focuses on keeping clean and well-maintained schools for our staff and students. Our local indicators show that there were no instances reported where facilities did not meet the "Good Repair" standard. The LCAP survey, administered in March 2024, indicates that 82% of the parents agree that their schools have clean facilities. Lastly, our access to broad courses for students continues to increase with 73% of students having access to visual and performing arts as indicated in our Educational Partner Surveys.

When discussing academic progress, we must look at the growth that our students have shown over time, particularly in English Language Arts and Mathematics. During the 2021-2022 school year, WCSD was 42.04% proficiency met or exceeded standards on the CAASPP English Language Arts assessment. In 2022-2023 CAASPP ELA, WCSD had 44.47% of our students meeting or exceeding standards. This was an increase of 2.43% in ELA. In 21-22 CAASPP mathematics, only 30.13% of our students met or exceeded standards in the state assessment. In 22-23, our CAASPP math proficiency was at 33.50%. There was an increase of 3.37% from the previous year; however, we

need to ensure we continue to cultivate professional development with our teachers and staff. Two years later, our students were 15.6 points below standard in ELA. Although we had some minimal gains, WCSD illustrated a GREEN Level based on the CA Dashboard (2019) to the YELLOW Level in 2023 in ELA. As part of our continuous effort, we need to focus on the following schools and subgroups based on the ELA indicator. The following schools and subgroups received the lowest performance level and red on the CA Dashboard.

Longfellow-SWD
Lydia Jackson-EL
Walter F. Dexter-EL, SWD

To address the language arts support in literacy for our students with disabilities and English Learners, especially where they performed at the red level. Special Education Training (Goal 2 Action 18) and English Language Development (Goal 2 Action 7) aim to implement targeted literacy interventions to meet the needs of our students in early literacy skills, vocabulary, comprehension, and writing. This includes small group strategies and assistive technology tools that are integrated into the curriculum. Formative and summative will be reviewed utilizing our technology subscriptions (Goal 2 Action 13). This will allow our instructional leadership teams and data teams to support data-driven decisions and adjust instructional strategies. The ultimate goal is to provide the resources and skills for academic success for our students with disabilities and English Learners and create an effective and inclusive environment.

In Mathematics, we were 57.7 points below in 2022 and maintained a YELLOW level. Our most recent CAASPP results from 2023 indicate that the years of school closures have deeply impacted our students' progress; however, our shared efforts in our district supported the academic growth of our district. WCSD will stay committed to supporting our Foster Youth who illustrated a RED in Language Arts and math and was the lowest performing subgroup as indicated on the 2023 CA Dashboard. Ongoing progress monitoring and data analysis will be conducted to track student growth such as with our Technology Subscriptions (Goal 2, Action 13) such as I-Ready Language Arts and Math. Our MTSS TOSAS (Goal 3, Action 11) will work with teachers and principals to make data-driven decisions adjust instructional approaches as needed, and support with resources and skills in mathematics. WCSD will continue to support students with disabilities and English Learners with supplementary instructional materials (Goal 1, Action 5) to personalize the support including after-school language arts and math interventions, summer school opportunities (Goal 2, Action 6), and instructional aides. The following schools below illustrated the lowest performing in math for the following subgroups:

Lydia Jackson-EL
Walter F. Dexter-SWD

In the area of mathematics, the identified student groups for the identified schools such as our English Learners at Jackson and students with disabilities at Dexter, highlight significant challenges and the immediate need for targeted support for these demographics at specific sites. Based on the findings, WCSD will identify areas and explore resources and support to address students' needs. WCSD will create an Instructional Design Team (Goal 2 Action 5) to identify essential standards that will focus on the necessary skills for our students with disabilities and English Learners. As a red on the CA Dashboard, Professional development will target key mathematical concepts and skills, problem-solving, and mathematical reasoning. Targeting academic support through a push-in model and after-school tutoring will provide personalized support during the instructional day, and Saturdays.

We also have internal data indicators in place to help us monitor the growth or lack thereof, that our students are making as we recover from the years of the pandemic and learning loss. Some of these indicators are i-Ready Diagnostic. The i-Ready diagnostic results reflect some growth from the beginning of the school year. When looking into the area of Reading, the fall 2023 diagnostic shows that the percentage of students at Tier 1 (grade level) went from 25% to 36% (winter 2023) at WCSD. In the area of Mathematics, student performance increased from 14% to 25% from fall to winter.

In 2022, only 13.43% of our English Learners met or exceeded standards in ELA and 10.72% in Math. In 2023, the percentage of English Learners that met or exceeded standards decreased to 12.79% in ELA and 11.41% in Math. In addition to performance on the CAASPP, we monitored the English Learner Progress Indicator (ELPI). The CDE measures progress toward English language proficiency by comparing English Learner students' results from the current English Language Proficiency Assessments for California (ELPAC) Summative to the prior year's ELPAC Summative results. The most recently published California Dashboard shows that 51.2% of the ELs in our district showed EL progress.

Our 2023 ELPI indicated specific schools in RED that received the lowest performance level based on their English Learners. The following schools were:

Christian Sorensen
Katherine Edwards

Longfellow
Lydia Jackson
West Whittier

This is an area of focus and improvement that WCSD will be committed to supporting the progress of our English Learners with a specific focus on newcomers and long-term English Learners. To address the needs of our English Learners, we will enhance our professional development focused on English Learner strategies. Academic interventions for our newcomers and support programs will be provided for At-risk English Learners and long-term English Learners (Goal 2, Action 7) and Data Monitoring (Goal 2, Action 13). This will help us monitor how our English Learners are progressing academically and if they are meeting their goal. Our professional development will be implemented purposely.

In the area of student engagement, we were able to maintain our GREEN status of suspension rates (0.1%) for the last couple of years. In 2022, our suspension rate was at 1.1% In 2023, WCSD was at 1.2%. We focused on ongoing PBIS training, support, and walkthroughs.

Our specific area of focus for improvement is our chronic absenteeism rate which is at 32.3% Yellow status via CA Dashboard. This was a decrease from 2019 which was ORANGE. Our data indicates that we need to monitor our lowest performing student group which is our Foster Youth that received a RED status as indicated in our 2023 CA Dashboard. In addition, WCSD needs to continue to work with parents and students for the following school due to their chronic absenteeism indicator (please see below).

Katherine Edwards-EL
Longfellow-EL
Hoover-EL
Lydia Jackson-SED
Mill School and Technology Academy-SED
Walter F. Dexter-EL, SED, SWD
West Whittier-Two or More Races

Our comprehensive analysis highlights the critical need for targeted interventions and support systems to address chronic absenteeism. While we have some actions in place to support our English Learners, SED, Foster Youth, and Two or more races, WCSD will implement intervention strategies with the support of an established attendance team. Several actions were incorporated into our LCAP to foster an environment where our students can thrive. While existing efforts target unduplicated student groups such as low-income students, Two or more races, English Learners, and students with disabilities, additional action is required to support student groups with the lowest level (red) in the CA Dashboard. Our Foster Youth Support and Resources (Goal 2, Action 8) will monitor student data and implement re-engagement strategies with students and parents. WCSD will implement our Attendance Recovery Program (Goal 3, Action 2). Principals, teachers, staff, data and assessment clerks (Goal 3, Action 16, and MTSS TOSAS (Goal 3, Action 11) will systematically monitor student attendance data, identify barriers, and create interventions for all student groups to support positive attendance and reduce chronic absenteeism across all student groups. Schools will also create innovative enrichment programs (Goal 1, Action 9) to encourage students in extracurricular activities and academics.

As we continue to build a high-quality and comprehensive education for our students,

Reflections: Technical Assistance

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

WCSD will assist school sites in a thorough analysis and review of the district and site data, budgets, and programs to identify resources that may impact the school's ability to provide equitable services. WCSD is eligible for Differentiated Assistance for Foster Youth due to red indicators on both the ELA and math indicators. In addition, Foster Youth has illustrated a red indicator of Chronic Absenteeism. Goal 2 Action 8 will provide resources and support for Foster Youth in reducing chronic absenteeism and engagement for positive attendance by providing additional support, resources, and academic tutoring.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
DELAC	On March 14, 2024 did a presentation for the 2023-24 mid-year update. We solicited input for the new 24-25 LCAP document. On April 25, 2024 another LCAP meeting was conducted for another opportunity to gather input and collaborate for the upcoming LCAP. On May 16, 2024, a final draft of the 2024-2025 LCAP document was presented to DELAC for final input and recommendations.
Board of Trustees	On February 13, 2024 the Assistant Superintended of Educational Services and Executive Director of Educational Services presented the 23-24 LCAP Mid-Year update to the WCSD Board of Trustees. On June 12, 2024, a final draft of the 2024-2025 LCAP was presented to our Board of Trustees, and a public hearing was held. On June 18, 2024, WCSD Board of Trustees approved the LCAP for 2024-2025.
Teachers, Staff, students, principals, other school personnel, and parent surveys.	During February and March of 2024, certificated teachers and staff, counselors, administrators, and classified employees completed the LCAP staff surveys, Students in grades 3rd-8th completed the student LCAP surveys. Parent surveys were sent out via Parent Square and hard copies were provided. The surveys provided input on informing us on our new LCAP. Several of the survey questions were selected as part of our LCAP metrics.
Site Principals and Administrators, SELPA Administrator, Bargaining Unit Members, Classified and Certificated Employees.	On January 25, 2024, Educational Services presented the 2023-2024 mid-year update. We reflected on the strengths and success of our actions throughout the year. In addition, we were able to identify obstacles and challenges. We solicited input that helped us support our new LCAP cycle. We continued to work with classified and certificated staff on February 22, 2024, and April 25, 2024 and share their pesepectives to ensure our LCAP reflects the needs and priorities of our educators and staff.
Parents and Students	On February 1, Educational Services presented the 2023-2024 LCAP mid-year update to students and parents from every school. On April 24, 2024, another LCAP meeting was conducted for parents and students that provided additional opportunity to gather input for the upcoming LCAP document. On April 25, 2024, a draft of the 2024-2025 LCAP document was presented for final input and recommendations.
Equity Multiplier Educational Services	On February 1, 2024, Educational Services and Virtual Learning Academy solicited input from parents, and administration regarding multiplier funds and how these funds can support students, parents, and staff. On April 4, 2024, Educational Services met with Virtual Learning Academy (VLA) administrator and teachers to review equity multiplier allocation and services to meet the needs of students at VLA.

Whittier City School District (WCSD) has taken a proactive and collaborative approach to gathering input from our educational partners in developing a purposeful and meaningful Local Control Accountability Plan (LCAP). This helped us gain an understanding of how we can improve our services and support for our students, families, and staff.

PARENT ADVISORY. Our parents provided the following suggestions to support student achievement and community engagement that helped us develop our new LCAP in response to our educational partner's feedback.
Continue with enrichment programs such as art, music, and dance (Goal 1 Action 6 and Goal 1 Action 7).
Provide early access to tutoring (Goal 2 Action 6)
Parent Engagement-Increase outreach for all parents to participate and support programs and activities (Goal 3 Action 1, Goal 3 Action 4, Goal 3 Action 5)
Prioritize daily maintenance to ensure a clean and safe learning environment (Goal 1 Action 4)
Monitor English Learners and encourage parent participation in the needs of English Learners (Goal 2 Action 7)

CLASSIFIED, CERTIFICATED, and PRINCIPALS proposed several actions and services for students, staff, and parents. The recommendations included.
Increase community involvement
Class size reduction (Goal 2 Action 9)
Staffing support (Goal 2 Action 9)
ELD Support (Goal 2 Action 7)
Technology (Goal 2 Action 17)
Family Engagement to support Foster Youth or students who lack resources (Goal 3 Action 4)
Behavior Support for students at risk (Goal 3 Action 12)

EQUITY MULTIPLIER EDUCATIONAL PARTNERS
Provide academic, enrichment, and extracurricular activities by certificated staff (Goal 4 Action 1)

Our educational partners' feedback provides valuable insights into developing our WCSD LCAP. It provides valuable feedback that will support our students, staff, and parents. WCSD will continue to collaborate with educational partners to ensure we create inclusive practices for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal

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

State priorities address by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	The District will maintain "Good Repair" Status for clean and safe schools according to the Williams Facilities Report.	23-24 100% Good Repair as reported in the William Facilities annual report.			100% of our schools will obtain a"Good Repair" status as measured by the Facilities Inspection Report.	
2	Educational Partners LCAP Survey Data on Facilities for Good Repair	23-24 89% of Parents Agree that facilities are in Good Repair 23-24 40% of Students Agree that facilities are in Good Repair 23-24 64% of Staff Agree that Facilities are in Good Repair			95% of Parents Agree that facilities are in Good Repair 50% of Students Agree that facilities are in Good Repair 75% of Staff Agree that facilities are in Good Repair	

3	Percentage of fully credentialed and appropriately assigned teachers per review of the master schedule. Data Source: Human Resource Records	23-24 Elementary School 100% 23-24 Middle School 100%			Elementary School 100% Middle School 100%
4	Williams Instructional Sufficiency Report	2023-2024 100% Sufficiency of Adopted Materials as illustrated in the Williams Instructional Sufficiency Report			100% sufficiency of adopted materials as illustrated in the Williams Instructional Sufficiency Report
5	Implementing Academic Standards adopted by State Board of Education (Local Indicators)	23-24Local Indicators Full Implementation and Sustainability of ELA Full Implementation of ELD Full Implementation and Sustainability of Math Standards Full Implementation and Sustainability of Next-Generation Science Standards Full Implementation of History			Local Indicators Full Implementation and Sustainability of ELA Full Implementation and Sustainability of ELD Full Implementation and Sustainability of Math Standards Full Implementation and Sustainability of Next-Generation Science Standard Full Implementation and Sustainability of History
6	LCAP Students and Staff Surveys: Access to Broad Course of Study	2023-73% Students have access to visual and performing arts 2023-78% Teachers support the use of technology			85% of students have access to visual and performing arts 80% Teachers support on use of technology.

