

# Local Control and Accountability Plan

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

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## Plan Summary [2023-24]

### General Information

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

Whittier Union High School District (WUHSD) is a high-achieving school district that does "Whatever It Takes" to ensure student achievement and well-being while supporting teachers as they implement rigorous programs. We foster a culture of collaboration, inclusiveness, and support, while setting a foundation for the ongoing success of our students—from the first day they step onto our campuses until the last day when they walk across our schools' stages as graduates.

Whittier Union serves more than 10,500 high school students at five award-winning comprehensive high schools, a model continuation school, an independent studies school, and a transition program. Each year, we welcome close to 2,400 freshmen who will spend the next 720 days of their high school experience learning from our talented teachers and staff. In that time, we take them from being teens who are just beginning to spread their wings to mature adults who are ready to take on the world in college, the military, and careers—fueling their flames of growth so they can fly to the highest heights in reaching their potential. Through a network of supports and interventions designed to meet each student's unique academic, social, and emotional needs, staff care for all of our students. Our student population consists of almost 10% English Learner (EL) students and about 78% receive subsidized lunches, with our LCFF unduplicated count just over 79%. The majority of our students (89%) identify as Hispanic/Latino, with 6% White, 1.5% Asian, 1.3% African-American, and about 2% other.

97% of students are graduating from our comprehensive high schools in four years, and districtwide, for those students who need more time and support in an alternative school, 93% are graduating in five years; students in grades 9-12 have an On-Target for Graduation Rates of about 91%, and 96% of seniors are On-Target to graduate. These achievements would not be possible without our supportive Board of

Trustees and dedicated team of educators who work vigorously to provide a world-class education to our students, providing the most transformative 720-day experience possible to each and every student.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Now that the Dashboard is nearly completely reinstated Whittier Union can fully focus on our goals as a district. As a data-driven district, we have continued to collect and analyze the same data points, including the CAASPP state summative assessments, during the 2021-22 school year. Our data continues to remain consistent with the results we have received over many years. Whittier Union's data during the 2021-22 school year was slightly better in many areas, and our On-Target and our grade data have continued to slightly improve as we have gotten back to "normal". Our Local Indicators (Materials/facilities, Academic Standards, Parent Engagement, Local Climate Surveys, and Access to a Broad Course of Study) were successfully completed. When reflecting on our Dashboard our suspension rate shows that 4.4% of students were suspended at least once (medium) and our expulsion rate was 0.3% in 2021-22. When we reflect on our graduation rate we are satisfied that the rate increased to 91.1% during the 2020-21 school year and 92.3% during the 2021-22 school year. When we compare to other districts with similar demographics, we continue to excel. The traditional College and Career Readiness Indicator (CCI) was not included on the 2021-22 Dashboard and the data was different than in prior years, so there is no clear way to compare the CCI across multiple years. We will analyze comparative data once the CCI returns to the Dashboard during the 2023-24 school year.

We were mostly satisfied with our students' CAASPP results, as this was the first year that Whittier Union outperformed Los Angeles County and the State of California on the SBAC English Language Arts, mathematics, and the CAST science exams with the percent of students who Met and Exceeded Standards. For numerous reasons, there are limitations to the comparability of the 2021-22 SBAC and CAST summative assessments in relation to the 2020-21 school year exams because they were optional (we still gave it) and it was given to students at home, so we compared it to the 2018-19 CAASPP assessments. In 2018-19 our 11th graders in English-Language Arts Met/Exceeded rate was 59%, while it was 62% in 2021-22. In math in 2018-19 the Met/Exceeded rate was 33%, while it was 32% in 2021-22, so there was a slight decline. On the CAST science test in 2018-19, the rate for Met/Exceeded was 21%, and it was 31% in 2021-22. Given the impact of the pandemic, we are thrilled with the results we received during the 2021-22 school year. However, we know there is still a lot of work to do because the overall rates are not as good as we want them to be. Our dropout rates were statistically consistent with slight improvement, as the rate was 2.5% during the 2020-21 school year and 2.0% during the 2021-22 school year.

When we consider the local data that we have continued to track, there are some interesting trends. With a semblance of a return to "normal" our professional learning began to rebound during the 2021-22 school year. In the "Average Days of Professional Learning Per

Teacher Throughout the Year" we increased from 5.71 in 2020-21 to 8.36 in 2021-22. In the "Percentage of Teachers Participating in Best Practices", we increased from 86% in 2020-21 to 88% in 2021-22. We were also pleased that our University of California/Cal State University (UC/CSU) A-G rate increased from 64.8% in 2020-21 to 65.6% in 2021-22. In an attempt to return to normalcy as much as possible, WUHSD has re-implemented our district common assessments so we could analyze these data points, as well as other district and state data points. This has allowed us to continue to adjust our instruction, interventions, and our goals throughout the school year. On a broader basis than during the 2020-21 school year our teachers met in Best Practice (BPs) teams and Curriculum Improvement Teams (CITs) to analyze these data so they could adjust their instruction and support our students. We also included these data in our Annual Reports and our site administrators and their leadership teams continued to make plans to build on their successes. Our continued collaborative (Professional Learning Communities) focus on data during the 2022-23 school year, although there have been some limitations, has helped us return to the systems and structures that have brought our students' success over many years.

As we looked at our districtwide data for On-Target rates, Advanced Placement results, and our Success Rates (grade data "D"/"F"), we have begun to grow, but there are still some areas of growth. Our 1st-semester districtwide On-Target rates increased from 88.7% in 2020-21 to 89% in 2021-22. Additionally, our 2nd-semester districtwide On-Target rates increased from 87% in 2020-21 to 90.3% in 2021-22. We are closely monitoring and supporting the class of 2024 because they were most adversely affected by the pandemic and they are still below the other grade levels in terms of their On-Target rate. We also saw positive trends in the "D"/"F" rates, as the districtwide 1st semester "D"/"F" rates decreased from 16.3% in 2020-21 to 12.1% in 2021-22. This positive districtwide trend continued during the 2nd semester, as the rate decreased from 18.1% in 2020-21 to 12.2% in 2021-22.

Whittier Union plans to build on the success we have had over a prolonged amount of time as we continue to reinstate the systems and structures we utilized over the past twenty years. As mentioned above, these systems and structures include our CIT and BP meetings, our analysis of districtwide and school-based common assessments, state summative assessments, and our extensive collaborative systems. WUHSD put the focus on various data points into Board Policy and the administrator evaluation system twenty years ago, so it is a strong part of the culture in our district. As a result, we can see that our data has continued to show improvement (grade data, On-Target, Graduation, and A-G data for example). We know from talking to our teachers and site administrators during various meetings we have held throughout the school year that we want to continue our post-pandemic momentum as we continue to feel confident that our return to pre COVID conditions continues to facilitate the success of our students, so we will stay the course, but remain flexible and nimble.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those

areas.

Although there were many data points that we are satisfied with during the 2021-22 school year, we know that there are always areas that are in need of improvement. One area that we know continues to be a need is the progress and success of our Foster Youth, English Learners, students with disabilities (SWD), and our Homeless students at multiple sites. When we analyzed the 2021-22 Dashboard, we had three schools qualify for ATSI, one school continued to qualify for CSI for Graduation Rate (this school improved to a 66.5% three-year average after showing big growth of 76.8% in 2022), and the district qualified for Differentiated Assistance for our Foster Youth. When we analyzed our Dashboard for Differentiated Assistance, we saw that our Foster Youth qualified because they were "Very Low" on the SBAC in ELA and math, and their suspension rate was "Very High". Accordingly, we spoke to our sites about supporting Foster Youth with behavior mitigation, as well as with SBAC participation and achievement on these assessments. We met in the WUHSD Educational Services Division multiple times to develop a plan to support our Foster Youth. We communicated the plan to the Superintendent and Cabinet so they would know all of the factors that impacted the situation. We also met with the Division of Accountability, Support, and Monitoring from the Los Angeles County Office of Education (LACOE). During that meeting, the LACOE team discussed data with our team and apprised us of opportunities we will have to receive support from the county.

When we further analyzed our districtwide data we realized there was a need to support our EL students with the daily instruction because their SBAC ELA and math were two levels below the "All Students" category. This was also true for our Foster Youth with their suspension rate, their graduation rate, and their SBAC ELA and math results. As mentioned above, we analyzed these data for the Foster Youth and discussed our plan with their team and with our cabinet and site leadership teams. Finally, we saw the same trend with the students with disabilities in the areas of graduation rate and SBAC ELA and math. The Director of Assessment and Accountability serves on the Special Ed. Improvement Team (SEIT) committee that includes site and district administrators, teachers, counselors, and intervention support staff to support our special needs students. Deep analysis has led to a comprehensive team that lead to improved results which resulted in WUHSD no longer being in the highest need category of the Compliance and Improvement Monitoring Process Data and Information (CIM). Although our SWD are no longer in the highest needs category, we know there is still room for growth for our students with disabilities so we will continue to meet in this committee so these students have better results in the future.

With regard to CSI (this will be covered in more depth later in the document), Frontier High School (our continuation school) continued to qualify for the CSI grant and support. We were very proud of the progress FHS made, as their graduation rate was 76.8% last year, which is the highest rate it has ever been. FHS improved by 17.7% over the last three years (from 59.1% in 2020 to 63.5% in 2021 to 76.8% in 2022), so we hope that they will continue to make progress and can exit CSI in the near future. Frontier High's leadership team met during the LCAP Taskforce meeting on March 8th to analyze their data and develop a plan to improve the support and service for Homeless students and

students with disabilities. They subsequently met with their LCAP Advisory (parent, student, community group) to discuss the same agenda items.

When we analyzed the Dashboard for ATSI, we realized that California High School qualified for Homeless students in the area of Suspension because their rate was "Very High" and one indicator of another status (their Graduation Rate was "Very High". Although it looked strange to us that a school could qualify for a group for ATSI based on one very good category ("Very High" Graduation rate) and one negative category ("Very High" Suspension rate), we realized that this was because the Homeless students did not have a performance level for SBAC ELA and math. Although this seems like a quirk in the accountability system, we know we have to support our Homeless students to the best of our ability. Additionally, California High School also qualified for ATSI for our SWD because they were "Very Low" in ELA and math on the SBAC. The students with disabilities had a "Very High" Suspension rate, which put them in ATSI because of their qualification in those three categories. Cal High's leadership team met during the LCAP Taskforce meeting on March 8th to analyze their data and develop a plan to improve the support and service for Homeless students and students with disabilities. Cal High's leadership team met during the LCAP Taskforce meeting on March 8th to analyze their data and develop a plan to improve the support and service for Homeless students and students with disabilities. They subsequently met with their LCAP Advisory (parent, student, community group) to discuss the same agenda items.