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated and Management Salaries and Benefits	The District will attract, hire, and retain the best and most highly qualified teachers, administrators, and support staff. Action also includes the cost of all administrators who will provide leadership and manage the everyday functions within the organization, support staff will provide additional services to students and families. In addition, the District will provide medical benefits for all WCSD Full-time employees. action encompasses the cost of all certificated staff that will provide high-quality instruction to all students. In addition, teachers must have a clear understanding of the academic and language needs of their students to ensure that English Learners and Long Term English Learners are fully supported to access rich content knowledge and develop academic English through the application of designated and/or integrated ELD.	$24,780,687.00	No
2	Classified Salaries and Benefits	The District will attract, hire, and retain the best and most highly qualified Classified staff to provide services for all operations of the District. This includes all basic operations such as food services, custodial support, clerical, instructional, and secretarial staff to sustain and provide	$4,766,595.00	No

		services to maintain the basic operations of the District. Classified custodial staff will provide routine services to maintain the appearance and aesthetics of each facility to improve and maintain the quality of all our District facilities. The District will provide medical benefits for all WCSD Full-time employees.			
3	Andrews Staffing Support	This action encompasses the cost of a certificated staff that will provide support at school sites. Our low-income demonstrate 46% proficiency in ELA and 34% in math compared to all students who demonstrate 68% proficiency in ELA and 48% proficiency in math. Low-income students at Andrews demonstrate an achievement gap in ELA and Math and an increase in chronic absenteeism. The assistant principal will monitor interventions and programs that support the academic achievement of low-income students and communicate with parents and families about the progress of their children.	$206,238.00		Yes
4	District Facilities and Maintenance	The District will ensure that all school facilities are well-maintained, clean, safe, and in good repair. Routine maintenance will improve the physical learning environment for students and staff. A focus on school facilities will also enhance the appearance of schools and draw interest from the community.	$2,046,702.00		No
5	Supplemental Instructional Materials	SBAC Data for 2023 indicates 44% proficiency in reading and 33% proficiency in math, low-income students scored 39% proficiency in ELA and 28% proficiency in Math. English Learners illustrated 12% proficiency in reading and 11% in math. Research shows students improve their reading scores by reading books at their instructional level. Therefore, additional instructional materials will be purchased to provide students with resources to increase and improve language development. Additionally, books at various reading levels will help students practice and improve their reading. Additional math resources will be purchased to help build a conceptual understanding of math concepts. Implementation of these actions is expected to render an increase in reading and math scores as measured by our end-of-the-year state and local data.	$500,000.00		Yes
6	Visual and Performing Arts Support Staff	A Visual and Performing Arts TOSA will be hired to coordinate all Visual and Performing Arts opportunities for WCSD students. This is an improved service that meets the needs of our community in particular our unduplicated student population, specifically low-income students who lack access to enrichment opportunities and experiences that enhance their skills and abilities in the arts. This action also includes an additional music teacher for middle school. The support staff teacher will meet with students to provide music lessons to engage students and provide instruction on music foundations at our middle school.	$292,905.00		Yes
7	Visual and Performing Arts	Whittier City School District will support the arts by providing opportunities during the school day and after school to participate in enrichment activities. The District will partner with outside agencies to provide additional opportunities for students to engage in visual and performing arts experiences. The District will provide matching funds to support extending opportunities for access to arts when partnering for grant funding. Low-income students have limited access to enrichment experiences, therefore additional services are based on the need for such experiences for students experiencing hardships who would otherwise not have access to these opportunities.	$50,000.00		Yes
8	Physical Education Elementary Teachers and Physical Education Aides	Whittier City School District will provide release time to teachers to analyze data and identify the needs of our students. This will allow teachers to monitor the progress of our English Learners, Foster Youth, and Low-Income students. Teachers can develop interventions to support the needs of our students and support their academic achievement. In addition, physical education teachers and aides can promote physical activities to improve health outcomes and enhance the overall well-being of low-income students and school engagement during released time.	$589,983.00		Yes
9	Enrichment Programs	WCSD will provide enrichment opportunities for our low-income students to extend their educational experiences. Enrichment activities such as STEAM, leadership camps, arts, field days, educational and cultural field trips, camping expeditions, and academic competitions will	$300,000.00		Yes

		promote experiences that will engage our low-income students in real-world experiences and academic achievement.			
10	LCFF Base Site Locations	LCFF school site allocations will include opportunities for academic interventions, professional development, opportunities for collaboration, and services to support all students. Funding will be provided to all school sites based on their enrollment and will be used to support the base school operations.	$317,013.00		No

Goal

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

State priorities address by this goal.

4, 8

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

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

| 1 | Percent of students in grades 3-8 who meet or exceed standards on the ELA, Math, and Science CAASPP and CAST assessments. Data Source: CAASPP/CAST | 2023 CAASP ELA
All students: 44.47%
SED: 39.10%
Hispanics: 57.4%
EL: 12.79%
FY: 25%
SWD: 12.35%

2023 CAASPP Math
All students 33.50
SED: 28.84%
Hispanics: 44.23%
EL: 11.41%
FY: 6.25%
SWD: 9.56%

2023 CAST Science
All Students: 25.32%
SED: 21.23%
Hispanics: 33.70%
EL: 1.72%
SWD: 5.30% | | | CAASP ELA
All students: 54%
SED: 50%
Hispanics: 65%
EL: 20%
FY: 35%
SWD: 20%

CAASPP Math
All students 43%
SED: 38%
Hispanics: 54%
EL: 20%
FY: 15%
SWD: 15%

CAST Science
All Students: 35%
SED: 30%
Hispanics: 40%
EL: 10%
SWD: 10% | |

2	IReady ELA Proficiency IReady Math Proficiency Data Source: I-Ready Proficiency	2023 IReady ELA All Students 47% at/> Grade Level 2023 IReady Math All Students 41% at/> Grade Level 2023 IReady ELA English Language Learners at/> 24% Grade Level 2023 IReady Math English Language Learners at/> 19% Grade Level 2023 IReady ELA SED at/> 42% Grade Level 2023 IReady Math SED at/> 37% Grade Level 2023 IReady ELA FY at/> 43% Grade Level 2023 IReady Math FY at/> 40% Grade Level 2023 IReady ELA SWD at/> 24% Grade Level 2023 IReady Math SWD at/> 22% Grade Level			IReady ELA All Students 60% at/> Grade Level IReady Math All Students 50% at/> Grade Level IReady ELA English Language Learners 40% at/> at Grade Level IReady Math English Language Learners 30% at/> Grade Level IReady ELA SED 60% at/> Grade Level IReady Math SED 50% at/> Grade Level IReady ELA FY 60% at/> Grade Level IReady Math FY 50% at/> Grade Level IReady ELA SWD 35% at/> Grade Level IReady Math SWD 35% at/> Grade Level	
3	Smarter Balanced- ELA and Math Distance from Standards (DFS) Grades 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students- Yellow -15.6 points below standard (DFS) 2023 CA School Dashboard DFS Math Status All Students- Yellow -47.7 points below standard (DFS)			CA School Dashboard DFS ELA Status All students- Green+ 5 points DFS CA School Dashboard DFS Math Status All students- Green +5 points DFS	

4	Smarter Balanced English Learners in ELA and math Distance from Standard (DFS) 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status All Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS English Learners ELA-Orange -57.8 DFS 2023 CA School Dashboard DFS English Learners Math-Orange -84.3 DFS			CA School Dashboard DFS All Students ELA Status-Green+ 5 points DFS CA School Dashboard DFS All Students Math Status-Green +5 points DFS CA School Dashboard DFS English Learners ELA-Yellow -25 points DFS CA School Dashboard DFS English Learners Math-Yellow -40 points DFS	
5	Smarter Balanced Students with Disabilities in ELA and math Distance from Standard (DFS) 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS Students with Disabilities ELA Orange -95 DFS 2023 CA School Dashboard DFS Students with Disabilities Math Orange -129 DFS			CA School Dashboard DFS ELA Status-Green+ 5 points DFS CA School Dashboard DFS Math Status-Green +5 points DFS CA School Dashboard and DFS Students with Disabilities ELA Yellow -40 points DFS CA School Dashboard and DFS Students with Disabilities Math Yellow -70 points DFS	

6	Smarter Balanced SED in ELA and math Distance from Standard (DFS) 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students- Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS Socioeconomic Disadvantaged ELA Orange -28.4 DFS 2023 CA School Dashboard DFS Socioeconomic Disadvantaged Math Yellow -61.3 DFS			CA School Dashboard DFS ELA Status-Green+ 5 points DFS CA School Dashboard DFS Math Status-Green +5 points DFS CA School Dashboard and DFS Socioeconomic Disadvantaged ELA Yellow -5 points DFS CA School Dashboard and DFS Socioeconomic Disadvantaged Math Green -35 points DFS	
7	Smarter Balanced-ELA and Math Distance from Standards (DFS) Grades 3rd-8th	2023 CA School Dashboard DFS ELA Status All Students- Yellow -15.6 points DFS 2023CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard Foster Youth ELA Red, -85 DFS 2023 CA School Dashboard Foster Youth Math Red, -135 DFS			CA School Dashboard DFS All Students ELA Status- Green+ 5 points DFS CA School Dashboard DFS All Students Math Status- Green +5 points DFS CA School Dashboard DFS Foster Youth ELA Orange, -50 points DFS CA School Dashboard DFS Foster Youth Math Orange, -70 points DFS	

8	Smarter Balanced ELA and Math Distance from Standard (DFS) Grades 3-8	2023 CA School Dashboard DFS ELA Status All Students-Yellow -15.6 points DFS 2023 CA School Dashboard DFS Math Status Students-Yellow -47.7 points DFS 2023 CA School Dashboard DFS Homeless ELA Orange -20.7 DFS 2023 CA School Dashboard DFS Homeless Math Yellow -44.5 DFS			CA School Dashboard DFS All students ELA Status-Green+ 5 points DFS CA School Dashboard DFS All students Math Status-Green +5 points DFS CA School Dashboard and DFS Homeless ELA Yellow -10 DFS CA School Dashboard and DFS Homeless Math Yellow -20 points DFS
9	English Learner Proficiency (ELPAC)	2023 CA English Learner Progress Indicator (ELPI) as measured by the ELPAC. WCSD is at a Yellow Level with 51.2% of the English Learners students making progress.			CA English Learner Progress Indicator (ELPI) as measured by the ELPAC. WCSD is at a Green with 60% of the English Learners students making progress.
10	Reclassification Rate	2023 WCSD Reclassification Rate WCSD 13.56%			WCSD 16%

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable				

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Develoment Training and Support Staff	The district will provide ongoing professional development in all content areas including technology for classified and certificated staff. The district will provide a support staff and pay teachers, hire consultants, and purchase materials to support the effective implementation of a standards-based instructional program. This includes summer committee work, new teacher professional development, and any hourly professional development over the school year. The diverse needs of our unduplicated students such as English Learners and foster youth not meeting grade-level standards require that teachers meet regularly to learn research-based instructional strategies that diverse needs of various subgroups.	$176,225.00	Yes
2	Three Professional Development Days	Three professional development days will remain on the Instructional Calendar for certificated staff. Additional days will be dedicated to administrators and teachers who will study best practices, analyze data to best meet the demands of the CA Standards, and provide differentiated support to the diverse needs of students. During these additional days, staff will devise targeted strategies to provide differentiated support and equitable practices for our unduplicated students.	$594,273.00	Yes
3	Contracts and Conferences for Professional Development	Educational Services will provide support to administrators, teachers, and Instructional Coaches to strengthen instructional programs at every school site. Contracts with outside consultants will provide ongoing training and support for teachers, administrators, and Instructional Coaches on best practices in all content areas, including training on equity and diversity, and culturally responsive teaching. Staff will be provided with opportunities to attend professional development conferences that support deep learning of content standards, leadership practices, coaching practices, and collaborative structures and practices. Ongoing training will guide how to best meet the needs of our unduplicated student population.	$300,000.00	Yes
4	Site-Based Lead Teachers	Lead Teachers will be identified at each site to provide additional support to staff with the implementation of student-based district-wide initiatives aimed at closing the achievement gap.	$118,333.00	Yes