Furthermore, La Serna High School also qualified for ATSI for their students with disabilities population. The ELs qualified for ATSI because their SBAC ELA and math were "Very Low" and their Suspension rates were "Very High". But when the revised list of ATSI schools was published by the California Department of Education (CDE), the ELs were removed from the list for La Serna. In spite of the change of eligibility for EL students at La Serna, their leadership team met during the LCAP Taskforce meeting on March 9th to analyze their data and develop a plan to improve the support and service for English Learners and students with disabilities. They subsequently met with their LCAP Advisory (parent, student, community group) to discuss the same agenda items. There were some similarities at Santa Fe High School, as their students with disabilities scored "Very Low" on the SBAC ELA and math exams and their Graduation rate was "Very Low", which qualified them for ATSI. Similar to the other two ATSI schools, Santa Fe High's leadership team met during the LCAP Taskforce meeting on March 8th to analyze their data and develop a plan to improve the support and service for their students with disabilities. They also subsequently met with their LCAP Advisory (parent, student, community group) to discuss the same agenda items. In addition, we had our ATSI, CSI, and non-intervention sites meet in their LCAP Taskforce leadership teams to develop their plans to support the student groups who qualified for ATSI, CSI, or who were on the verge of state intervention. Specifically, for the sites that did not qualify for ATSI or CSI, they looked at the student groups who were at risk of qualifying for intervention so they could develop a plan to support them. As a result, the sites and the LCAP Advisory teams have developed plans for working with district administration in order to support the students in these special populations. WUHSD's steps in addressing these areas with the greatest need for improvement include:

1. Support all students with their social-emotional needs and continue to develop policies, structures, and systems to mitigate the suspension rates so students can maximize their time on campus

2. Help our off-target students get back On-Target for graduation

3. Continue to develop a system to support our ELs, Foster Youth, Homeless, and students with disabilities (as well as other groups) with their language development needs, grades, On-Target rates, graduation rates, classroom and state standardized assessments, and A-G completion rates

4. Help all students continue to improve their Success Rates ("A" through "C" grades in their classes)

Additionally, in order to support our students with disabilities with their academics and their graduation rates, our Director of Special Education has continued to work with a team of site and district-level educators to analyze data and further develop Whittier Union's plan to improve in these areas. The team included outside consultants who supported the team with all of our goals, as well as the Director of Assessment and Accountability, site administrators, counselors, SELPA members, the Ed. Tech department, and most importantly several special and regular education teachers to analyze various data points. The data points included grade data, graduation data, formative assessments, SBAC scores, class schedules, etc. These data points were central to the team developing the plan to improve these students' results in the above-mentioned areas. Accordingly, we developed a secure district website that teachers and other team members could access at any time which would allow them to see how the students were progressing throughout the school year in order for them to meet as teacher/admin. teams so they could continue providing tutoring and other support for our special needs students. This team has continued to adjust instruction and make sure that there is classroom assistance for these students. In order to support our EL/SWD students in the areas of ELA and math in the classroom and on the SBAC test, our Director of Categorical Programs trained another cohort of parents to train and mentor other parents so they could assist their children with their academic endeavors. Some of the training included how parents could help their children with their school work, how to ensure that their children were attending tutoring, and how to speak with teachers to find other ways to help their children succeed. The director has also worked with the Horizons Offices at all of the schools to ensure that the counselors and support staff are working with our EL/SWD students to ensure they were attending classes and getting the help they needed in their classrooms, especially their math and English classes. Finally, our Director of Student Support Services has worked very closely with our counselors and the Assistant Principals of Guidance and Counseling (APGs) to support our Foster Youth with their academic endeavors. The counselors and APGs have worked with staff and teachers to ensure that students are attending classes and tutoring if they are having a difficult time in their classes. Sites have also offered make-up classes during the semester to ensure that our Foster Youth students can pass their courses and stay on track to graduate and to become A-G eligible.

We have continued to have in-depth conversations and have implemented plans to increase the amount of social-emotional aid for students by providing additional Licensed Clinical Social Worker (LCSW) and counseling, additional referrals to mental health providers, and in-class

and outside-of-the-classroom instruction, as well as materials and assistance for this critical area of need. As we have continued to try to bring students back up to par and methodically return things back to "normal" during the 2022-23 school year, we have also continued to

provide classroom, department, and school-wide tutoring and interventions to ensure students have the time and help necessary to master the required standards. Although there were some substitute teacher shortages, we have continued to provide assistance for all students by offering some face-to-face teacher collaboration through Best Practices, Summer Professional Learning, Curriculum Assessment Coaches, and CIT teams to ensure that teaching and learning remained in center stage to support students and teachers. We have begun to change our drug use policies as well as explore restorative practices and take steps to prevent drug use, vaping, and other practices that inhibit students' academic success. We know that our continued goal of dealing with discipline-related concerns will be even more complicated in the context of recovering from the pandemic and returning things "back to normal" during the 2023-24 school year and beyond. We also know we have to explore new avenues to intervention as well as continue to lean on the structures and systems that have made us a high achieving district for many years.

Additionally, as we continued to analyze data we found that 14% of our EL students scored Proficient on the Summative ELPAC test during 2021-22. We acknowledge that the continued support of English Learners is an ongoing challenge across all of our school sites, so we created an EL Best Practices team with representatives from all of our sites to better utilize existing district systems and structures that will get better results for our EL students on their state standardized tests, their high school graduation rates, their A-G eligibility rates, and their On-Target rates. We know from experience that this is not an easy task and it will take time, but we are confident that our well-honed structures and systems will help our EL students improve their progress and achievement.

With regard to Whittier Union's attendance data, due to lenient state attendance policy requirements relative to the pandemic, our attendance rates were artificially high in 2020-21 (98.9%, and our Chronic Absenteeism was 6.7%). Since the state returned to pre-pandemic attendance reporting requirements and there were stringent regulations about staff and students not being in school if they had COVID 19/symptoms or were exposed to anyone with COVID, our attendance dropped below the 2020-21 rate, as well as below the pre-pandemic levels (about 96.5%), as the attendance rate was 93.5%. The Chronic Absenteeism rate increased to 26.6% (which is still lower than the County, 31.7%, and the State, 30.8%), so we are working closely with our attendance offices at the schools to improve both of these data points. Our expulsion rate increased slightly during 2021-22, as it went from 0% during 2020-21 when students were mostly off campus, to .28% during 2021-22. Although the rate in 2021-22 is very similar to pre-pandemic levels, we still seek to decrease the expulsion rate in the future. With regard to our suspension rate, we also saw an increase during the 2021-22 school year. The suspension rate went from 0% during the 2020-21 school year (again, students were on campus for a limited amount of time) to 4.4% in 2021-22. The 2021-22 suspension rate is higher than previous years when compared to the pre-pandemic years.



We know that there is room for improvement on our suspension rate, so we convened a districtwide committee to study the situation. We also know that some of the discipline-related problems are related to circumstances that occurred during the pandemic and are continuing to have a residual effect. We also know that our students' mental health during the post-pandemic era continues to be an area of need. We have continued to use various state and federal grants to support our student's mental health needs. For the second year, we administered a student mental health survey, and we gave a voluntary social/emotional survey to our staff members. We also retained the additional Licensed Clinical Social Workers and counselors to continue to assist our students and their families. WUHSD also continued to reinforce the previous mental health training that our teachers received, and we continued to encourage them to take time during their classes to provide the space for conversation and instruction about mental health in order to support their needs as much as possible. We know that we have to ensure that our student's mental health is in good standing so they can improve in the previously mentioned areas. We are confident that as we apply our structures and systems to various groups, we will help students' academic success.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working closely with stakeholders throughout the district, four goals have been identified for focus within the upcoming years. These goals are aligned with other improvement efforts within the district, including the Board's Measurable Targets, WASC criteria, and the Principals' Annual Report so that all efforts will be focused in the same direction and there will be coherent understanding and activity throughout the district.

### GOAL 1- Organization:

Schools will be staffed with an increasing percentage of qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support, and assess activities that focus on all students achieving high standards, ensuring that the district's mission, vision, beliefs, goals and objectives and measurable targets are reviewed annually and serve to guide the operation of the district to meet the needs of students.

### GOAL 2- Curriculum and Instruction:

All students experience high-quality instruction that engages their interests while providing a rigorous, relevant, and coordinated curriculum that supports the achievement of the State Content Standards.

**GOAL 3- Assessment and Accountability:**

Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of best practices so students learn challenging content and student performance is increased.

**GOAL 4- School Culture and Support for Personal and Academic Growth:**

Provide a comprehensive system of support services to facilitate student success, both academically and personally.

## Comprehensive Support and Improvement

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

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

Frontier Continuation High School was identified for Comprehensive Support and Improvement (CSI) support because of their graduation rate. Frontier is a Dashboard Alternative School Status (DASS) school, with the requirement of a three-year cumulative 68% graduation rate. DASS schools have the same end product of the Dashboard with different requirements for meeting each indicator, given the transient nature of the student population that attends alternative schools. Accordingly, Frontier's Five-Year Cohort Graduation Rate was 76.8% in 2021-22, so they will remain in the CSI program for the 2022-23 school year. Currently, Frontier needs a .6% graduation rate increase and a sustained 68% graduation rate over three years to exit Comprehensive Support and Improvement status. We are excited to see what our graduation rate is for the 2022-23 school year, as Frontier saw improvement last year and is getting closer to reaching the state target. We are hoping that as we get back to pre-pandemic conditions that Frontier can meet the requirement in the near future and exit CSI.

### ***Support for Identified Schools***

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

### Introduction:

WUHSD has managed to keep many of our long-term programs in place because they are the foundation for our success. The personalized services as well as the manner in which we monitor our students' progress remained consistent during the 2022-23 school year. We added Frontier to our On-Target and grade reports during the 2022-23 school year to further assist our alternative schools with their support of their students. As a district, we are proud of our students who have the persistence and resilience to continue to pursue their diplomas in their fifth and sixth years of high school. The students (EL, SED, Homeless, and/or Foster students) who typically suffer from resource inequities, have been our focus in Whittier Union because we know they need a significant amount of support and because we have a large number of these students. This fact has long been part of the needs assessments the district has used to assist our schools in implementing and utilizing policies and practices that have been cemented in place over a prolonged amount of time.

### CSI plan development, stakeholder engagement, and school-level needs assessment:

WUHSD has a very strong process for developing the School Plan for Student Achievement (SPSA). The CSI plan was included in the SPSA several years ago and it is collaboratively developed with the School Site Council (SSC), which includes school and community stakeholders. The SSC is composed of various staff members, including site administrators, classified staff, teachers, counselors, students, parents, guardians, and other stakeholders. The district provides training and assistance as needed. During each spring these meetings are held so we can solicit stakeholder input. Accordingly, the SPSA and the CSI plan are jointly and collaboratively developed with high levels of stakeholder input and engagement. During this process, we analyze data to determine our most pertinent needs so the plan is specific to our student population and takes into consideration resource inequities relative to our fiscal, programmatic, and human resources as they pertain to our students. The Office of Assessment and Accountability and the Categorical Office support the teams as they analyze data, and discuss programs, professional development, and resource allocation for students.