		Each school site will designate a teacher to provide support with the implementation of PBIS, a 1:1 iPad Program, assessment literacy, response to intervention, and monitoring the progress of English Learners. Lead teachers will assist with monitoring and supporting these initiatives at their school site. Lead teachers will also provide support with public relations for their school site by ensuring all information from the school website is updated.			
5	Instructional Design Team Hourly Certificated	Teachers will use an online assessment reporting system to disaggregate and analyze assessment data, identify essential standards, plan instruction, and design interventions. Our unduplicated student data demonstrate a need to provide differentiated lessons to meet the needs of low-income students in reading, writing, and math. Teacher leaders from each school site will meet throughout the school year to analyze student achievement data and revise curriculum and instruction to meet the needs of low-income students.	$60,000.00		Yes
6	Summer Intervention and Support	Summer intervention services will be provided during the summer program to increase student services and offer more support by extending learning and enrichment into the summer. This will support our low-income student population by offering more learning opportunities at no additional cost to families.	$60,000.00		Yes
7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	Release time and training for all teachers on effective strategies for planning Designated and Integrated ELD. Teachers will receive ongoing training on best practices for English Learners throughout the school year and be provided with release time to monitor English Learners and plan lessons that target instruction within students' language proficiency levels. A greater emphasis will be placed on aligning practices to support Long Term English Learners. Instructional approaches during ELD will focus primarily on shared and close reading strategies outlined in the Balanced Literacy methodology. Teachers will review ELPAC data to determine an area of instructional focus for students identified as LTELS. The District will purchase supplemental materials and online subscriptions to support students identified as English Learners and Long Term English Learners and help increase English language proficiency. Teachers will use supplemental materials during the school day and/or after school when providing targeted support to EL and RFEP students. The District will support each site by offering opportunities for teachers to provide targeted interventions for English Learners after school. Students will be in small groups based on language proficiency levels. Teachers will review ELPAC data (Listening, Speaking, Reading, and Writing) to determine an area of instructional focus and provide instruction in the greatest area of need.	$99,000.00		Yes
8	Foster Youth Support and Resources	The District will provide tutoring services to low-performing foster youth students throughout the school year. Our Coordinator of Student/Pupil Services will assist schools with identifying foster and homeless youth and will contact families to inform them of additional services offered for academic interventions. Once needs have been determined, tutoring and interventions will be provided.	$140,000.00		Yes
9	K-3 Class Size Reduction	WCSD will reduce class sizes to provide intensive and improved services to low-income students in grades K-3. Data in K-3 indicates an achievement gap in reading and math. Our local assessment data indicates that 58% of our low-income students are not proficient in reading and 64% of low-income students are not proficient in math. Lowering class size will provide students with frequent access to the classroom teacher and provide increased opportunities for small-group targeted instruction. The needs of our low-income student population demonstrate a need for increased language proficiency, and improved skills in foundational reading and math. Lowering class size in the primary grades allows students to benefit from increased support by having frequent access to the classroom teacher. Smaller classes allow for increased small group instruction opportunities and small group instruction allows the teacher to provide targeted and scaffolded lessons to better close the achievement gap of our students.	$3,141,058.00		Yes

10	Advancement Via Individual Determination (AVID)	Student Achievement Via Individual Determination (AVID) program will be implemented to increase services and provide additional support to students at three of our AVID school sites; Jackson, Dexter, and Orange Grove. AVID provides low-income students with a pathway to college and academic support to achieve college goals. Each school site will receive annual training, subscriptions, and resources to support AVID implementation. Support will be provided to enhance the AVID program at Dexter Middle School with the addition of AVID tutors and additional FTE for elective periods. These supports will be funded to strengthen and expand the program. Additional supports are targeted towards meeting the needs of our unduplicated student population at each identified school site. Students will receive training on developing skills that will make them college and career-ready.	$40,000.00		Yes
11	Full Day Kindergarten and Kindergarten Round Up	A full-day Kindergarten program, not a required program, provides unduplicated students in the Whittier City School District with increased services and early intervention at all 9 elementary school sites. The full-day program provides low-income students, foster youth, and English Learners with a developmentally appropriate, early childhood education to narrow the achievement gap. 15 Kindergarten FTEs to extend the school day beyond the required instructional minutes outlined in EdCode. Our Kindergarten Round Up will support our students as teachers will provide diagnostic assessments before the school year to identify their academic needs. The full-day program will increase services for Socioeconomically Disadvantaged, English Learners, and Foster Youth students to close the achievement gap by providing more instructional time, and small group interventions on foundational reading skills	$2,151,330.00		Yes
12	Virtual Learning Academy	The Virtual Learning Academy will provide students access to a virtual independent study program and provide supplementary materials such as Imagine Learning for grades 1-8. When considering the needs of our low-income students who demonstrate an increase in chronic absenteeism; offering a virtual learning setting provides access to those students who for reasons cannot attend in-person schooling. Our Virtual Academy has a 58.60% chronic absenteeism rate. Additional supplemental materials will provide extended learning for students, provided by certificated staff and contracted professionals to extend learning and close achievement gaps.	$300,000.00		No
13	Technology Subscriptions	The District will utilize technology subscriptions as a student information system and a comprehensive online assessment platform to monitor student academic progress. Illuminate and Educlimber will provide teachers with a bank of various pre-made assessments that will increase formative assessment practices. It will provide inclusive monitoring of our low-income students. Teachers will use data to determine student's needs and plan for targeted instructional support. The I-Ready assessment platform will be purchased and used to monitor students' ongoing progress in the areas of reading and mathematics. Whittier City School District low-income students currently are scoring in the ORANGE range for ELA and Yellow in Math according to the 2023 CA Dashboard. The need for additional instructional monitoring, tech training, and interventions has made this action critical to the success of the success of low-income students. Historically, low-income students do not have access to instructional technology at home, this action will help bridge the gap that exists between students not identified as low-income.	$950,000.00		Yes
14	Transitional Kindergarten Support Staff, Materials, and Training	Whittier City School District will maintain its two-year kindergarten program by offering full-day transitional kindergarten classes at all nine of our school sites. Through this action, WCSD compensates four TK teachers out of the nine schools. This program is offered to support the needs of our unduplicated student population. Research demonstrates the positive impact early learning experiences have on student achievement in the area of reading. Low-income students do not have access to early education due to related costs, therefore providing a two-year Kindergarten program to students supports our low-income population and ensures they have the early reading skills when entering kindergarten and first grade. In addition, increased professional	$849,759.00		Yes

		development and coaching will be provided to all teachers during the school year on how to adapt teaching to younger students.			
15	Technology Support Staff	Our CAASPP Data data indicates that low-income students are currently scoring 39% in reading and scoring at 28% proficiency in math according to the 2023 CASSPP end-of-year state assessment. Supporting students' access to technology is vital to ensuring students have access to curriculum, and assessment software tools to develop critical thinking skills and enhance creativity and communication. Three technology support staff will be available to provide technical support for all technology devices. The outcome will be increased proficiency in ELA and Math from each subgroup and an increased percentage of students reporting technology is used effectively in classrooms.	$194,587.00		Yes
16	LCFF Site Locations	LCFF school site allocations will include opportunities for academic interventions, professional development, opportunities for collaboration, and services to support English Learners. Each site will contract with outside consultants to provide professional development on the effective implementation of Balanced Literacy and Math Instruction. Site allocations will be distributed based on the unduplicated student count at each school site. Sites will use allocations to support after-school interventions in reading and math and also provide enrichment opportunities focused on STEM, Art, and Dance. Teachers will also have opportunities to attend training on effective instructional practices and meet weekly to collaborate on best practices for reaching our most vulnerable student population. Sites will use their LCFF supplemental allocations to provide additional training for teachers to improve services for students in the areas of reading and math. Sites will use their LCFF supplemental allocations to provide additional after-school academic interventions and enrichment opportunities to support the needs of English Learners.	$396,267.00		Yes
17	Technology Refresh Equipment, Software, and Training	The District will provide professional development to all teachers to ensure successful integration of the 1:1 iPad program to support the achievement and development of 21st Century Skills. Based on the needs and circumstances of our low-income students, the district will provide students who are considered low-income access to advanced technology equipment to help strengthen their technology skills and gain access to educational software. Teachers will learn how to effectively use an iPad to develop engaging and dynamic lessons to enhance student learning. Effective technology use will provide students with targeted instruction and feedback and will result in an increase in student achievement by 5% overall in ELA and Math. Staff and students will report high rates of technology use as measured by the annual stakeholder survey. The District will renew and refresh its technology to support our 1:1 iPad Program. The District will purchase additional iPads, hardware, books, and supplies and provide a robust website to continue providing access to technology to underserved students and staff.	$2,400,000.00		Yes
18	Special Education Professional Development, Resources, and Support Staff	All WCSD Special Education teachers will participate in ongoing professional development to effectively implement the state standards in ELA, Mathematics, and all content areas. WCSD will offer professional development opportunities to expand and refine instructional practices to improve services for students with disabilities. A SPED support staff will monitor SPED services and provide the necessary support in compliance, inclusion, and best practices.	$200,000.00		No
19	Educational Services Support Staff	The Executive Director of Educational Services will assist in ensuring that unduplicated students are receiving increased and improved services and learning opportunities to positively impact student achievement in our unduplicated population. The Director of Educational Services will oversee the implementation of the District MTSS Program to ensure all schools are implementing RTI (Response to Intervention) support and PBIS (Positive Behavior Supports) to provide increased services to Low-Income Students. The Director will meet with District TOSAs regularly to compile data on unduplicated students and provide training to	$237,954.00		Yes

| | | principals on how to structure and manage an effective site-based MTSS Program. The Director will also provide training to District TOSAs on the delivery of effective instructional strategies and programs to be used for unduplicated students. TOSAs will then utilize the information to provide additional training and support to classroom teachers which will improve the quality of instruction and increase student achievement for low-income students. Under the guidance of the Director of Ed. Services Instructional Coaches/TOSAs will provide targeted support to teachers, principals, and teams to plan for increased programs and services for unduplicated students. LCFF centralized budget and categorical programs will be managed by the Director of Ed Services to support school sites in increasing services for low-income students. | | |

Goal

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

State priorities address by this goal.
3, 5, 6

An explanation of why the LEA has developed this goal.
This goal was developed because our commitment is to create a nurturing school environment that fosters positive relationships and environment. By prioritizing this goal, we aim to provide meaningful and inclusive engagement among students, parents, and staff. WCSD aims to promote safety, connectedness, and ongoing communication where our students, parents, and staff feel valued. This goal also aligns with State Priorities 3, 5, and 6.   To monitor our actions and support our goal, WCSD created comprehensive actions and metrics that will support chronic absenteeism, suspension, and expulsion, and survey data on our parents' feeling safe and connected. In addition, we want to monitor our students' safety and their sense of motivation which provide valuable information in our school environment. In addition, parent and staff surveys share information about their perceptions of school climate, parental involvement, and the effectiveness of our programs and workshops.   By evaluating our actions and metrics, WCSD will continue to improve our actions in creating a safe and positive climate and school environment for students to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Middle School Dropout Rate (Local Data)	2023 0 Students			0 students	

2	LCAP Surveys: Parents' Sense of Safety Parents' Sense of School Connectedness	23-24 Parents' Sense of Safety-91% at school and 61% at the District 23-24 Parents Sense of School Connectedness-Parents involved in Decision Making-80% and Parent Input is valued-83%			Parents Sense of Safety-95% at school and 90% at the District Parents Sense of School Connectedness-Parents involved in Decision Making-90% and Parent Input is Valued 90%
3	LCAP Survey (School Climate): Perception of Safety-% of Students feeling safe at school School Connectedness-% of Students Looking Forward to coming to school	23-24 64% of students indicate they feel safe at school 23-24 69% of students look forward to coming to school			75% of students indicate they feel safe at school 80 % of students look forward to coming to school
4	Suspension Rates	2023 Suspension Rates CA Dashboard 1.2% Suspension Rate Green Indicator			Suspension Rates CA Dashboard <1% Suspension Rate Blue Indicator
5	Attendance Rates Data Source: AERIES	2023 Attendance Rates All Students-92.81% English Learners-92.66% Foster Youth-93.80% SPED-91.70% SED-92.49%			2023 Attendance Rates All Students-95% English Learners-95% Foster Youth-95% SPED-94% SED-95%