Additionally, as part of the process, the district's Office of Assessment and Accountability tracks parental involvement at each school monthly through a Google Form. Frontier High School continues to have excellent parental involvement and the participation rate nearly tripled, as it went from 1,191 in 2019-20 to 5,470 in 2020-21 (as mentioned previously, we did find that school meetings held on Zoom were better attended and were more convenient for families). Accordingly, the CSI plan is thoroughly reviewed at school leadership meetings and through the SSC as part of the development of the SPSA. Data review and analysis is embedded throughout the SPSA, which serves as an action plan for our schools. Our district's Assessment and Accountability Director provides site administrators and teacher leaders with an abundance of data. It is disaggregated by grade level, course, demographic points, and various student groups. Also, our teachers attend district-level "Best Practices" (PLC) meetings, which are meetings with subject-alike teachers (i.e. all Algebra 1 teachers, all English 3 teachers, etc.) where district-level common assessment results, D/F rates, and high stakes assessment data are reviewed and discussed with the goal of identifying best teaching practices so that all students in the district may benefit. Department Chairs in English, math, and other content areas attend district Curriculum Improvement Team (CIT) (PLC) meetings that look at the same data from the broader perspective of the department level. This analysis of data is also discussed by the site leadership teams and the SSC. Analyzing data from various levels and from differing perspectives presents several layers of review and allows us to receive a wide array of input so that our SPSA and CSI plans are thoroughly vetted and well-reasoned.

### Evidenced-based practices:

WUHSD is a very collaborative district that has a long history of working with leading educational experts to ensure our practices are researched-based and continually evaluated for efficacy. Our process for selecting professional development and support for our sites is to have site leadership teams, in conjunction with SSCs, work with the Educational Services Division and our teacher leaders during BPs and CITs (PLCs) to determine our next steps. Each site team analyzes its specific data to determine its needs, which were very consistent across our district. FHS also increased the length of their instructional day so that students have additional time to receive support from their teachers/staff members as they attempt to get caught up on their credits and move toward graduation. Although there were some initial challenges with the longer day, they seem to have adjusted and are making steady progress.

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In order to provide a historical reference, Whittier Union's collaborative data and program analysis led to our work with Rick DuFour and the Professional Learning Communities we call "Best Practices" meetings. As mentioned previously, these are subject-alike meetings where all district teachers of each subject area meet at least three times per year, which continued during the 2022-23 school year. Meetings are led by curriculum and assessment coaches (teachers who are in the classroom full-time and who also serve as a support to other teachers throughout the district) who facilitate the analysis of data with teachers, create and revise districtwide common assessments, and discuss and share best teaching practices. This process continued to be strong during the pandemic and during the 2022-23 school year, so we plan to continue to do this important and impactful work during the 2023-24 school year and beyond because we have had great success for nearly twenty years.

We also used the same collaborative process when we continued to implement the work of Rick DuFour and Gayle Karhanek regarding the Pyramid of Intervention. This evidence-based professional development led to our collective work of creating a cohesive and consistent system of support for students in which interventions were prescriptive rather than invited. As a result, we have implemented Embedded Support during the school day, after-school tutoring, student mentors during and after school, Saturday School support, and other programs that have shown success. Although this work is prescriptive rather than invited, we do it with caring relationships and a gentle spirit. The adjustments we made during the 2022-23 school year were to have our tutoring program (both the LEARN program, where we added "during the school day", as well as after school tutors and our own WUHSD staff tutors) serve students in person and in some cases on Zoom. Just as above, these structures have proven to be beneficial over a prolonged amount of time, so we will continue to use them during the 2023-24 school year and beyond.

Furthermore, for historical context, we will continue using the same processes that we learned working with Dr. Doug Reeves when we worked with him on our grading practices from years prior. We had a districtwide staff development day with Dr. Reeves as the guest speaker. He gave us professional development about the grading scale and the purpose of testing. This was followed by many discussions which ultimately resulted in teachers offering test/retest opportunities to students and a system-wide belief that the purpose of education is to help students achieve mastery. As a result, we will continue to allow students to retake tests to demonstrate their knowledge and obtain better grades because this is how students achieve mastery. This speaks to the fact that student's knowledge and skills will vary with the time it takes for them to achieve mastery, which works well for our students. Fortunately, our teachers continued this process during 2022-23 and will do so in the future because it has proven to be successful for our students.

Additionally, we created a districtwide EL Best Practices team so we can use existing systems and structures to support our EL students. Frontier High School teachers took part in these EL Best Practices meetings, where we looked at EL data, and we discussed rewards and incentives for EL students who show growth and improvement. Frontier teachers have continued to refine their instructional practices as a result of their collaboration. We will continue to refine our work in the EL Best Practices meetings so we can help our EL students achieve at higher rates than they are currently achieving.

### Data Analysis & Resource Inequities:

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Data review is part of all of the previously mentioned meetings. WUHSD is a data-driven district with school and district data annually reviewed by district and site administrators. In addition, teachers constantly review data at both district-level “Best Practices” meetings and site-level staff meetings. Data includes state assessments and local subject-alike common assessments, credit production, academic grade data, On-Target for graduation data, attendance data, and surveys of students, parents, and staff. As mentioned previously, data is reviewed with stakeholders during the development of the SPSA with the SSC. Part and parcel of the process is to discuss resource inequities. Due to the fact that about 94% of the students at Frontier are economically disadvantaged, the SSC and leadership teams ensure that resources are distributed equitably. This process is supported by our district Categorical Office, as the director interacts with the sites as they develop their SPSA and plan for their Federal Title Program allocations. Ultimately, with direction from the Director of Assessment and Accountability, the Director of Categorical Programs approves the SPSA and the CSI plan. In doing so, there is oversight of resource inequities to ensure that students are receiving equitable resources.

Additionally, the district’s Office of Assessment and Accountability sends each school site a “Kitchen Sink” report and Pivot Tables with Slicers every four-to-five weeks at each grading period (mid-quarter one, quarter one, mid-quarter two, semester one, and so on). These data tools include students’ grades, attendance, credits attempted and earned, grade point averages, as well as any special program designations such as Special Education, English Learners, SED, Homeless students, Foster Youth, and various other student groups. The Office of Assessment and Accountability provides various data points from these reports, which are monitored by the schools, the Educational Services Division, and the Superintendent. At the school level, the data is monitored by the administration and the school leadership team. For our alternative education schools, these data drive the SPSA. We continued to do this during the 2022-23 school year and will continue to do so in the future.

To address the issue of resource inequities for our underserved populations, during the 2022-23 school year, the WUHSD continued to distribute Title I funds to all seven high schools. Frontier High School has been a Title I school for many years. The WUHSD State and Federal Categorical Office ensures that every school is trained annually in the roles and responsibilities of the School Site Council. Frontier and Sierra Vista High Schools have a shared SSC, so documentation of parental involvement and the development of the SPSA/CSI plan is sent to the Categorical Office annually. As mentioned previously, we are very meticulous about ensuring that our under-resourced students receive the support they need through the SPSA and the CSI plan, as there are a disproportionate number of these students at Frontier High School.

Currently, Frontier needs a .6% graduation rate increase and a sustained 68% graduation rate over three years to exit Comprehensive Support and Improvement status. We are excited to see what our graduation rate is for the 2022-23 school year, as Frontier saw improvement last year and is getting closer to reaching the state target. Accordingly, Whittier Union strongly supports Frontier High School in promoting a student-centered philosophy that allows students to work toward their personal goals—whether it is graduating from their school of choice or concurrently working full-time to help support their families. Each student has their own unique story and circumstance, with different needs that drive their motivations and it is at schools like Frontier where personalization can occur on an individual level. This is their strength, so we will continue to support them in this endeavor.

When reflecting on the root causes, we continue to use “fixes”, such as using a different system at the alternative high schools that does not change students' grade levels until they get the requisite credits for each year. WUHSD will continue to stand behind our students, supporting

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their continual climb toward graduation. Accordingly, the primary reason that students are referred to Frontier School is that they were behind in credits and Frontier allows fifth and sixth-year seniors to stay at the school, provided they continue to be productive. All of these students continued to be labeled as grade 12, some for two or three years. This has a negative impact on DASS accountability as the system currently identifies students to be classified as “seniors” in the denominator for the graduation calculation. But in order to support our students, we will continue to do this in the future.

Whittier Union's analysis of needs helped us identify a couple of factors that could assist in increasing the number of graduates coming out of Frontier, regardless of which school stage they actually walk across. These factors have been included in the CSI plan, and with the support of the LCAP, were continued during the 2022-23 school year and will continue to be monitored. Continued support to increase productivity so that more students get on track to graduate was seen to be one area that could possibly increase the focus on the graduation rate in order to further increase the overall rate. One strategy that has begun to see positive results that can be further refined has been the use of the cohort model at Frontier for new students so they feel more connected to the school and a caring adult, as the research indicates. This evidence-based intervention allows the students to make connections with the staff and with one another in a safe and secure environment. This has led to increased productivity, fewer absences, and stronger engagement with the school from the new students. As Frontier has new enrollments monthly, this cohort model creates a “buffer zone” that allows students to learn more rapidly about their new school, how to earn credits in a new system, and where to access resources on campus. This translates into quicker assimilation into the new system, and for many of those students who decide to stay at Frontier, graduation. Whittier Union intends to continue these programs so we can make our students successful with these interventions.

Another possible need for Frontier students is access to online credit recovery. In 2022-23, and beyond, we returned to the on-site after school/before-school labs that were available for students to use for making up credits. In various instances, we have continued to use Cyber High and have expanded our Apex course offerings because they are a little more user-friendly. Additionally, many of our students are in need of partial credits and the ability to enroll in partial credits through Cyber High or Apex Learning. The motivational factor alone for students as they are able to see their partial credits disappear from their transcripts as their credits toward graduation increase would lead to increased time spent in the lab outside of class time, resulting in increased productivity and higher graduation rates. Additionally, students receive during the school day as well as after-school assistance from their teacher or from a LEARN tutor, which is an increase from prior years. These courses are teacher-led and tailored to our students because that is the type of support they need.

Another support from the district that we have continued to use is the DASS “counter” field that has been placed on each student record within the Student Information System to identify how many consecutive days a student has been enrolled at Frontier High School. This tool assists staff in determining if the student will meet the DASS criteria and be in the DASS pool of students or not so that calculations can be done throughout the year to monitor progress toward the goal, as students graduate continually from Frontier. While this does not discern who gets services, it does assist in progress monitoring overall.

Frontier has a Data Lead to generate site-based data and review it to ensure that the effectiveness of interventions is monitored so adjustments can be made to support students' success. Thus, Data Leads assist with the disaggregation and analysis of classroom and school-wide data so we can ensure that our students are making appropriate progress toward graduation. They allow us to respond quickly to the needs of our teachers and students. CSI funds have also supported the addition of an EL support intervention counselor during the

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2022-23 school year and beyond. The initial benefit has been very encouraging so we will monitor this program and continue to refine and grow it if it continues to pay dividends. We also plan to have students take field trips where they can get information about College and Career-related programs and activities.

In addition, Frontier High increased the science lab equipment, as well as technology in all classrooms, and purchased an online Social Emotional Learning program to support students with barriers to learning beyond their academic deficiencies. We have found that the Social Emotional Learning program has helped us to support our students, especially during the pandemic, but also helped us deal with the aftereffects of the pandemic. We have used this program as well as support from our district Student Support Services Department to assist our students and their families during a very challenging time. Accordingly, we feel that the various programs, data analysis meetings, professional development opportunities, oversight of resource inequities through the SPSA/CSI plans, and the staff support positions that were added will help us make progress toward exiting CSI status and better supporting our students during the 2023-24 school year and into the future.

### ***Monitoring and Evaluating Effectiveness***

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

Frontier is located on the same physical plant as the District Office, which allows easy check-ups on the implementation of its CSI Plan. During the course of the 2022-23 school year the Ed. Services Division and Frontier re-established strong support and communication with one another. Accordingly, longitudinal data on all indicators will continue to be collected by the Data Lead so the data can be analyzed by the site administration and the district Ed Services Division during the 2023-24 school year and beyond. Discussions and/or surveys with students and staff regarding their perceptions on both the credit-recovery programs and the impact of the cohort model for new students will add depth to the outcome data. Additionally, Frontier's Data Lead will assist in the collection of data throughout the year, including collecting data on quarterly grades throughout the year, including both DASS and non-DASS grads. They will continue to compare them to previous years' graduation and grades data, which will give us the longitudinal data we need during the 2022-23 school year as well as into the 2023- 24 school year.

The amount of credit that is recovered, the course it is recovered in, the start/end dates, and the number of students who recovered the credit will be collected for Cyber High and Apex Learning. While bringing in more credit recovery options is always a bit dangerous, we have continued to use a document to prevent potential use and abuse of online credit recovery to safeguard the use and ensure the integrity of WUHSD credits and grades, including the use of District Common Assessments as the final before the student receives credit. WU has returned to using the common assessments during the 2022-23 school year because we know this allows us to better ensure the integrity and validity of our assessments during in-person instruction. As mentioned previously, Frontier posts grades and credits quarterly rather than on the date students complete courses, which are often the midterm. This procedure has allowed for the quarterly reports of credit production by students to be run and shared with staff so we could analyze it and make adjustments as needed. At Frontier, students earning the credits needed to be On-Target for graduation receive recognition at quarterly awards nights. Students who are underperforming



meet with their counselors to create a plan for remediation. We will continue to do these things during the 2023-24 school year as well as into the future.

One process Frontier uses is that after each term (quarter), the average productivity of new students who were placed into cohorts and have been at Frontier for at least four months will continue to be compared to the same number of students' average productivity of those who have been at Frontier who were not placed in a cohort when they entered the schools. The productivity will continue to be compared by utilizing the number of credits per term. Another measure of the effectiveness of the cohort model is behavior. Referrals and suspensions will continue to be collected during the 2022-23 school year as well as the 2023-24 school year on the students who were in the cohort and compared to the other sample group. There have been some behavior management concerns in light of the damage caused by the pandemic, but we have begun to study that as a district. Once the end of year data is available (during the summer of 2023, as well as all the summers thereafter), a review of the data by WU personnel will be conducted to evaluate the effectiveness of the implementation of the interventions and determine if there should be more focus placed upon the practices and processes at Frontier. Frontier will make adjustments and capture its findings in their future SPSAs and their CSI plans for the 2023-24 school year and then annually thereafter.

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

During the 2022-23 school year, we made great strides to return to "normal" with regard to staff and parent/community meetings. At times we used Zoom meetings, but we are advocates of relational capacity, so we held as many face-to-face meetings as possible, which worked well for many of our stakeholders. In some instances, we found that Zoom meetings were more convenient for parents and guardians, which is why we tried to offer both types of meetings. As such, engagement was elicited for the development and refinement of the LCAP through the parent network at monthly parent organization meetings, at faculty and staff meetings, with the District Student Advisory Committee, and with WSEA and CSEA leadership. A sampling of these meetings is described in more detail below to demonstrate how teachers, counselors, principals, administrators, classified support staff, certificated and classified union representatives, students, parents, and community members are all engaged in the LCAP development process.

Site Meetings include: LCAP, ELAC, SSC, PTSA, Student Congress, Staff Meetings, Teachers' Team Meetings, and Leadership Meetings

District Meetings include: LCAP Taskforce, LCAP Advisory Committee, DELAC, Superintendent's Council, PTA President's Meeting, and Superintendent's Student Advisory Committee

The information below shows the involvement of the different stakeholder groups at a variety of meetings. The various groups include

teachers, counselors, principals/administration, classified, collective bargaining reps, students, parents, and the community.

Site LCAP meetings include: Teachers, counselors, principals/administration, classified, collective bargaining reps, students, parents, and the community.

ELAC meetings include: Teachers, counselors, principals/administration, and parents.

School Site Council meetings include: Teachers, counselors, principals/administration, classified, students, and parents.

PTSA meetings include: Teachers, principals/administration, students, parents, and the community.

Student Congress meetings include: Principals/administration and students.

Staff meetings include: Teachers, counselors, principals/administration, classified, and collective bargaining reps.

Site Teachers' Team meetings include: Teachers.

Site Leadership meetings include: Teachers, counselors, principals/administration, classified, and collective bargaining reps. LCAP

Taskforce meetings include: Teachers, counselors, principals/administration, classified, and collective bargaining reps. LCAP Advisory

Committee meetings include: Teachers, counselors, principals/administration, classified, collective bargaining reps, students, parents, and the community.

DELAC meetings include: Principals/administration and parents.

Superintendent's Council meetings include: Principals/administration and Superintendent's Cabinet.

PTSA Presidents' meetings include: Principals/administration and parents.

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Superintendent's Student Advisory meetings include: Principals/administration and students.

Parent Mentors Program from our Categorical Office: District administrators, trained parent mentors (both Spanish and English groups), community members, and the parents who were receiving training and support.

Meetings make use of:

- Presentations and handouts of priorities and longitudinal WUHSD data on metrics that comprise state and local priorities • Data handouts on the change in student performance on the metrics, specifically graduation rates, On-Target rates, D/F rates, attendance rates, suspension and expulsion rates, AP participation and pass rates, and SBAC/CAST scores (with data disaggregated)
- Information and district data on the Local Indicators as well as state priorities and the alignment to District Measurable Targets • Talking points distributed to district personnel to ensure a consistent message to all stakeholders
- Website to promote stakeholder engagement and to provide more information about the LCFF and LCAP • Training parents on how to use educational tools, help their students with homework, parent advocacy strategies, and college and career readiness for students

District meetings: LCAP Taskforce: Wide representation of teachers, counselors, classified support staff, and administrators from every school comprise the team from each site that attended each of the three Taskforces, which were held on October 26th and 27th, 2022. The second round was held the week of January 11th and 12th, 2023. The third round was held on March 8th and 9th, 2023. The teams met to

review concepts of LCFF and LCAP; review budgets, history, data, goals and actions, and the successes of our instructional programs and interventions; review the Local Indicators, prepare and refine draft plans to specifically serve “unduplicated students” at each unique site and review the success of these plans once implemented, making adjustments as needed.

District Meetings: LCAP Parent/Community Advisory Committee– Through evening meetings, the parents, staff, students, and community were informed about LCFF and LCAP, along with the implementation process of LCAP interventions and their impact on student success at each site and districtwide. The purpose was to clarify and address questions, discuss the Local Indicators, and seek input in order to better address student needs. Meetings for each school were conducted in both English and Spanish. LCAP Advisory Meetings were held during the latter weeks of October 2021 (for the first round), the latter weeks of January 2023 (for the second round), and by April 14, 2023, for the third round. A high number of EL Parents attended the meetings because our Categorical Office and our sites communicated very effectively about the importance of the meetings and their input. WUHSD placed a notice of public hearing in the Whittier Daily News on May 30, 2023, that mentioned that parents have the opportunity to submit written comments regarding specific actions and expenditures in the LCAP. A draft of the LCAP was shared with the LCAP Advisory Committee during the March meetings.

1st June Board Meeting: LCAP presented to the Board of Trustees for review (LCAP Hearing) on June 13, 2023

2nd June Board Meeting: LCAP was approved by the Board of Trustees on June 27, 2023

On June 13, 2023, LCAP and the budget were presented to the Board for adoption. At the Board meeting on June 27, 2023 the Local

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Indicators were presented to the Board as a non-consent item. The LCAP, Budget, and the Local Indicators were adopted on June 27th.

Strong support was voiced from all stakeholder groups. This includes district DELAC meetings, which were held with a high number of EL parents in attendance. The LCAP was mentioned during the DELAC Summit on September 7, 2022, and regular DELAC (EL Parent Advisory Committee) meetings on October 12, 2022, and February 16, 2023. Parents and Stakeholders were also given an opportunity to respond at the School Site Council (SSC) Summit on September 22, 2022. There were not any comments or questions from the DELAC, ELACs, LCAP Taskforce, the LCAP Advisory Council (Parent Advisory Committee), or any other stakeholder group presented to the Superintendent or Deputy Superintendent; therefore, there was no requirement for the Superintendent's written reply, but the Superintendent attended DELAC meetings during the 2022/23 school year. The Director of WASCEP, our local SELPA, was also consulted formally on January 12, 2023, and informally throughout the school year to ensure that there were not any additional services that WUHSD could provide that would result in higher achievement for students with disabilities. The Director of Special Education Services assisted with the LCAP Taskforces and Advisories to ensure the representation of the students with disabilities subgroup at our planning sessions. The LCAP had been presented to these groups throughout the year, with their input incorporated into changes, so a continual discussion with stakeholders has made this process more of a seamless cycle.

#### A summary of the feedback provided by specific educational partners.

During the 2022-23 school year WUHSD started to feel like things were getting back to "normal", even if that definition has changed slightly. As we met with and spoke with students, parents, and other stakeholders many of the same topics came up continuously. This included the social-emotional support for our students and families, tutoring and academic support for all students, transportation needs of students, and ways to get students back On-Target for graduation were continued themes during 2022-23. In addition to our LCAP Taskforce and Advisory meetings, we had several site-based meetings where we queried our stakeholders about their continued needs. During our last LCAP Taskforce and Advisory, we asked our stakeholders to review budgets for 2022-23 as well as the 2023-24 school year and each site took comprehensive feedback regarding numerous budget items. We also asked our stakeholders to review and give us feedback on how to get our English Learners and our 11th graders back On-Target for graduation, since they were the most off-target groups. When we analyzed the data we saw that the 11th graders' (class of 2024) On-Target rate was improving, and although there is still a lot of work to be done, we are getting closer and closer each semester.