6	Chronic Absenteeism CA School Dashboard	2023 CA School Dashboard Yellow Status 2023 Chronic Rate All students-32.30% SPED-38.8% EL-34.4% Homeless-30.7% Foster-25.3% SED-35.8% Two or More Races-32.8%			CA School Dashboard Green Status All Students-25% SPED-25% EL-20% Homeless-20% Foster-20% SED-20% Two or More Races-20%
7	Expulsion Rates (DataQuest)	2023 Expulsion Rates at 0%			Expulsion Rates at 0%
8	LCAP Teachers and Staff Survey Perception of Safety Staff Sense of School Connectedness	23-24 LCAP Teachers and Staff Survey Perception of Safety-64% of teachers and staff agree or strongly agree that schools are clean, safe, and in good repair

Staff Sense of School Connectedness -86% of staff agree or strongly agree that they are provided with opportunities to achieve their professional goals. | | | Perception of Safety-75% of teachers and staff agree or strongly agree that schools are clean, safe, and in good repair

Staff Sense of School Connectedness -90% of staff agree or strongly agree that they are provided with opportunities to achieve their professional goals. |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Liaison and Communication	The parent liaison will provide parents with information on how to support student's academic and social-emotional needs. Parents will be informed of the various resources to help them navigate successfully within our current school system. An additional focus will be on helping parents understand the process for reclassification and the ELD standards for English Learners. Schools will utilize the Parent Square Communication platform to support communication with our parents and the community.	$125,398.00	Yes
2	Attendance Recovery Program	WCSD will implement a Saturday Morning Attendance Recovery Program for students to allow them to make up for an absence. This program will focus on academics and enrichment to support unduplicated students at risk for chronic absenteeism and poor attendance. This program will be offered four times during the school year at all school sites where additional funding is needed. Teachers and staff will work on Saturdays and provide additional academic support for students. The CA Dashboard indicates a need in the area of chronic absenteeism with our foster youth student population. The intended outcome of this action will be improved attendance for our foster youth on the CA Dashboard the goal will be to reach green status.	$482,174.00	Yes
3	Student Services Support Staff with benefits	The Educational Services Department will hire a Coordinator of Student Services for the Whittier City School District. The Coordinator of Student Services provides direct support to sites to increase attendance, monitor student attendance for unduplicated students, and focus on parent engagement.	$208,893.00	Yes
4	Parent Community Liaisons	Community Liaisons will coordinate parent events and will work with parents to promote greater parent engagement and education opportunities within schools and the WCSD Parent Center. Resources; including books, reference materials, and tools such as dictionaries and translators will be purchased to support parent engagement.	$207,121.00	Yes
5	Parent Engagement	WCSD will contract with agencies and other consulting companies to provide ongoing classes for	$60,000.00	Yes

	Workshops and Support	our parents on how to access resources that support the development of an effective parent leader. In addition, parent classes will be offered to provide strategies on how to support students academically and emotionally. Additional classes will be offered to build capacity for parent leadership development of our English Learner student population		
6	Data Analysis and Document Tracking	Professional/Consulting Services And Operating Expenditures Contract to support the LCAP Stakeholder Surveys including staff, students, and parents and ongoing data to identify the specific needs of our students.	$60,000.00	No
7	Themed Academies	Schools will continue to be supported in their efforts to develop themed academies with support from staff and the community. This action contributes to increasing and improving services to low-income students by offering additional enrichment opportunities embedded within the school day. Dashboard data demonstrate a need for increased student achievement among low-income students. Our themed academies provide additional learning experiences for students and families that are underserved. Academies nurture 21st-century skills that prepare students to be college and/or career pathway ready	$100,000.00	Yes
8	Site Clerks and Benefits	Site Clerks will be funded to support increased attendance and PBIS Data Entry. Site clerks will monitor student attendance with a focus on connecting with families of our low-income student population. According to our current data, low-income students demonstrate a need for increased attendance. Therefore, Site clerks will provide outreach to families and monitor students who are demonstrating a risk of being chronically absent.	$519,412.00	Yes
9	District and Licensed Vocational Nurses	Classified: District Nurse Salary & Benefits. The District nurse will consult and provide support to all District Health clerks. In addition, provide medical support to our low-income parents and students who lack access to healthcare needs and resources.	$614,172.00	No
10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	The District will continue to make efforts to improve the climate at each school by increasing student engagement through the implementation of a Positive Behavior Interventions and Supports (PBIS) approach at each school. The PBIS initiative is aimed at providing multi-tiered behavior support to decrease suspension rates and increase attendance. Dashboard data demonstrates that students in the unduplicated category have higher rates of suspension and absenteeism, therefore PBIS interventions are aimed to provide support specifically to unduplicated students. Schools will provide additional support to students by expanding PBIS implementation to include Tier II & Tier III intervention and provide additional support for PBIS and RtI site planning: Teachers will meet to design plans for four hours during the summer and 6 meetings throughout the school year. The District will also contract with outside consultants to ensure Tier 1 training is revisited and MTSS Leadership teams will attend ongoing training focused on improving our MTSS efforts in PBIS and RtI.	$251,537.00	Yes
11	Multi Tiered Support System (MTSS) Teacher on Special Assignments (TOSAs)	A Multi-Tiered System of support will be implemented at each school site in the Whittier City School District. Each school will have a teacher on special assignments and middle schools will have a full-time support teacher in addition to an MTSS TOSA to provide direct services to students in reading and math interventions. The need to increase student achievement in reading and math for low-income students was the basis for this new action and support for students. MTSS TOSAs will provide academic interventions for students, and provide teachers with training on effective teaching practices. The impact of these actions will result in increased student achievement in ELA for low-income students.	$2,192,898.00	Yes
12	Behavior Technicians	Whittier City School District is committed to providing students with academic excellence and support for social-emotional well-being. The pandemic had a lasting impact on the social-emotional well-being and mental health of students, most notably low-income students, and students in foster care. This student population typically does not have access to resources that	$203,502.00	Yes

		would provide timely support for mental health. As part of our universal learning design, the district has added social workers at each elementary school site and counselors at the middle school to provide students with academic and social-emotional support. Behavior Technicians have been hired to support behavior and academics.			
13	Transportation	This action will assist families in accessing a free city bus pass for students. This action was developed because the number of students with high absenteeism was students identified as low-income. 36% of low-income students were identified as chronically absent.	$38,000.00		Yes
14	Health Clerks	Before the pandemic, our low-income students already experienced greater challenges in accessing physical support. WCSD is providing health support services and resources to support the physical and mental needs of our low-income students. Staff will assist them with health check ups, mandatory immunization, and health-related needs.	$610,242.00		Yes
15	Safety Aides and Noon Duty Aides	WCSD is committed to the safety of our students. Safety Aides and Noon Duty Aides will provide additional behavioral and emotional support to our low-income students. Additional support will allow safety aides and noon duty aides to address social, behavioral, and emotional well being of our low-income students.	$356,797.00		No
16	Data and Assessment Clerks	In close collaboration with Educational Services and the Fiscal Department, clerks will review and gather data that will help educators identify and intervene with our English Learners. In addition, clerks will provide additional support for materials, supplies, and resources that will support school sites promptly to address the needs of our English Learner students and ensure they are provided with their immediate needs to succeed. The District will also contract with a data consultant to provide monthly reports to monitor student attendance and identify students with chronic absenteeism that are demonstrating academic needs.	$385,874.00		Yes

Goal

Goal #	Description	Type of Goal
4	By the end of 2024-2025, Virtual Learning Academy will increase the academic achievement of students as measured by state standardized test scores and/or internal data. Students in our virtual academy will receive supplemental evidence-based services, resources, and support that meet the needs of learners and lead to improved outcomes.	Equity Multiplier Focus Goal

State priorities address by this goal.

4

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

| 1 | IReady ELA Proficiency IReady Math Proficiency Data Source: I-Ready Proficiency | 2023 IReady ELA All Students 56% at/> Grade Level 2023 IReady Math All Students 42% at/> Grade Level 2023 IReady ELA English Language Learners at/> 57% Grade Level 2023 IReady Math English Language Learners at/> 50% Grade Level 2023 IReady ELA SED at/> 42% Grade Level 2023 IReady Math SED at/> 42% Grade Level 2023 IReady ELA SWD at/> 56% Grade Level 2023 IReady Math SWD at/> 0% Grade Level | | | 2023 IReady ELA All Students 65% at/> Grade Level 2023 IReady Math All Students 55% at/> Grade Level 2023 IReady ELA English Language Learners at/> 67% Grade Level 2023 IReady Math English Language Learners at/> 60% Grade Level 2023 IReady ELA SED at/> 52% Grade Level 2023 IReady Math SED at/> 52% Grade Level 2023 IReady ELA SWD at/> 66% Grade Level 2023 IReady Math SWD at/> 15% Grade Level | |

Goal Analysis for 2024-2025

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Virtual Academy Staff (Equity Multiplier)	To provide access for our students and families, a virtual academy has been established that will continue to focus on academic achievement. The virtual academy teacher will reduce class sizes and provide targeted support for students based on their specific academic needs. The teacher will meet with students through a virtual platform and differentiate the support that is needed.	$167,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,981,852.00	$1,765,192.00

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
29.10%	4.14%	$2,360,870.65	33.24%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3 Andrews Staffing Support	When considering the needs of our low-income students who demonstrate an achievement gap in ELA and Math according to the 22-23 CAASPP Summative Assessment. Andrews Elementary School demonstrates an achievement gap between students identified as LI and students not LI. LI students showed 46% proficiency and non-socioeconomically disadvantaged students demonstrated 55% proficiency in CAASPP ELA.LI students showed 34% proficiency and non-socioeconomically disadvantaged students demonstrated 39% proficiency in CAASPP Math.

Low-income students often face various barriers to academic success and require targeted interventions. Economic challenges can lead to limited parental involvement and an unstable home environment. These factors can contribute to hinder academic achievement. | An additional staff administrator will work with the staff to coordinate and provide additional academic support for students after school and during the school day school-wide. The Assistant Principal will monitor low-income student data to ensure academic and behavioral interventions are successful and adjust support when data indicates a change is needed.

Implementing this action school-wide will ensure all students regardless of socioeconomic status will have equitable access to essential academic support and close the achievement gaps for every student at Andrews. | CAASPP ELA and math (Goal 2, Metric 1) |
| Goal 1 Action 5- Supplemental Materials | According to the CA Dashboard, our English Learner sub-group is currently scoring 83. 4 points below standard in Math and 15 points below standard in ELA. The identified need for English Learners is to increase reading and math proficiency. Additional supplemental instructional materials will be used to provide differentiated instruction in reading and math. | This action is designed to meet the specific needs of our English Learners. LEA-wide, teachers will use research-based supplementary materials to provide small-group instruction in ELA and Math. Teachers will use materials for small-group reading, and interventions in ELA and Math. Progress monitoring will be conducted every 6 weeks during grade-level collaboration meetings and data chats. Local reading and math assessments and ELPAC data will be used to monitor the academic progress of students.

Through an LEA-wide implementation, WCSD will ensure all educators will have the opportunity to meet the diverse needs of our English Learners and increase proficiency outcomes in ELA and math. Providing these materials will ensure equitable access regardless of language status. By offering district-wide, all students will have the opportunity for a high-quality education and access to essential resources. | We will monitor the progress of our English Learners using:

CAASPP Data in Language Arts and math will illustrate proficiency in grade-level standards (Goal 2, Metric 1)

ELPAC/ELPI indicator will illustrate English Learners making progress (Goal 2, Metric 9) |

Goal 1 and Action 6 & 7 (Integration of Arts)	The integration of the arts provides a well-rounded educational program for unduplicated and underserved students. Currently, our low-income students demonstrate high levels of chronic absenteeism, therefore providing engaging enrichment experiences will support increased attendance. Supporting low-income students with robust Visual and Performing Arts programs will promote creativity and the opportunity to experience extracurricular programs that low-income students wouldn't otherwise have access to.	To address the identified need, Whittier City School District will provide opportunities for students to participate in accessing visual and performing arts activities. They are provided LEA-wide basis to integrate art lessons and musicals will be offered during the school year to students in K-8. Low-income students will be provided with access to multiple opportunities to engage in the arts through dance, theatre, and music. A full-time Visual and Performing Arts TOSA will coordinate all Visual and Performing Arts opportunities for WCSD students. A Music teacher will provide an introduction to music for students in grades 6-8. The expected outcome will be high levels of participation in visual and performing arts programs and increased school attendance of low-income students. Providing these opportunities district-wide will ensure all students regardless of socioeconomic background have equal access to resources and support needed. It will foster a culture of student engagement where every student can thrive.	This will be measured by our CA Dashboard in chronic absenteeism for our low-income students (Goal 3, Metric 6). LCAP Surveys from our families and students
Goal 1 and Action 8 (Physical Education Elementary Teachers and Physical Education Aides).	Most recent data demonstrates our low-income subgroup is 28.4 points below standard in ELA and 61.3 points below standard in math according to the 2023 CA Dashboard. Teachers and principals have shared the need for teacher-released time to analyze data, collaborate, and develop plans that will provide targeted literacy and math support and bridge the gaps in foundational skills for ELA and math. In addition, educational partners have shared that children from low-income families have limited access to physical and structured activities outside school.	This LEA-wide action is focused on providing time for teachers release time to meet 2x a month to analyze student data in reading and math to monitor student academic progress while students receive structured PE instruction. Teachers will meet in grade-level collaborative teams to analyze student data, monitor the progress of low-income students, and determine instructional next steps. Low-income students will benefit from enhanced structured activities like organized sports, fitness, and outdoor recreation provided by PE teachers and PE aides. Implementing released time for teachers district-wide, will ensure all students have equitable access to academic support and address the diverse needs of our student population. Although directed at low-income students, this action will provided LEA-wide to ensure all students have access to wellness and positive health.	CAASPP ELA and Math, CAST Science (Goal 2, Metric 1) Ca Dashboard in ELA and mathematics CA School Dashboard (Goal 2, Metric 6) Local Assessments -iReady (Goal 2, Metric 2)

Goal 1 and Action 9 (Enrichment Programs)	Educational partner collaboration and feedback from principals, parents, and teachers shared that our low-income students lack the support system and exposure that cultivate an expectation of higher education and enrichment programs. Our 2023 CA Dashboard illustrates a 35.8% Chronic Absenteeism for our low-income students which impacts consistent school and academic gaps in their education. Financial constraints limit student access to resources and opportunities that can support their academic needs and aspirations.	By establishing enrichment programs LEA-wide, especially for underrepresented backgrounds, WCSD will develop enrichment programs such as art, dance, music, and STEM that will support positive attendance by providing opportunities for low-income students to partake and empower students to set and achieve ambitious academic goals. While we aim to support our low-income students, providing enrichment programs and related activities LEA-wide will ensure equitable access for all students regardless of socio-economic circumstances.	CA School Dashboard in Chronic Absenteeism (Goal 3, Metric 6)
Goal 2 and Action 1 (Professional Development Training and Support Staff)	According to the CA Dashboard 20223 Foster Youth is currently a RED and scored 25% proficiency in ELA and 6.25% in math. Our English Learners are currently at 12.79% proficiency in ELA and 11.41% in Math. English Learners and Foster Youth continually underachieve in reading, math and English learners also demonstrate a consistent need to increase English language proficiency on the annual ELPAC assessment. WCSD has identified a critical need for focused and continuous professional development and instructional coaching to enhance the effectiveness of educators working with English Learners, Foster Youth.	WCSD will provide ongoing professional development LEA-wide to all classroom teachers on research based instructional practices and strategies in reading, math, and effective approaches for language development. This action will ensure English Learners and Foster Youth are provided with a robust curriculum and high-quality instructional practices that will support closing the achievement gap. While we aim to close out the achievement gap for English Learners and Foster Youth students, we are implementing LEA-wide action to ensure all teachers and staff have access to high-quality professional development which is crucial for supporting teachers and staff district-wide with research-based instructional strategies that will be systematically and uniformly be implemented supporting all students.	We will monitor the progress of our English Learners and Foster Youth using: CAASPP Data in Language Arts and math will illustrate proficiency in grade-level standards (Goal 2, Metric 1) ELPAC/ELPI indicator will illustrate English Learners making progress (Goal 2, Metric 9)
Goal 2 and Action 2 (Three Professional Development Days)	Low-income students are currently scoring below standard by more than 25 points in ELA and Math according to the 2023 CA Dashboard. Low-income students require additional support with reading instruction and attaining reading proficiency by the end of 3rd grade. In mathematics, LI students require additional support with foundation numeracy skills.	Our Educational Services will calendar LEA-wide three additional working days for principals and teachers to collaborate on teaching and receive quality instructional training to increase student achievement specifically for low-income students. Through this action, we will strengthen our professional learning communities develop instructional resources, and learn evidence-based strategies to target the academic and socio-emotional needs of our low-income students. This action is designed to meet the specific needs of our low-income students; however, we intend to develop this action that will benefit all students LEA-wide because it will foster an environment that will support continuous improvement and ensure all educators have the opportunity to enhance instructional practices that will support the unique needs of our unduplicated students as well as other groups in WCSD.	CAASPP ELA and Math scores (Goal 2, Metric 1) CA Dashboard (Goal 2, Metric 6) I-Ready (Goal 2, Metric 2)

Goal 2 and Action 3 (Contracts and Conferences for Professional Development)	This action addresses the needed support for the academic success of our low-income students in the Whittier City School District. Currently, WCSD LI students are scoring more than 25 points below standard in ELA and Math and currently show an overall Orange on the CA Dashboard. Low-income students frequently deal with limited access to educational resources and unstable living conditions. Educators need to be familiarized with these challenges and be provided the skills to address barriers for our unduplicated student group.	Teachers, Administrators, and Support staff will have the opportunity to attend various training and learning sessions on effective instructional practices, equitable approaches to academic achievement, and interventions LEA-wide. WCSD will contract with experts in the field of education and leadership to launch and sustain the implementation of Professional Learning Communities and build a culture of continuous improvement through an LEA-wide implementation that all educators have the opportunity to enhance instructional practices and the diverse needs of unduplicated students and other student groups in WCSD.	CAASPP ELA and Math scores (Goal 2, Metric 1) CA Dashboard (Goal 2, Metric 6) I-Ready (Goal 2, Metric 2)
Goal 2 and Action 4 (Site-Based Lead Teachers)	Principals indicated the need for site leads at each school to support our Positive Behavior Intervention and Support (PBIS), implementation of English Language Development, technology support, and developing teachers that will share research-based strategies to target the academic needs of English Learners and assist in the implementation of district-wide initiatives. Our ELs illustrated 12.79% proficiency in the CAASPP ELA and 11.41% proficiency in math. In addition, our ELPI indicates a YELLOW level with 51.2% of English Learners making progress. Our 2023 reclassification rate is at 13.56%. Discussions with our educational partners have identified the need that many of our English Learners have language barriers that limit academic progress and access to resources and opportunities. Without consistent adult support, English Learners face obstacles that limit their participation in activities, essential resources, and opportunities.	Integrating this action LEA-wide ensures equitable access to resources and opportunities for English Learners. Creating site leads will allow constant delivery of services, guidance, and resources. English Learners will benefit from this action and ensure they receive the assistance necessary for their success. Site leads will identify academic gaps that will support positive academic outcomes and equity in higher learning. While this action is aimed at supporting English Learners, all students will be able to benefit LEA-wide from support services from site-based lead teachers. Creating a culture of support and inclusion will contribute to the personal growth and well-being of all students.	CAASPP ELA and Math scores (Goal 2, Metric 1) ELPAC Data (Goal 2, Metric 9) Reclassification Data (Goal 2, Metric 10)
Goal 2 and Action 6 (Summer Intervention and Support)	To support our low-income population, WCSD will be offering more learning opportunities at no additional cost to families. Local diagnostics show that 57% of our low-income students are not proficient in Reading and 64% are not proficient in mathematics. Students are illustrating learning gaps in foundational skills in Reading and math. As a result of the COVID-19 pandemic which resulted in significant learning loss, extended learning time in math, reading, and enrichment opportunities around VAPA and STEAM will help address the impact of learning loss and support our low-income students.	Educational Services will provide our low-income students LEA-wide with a variety of services in the summer tailored to the needs of our low-income students. These summer programs will be provided in elementary and middle schools under the supervision of classroom teachers and will provide additional instructional and enrichment time to help support students in the summer and outside regular school hours. By providing summer school opportunities on an LEA-wide basis, we are ensuring all students regardless of socioeconomic status will be offered personalized instruction and support.	I-Ready (Goal 2, Metric 2)

Goal 2 and Action 5 (Instructional Design Team)	CAASPP assessment data and diagnostics assessments indicate that our low-income students have significant gaps in their academic performance compared to their peers. Many of our low-income students lack the foundational skills and limited resources. Teachers and administration shared the needs the need for teachers to dedicate time to identifying essential standards and strategies to support low-income students in their academic needs.	Through enhanced collaboration and planning, teachers will analyze assessment data and identify essential standards that will support low income through differentiated lessons in reading, writing, and math. Teachers will share and develop resources that will provide academic support and differentiated instructions. By creating an Instructional Design Team through planning and collaboration LEA-wide, we can unify practices and share strategies at every school. This approach will also ensure all students will receive researched-based instructions and support which will promote academic success across WCSD.	CAASPP Data in Language Arts and math (Goal 2, Metric 1) I-Ready Local Assessments (Goal 2, Metric 2)
Goal 2 and Action 9 (K-3 Class Size Reduction)	Our I-Ready data in K-3 indicates an achievement gap in reading and math with 58% of low-income students not meeting early literacy proficiency in ELA and 63% of students not meeting math foundation. The needs of our low-income student population demonstrate a need for increased language proficiency and foundational support in reading and math. Low-income students often lack access to educational resources and academic support outside of school. Low-income students need individualized support and targeted instructional strategies. Educational feedback from our educational partners has indicated the need to implement class size reduction to allow more individualized support that will lead to academic success.	Lowering class size in K-3 will provide students with access to the classroom teacher and provide increased opportunities for small-group and individualized instruction which will benefit low-income students. Smaller class sizes allow the teacher to provide targeted and scaffolded lessons to better close the gap of our low-income students. This approach will personalize the instructional and personalize needs of our student groups. While this action is primarily designed to address the needs of low-income students, it will provide valuable support LEA-wide for all students in K-3 that will eventually close out the academic achievement gaps and ensure access to quality instructions for all students.	I-Ready (Goal2 Metric 2)
Goal 2 and Action 10 (AVID)	Our 2023 CAASPP data indicated that our low-income students performed at 39.10% proficiency which is lower than their peers. In addition, our low-income students performed at 28.84% proficiency in math which they also scored lower than their peers. Low income with a pathway to college and academic support. Discussions with our educational partners indicated that low-income students lack resources in towards college and career exploration activities. In addition, low-income students lack access to technology and resources that impedes their pursuit of college and career pathways.	AVID training and resources will allow our teachers to support our low-income students with technology resources, strategies such as Cornell Notetaking, and Socratic Seminar, and guidance to access college and career readiness skills, support, programs, and experiences. While this action focuses on low-income students school-wide, all students can benefit from the researched strategies, resources, and access school-wide.	CAASPP Data in Language Arts and math (Goal 2, Metric 1)

Goal 2 and Action 11 (Full-Day Kindergarten Program)	Based on our educational partners' input, many low-income do not have the financial resources for private preschool programs or structured programs that promote kindergarten readiness. Low-income students face challenges that can impact their academic success. These challenges include limited access to resources and maximizing the opportunity to access high-quality programs.	All elementary schools will provide increased instructional time and enrichment opportunities for low-income students with our full-day kindergarten program. This ensures more time for personalized support that will support early foundational skills. WCSD will ensure additional learning opportunities promote academic growth and equitable access to quality education for our low-income students. While the LEA-wide action is aimed at addressing the academic needs of our low-income students, WCSD recognized that all students can benefit from a comprehensive program and allows more students to have the resources and support they may need.	Local Assessments (Goal 2, Metric 2)
Goal 2 and Action 13 (Technology Subscriptions)	Our low-income students continue to illustrate limited growth in our CASSP ELA and Math. About 39.10% of our low-income students reached proficiency in ELA and 28.84% proficiency in math. In our I-Ready math assessment, 36% reached proficiency and 43% in reading. Low-income students face barriers to accessing supplemental educational resources, tutoring services, and enrichment programs which impact their academic success monitor student progress	Through this action, teachers have access to technology subscriptions such as Illuminate, Educlimber, Go Formative, and Iready. This will provide teachers with digital resources to engage students and create personalized learning experiences through online activities and assessments. This will also allow targeted intervention and differentiated instructions that will provide the specific needs of low-income students. While this action is aimed at supporting our low-income students, the technology subscriptions will provide access LEA-wide and ensure equitable access is provided to students and teachers across the district.	CAASPP Data Language Arts and Math (Goal 2, Metric 1) Local Assessments I-Ready ELA and Math (Goal 2, Metric 2)
Goal 2 and Action 14 (Transitional Kindergarten)	Based on our educational partners' input, many low-income do not have the financial resources for private preschool programs or structured programs that promote kindergarten readiness. In addition, low-income families have limited access to healthcare, tutoring, and enrichment programs that support foundational skills and early school experiences.	WCSD will continue to implement TK programs for students with low-income backgrounds. Our TK programs will provide structured activities, school readiness, and early foundational skills. Providing TK programs LEA-wide will provide access to early education for all students regardless of socioeconomic background. Ensuring all our schools have a TK program will support an early literacy foundation that will prepare students for Kindergarten.	Local Assessment (Goal 2, Metric 2)
Goal 2 and Action 15 (Technology Support Staff)	With our low-income students scoring less proficient than their peers, our low-income students illustrate 39% proficiency in ELA and 28.84% in math based on the 2023 CAASPP it is important for low-income students not to have limited access to technology and resources that impede their learning.	The implementation of our technology support staff will equip our low-income students with the technology resources and equipment and ensure they receive the assistance necessary for their success at school and home. While this action is directed toward low-income students, it is important to ensure that all students will benefit from the support services provided by the technology support staff. This will create an inclusive environment and support our LEA-wide goals of student success and equitable access.	CAASPP ELA and Math (Goal 2, Metric 1)

| Goal 2 and Action 16 (LCFF Site Locations) | Our English Learners are scoring 12.79% proficiency in ELA CAASPP and 11.41% proficiency in math. English Learners demonstrated significantly lower performance compared to their peers. In addition, our 2023 ELPI illustrated a YELLOW level with 51.2% of English Learners students making progress. As we collaborated with our educational partners throughout the district and carefully analyzed input and feedback from our LCAP surveys, we determined that there is a need for professional development to support English Learners. Our LCAP staff survey indicated that 60% strongly agree and agree that they have received professional development and resources to support English Learners.