As mentioned previously, during 2022-23 a big concern continued to be that our students, parents, administrators, and staff communicated the need for continued support for the social-emotional health and mental well-being of our students. When we administered a districtwide mental health survey with the Panorama program in the fall of 2022 we found out that many of our students were struggling with mental health concerns because of the residual strain of the pandemic for them and their families. Due to various unfortunate circumstances, many of our students were continuing to deal with numerous social-emotional challenges. As a result, our Student Support Services Department and our Student Well-Being staff continued to use videos, train teachers, staff and families, create materials, and made referrals within the District as well as outside referrals to support their needs and we plan to continue to do this during the 2023-24 school year and beyond.

During the 2022-23 school year, we witnessed slight improvements in our attendance rates from 2021-22, but it was still lower than in the pre-pandemic years. This affected attendance and work completion for some students, which caused our teachers to work very hard to keep students up to date on their assignments and assessments. We also heard on many occasions that our students needed access to tutoring, mentoring, strong counseling support (academic as well as social-emotional), and support classes (Parallel classes) to get them to improve their academic standing. Accordingly, WUHSD has developed unique and robust Mentor and Link Crew programs that allow our students to mentor, tutor, and befriend their peers in various academic and social areas, which we will continue during the 2023-24 school year and beyond. The pandemic has also helped us to more deeply understand the academic and social-emotional support that the counselors provide to our students. We know that they are a point of contact for many of our parents and guardians and they guide them through the high school requirements, as well as the College and Career pathways that are critical to their success and their future. As a result, we used some of the additional grant money that we received to increase the number of counselors and Licensed Clinical Social Workers (LCSWs) so they could continue to support our staff, students, and families with their identified needs. We anticipate that the needs that our stakeholders mentioned above will continue to be a need for the next few years, so we will respond in kind.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

WUHSD has used Google Docs for numerous years to measure the rate of parent involvement based on their attendance at school events; however, the results from the past year won't be known until after this report has been turned into the County. While parents may attend school events and not be fully engaged with the educational process, this is a universal measure that can be collected across the district at each site through the use of a basic Google Form that counts the number of parents and community members at an event, noting the type of event and whether the event was in English or Spanish. Based on this data our numbers have increased year after year, including during the 2021-22 school year. We have continued to use Zoom meetings in some instances because they are more convenient for them because it allowed them to participate in school and district activities while still being at home and attending to the family, such as serving dinner, etc. Accordingly, parent participation was 28,349 in 2020-21 and it increased substantially to 64,893 during 2021-22. The results for the 2022/23 will be calculated at the start of July. In order to make this number tangible, within the context of declining enrollment, this means we have gone from an average of 2.41 parental visits per student in 2020/21 to 6.18 in 2021-22. We are encouraged by this significant improvement. It is during these meetings that we receive a substantial amount of feedback from our parents about the successes and needs of our students and their families.

As mentioned previously, we continued to use Zoom as well as in-person meetings at the sites so they would have more flexibility, and we found that the sites appreciated this flexibility and they had higher turnouts at their meetings. Our goal is to continue to offer flexibility during the 2023-24 school year and beyond for the LCAP and various other meetings because our parents have benefitted from this flexibility. We will continue to look to find the right balance of face-to-face and Zoom meetings in the future. Additionally, we have continued to lean on the effective use of public relations personnel to send out email blasts and other media platforms because they are stronger communication

options for parents and other community partners. While parents may not always understand the school-related specific information, they do understand that they can approach site and district administrators with their needs and concerns. Past WUHSD Parent Survey have shown that 91% of parents stated they felt comfortable communicating with the administration/principal regarding concerns or questions. We will continue to query our parents during the 2022-23 school year and into the future so we know how to meet their needs.

As mentioned above, stakeholders have continued to communicate the need for increased support for students' social-emotional health and well being at various site and district meetings throughout the 2022-23 school year. There was broad concern about students' mental health as well as the mental health of the families, given the difficult emotional, social, and financial challenges of the recent past. As a result, we increased the amount of time of some school counselors and Licensed Clinical Social Workers (LCSWs) support with the various grants we received to help us support our students. Additionally, our Assistant Principals of Guidance, support staff and our Deans continued to work with our Student Support Services Department to make referrals and give support as needed to our students and parents.

As a result of stakeholder feedback during 2022-23, district internal data, and student absences there was a discussion about the need for tutoring and other academic support, parents recommended additional tutorial support so Whittier Union entered into agreements with LEARN and other tutor service providers. We also added additional hours for our teachers to assist students after school and on Saturdays. Along similar lines parents also expressed a continued desire to ensure that schools continued to have academic mentors who are bilingual, so we trained and supported our mentors. Parents and guardians also discussed the need for support for our struggling students with Parallel classes similar to math Parallel classes that have been so successful because they focused on acquiring skills for other content areas that students needed. In response, we used various grant money sources that we received to ensure that our Guided Studies and Parallel classes continued to support our students who were most in need of support. In the previously mentioned Parent Survey, 83% of parents stated that the school provides extra help when needed or required; i.e. tutoring and/or interventions. Whittier Union knows that this will continue to be a priority for the next several years as we continue to get students back On-Target for graduation.

Additionally, the Parent Survey supported the expenditures found in the LCAP; i.e., 73% of parents call their child counselor whenever they needed assistance, and 91% of parents believed that the school encourages their child to attend school regularly. During the 2022-23 school year WUHSD continued to offer Saturday School as a means of tutoring students and helping them remediate their lost attendance. Given high levels of change and instability we know that getting kids back on target will take some time. The LCAP will continue to guide our work as we strive to offer the high level of instruction and support that we are accustomed to delivering to our students and community.

## Goals and Actions

### Goal

Goal #	Description
1	<p>ORGANIZATION Vision, Resources, Leadership, and Staff</p> <p>Schools will be staffed with an increasing percentage of qualified teachers and administrators who make enlightened educational decisions based on data and effectively implement, support, and assess activities that focus on all students achieving high standards, ensuring that the district's mission, vision, beliefs, goals/objectives and measurable targets are reviewed annually and serve to guide the operation of the district to meet the needs of students.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none"> <li>• A highly-qualified staff facilitates achievement of the academic standards and the school-wide learning outcomes through a system of preparation, induction, and ongoing professional development.</li> <li>• Leadership and staff are involved in ongoing research or data-based correlated professional learning that focuses on identified student learning needs.</li> <li>• All students have equal access to the school's entire program.</li> <li>• The human, material, physical, and financial resources are utilized effectively to support students in accomplishing the academic standards and school-wide learning outcomes.</li> <li>• The school is a safe, clean, and orderly place that nurtures learning and provides a focus on continuous school improvement.</li> <li>• Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, school-wide learner outcomes, and the district LCAP.</li> </ul>

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Conditions at School: SARC/Williams Reports	2019-20 <ul style="list-style-type: none"> <li>• 100% Average on all indicators on Facility Inspection Reports from all 7 sites</li> <li>• 0% Teachers Misassigned</li> <li>• 100% access to textbooks in all core courses for all students</li> </ul>	2020-21 <ul style="list-style-type: none"> <li>• 100% Average on all indicators on Facility Inspection Reports from all 7 sites</li> </ul> 2019-20-Teacher s Misassigned- 42 <ul style="list-style-type: none"> <li>• 100% access to textbooks in all core courses for all students</li> </ul>	2021-22 <ul style="list-style-type: none"> <li>• 99% Average on all indicators on Facility Inspection Reports from all 7 sites</li> </ul> 2020-21- Teachers Misassigned- 5 <ul style="list-style-type: none"> <li>• 100% access to textbooks in all core courses for all students</li> </ul>		Targets: <ul style="list-style-type: none"> <li>• 100% Average on all indicators on Facility Inspection Reports from all 7 sites</li> <li>• 0% Teachers Misassigned</li> <li>• 100% access to textbooks in all core courses for all students</li> </ul>



Priority 2: Implementation of State Standards	2019-20 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning:</li> </ul>	2020-21 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning:</li> </ul>	2021-22 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning:</li> </ul>		Targets: <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional</li> </ul>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Average Days per Teacher 10.6 days per year <ul style="list-style-type: none"> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 98%</li> </ul>	Average Days per Teacher- 5.7 <ul style="list-style-type: none"> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 86%</li> </ul>	Average Days per Teacher- 8.4 <ul style="list-style-type: none"> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 88%</li> </ul>		Learning: Average Days per Teacher 10.6 days per year <ul style="list-style-type: none"> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 100%</li> </ul>

Priority 7: Course Access	2019-20 4.0 Sections per Student in the Master Schedule to ensure access to broad selection of courses	2020-21 3.98 Sections per Student in the Master Schedule to ensure access to broad selection of courses	2021-22 3.42 Sections per Student in the Master Schedule to ensure access to broad selection of courses		Target:  Maintain sections in Master Schedule at a minimum of 4.1 sections per student to ensure access to broad selection of courses
Priority 4: Academic Achievement	2018-19 SBAC DF3 (Met Standard)	2020-21 SBAC DF3 (Met Standard) was not offered in 2020- 21. Also, the SBAC	2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21		Targets: SBAC DF3 (Met Standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Academic Indicator Grade 11 SBAC- DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>ELA- 20 points above level 3 (Met Standard)</p> <p>Math- 58 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>was not offered during the 2019-20 school year.</p> <p>ELA- 65% of students met or exceeded standard (source is Dataquest)</p> <p>Math- 43% of students met or exceeded standard (source is Dataquest)</p> <p>CAST- 26.8% Met or Exceeded Standards</p>	<p>ELA- 27.3 points above standard</p> <p>Math- 61.9 points below standard</p> <p>CAST- 31.4% Met or Exceeded Standards</p>		<p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 36% Met or Exceeded Standards</p>
<p>Priority 4: Academic Achievement: English Learner Progress</p>	<p>2018-19 ELPI rate was 44.9% of students making progress toward English language proficiency</p>	<p>2020-21 The ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year.</p> <p>CDE did not share this data, but 16% of EL students tested Proficient/Well Developed in English. (source is Dataquest)</p>	<p>2021-22 45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95% participation rate).</p>		<p>Target:</p> <p>ELPI Target- 48% making progress toward English language proficiency</p>

Priority 5: Student Engagement: Graduation Rate	2019-20 Graduation Rate was 96.4% at the	2020-21 Graduation Rate was 96.3% at the	2021-22 Graduation Rate was 96.5% at the		Targets:
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	comprehensive high schools  DASS Schools Graduation Rates 47% at FHS graduation rate 54% at SVHS graduation rate  District- 90.9%	comprehensive high schools  DASS Schools Graduation Rates 55% at FHS graduation rate 69% at SVHS graduation rate  District- 91.1%	comprehensive high schools  DASS Schools Graduation Rates 76.8% at FHS graduation rate 80.6% at SVHS graduation rate  District- 92.9%		Graduation Rates: Maintain 96% or higher at comprehensive high schools  DASS Schools- 68% 53% at FHS 60% at SVHS  District- 91.2%
Priority 5: Student Engagement: Chronic Absenteeism	2019-20 Chronic Absenteeism Rate- 7.2%	2020-21 Chronic Absenteeism Rate- 6.8%	2021-22 Chronic Absenteeism Rate- 26.6%		Target:  Chronic Absenteeism 6.9%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Base level of staffing	Base level of staffing of teachers, administrators and support staff to develop students' academic endeavors.	\$114,025,955.00	No

<b>1.2</b>	Academic and career counseling services	Provide an appropriate counselor-to-student ratio of academic and career counseling services by fully credentialed counselors (rather than technicians) to focus on and ensure that our English Learners, Foster Youth and Economically Disadvantaged students are placed in the most rigorous coursework in preparation for the College and Career path. We ensure that our unduplicated students are directed, not invited, to stretch to maximum heights because they often lack the needed support at home (English speaking parents, knowledgeable	\$4,595,332.00	Yes
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Action #	Title	Description	Total Funds	Contributing
		foster parents, or college educated parents who can give them academic/college guidance).		
<b>1.3</b>	Reduce class sizes	The master schedules at the schools are created first with the needs of English Learners, Foster Youth and Economically Disadvantaged students in mind. So we continue to reduce class sizes and increase course access for English Learners, Foster Youth and Economically Disadvantaged students by increasing staffing by additional students per FTE. Teachers use instructional strategies and support (language development strategies, organization strategies, college and career awareness, and social-emotional support strategies, etc.) so English Learners, Foster Youth and Economically Disadvantaged students have access to honors and AP classes that they would not normally have access to if there were not extra sections with specialized training for the teachers and support staff. The use of specialized training for the reduced class size teachers/support staff helps unduplicated students because they would get lost in classes that have a higher number of students.	\$904,224.00	Yes

<b>1.4</b>	Teacher Professional Learning	Teacher Professional Learning during the Summer and Best Practices (CCSS, NGSS, ELD strategies for ELs/SWDs, integration of technology with content standards, assessment apps, organization strategies, and social-emotional support strategies etc.) give unduplicated students an academic advantage. Support and training for Course Lead +1 from each site who attend content weeks during the summer for ELA, Math, Science, SS, and World Language regarding best teaching practices for English Learners, Foster Youth and Economically Disadvantaged students. Participants then share professional learning with teachers on their site teams. There is sub time throughout the school year so teachers can continue to implement summer professional learning and attend Best Practices after administration of common assessments.	\$391,895.00	Yes
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Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Provide the BTSA/ Induction Support to Teachers	Provide the BTSA (Beginning Teacher Support and Assessment) Induction Program for beginning teachers, and Peer Assistance Support System (PASS) Program for teachers, as needed.	\$98,188.00	No
<b>1.6</b>	Leadership Development for Course Leads, Department Chairs, and Administrators	Leadership Development for Course Leads, Department Chairs, and Administrators on mentoring and coaching certificated staff. This training is created to specifically meet the needs of English Learners, Foster Youth and Economically Disadvantaged students. The training supports effective teaching and learning strategies for English Learners, Foster Youth and Economically Disadvantaged students. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas.	\$4,000.00	Yes

<b>1.7</b>	Data Leads	Data Leads at eight sites (10 hours/month) to collect and display data on the services provided to English Learners, Foster Youth and Economically Disadvantaged students in order to provide decision makers with information about the effectiveness of those services for English Learners, Foster Youth and Economically Disadvantaged students.	\$79,039.00	Yes
<b>1.8</b>	Workshops for parents of English Learners	WUHSD collaborates in a consortia with other partner school districts to provide services and workshops to English Learner Parents in order to engage them in the educational process of their child and to assist them in understanding the high school and post-secondary requirements.	\$16,000.00	Yes
<b>1.9</b>	Community Support	Resources for the Community support to help develop relationships and encourage participation with the stakeholders of English Learners, Foster Youth and Economically Disadvantaged students who normally would not participate in the LCAP process. Although these three groups are not normally as engaged in the LCAP process, this support	\$45,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		brings them into the process so their voices can be heard and their children can achieve at the same level as other students.		
<b>1.10</b>	Classified Professional Learning	Professional Learning for Classified Personnel to ensure that students are supported at the highest level possible both in and out of the classroom. Workshops may include professional learning and support for classified personnel in the area of behavior management, technology, food service regulations, communication, safety and security, and other areas that ensure the best possible performance and environment for staff and students.	\$10,000.00	No

1.11	District Librarian	In order to support the learning needs of all students in the district, we support students by providing library services to Whittier Union so students have the resources they need to be successful in their academic endeavors.	\$5,210.00	No
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## Goal Analysis [2022-23]

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.

WUHSD believes that Goal 1 is critical because it pertains to vision, resources, leadership, and staff. When we analyzed this goal, we found that the goal was carried out effectively during the 2022-23 school year. Accordingly, this fact allowed the WUHSD to continue to move forward in the post-pandemic era, we have found increased stability for many of our tried and true systems and structures. As such, we maintained many of the same systems and structures during the pandemic, and 2022-23 was a "return to normal" year, so there were no significant challenges that we feel need to be addressed. Accordingly, in order to achieve success with this goal, our schools must be staffed with qualified teachers and administrators who make effective educational decisions based on data. Whittier Union must continue to effectively implement, support and assess activities that focus on all students achieving high standards and ensuring that the district's mission, vision, beliefs, goals/objectives, and measurable targets are reviewed annually. This will serve to guide the operation of the district in order for us to meet the needs of our students, and we have been mostly pleased with our progress.



We found that during the 2022-23 school year, many of our actions relative to professional learning (1.4, 1.5, and 1.6) returned to normal, even though we decided to limit teacher collaboration on some Mondays and some Fridays. We saw a return to most of the actions that we have conducted over many years. We know that it will continue to take time to get back to our pre-pandemic practices, but we can see the positive impact of our collaboration on our students' achievement as well as during daily classroom instruction. For example, our Best Practices meetings (where teachers review assessment data and pacing plans), as well as CIT meetings (where teacher leaders oversee our curriculum, instruction, and assessment practices) met consistently, which is a mainstay of our district's systems and structures. We also increased our commitment to outside professional learning because we know there are quality learning opportunities at various trainings and conferences. Although we reinforced this commitment, it was not substantially different because we have long had a commitment to PD there were still some limitations that kept the participation lower than in the pre-pandemic period.

With regard to actions related to presenting workshops and support for our parents and community (1.8 and 1.9), we returned to many face to-face meetings and training with our parents and community. We also returned to providing food, refreshments, and child care for our parents so they could fully participate in these wonderful learning opportunities because this is the way we want to interact with our parents and community. Most importantly, our parents have told us how important this is to them and we have found this to be both effective and satisfying for them.

#### 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.

We had several salary and benefits-related actions in Goal 1 that were affected by a 9.75% salary and benefit increase (8.5% on the salary schedule and 1.25% off the salary schedule), for example, actions 1.1, 1.2, and 1.9 added additional cost due to these increases. In action 1.3 there was a material difference because the cost of the teachers who were included in the class size reduction action had a lower cost than we anticipated. In action 1.8 there was a material difference because WUHSD hosted the Annual Hispanic Outreach Taskforce (HOT)

Parent Conference (the conference is rotated between the six partner districts), so expenditures increased due to WU being the host district, as opposed to only participating as we did in prior years. There was a change this year to action 1.9, as it was decided that our counselor from the Federal and State Categorical Programs Office would be paid for by the LCAP Targeted Student Funds/Supplemental and Concentrations funds (TSF/S&C) funds because she would be serving all unduplicated students, not just English Learners. In addition, Action 1.10 changed because the Personnel Department decided to use its own funding source rather than TSF/S&C funding to pay for the professional learning of the classified staff. This means that the \$40,000 that was allocated for this action was not spent during the 2022-23 school year. Our goal is to support the Personnel department in the future, as they plan to expand their PD offerings because of the success they had this year. Many of the other actions in this goal returned to the manner in which we conducted business prior to the pandemic.

### An explanation of how effective the specific actions were in making progress toward the goal.

Upon reflecting on the effectiveness of the various actions in this goal, and when taking all of the actions together, we deduced that the vast majority of the actions were effective in making progress toward the goal. The following is a brief analysis of some of the more critical actions within this specific goal. Thus, many of our metrics are internal metrics that we have been using for several years, so continuing those metrics did not present a significant challenge for us. When we look at our data for Goal 1 we can see that the data is mostly positive, with some areas where we know we need to improve. We have made some significant commitments to our staff in this goal area, so we are pleased to see some growth in the various data points in this goal. When we look at our professional learning and leadership development and the way our TSF expenditures supported our staff as they interacted with our students. Fortunately, we saw an increase in our professional learning program for the second year in a row. However, the rates are not yet higher than during the pre-pandemic era. Our Annual Reports, where we closely and deeply analyze data, continue to be a high point in our structures and systems as we strive for constant improvement and growth.

In Priority 1, in the area of teacher credentialing we improved to only five misassignments during the 2020-21 school year (this data is always a year behind). Although we were satisfied with the improvement from the previous year, we know that the state is continuing to work out the bugs out for the new statewide Personnel Services/credentialing program (CALSAAS), so there will be some fluctuation over the next year or two until we are calibrated and have improved our systems. In addition, the state has communicated that the main purpose of the new CALSAAS system is to determine, on a statewide basis, what needs schools will have for teachers and administrators in the near future. Our goal is to have no teacher/administrator misassignments in the future because we have had tremendous success in the past with this metric. In Priority 2, we met the metric that correlates with our Annual Reports because this metric is an internal metric that has been used in our district for several years and is a strong driver in Whittier Union. As WU continues to recover from the residual effects of the pandemic, we are seeing other types of improvement. For example, our professional learning participation increased during the 2021-22 school year from 5.7 days per teacher in 2020-21 to 8.4 days in 2021-22. Additionally, we also saw an increase in the percentage of teachers who participated in our Summer Best Practices program, as it grew from 86% to 88%.