English Learners often face multiple challenges such as language barriers which impact their engagement with grade-level content. This hinders language acquisition and the needed comprehension skills. Along with the need for targeted strategies and intervention, teachers and staff need the support to implement research-based practices and interventions to ensure English Learners have access to the grade level content. | These actions will provide schools with increased opportunities for academic interventions and professional development for certificated and classified staff. Professional development will enhance understanding and proven strategies for supporting English Learners. These strategies will include language and vocabulary development, writing, and differentiated instructional practices.

Implementing this LEA-wide will ensure all teachers and staff have access to ongoing and quality training that will create unified practices in supporting English Learners. Educators will be provided strategies and resources to support the diverse needs of English Learners and all students in the classroom. | LCAP Surveys (Goal 1 Metric 6) CAASPP ELA and math (Goal 2 Metric 1) ELPAC (Goal 2 Metric 9) |
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| Goal 2 and Action 17 (Technology Refresh) | Based on the ongoing needs and circumstances of our low-income students, WCSD will provide and update our technology equipment to enhance student learning and provide teachers training on how to develop and engage students. Our low-income students face financial constraints, a lack of technology support, and access which contribute to the opportunity and academic gap they illustrate. | This action will support the achievement and development of 21st Century Skills for low-income students and this action will be implemented LEA-wide because all students regardless of socioeconomic status will benefit from equitable access to resources and opportunities. WCSD will purchase and modernize our technology equipment such as iPads, hardware, and software programs, and continue providing access to underserved low-income students, all students, and staff. | To monitor the effectiveness of low-income students and all students.

CAASPP Language Arts and Math (Goal 2, Metric 1) I-Ready (Goal 2, Metric 2) CA Dashboard (Goal 2, Metric 6) |

Goal 2 and Action 19 (Educational Services Support Staff)	Our unduplicated student population, primarily low-income students demonstrate lower proficiency in ELA which is at 39%, and 28.84% in Math. In our local assessment, low-income students are performing at 42% proficiency in ELA and 37% proficiency in math. The gap in reading achievement and math proficiency requires additional coordinated support at each school site.	Our Educational Service Director will launch and monitor supplemental instructional programs LEA-wide to enhance the implementation of effective instructional strategies. The Director will meet with Instructional TOSAs, principals, and Coordinators to ensure professional development on research-based practices and supplemental resources are implemented to improve reading and math achievement. Targeted professional development aimed at enhancing positive student outcomes will narrow the academic disparities and foster access for these student groups. While this action is primarily designed to address low-income students, the action will be provided LEA-wide due to the district's commitment to closing the achievement gaps and equitable access to high-quality education for all students and preparing them for future success.	CAASPP ELA and Math (Goal 2 Metric 1) I-Ready (Goal 2 Metric 2)
Goal 3 and Action 1 (Parent Liaison and Communication)	Our ELPI indicator as measured by the CA Dashboard illustrates a YELLOW level with 51.2% of English Learners making progress. While making progress our English Learners face barriers to the support that is needed. Based on our LCAP parent survey feedback, there is a need for support for our English Learner parents because families have limited access to translation and communication support so they can better advocate for their children and have access to resources and understand their child's learning such as the reclassification process and ELD standards.	Our district parent liaison will create a supportive environment that will help parents translate and support the communication regarding their child's academic progress and needs. In addition, this action will support the application of our communication in our LEA which will inform our parents and the community on how to get involved in their child's school and opportunities for parents to support their child's academic and social-emotional needs. Offering support and translation services LEA-wide ensures equitable access not only for English Learners but for all families regardless of language. Ensuring we provide support creates an inclusive and supportive environment that will impact the student achievement of our students.	ELPAC (Goal 2 Metric 9)
Goal 3 and Action 2 (Attendance Recovery Program)	The CA Dashboard indicates a need with our foster youth which illustrates 25.3% (red status) in the area of chronic absenteeism impacts their academic success. Our Foster Youth is at 25% proficiency in CAASPP ELA and 6.25% proficiency in CAASPP math which leaves them further behind from their peers.	WCSD is committed to providing an environment inclusive environment for our Foster Youth with our attendance recovery program. Saturday school will support outreach, and provide resources and support. It allows students to recover their absences and avoid learning loss throughout the school year. School sites will offer foster youth students to attend during the school year. WCSD staff will provide additional academic support and engagement strategies that will engage foster youth students. Although the primary focus is Foster Youth students, this action will benefit all students by cultivating an LEA-wide culture of attendance and engagement. It will create an inclusive and embracing environment for all students regardless of their living status and improve overall academic outcomes.	CAASPP ELA and Math (Goal 2 Metric 1) Attendance Rate (Goal 3 Metric 5) Chronic Absenteeism (Goal 3 Metric 6)

Goal 3 and Action 3 (Student Services Support)	Our Foster Youth is at 25.3% chronic absenteeism on the 2023 CA Dashboard and in RED status. Our foster youth face challenges with attendance and parent engagement which is necessary for WCSD to engage with parents and families and provide the necessary support for our foster youth students	To address the identified need for our foster youth towards attendance monitoring and family engagement, our student services support will include a proactive outreach and strategies geared to support our foster youth including allocating resources, transportation, and health services and communicating with families the importance of attendance and the impact towards academic performance. Although we aim to support our foster youth, this action will benefit all students LEA-wide regardless of their background and ensure all parents and families receive the necessary support to attend school daily.	CA School Dashboard Chronic Absenteeism (Goal 3, Metric 6)
Goal 3 and Action 4 and Action 5	Our ELPI illustrates a YELLOW level with 51.2% of our English Learners making progress toward English proficiency. Our English Learners often struggle more than their peers and parents face many challenges such as language and cultural barriers that hinder their ability to support their child academically. Based on our LCAP parent feedback from our English Learners' families, family engagement and workshops are important in supporting their child academically and socially. English Learner parents need additional support through parent workshops, classes, conferences, and school involvement.	The District will implement a Parent Center to support the needs of our English Learners. An LEA-wide Parent Community liaison will coordinate parent activities and events to discuss the importance of school attendance. The Parent Center and community liaisons will provide resources, materials, and tools to parents. Resources will be purchased to support parent engagement in schools and the WCSD parent center. WCSD will contract with agencies and companies to provide ongoing classes such as language acquisition, and cultural support for our parents and families. Offering multiple opportunities at various times, WCSD will foster a positive partnership between home and school that impacts positive student outcomes. While these actions address English Learners, all the information and services provided will support all students and families and will increase academic and socio-emotional development. It will create an inclusive and welcoming environment for all parents and the community.	CA English Learner Progress ELPI Indicator/ELPAC (Goal 2 Metric 9)
Goal 3 and Action 7 (Themed Academies)	Our low-income students demonstrate lower proficiency results than their peers. Our low-income students are illustrating 39.10% proficiency in ELA and 28.84% proficiency in math. Collaborating with our principals, and teachers, they shared that our schools need to develop themed academies to engage our low-income students and provide multiple enrichment opportunities for our low-income students that will impact positive achievement outcomes.	WCSD will develop themed academies LEA-wide and integrate specialized enrichment programs such as STEAM, Arts, and College pathways, that will provide multiple opportunities for low-income students to partake in 21st-century skills and college and career pathways. This LEA-wide action will focus on equity and inclusion not only for low-income students but for all students to have equal access to their interests, creativity, and opportunities. Providing targeted support for all students will ensure students are included and supported to pursue their goals and aspirations while impacting their academic achievement positively.	CAASPP ELA and math (Goal 2 Metric 1)

Goal 3 and Action 8 (Site Clerks and Benefits)	Our 2023 CA Dashboard illustrated a YELLOW band and 35.8% chronic absenteeism for our low-income students. Low-income students often encounter challenges because of inconsistency in schooling, lack of resources, and disruption of their learning due to unforeseen circumstances that impact their academic performance.	By providing site clerks LEA-wide, schools will be able to improve services and better address the specific needs of low-income students. Site clerks will contact families for attendance, monitor data, and share resources and strategies that will support connectedness for our low-income students and foster a sense of belonging. While this action is primarily directed at meeting the needs of our low-income students, extending these services LEA-wide will ensure all students can benefit from a supportive environment and support additional resources that will be provided by this action.	CA Dashboard-Chronic Absenteeism (Goal 3 Metric 6)
Goal 3 and Action 10 (Multi-Tiered Support System (MTSS) and RTIand 11 (MTSS TOSA)	When looking into our CAASPP data, it revealed that our low-income students illustrated 39.10% proficiency in CAASPP ELA and 28.84 % proficiency in CAASPP math. Low-income students face unique barriers in their academic and behavior which impacts their academics and schooling highlighting the need for systematic and tailored support through our MTSS and RTI.	To address the academic and behavioral needs of our low-income learners, an MTSS teacher on special assignment (TOSA) will provide direct services in reading and math intervention through an MTSS/RTI framework. Strategies such as Positive Behavioral Intervention and Support (PBIS), restorative practices, and targeted small groups will support academics and create a safe, positive, and effective learning environment. Providing these interventions LEA-wide ensures that students regardless of economic status will have access to a supportive and conducive learning environment that will support positive student achievement outcomes in reading and math.	CAASPP ELA and Math (Goal 2 Metric 1)
Goal 3 and Action 13 (Transportation)	Our low-income students continue to illustrate high chronic absenteeism rates. Based on our CA Dashboard, 35.8% of our low-income students are chronically absent. Low-income students often face challenges due to various barriers such as transportation and access to resources which impact their academic performance. Additionally, economic challenges in getting to school and home increase attendance concerns for low-income students.	WCSD will provide transportation access to low-income students so they will attend school daily and be on time thus supporting their academic achievement. This additional resource will ensure students have access to schooling and reduce negative attendance. Implementing this action LEA-wide will ensure all students regardless of socioeconomic status or personal circumstances will have access to resources that is essential in their school. By providing transportation and economic support, we are promoting academic success and closing the academic gaps for every student in WCSD.	Chronic Absenteeism (Goal 3 Metric 6)
Goal 3 and Action 12 (Behavior Technicians)	Our CA Dashboard illustrates that we maintained our suspension rate of 1.4% and GREEN status for our low-income students. Low-income students often face challenges with emotional and social-emotional skills. These can impact academic performance, trauma, and behavioral outcomes.	Our behavior technicians will support the needs of low-income students by offering behavior, guidance, mentorship, and wellness support. This will help students feel connected and a sense of belonging. While this action is directed to meet the needs of low-income students, this LEA-wide action can support all students and create a caring and safe environment for all students.	CA Dashboard Suspension Rates

Goal 3 and Action 14 (Health Clerks)	Attendance data indicate a need for our low-income students because they have limited access to healthcare and support for their physical and mental needs which may lead to educational gaps and inconsistent attendance.	To address this need, health support services and support will be provided by Health Clerks to support the physical, mental, and health support of our low-income students. By offering a wide array of services, health clerks play a pivotal role in eliminating barriers and ensuring low-income students can attend regularly which impacts academic performance. While this action is directed to meet the needs of low-income students, extending these services LEA-wide ensures that all students can benefit from a supportive environment and resources offered by Health Clerks will create a safe and nurturing environment.	CA Dashboard Chronic Absenteeism (Goal 3, Metric 6)
Goal 3 and Action 16 (Data and Assessment Clerks)	Based on our CA Dashboard ELPI Indicator, our English Learners are at an ORANGE level (51.2% making progress) and declined by 2.4% which can impede their academic progress toward reclassification and identified as at-risk and long-term English Learners. LTELS will face challenges in language proficiency and access to enrichment activities. It is vital that WCSD needs to monitor our English Learners to ensure they are supported based on their specific needs.	To address the needs of our English Learners, our data and assessment clerks will monitor data and communicate the needs to school sites. This will help support targeted instructions and interventions. While this is aimed at the needs of English Learners LEA-wide, data monitoring will benefit all students and ensure all educators at all schools will receive data and tailored information that will support equity towards intervention, support, and high-quality instruction in every classroom and school sites.	English Learner Progress Indicator (ELPI) (Goal 2, Metric 9)

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2 and Action 7 (English Learners)	Based on our CAASPP ELA and math data, our English Learners illustrated 12.79% proficiency in ELA which is the lowest proficiency rate, and 11.41 proficiency in math. As reported in the CA Dashboard English Learners are -57.8 DFS in ELA and -84.3 DFS in math. English Learners illustrate significant gaps in academic performance compared to the general population.