In Priority 7, we successfully decreased class sizes again and gave students access to a broad selection of courses during the 2022-23 school year. In Priority 4, we were satisfied about the percentage of students who Met or Exceeded Standard on the SBAC ELA (62%, up 3% from 2019), math (32%, down 1% from 2019), and CAST science exam (up 10% from 2019). Although we were pleased that WU scored above the state and county in all three areas for the first time ever, we know we still have to improve the Distance from Met (27.3 points above the standard for ELA and 61.9 points below the standard for math) so more students benefit from our collaborative work. We also saw a small increase in the number of students who made progress on the ELPAC test and the ELPI (45.4% of students made progress), so we want to continue to improve in this area. With regard to Priority 5, our graduation rate continues to improve in spite of the residual effects of the pandemic, as the districtwide graduation rate was 92.9% (96.5% at the comprehensive sites) in 2021-22. Additionally, there was strong improvement for our two alternate education sites, as Frontier High School's rate was 76.8% and Sierra Vista High School's rate was

80.6%. Additionally, we will focus on the Chronic Absenteeism rate, as it increased significantly, from 6.8% in 2020-21 to 26.6% in 2021-22,

as a result of the state's strict COVID guidelines for school attendance and because of the lingering medical impact of the virus. Although we have seen some improvement in the attendance rate and the Chronic Absenteeism rate during the 2022-23 school year, these areas will continue to be a focus for us and we will use support staff to reach out to students with poor attendance so they can be actively engaged in the learning process.

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.

Although we do not intend to change any of the metrics for the 2023-24 school year, we did revert back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Met for the SBAC in ELA and math, and eventually the CAST once Distance from Met is part of the Dashboard. We also added a metric for the CAST science test, and we have made some progress on this metric. We also returned to using the ELPI indicator (although the state has not fully reinstated it) so we can more precisely measure students' progress on the ELPAC. Goal 1.5 will change because WUHSD decided to increase our BTSA/PAR support program, which will mean releasing a teacher for two periods to support these staff members. The rest of the metrics continue to be appropriate, so we will not make any other changes to the metrics. Additionally, Whittier Union did not change this goal or the closely associated outcomes, or add any actions because these are a significant part of the foundation on which we have built our success.

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

# Goals and Actions

## Goal

Goal #	Description
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2	<p><b>CURRICULUM &amp; INSTRUCTION</b></p> <p>All students experience high-quality instruction that engages their interests while providing a rigorous, relevant, and coordinated curriculum that supports the achievement of the State Content Standards.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none"> <li>• All students are engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state and national assessments that prepare them for college and career after high school</li> <li>• All teachers will use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engages students, emphasize higher-order thinking skills, and help them succeed at high academic levels</li> <li>• Teachers continue to develop personally and professionally, regularly articulating with teachers from partner middle schools and local colleges, reviewing the success of the graduates to learn about their own program and others, while also using educational research to strengthen the current instructional program so all students achieve at higher levels</li> </ul>
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An explanation of why the LEA has developed this goal.

<p>WUHSD developed this goal because we understand that the most important work in the district takes place inside the classroom between our teachers and support staff as they teach our students. We know that our teachers and support staff have to participate in a robust professional learning program that allows them to collaborate on curriculum and instruction. Our Best Practices (BP) meetings, Curriculum Improvement Teams, summer professional learning program, and our commitment to collegiality and collaboration allow our teachers and staff to engage students at high levels so they fully benefit from rigorous classroom instruction every day. Our teachers and staff work together to incorporate technology, provide meaningful group activities, assign interesting research projects as well as other learning activities that require students to think critically, collaborate, and find solutions to problems so they can succeed at high academic levels and be prepared for life after high school. We also monitor data on a consistent basis to ensure that we are improving our curriculum and instruction while enabling students to maximize their human potential.</p>
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## Measuring and Reporting Results

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Priority 2: Implementation of State Standards	2019-20 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher 10.6 days per year</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 98%</li> </ul>	2020-21 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher- 5.7</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 86%</li> </ul>	2021-22 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher- 8.4</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 88%</li> </ul>		Targets: <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher 10.6 days per year</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 100%</li> </ul>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC- DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>2018-19 SBAC DF3: (Met Standard)</p> <p>ELA- 20 points above level 3 (Met Standard)</p> <p>Math- 58 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>2020-21 SBAC DF3 (Met Standard) was not offered in 2020- 21. Also, the SBAC was not offered during the 2019-20 school year.</p> <p>ELA- 65% of students met or exceeded standard (source is Dataquest)</p> <p>Math- 43% of students met or exceeded standard. (source is Dataquest)</p> <p>CAST- 26.8% Met or Exceeded Standards</p>	<p>2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21</p> <p>ELA- 27.3 points above standard</p> <p>Math- 61.9 points below standard</p> <p>CAST- 31.4% Met or Exceeded Standards</p>	<p>Targets: SBAC DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 36% Met or Exceeded Standards</p>
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Priority 4: Academic Achievement: English Learner Progress	2018-19 ELPI- Was 44.9% of students making progress toward English language proficiency	2020-21 THE ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year.  CDE did not share this data, but 16% of EL students tested Proficient/Well Developed in English. (source is Dataquest)	2021-22 45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95% participation rate).		Target:  ELPI- 48% making progress toward English language proficiency
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24



<p>Priority 5: Student Engagement: Graduation Rate</p>	<p>2019-20 Graduation Rates Maintain 96.4% at the comprehensive high schools</p> <p>DASS Schools Graduation Rates 47% at FHS 54% at SVHS</p> <p>District- 90.9%</p>	<p>2020-21 Graduation Rate was 96.3% at the comprehensive high schools</p> <p>DASS Schools Graduation Rates 55% at FHS graduation rate 69% at SVHS graduation rate</p> <p>District- 91.1%</p>	<p>2021-22 Graduation Rate was 96.5% at the comprehensive high schools</p> <p>DASS Schools Graduation Rates 76.8% at FHS graduation rate 80.6% at SVHS graduation rate</p> <p>District- 92.9%</p>		<p>Targets:</p> <p>Graduation Rates Maintain 96% or higher at the comprehensive high schools</p> <p>DASS Schools- 68% Target 53% at FHS 60% at SVHS</p> <p>District- 91.2%</p>
<p>Priority 5: Student Engagement: Chronic Absenteeism</p>	<p>2019-20 Chronic Absenteeism Rate- 7.2%</p>	<p>2020-21 Chronic Absenteeism Rate- 6.8%</p>	<p>2021-22 Chronic Absenteeism Rate- 26.6%</p>		<p>Target:</p> <p>Chronic Absenteeism Rate- 6.9%</p>
<p>Priority 8: College/Career Indicator (A-G, CTE, SBAC, AP classes, College Credit Courses, and State Seal of Biliteracy)</p> <p>CTE Pathway Completion Rate</p>	<p>2019-20</p> <p>Class of 2020 CCI Rate- 55.2% Prepared</p> <p>Class of 2020 CTE Pathway Completion Rate- 25.6%</p> <p>Combined CTE &amp; A G- 15%</p>	<p>2020-21</p> <p>Class of 2021 CCI Rate- This data point not available from the CDE during the 2020- 21 school year.</p> <p>Class of 2021 CTE Pathway Completion Rate- 20.2%</p>	<p>2021-22</p> <p>Class of 2022 CCI Rate- This data point not available from the CDE during the 2021- 22 school year.</p> <p>Class of 2021 CTE Pathway Completion Rate- 17.7%</p>		<p>Target:</p> <p>CCI Prepared- 61.2% Prepared</p> <p>CTE Pathway Completion- 31.6%</p> <p>Combined CTE &amp; A G- 21%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE/A-G Pathway Completion Rate		Combined A-G & CTE Rate- 13.3%	Combined A-G & CTE Rate- 13.6%		
AP Pass Rate	2019-20 AP Pass Rate- 52.5%	2020-21 AP Pass Rate- 42%	2021-22 AP Pass Rate- 52%		Target:  AP Pass Rate- 53.3%
AP Participation Rate 2	Unique Students Taking at least one AP Class in School Year- 25%  AP Students Taking at least one Test in School Year- 85%	2020-21 Unique Students Taking at least one AP Class in School Year- 29%  AP Students Taking at least one Test in School Year- 64%	2021-22 Unique Students Taking at least one AP Class in School Year- 25%  AP Students Taking at least one Test in School Year- 83%		Targets:  Percentage of Unique Students Taking at least one AP Class in School Year- 25.8%  Target for Percentage of AP Students Taking at least one Test in School Year- 85.8%
A-G Rate	2019-20 Graduates meeting UC/CSU A-G requirements- 57.6%	2020-21 Graduates meeting UC/CSU A-G requirements- 59.4%	2021-22 Graduates meeting UC/CSU A-G requirements- 65.6%		Target:  UC/CSU A-G Rate 59.1%
D/F Rates Semester 2	D/F during Semester 1- 11.2%	2020-21 D/F during Semester 1- 16.3%	2021-22 D/F during Semester 1- 12.1%		Target:  D/F Rate Semester 1- 9.7%

D/F Rates Semester 2	D/F during Semester 2- 13.0%	2020-21 D/F during Semester 2- 18.1%	2021-22 D/F during Semester 2- 12.2%		Target:  D/F Rate Semester 2- 11.5%
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
On-Target for Graduation Rate Semester 1	2019-20 On-Target for Graduation Rate for Semester 1- 93.1%	2020-21 On-Target for Graduation Rate for Semester 1- 88.7%	2021-22 On-Target for Graduation Rate for Semester 1- 89%		Target:  On-Target Rate for Graduation Semester 1- 93.4%
On-Target for Graduation Rate Semester 2	2019-20 On-Target for Graduation Rate for Semester 2- 93.8%	2020-21 On-Target for Graduation Rate for Semester 2- 87.0%	2021-22 On-Target for Graduation Rate for Semester 2- 90.3%		Target:  On-Target Rate for Graduation Semester 2- 94.1%
EL Reclassification Rate	2019-20 EL Reclassification Rate rate- 14.6% (was recalibrated from 7.0% the previous year)	2020-21 EL Reclassification Rate- 6.1% (continued recalibration from 7.0% the previous year)	2021-22 EL Reclassification Rate- 9.8%		Target:  EL Reclassification Rate- 15.2% (was recalibrated from 7.6% the previous year)

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Textbooks & Instructional Materials	WUHSD purchases textbooks & Instructional Materials for our base school program (Lottery funds for IMRFP).	\$1,210,000.00	No

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Action #	Title	Description	Total Funds	Contributing
2.2	Technological Teacher Support Tools	Technological Teacher Support Tools for teachers to maintain student and textbook records (e.g., SEIS Special Ed System, Destiny Textbook Manager, etc.).	\$59,500.00	No
2.3	Summer School	Provide additional sections of summer school classes and support staff that are targeted for EL, Foster Youth, Economically Disadvantaged students at all sites to ensure that academic proficiency and credit attainment are at expected levels. The summer school master schedules are first developed with the needs of English Learners, Foster Youth and Economically Disadvantaged students in mind. Unduplicated students often find themselves behind on credits because of the stressors in their lives, and a summer school program that is designed with their needs in mind helps them get caught up on their credits and prepares them for college and career.	\$377,600.00	Yes