English Learners, Newcomers, At-Risk English Learners, Long Term English Learners face challenges as they are hindered in their ability to be fully engaged with the academic content. In addition, teachers and staff need familiarity with ELD, culturally responsive instruction, and instructional practices that will support the academic progress of students. | Recognizing the importance of targeted support, interventions, programs, and professional development, Educational Services will provide opportunities for teachers LEA-wide to identify essential standards, including the implementation of integrated and designated English Language Development (ELD). Through the application of the Instructional Design Team (IDT), teachers will develop instructional resources, interventions, and assessment plans, and share research-based strategies aimed at targeting the academic and language needs of English Learners. Time for teacher collaboration may be provided during the instructional day, after school, or in the summer. | We will monitor the progress for our English Learners using the:

CAASPP ELA and math (Goal 2, Metric 1) I-Ready (Goal 2, Metric 2) CA Dashboard (Goal 2, Metric 4) ELPAC (Goal 2, Metric 9) |
| Goal 2 and Action 8 (Foster Youth) | Foster Youth students need to build foundational literacy skills and increase small-group reading instruction that addresses concepts of print, phonemic awareness, phonics, and early literacy skills. 28% of our foster youth students have been identified two or more grade levels behind in early literacy. | These actions will address literacy gaps for foster youth students. They are provided targeted support and intervention on early literacy skills and support to increase literacy outcomes for all students. | I-Ready Diagnostics (ELA) |

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

Not Applicable

Additional Concentration Grant Funding

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

Whittier City School District (WCSD) serves about 5,500 students including 75% low-income, 14% English Learners, and 0.7% foster youth. WCSD serves a diverse population of English Learners such as newcomers and Long Term English Learners. Based on our local and state assessment data and gathering input from our educational partners, there is a high need to improve and increase services for our unduplicated student population to not only the achievement gap but also the opportunity gap. Based on the specific needs at each site, additional concentration funds are being utilized to increase staff positions by adding a teacher on special assignment at all schools. Additional TOSAs (Goal 3, Action 11) will lead the work for our Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention System (PBIS). MTSS TOSAs (Goal 3, Action 11) will provide instructional coaching and coordinate academic intervention programs and assessments at their assigned school sites. MTSS TOSAs (Goal 3, Action 11) will analyze and synthesize local and state assessment data in collaboration with site administration and teachers to identify students who will need support based on their needs.

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

Action Tables

2024-2025 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 %)
2024-2025	$54,912,567.00	$15,981,852.00	29.10%	4.14%	33.24%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$52,841,929.00	$0.00	$0.00	$0.00	$52,841,929.00	$44,719,728.00	$8,122,201.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Certificated and Management Salaries and Benefits	All	No				Ongoing	$24,780,687	$0	$24,780,687	$0	$0	$0	$24,780,687	0.00%
1	2	Classified Salaries and Benefits	All	No				Ongoing	$4,766,595	$0	$4,766,595	$0	$0	$0	$4,766,595	0.00%
1	3	Andrews Staffing Support	All	Yes	Schoolwide	Low Income	Specific Schools, Andrews	Ongoing	$206,238	$0	$206,238	$0	$0	$0	$206,238	0.00%
1	4	District Facilities and Maintenance	All	No				Ongoing	$0	$2,046,702	$2,046,702	$0	$0	$0	$2,046,702	0.00%
1	5	Supplemental Instructional Materials	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$500,000	$500,000	$0	$0	$0	$500,000	0.00%
1	6	Visual and Performing Arts Support Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$292,905	$0	$292,905	$0	$0	$0	$292,905	0.00%
1	7	Visual and Performing Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$50,000	$50,000	$0	$0	$0	$50,000	0.00%
1	8	Physical Education Elementary Teachers and Physical Education Aides	All	Yes	LEA-wide	Low Income	Specific Schools, All elementary school sites	Ongoing	$589,983	$0	$589,983	$0	$0	$0	$589,983	0.00%
1	9	Enrichment Programs	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$300,000	$300,000	$0	$0	$0	$300,000	0.00%

Goal #	Action #	Action Title	Student Group	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span								
1	10	LCFF Base Site Locations	All	No				Ongoing	$0	$317,013	$317,013	$0	$0	$0	$317,013	0.00%
2	1	Professional Develoment Training and Support Staff	All	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	Ongoing	$146,225	$30,000	$176,225	$0	$0	$0	$176,225	0.00%
2	2	Three Professional Development Days	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$594,273	$0	$594,273	$0	$0	$0	$594,273	0.00%
2	3	Contracts and Conferences for Professional Development	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$300,000	$300,000	$0	$0	$0	$300,000	0.00%
2	4	Site-Based Lead Teachers	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$118,333	$0	$118,333	$0	$0	$0	$118,333	0.00%
2	5	Instructional Design Team Hourly Certificated	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$60,000	$0	$60,000	$0	$0	$0	$60,000	0.00%
2	6	Summer Intervention and Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$48,340	$11,660	$60,000	$0	$0	$0	$60,000	0.00%
2	7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$77,217	$21,783	$99,000	$0	$0	$0	$99,000	0.00%
2	8	Foster Youth Support and Resources	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	$0	$140,000	$140,000	$0	$0	$0	$140,000	0.00%
2	9	K-3 Class Size Reduction	All	Yes	LEA-wide	Low Income	Specific Schools, Sorensen, Phelan, Hoover, Orange Grove, Andrews, West Whittier, Mill, Longfellow, and Jackson	Ongoing	$3,141,058	$0	$3,141,058	$0	$0	$0	$3,141,058	0.00%
2	10	Advancement Via Individual Determination (AVID)	All	Yes	Schoolwide	Low Income	Specific Schools, Jackson, Dexter, Orange Grove	Ongoing	$5,000	$35,000	$40,000	$0	$0	$0	$40,000	0.00%
2	11	Full Day Kindergarten and Kindergarten Round Up	All	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	Ongoing	$2,151,330	$0	$2,151,330	$0	$0	$0	$2,151,330	0.00%
2	12	Virtual Learning Academy	All	No				Ongoing	$150,000	$150,000	$300,000	$0	$0	$0	$300,000	0.00%
2	13	Technology Subscriptions	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$950,000	$950,000	$0	$0	$0	$950,000	0.00%

2	14	Transitional Kindergarten Support Staff, Materials, and Training	All	Yes	LEA-wide	Low Income	Specific Schools, Andrews, Longfellow, Jackson, Orange Grove, Sorensen, Hoover, West Whittier, Phelan, Mill	Ongoing	$799,759	$50,000	$849,759	$0	$0	$0	$849,759	0.00%
2	15	Technology Support Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$194,587	$0	$194,587	$0	$0	$0	$194,587	0.00%
2	16	LCFF Site Locations	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$396,267	$396,267	$0	$0	$0	$396,267	0.00%
2	17	Technology Refresh Equipment, Software, and Training	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$2,400,000	$2,400,000	$0	$0	$0	$2,400,000	0.00%
2	18	Special Education Professional Development, Resources, and Support Staff	Student with Disabilities (SWD)	No				Ongoing	$156,669	$43,331	$200,000	$0	$0	$0	$200,000	0.00%
2	19	Educational Services Support Staff	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$237,954	$0	$237,954	$0	$0	$0	$237,954	0.00%
3	1	Parent Liaison and Communication	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$95,398	$30,000	$125,398	$0	$0	$0	$125,398	0.00%
3	2	Attendance Recovery Program	All	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$482,174	$0	$482,174	$0	$0	$0	$482,174	0.00%
3	3	Student Services Support Staff with benefits	All	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$208,893	$0	$208,893	$0	$0	$0	$208,893	0.00%
3	4	Parent Community Liaisons	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$207,121	$0	$207,121	$0	$0	$0	$207,121	0.00%
3	5	Parent Engagement Workshops and Support	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$60,000	$60,000	$0	$0	$0	$60,000	0.00%
3	6	Data Analysis and Document Tracking	All	No				Ongoing	$0	$60,000	$60,000	$0	$0	$0	$60,000	0.00%
3	7	Themed Academies	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
3	8	Site Clerks and Benefits	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$519,412	$0	$519,412	$0	$0	$0	$519,412	0.00%
3	9	District and Licensed Vocational Nurses	All	No				Ongoing	$614,172	$0	$614,172	$0	$0	$0	$614,172	0.00%
3	10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$159,092	$92,445	$251,537	$0	$0	$0	$251,537	0.00%

3	11	Multi Tiered Support System (MTSS) Teacher on Special Assignments (TOSAs)	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,192,898	$0	$2,192,898	$0	$0	$0	$2,192,898	0.00%
3	12	Behavior Technicians	All	Yes	Schoolwide	Low Income	Specific Schools, All Elementary Sites: Daniel Phelan Elementary, West Whittier Elementary, Sorensen Elementary, Mill Elementary, Orange Grove Elementary, Andrews Elementary, Longfellow Elementary, Jackson Elementary, Hoover Elementary,	Ongoing	$203,502	$0	$203,502	$0	$0	$0	$203,502	0.00%
3	13	Transportation	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$38,000	$38,000	$0	$0	$0	$38,000	0.00%
3	14	Health Clerks	All	Yes	LEA-wide	Low Income	All Schools	Ongoing	$610,242	$0	$610,242	$0	$0	$0	$610,242	0.00%
3	15	Safety Aides and Noon Duty Aides	All	No				Ongoing	$356,797	$0	$356,797	$0	$0	$0	$356,797	0.00%
3	16	Data and Assessment Clerks	All	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$385,874	$0	$385,874	$0	$0	$0	$385,874	0.00%
4	1	Virtual Academy Staff (Equity Multiplier)	All	No					$167,000	$0	$167,000	$0	$0	$0	$167,000	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$54,912,567.00	$15,981,852.00	29.10%	4.14%	33.24%	$19,232,963.00	0.00%	35.02%	**Total:**	$19,232,963.00
								LEA-wide Total:	$18,544,223.00
								Limited Total:	$239,000.00
								Schoolwide Total:	$449,740.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Andrews Staffing Support	Yes	Schoolwide	Low Income	Specific Schools, Andrews	$206,238.00	0.00%
1	5	Supplemental Instructional Materials	Yes	LEA-wide	English learner (EL)	All Schools	$500,000.00	0.00%
1	6	Visual and Performing Arts Support Staff	Yes	LEA-wide	Low Income	All Schools	$292,905.00	0.00%
1	7	Visual and Performing Arts	Yes	LEA-wide	Low Income	All Schools	$50,000.00	0.00%
1	8	Physical Education Elementary Teachers and Physical Education Aides	Yes	LEA-wide	Low Income	Specific Schools, All elementary school sites	$589,983.00	0.00%
1	9	Enrichment Programs	Yes	LEA-wide	Low Income	All Schools	$300,000.00	0.00%

2	1	Professional Develoment Training and Support Staff	Yes	LEA-wide	Foster Youth, English learner (EL)	All Schools	$176,225.00	0.00%
2	2	Three Professional Development Days	Yes	LEA-wide	Low Income	All Schools	$594,273.00	0.00%
2	3	Contracts and Conferences for Professional Development	Yes	LEA-wide	Low Income	All Schools	$300,000.00	0.00%
2	4	Site-Based Lead Teachers	Yes	LEA-wide	English learner (EL)	All Schools	$118,333.00	0.00%
2	5	Instructional Design Team Hourly Certificated	Yes	LEA-wide	Low Income	All Schools	$60,000.00	0.00%
2	6	Summer Intervention and Support	Yes	LEA-wide	Low Income	All Schools	$60,000.00	0.00%
2	7	English Language Development Training and Instructional Materials and Support (Newcomer and Long Term English Learners)	Yes	Limited	English learner (EL)	All Schools	$99,000.00	0.00%
2	8	Foster Youth Support and Resources	Yes	Limited	Foster Youth	All Schools	$140,000.00	0.00%
2	9	K-3 Class Size Reduction	Yes	LEA-wide	Low Income	Specific Schools, Sorensen, Phelan, Hoover, Orange Grove, Andrews, West Whittier, Mill, Longfellow, and Jackson	$3,141,058.00	0.00%
2	10	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	Low Income	Specific Schools, Jackson, Dexter, Orange Grove	$40,000.00	0.00%
2	11	Full Day Kindergarten and Kindergarten Round Up	Yes	LEA-wide	Low Income	Specific Grade Spans, Kindergarten	$2,151,330.00	0.00%
2	13	Technology Subscriptions	Yes	LEA-wide	Low Income	All Schools	$950,000.00	0.00%

2	14	Transitional Kindergarten Support Staff, Materials, and Training	Yes	LEA-wide	Low Income	Specific Schools, Andrews, Longfellow, Jackson, Orange Grove, Sorensen, Hoover, West Whittier, Phelan, Mill	$849,759.00	0.00%
2	15	Technology Support Staff	Yes	LEA-wide	Low Income	All Schools	$194,587.00	0.00%
2	16	LCFF Site Locations	Yes	LEA-wide	English learner (EL)	All Schools	$396,267.00	0.00%
2	17	Technology Refresh Equipment, Software, and Training	Yes	LEA-wide	Low Income	All Schools	$2,400,000.00	0.00%
2	19	Educational Services Support Staff	Yes	LEA-wide	Low Income	All Schools	$237,954.00	0.00%
3	1	Parent Liaison and Communication	Yes	LEA-wide	English learner (EL)	All Schools	$125,398.00	0.00%
3	2	Attendance Recovery Program	Yes	LEA-wide	Foster Youth	All Schools	$482,174.00	0.00%
3	3	Student Services Support Staff with benefits	Yes	LEA-wide	Foster Youth	All Schools	$208,893.00	0.00%
3	4	Parent Community Liaisons	Yes	LEA-wide	English learner (EL)	All Schools	$207,121.00	0.00%
3	5	Parent Engagement Workshops and Support	Yes	LEA-wide	English learner (EL)	All Schools	$60,000.00	0.00%
3	7	Themed Academies	Yes	LEA-wide	Low Income	All Schools	$100,000.00	0.00%
3	8	Site Clerks and Benefits	Yes	LEA-wide	Low Income	All Schools	$519,412.00	0.00%
3	10	Multi-Tiered Support System (MTSS) and Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) Lead Staff and Support	Yes	LEA-wide	Low Income	All Schools	$251,537.00	0.00%
3	11	Multi Tiered Support System (MTSS) Teacher on Special Assignments (TOSAs)	Yes	LEA-wide	Low Income	All Schools	$2,192,898.00	0.00%

3	12	Behavior Technicians	Yes	Schoolwide	Low Income	Specific Schools, All Elementary Sites: Daniel Phelan Elementary, West Whittier Elementary, Sorensen Elementary, Mill Elementary, Orange Grove Elementary, Andrews Elementary, Longfellow Elementary, Jackson Elementary, Hoover Elementary,	$203,502.00	0.00%
3	13	Transportation	Yes	LEA-wide	Low Income	All Schools	$38,000.00	0.00%
3	14	Health Clerks	Yes	LEA-wide	Low Income	All Schools	$610,242.00	0.00%
3	16	Data and Assessment Clerks	Yes	LEA-wide	English learner (EL)	All Schools	$385,874.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$60,513,934.00	$52,160,037.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staffing: Certificated, Admin and Support Staff	No	$16,480,800.00	$18,181,164.00
1	2	Staffing: Classified Personnel Salaries	No	$3,700,746.00	$3,213,495.00
1	3	Staffing: Classified and Certificated Salary Benefits	No	$20,000,000.00	$10,670,649.00
1	4	Staffing Support for K-8 School	Yes	$163,000.00	$168,264.00
1	5	District Facilities and Maintenance	No	$1,355,955.00	$2,143,734.00
1	6	Supplemental Instructional	Yes	$500,000.00	$213,784.00

				materials and supplies	
1	7	Visual and Performing Arts TOSA	Yes	$114,697.00	$119,783.00
1	8	Music Program K-2 and 6-8	Yes	$115,697.00	$28,704.00
1	9	Enrichment Opportunities: PE and Art	Yes	$409,432.00	$868,149.00
1	10	GATE Program	No	$30,000.00	$2,079.00
1	11	Improving Middle School & Elementary Programs	Yes	$2,500,000.00	$1,858,214.00
2	1	Professional Development	Yes	$200,000.00	$14,963.00
2	2	Three Professional Development Days	Yes	$950,000.00	$579,190.00
2	3	Contracts and Conferences	Yes	$160,000.00	$56,224.00
2	4	Technology: Refresh Equipment and Technology Support and Training	Yes	$1,300,000.00	$348,280.00
2	5	Site Based Lead Teachers	Yes	$150,000.00	$100,048.00
2	6	LCFF: Site Allocations	Yes	$450,000.00	$422,316.00
2	7	Curriculum Improvement Teams	Yes	$100,000.00	$109,046.00
2	8	Summer Intervention Services	Yes	$60,000.00	$394.00
2	9	ELD Training and Support	Yes	$30,000.00	$23,777.00
2	10	ELD Supplemental Instructional Materials & Support	Yes	$150,000.00	$78,737.00
2	11	English Learners: Interventions	Yes	$50,000.00	$90,894.00
2	12	SPED Professional Development	No	$100,000.00	$23,800.00
2	13	Parent Community Liaison	Yes	$65,000.00	$168,088.00
2	14	Foster and Homeless Youth	Yes	$45,000.00	$0.00
2	15	Class Size Reduction	Yes	$2,704,270.00	$2,795,924.00
2	16	Achievement Via Individual Determination Program (AVID)	Yes	$20,000.00	$196.00
2	17	Full Day Kindergarten	Yes	$950,000.00	$2,735,688.00
2	18	Educational Services Support Staff-Director of	Yes	$230,877.00	$214,373.00

		Educational Services			
2	19	Dual Immersion Instructional Support	Yes	$130,000.00	$152,951.00
2	20	Site Based Interventions and Supports (will not be implemented in 23-24)	No	$0.00	$0.00
2	21	Additional Collaboration Time-Minimum Days	Yes	$1,600,437.00	$1,030,557.00
2	22	Targeted Afterschool or Summer Interventions	Yes	$60,000.00	$394.00
2	23	Intervention and Support Teachers for RtI	Yes	$250,000.00	$196,799.00
2	24	Student Data Information System-Illuminate Education	Yes	$50,000.00	$47,014.00
2	25	Transitional Kindergarten	Yes	$690,000.00	$1,268,942.00
2	26	iReady Assessment and Instructional Platform and Training	Yes	$303,500.00	$0.00
2	27	Technology Site Tech Support	Yes	$150,000.00	$104,168.00
3	1	Parent Engagement: Parent Academy	Yes	$75,000.00	$365.00
3	2	Attendance Recovery Program	Yes	$50,000.00	$12,542.00
3	3	Student Services Support	Yes	$150,000.00	$206,042.00
3	4	Community Liaisons	Yes	$180,000.00	$85,494.00
3	5	Doc Tracking-Services and Operating Expenditures	Yes	$11,000.00	$21,141.00
3	6	LCAP Stakeholder Surveys	No	$60,000.00	$3,600.00
3	7	Parent Workshops and Trainings	Yes	$150,000.00	$93,237.00
3	8	Themed Academies	Yes	$80,000.00	$62,189.00
3	9	Site Office Clerks	Yes	$367,000.00	$514,924.00
3	10	District Nurse	No	$100,749.00	$251,086.00
3	11	Multi-Tiered Systems of Support: PBIS & RtI Implementation	Yes	$75,000.00	$16,492.00
3	12	Parent Square Communications	Yes	$25,000.00	$27,014.00
3	13	MTSS TOSA and Support	Yes	$1,952,774.00	$1,876,521.00

		Teachers			
3	14	Social Workers	Yes	$900,000.00	$957,608.00
3	15	Transportation	Yes	$18,000.00	$1,000.00

2023-2024 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)
$16,268,945.00	$18,685,684.00	$17,670,430.00	$1,015,254.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	4	Staffing Support for K-8 School	Yes	$163,000.00	$168,264.00	0.00%	0.00%
1	6	Supplemental Instructional materials and supplies	Yes	$500,000.00	$213,784.00	0.00%	0.00%
1	7	Visual and Performing Arts TOSA	Yes	$114,697.00	$119,783.00	0.00%	0.00%
1	8	Music Program K-2 and 6-8	Yes	$115,697.00	$28,704.00	0.00%	0.00%
1	9	Enrichment Opportunities: PE and Art	Yes	$409,432.00	$868,149.00	0.00%	0.00%
1	11	Improving Middle School & Elementary Programs	Yes	$2,500,000.00	$1,858,214.00	0.00%	0.00%
2	1	Professional Development	Yes	$200,000.00	$14,963.00	0.00%	0.00%
2	2	Three Professional Development Days	Yes	$950,000.00	$579,190.00	0.00%	0.00%
2	3	Contracts and Conferences	Yes	$160,000.00	$56,224.00	0.00%	0.00%

2	4	Technology: Refresh Equipment and Technology Support and Training	Yes	$1,300,000.00	$348,280.00	0.00%	0.00%
2	5	Site Based Lead Teachers	Yes	$150,000.00	$100,048.00	0.00%	0.00%
2	6	LCFF: Site Allocations	Yes	$450,000.00	$422,316.00	0.00%	0.00%
2	7	Curriculum Improvement Teams	Yes	$100,000.00	$109,046.00	0.00%	0.00%
2	8	Summer Intervention Services	Yes	$60,000.00	$394.00	0.00%	0.00%
2	9	ELD Training and Support	Yes	$30,000.00	$23,777.00	0.00%	0.00%
2	10	ELD Supplemental Instructional Materials & Support	Yes	$150,000.00	$78,737.00	0.00%	0.00%
2	11	English Learners: Interventions	Yes	$50,000.00	$90,894.00	0.00%	0.00%
2	13	Parent Community Liaison	Yes	$65,000.00	$168,088.00	0.00%	0.00%
2	14	Foster and Homeless Youth	Yes	$45,000.00	$0.00	0.00%	0.00%
2	15	Class Size Reduction	Yes	$2,704,270.00	$2,795,924.00	0.00%	0.00%
2	16	Achievement Via Individual Determination Program (AVID)	Yes	$20,000.00	$196.00	0.00%	0.00%
2	17	Full Day Kindergarten	Yes	$950,000.00	$2,735,688.00	0.00%	0.00%
2	18	Educational Services Support Staff-Director of Educational Services	Yes	$230,877.00	$214,373.00	0.00%	0.00%
2	19	Dual Immersion Instructional Support	Yes	$130,000.00	$152,951.00	0.00%	0.00%
2	21	Additional Collaboration Time-Minimum Days	Yes	$1,600,437.00	$1,030,557.00	0.00%	0.00%
2	22	Targeted Afterschool or Summer Interventions	Yes	$60,000.00	$394.00	0.00%	0.00%
2	23	Intervention and Support Teachers for RtI	Yes	$250,000.00	$196,799.00	0.00%	0.00%
2	24	Student Data Information System-Illuminate Education	Yes	$50,000.00	$47,014.00	0.00%	0.00%
2	25	Transitional Kindergarten	Yes	$690,000.00	$1,268,942.00	0.00%	0.00%
2	26	iReady Assessment and Instructional Platform and Training	Yes	$303,500.00	$0.00	0.00%	0.00%
2	27	Technology Site Tech Support	Yes	$150,000.00	$104,168.00	0.00%	0.00%

3	1	Parent Engagement: Parent Academy	Yes	$75,000.00	$365.00	0.00%	0.00%
3	2	Attendance Recovery Program	Yes	$50,000.00	$12,542.00	0.00%	0.00%
3	3	Student Services Support	Yes	$150,000.00	$206,042.00	0.00%	0.00%
3	4	Community Liaisons	Yes	$180,000.00	$85,494.00	0.00%	0.00%
3	5	Doc Tracking-Services and Operating Expenditures	Yes	$11,000.00	$21,141.00	0.00%	0.00%
3	7	Parent Workshops and Trainings	Yes	$150,000.00	$93,237.00	0.00%	0.00%
3	8	Themed Academies	Yes	$80,000.00	$62,189.00	0.00%	0.00%
3	9	Site Office Clerks	Yes	$367,000.00	$514,924.00	0.00%	0.00%
3	11	Multi-Tiered Systems of Support: PBIS & RtI Implementation	Yes	$75,000.00	$16,492.00	0.00%	0.00%
3	12	Parent Square Communications	Yes	$25,000.00	$27,014.00	0.00%	0.00%
3	13	MTSS TOSA and Support Teachers	Yes	$1,952,774.00	$1,876,521.00	0.00%	0.00%
3	14	Social Workers	Yes	$900,000.00	$957,608.00	0.00%	0.00%
3	15	Transportation	Yes	$18,000.00	$1,000.00	0.00%	0.00%

2023-2024 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)
$57,025,861.00	$16,268,945.00	6.60%	35.13%	$17,670,430.00	0.00%	30.99%	$2,360,870.65	4.14%

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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

   o 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,

   o 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:

   o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

- 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.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- 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.

    o   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.

    - o 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.

    - o 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.

    - o 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.

    - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - o Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o 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.

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

  o **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.

  o **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.

  o **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%).

  o 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)**

  - o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - o   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)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

    - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- o 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)**

  - o 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)**

  - o 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)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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