<b>2.4</b>	After-School and Parallel Sections	After-School courses to support English Learners, Foster Youth and Economically Disadvantaged students in credit recovery along with parallel support in English and math classes to ensure success the first time in the course. We have found that our English Learners, Foster Youth and Economically Disadvantaged students tend to struggle more in our most demanding and rigorous courses, that is why these students are targeted for the after-school and parallel/support classes. Unduplicated students often find themselves behind on credits because of the stressors in their lives, and the after school and parallel sections that is designed with their needs in mind helps them get caught up on their credits and prepares them for college and career. Each site will make individual decisions about how many, if any, sections they will choose to offer after school each year.	\$222,425.00	Yes
<b>2.5</b>	Additional Intervention Sections	Additional sections at each site provide credit recovery and parallel academic sections, along with socio-emotional support for Economically Disadvantaged students in order to ensure that they do	\$10,424,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
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		not fall behind in credits. These classes comprise some of the sections for the Economically Disadvantaged students at all sites. They are sections of support programs during and beyond the freshman year that provide continued intensive support and monitoring to students through interpersonal engagement, instruction in organizational skills and time management, and daily homework checks. Connecting with all of the teachers that each student has throughout the day to ensure that they are on-track provides a solid foundation for high-risk unduplicated students during the ninth grade year. We have found that these intervention sections ease the transition for the Economically Disadvantaged students, lowers the dropout rates, connects students to school, results in students wanting to come to school, thus improving the attendance rates so students can learn.		
<b>2.6</b>	Additional sections for SDAIE, ELD and ALD	Provide additional sections for SDAIE and ELD in order to support EL students' success. This provides parallel support classes as well as lower class sizes in other coursework so EL students get more personalized and individual attention. Parallel Academic Language Development (ALD) courses assist English Learners in mastering English language and gaining proficiency in academic coursework, along with gaining organizational skills.	\$6,257,071.00	Yes
<b>2.7</b>	Ed Tech Support Leads	Ed Tech Support Leads foster seamless integration of technology with curriculum in order to assist all teachers with strategies that best support English Learners, Foster Youth and Economically Disadvantaged students. We have found that our English Learners, Foster Youth and Economically Disadvantaged students sometimes struggle with educational technology, so the Ed. Tech Leads support these students and their teachers. Teachers at each comprehensive high school receive stipends to assist their colleagues one-on-one or to provide workshops on technology that is to be used in the classroom to further students' understanding and engagement.	\$94,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Open Media Center	Open Media Center during the evening so English Learners, Foster Youth and Economically Disadvantaged students can access technology, resources, and tutoring services. Staffed with a full-time computer lab assistant to monitor the media center and provide computer assistance to students. The goal is to provide tutoring and targeted academic assistance in the media centers after school, using certificated, classified, outside tutoring services, college and high school tutors to assist students. The full-time computer lab assistant in the Media Center also monitors the location of the tutoring in the classrooms during the day using college tutors.	\$1,126,321.00	Yes
2.9	Technology	<p>Technology: As courses and assessments move to a more technologically-based format, students need to be well-versed in the medium. The purchase of technological devices and accompanying furniture will ensure students have access to all forms of content and that they are fully prepared for college and career.</p> <p>Technological services and programs to engage students and provide them with additional support and access to the content (e.g., Turn-it In, Artstor, and other content providers). Implementation of online course provider for on-site credit recovery program for at-risk students (Cyber High and Apex Learning).</p> <p>Cyber High and Apex Learning will assist alternative education students at Frontier (our DASS CSI school) to obtain the partial credits they need to make up in order to graduate.</p>	\$942,000.00	No
2.10	Support and Training of Academic Mentors	Academic Mentors support teachers in the classroom to ensure English Learners, Foster Youth and Economically Disadvantaged students master academic content. Training is provided to ensure that the Academic Mentors acquire the appropriate knowledge of the requisite skills and demeanor needed to maximize learning	\$36,153.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		<p>supporting English Learners, Foster Youth and Economically Disadvantaged students in the classroom.</p> <p>The use of Academic Mentors has proven to be highly effective, not only from the surveys of English Learners, Foster Youth and Economically Disadvantaged students receiving help, but from a review of academic grades and from several Masters' Thesis studying the program who found that positive motivational, engagement, and academic gains on the part of our students.</p>		
2.11	Outside Professional Learning	<p>Staff receives outside professional learning in order to utilize best instructional practices when teaching English Learners, Foster Youth and Economically Disadvantaged students in all content areas (including Visual and Performing Arts and Physical Education). For Frontier High School, our DASS school in CSI, the teachers will attend additional professional learning opportunities, including networking with other alternative schools with high graduation rates. The emphasis on professional learning that supports unduplicated students is critical because these students often have extenuating needs, such as language development support, organizational support, college and career awareness, and emotional support.</p>	\$150,974.00	Yes



2.12	College and Career Pathways	College and Career Pathways: In order to engage English Learners, Foster Youth and Economically Disadvantaged students in their current educational pursuit and prepare them for college and career readiness. Interaction with potential careers is done through a variety of methods, such as Naviance and other programs, hands-on experiences, or course sequences. Support of English Learners, Foster Youth and Economically Disadvantaged students in these different exploratory experiences varies from clerk positions, additional tutoring, and assignments in Naviance/other career exploration program. The PSAT is uploaded into Naviance and/or Road trip Nation for career exploration, all depending upon the school site.	\$917,173.00	Yes
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Action #	Title	Description	Total Funds	Contributing
		CTE Pathways are expanded on the sites with the support of ROP and various clerks that facilitate exploration and completion of pathways for English Learners, Foster Youth and Economically Disadvantaged students. Additionally, the UC Puente Program is supported on three sites to expose under-represented students to college-level expectations, rigorous coursework, along with college trips throughout the state with the goal of enrollment in a four-year college upon graduation (CHS, LS, WHS). Finally, expansion of the Foster FAFSA Free-for-All, which was quickly put together this past year to serve senior Foster Youth to make sure they not only completed their FAFSA, but also had access to all the funds and services available to Foster Youth, including the Transition Social Worker. Unduplicated students need support as they learn about and access college and career information because they often have language, organizational, or social-emotional barriers that preclude success in these areas.		

<b>2.13</b>	Visual and Performing Arts Lead	The district Visual and Performing Arts Lead engages English Learners, Foster Youth and Economically Disadvantaged students with the Visual and Performing Arts Programs by enhancing and aligning current VAPA offerings and by expanding support to these students. Outreach to the community continues through the development and maintenance of a district VAPA website and articulation with middle schools and community groups. Our goal is to support English Learners, Foster Youth and Economically Disadvantaged because they are not as well-versed in the VAPA fields as other students, so our VAPA lead will help bring the arts to these students.	\$40,500.00	Yes
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Action #	Title	Description	Total Funds	Contributing
<b>2.14</b>	Career Life Skills Micro Enterprise	Whittier Union's Transition program supports the Career Life Skills Micro Enterprise with equipment and curricular materials for our students with Special Needs.	\$16,000.00	No
<b>2.15</b>	Ed. Tech. Help Desk Staff	WUHSD utilizes an Ed. Tech. Help Desk staff member to support the seamless integration of technology and curriculum needs of English Learners, Foster Youth and Economically Disadvantaged students and the staff that supports these students since students have one-to one devices and instructional apps and programs. We have found that unduplicated students have additional challenges with some of the educational technology, so the Help Desk will support our English Learners, Foster Youth and Economically Disadvantaged students and their teachers.	\$102,016.00	Yes

## Goal Analysis [2022-23]

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 Union made strides as we returned to more "normal" circumstances than during the last two years. When we analyzed this goal, we found that the goal was carried out effectively during the 2022-23 school year. Accordingly, as WUHSD continued to move forward in the post-pandemic era, we have found increased stability for many of our tried and true systems and structures. As such, we maintained many of the same systems and structures during the pandemic, and 2022-23 was a "return to normal" year, so there were no significant challenges that we feel need to be addressed. Teachers continued to incorporate social-emotional content in the classroom and they supported students' mental health needs. Whittier Union knows that Goal 2 is critical because it pertains to curriculum and instruction. This goal is critical because our expectation is that all students experience high-quality instruction that engages their interests while providing a rigorous, relevant, and coordinated curriculum that supports the achievement of the State Content Standards. WUHSD believes that in order for students to achieve at high levels, the following must be in place. All students are engaged in challenging learning experiences in the classroom that effectively help them learn the academic standards assessed on state assessments that prepare them for college and careers after high school. Furthermore, all teachers continued to use a variety of strategies and resources, including technology and experiences beyond the textbook that actively engage students, emphasize higher-order thinking skills, and help them succeed at high levels. Additionally, teachers continued to develop personally and professionally by articulating with teachers from partner middle schools, reviewing the success of our students to teach our partners about our program as well as us learning about their programs. We also discussed educational research to strengthen both of our instructional programs so all students can achieve at higher levels.

In addition, there were some actions in Goal 2 that experienced substantive differences. WUHSD purchased science and English Language Arts textbooks (2.1) and spent \$3.6 Million dollars rather than the \$4.4 million we budgeted last year. The after-school sections item was another action that was reduced because fewer teachers were willing and/or able to teach after-school courses (2.4). Thus, we did not offer as many after-school courses, which allowed the district to save funds on this expense. Action 2.8 was also affected by the fact that WU entered into a contract with the LEARN organization to conduct some of our during and after-school tutoring. As mentioned previously, due to the fact that we limited some professional learning on Mondays and Fridays, there was a decrease in the number of teachers and other staff who participated in professional learning inside and outside the district (2.11). Some programs changed in the district, as Naviance was only used at one school during the 2022-23 school year because sites found less expensive and better-equipped career exploration programs. We are also planning to end Naviance and not use it during the 2023-24 school year at the one site that used it during the 2022- 23 school year.

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

We had several salary and benefits-related actions in goal1 that were affected by a 9.75% salaries and benefits increase (8.5% on schedule and 1.25% off schedule), for example actions 2.5, 2.6, and 2.15 added an additional cost due to these increases. WUHSD purchased science and English Language Arts textbooks (2.1) and spent \$3.6 Million dollars rather than the \$4.4 million we budgeted last year. Item 2.3 also changed because we transitioned from Mt. SAC to Rio Hondo as our provider for summer school, which results in an additional \$100,000 in costs, as WU paid for additional sections and picked up some staff costs that were new this year. As schools have transitioned to a more digital format, some costs have been mitigated. In Action 2.4 the cost decreased because fewer teachers were able to teach after school, but parallel sections were still offered. Thus, we did not offer as many after-school courses, which allowed the district to save funds on this expense. In response to the continued recovery from the pandemic, WU increased intervention, SDAIE, and support sections so class sizes would decrease and improve the student-to-teacher ratio so students would have a more conducive academic experience. Action 2.8 was also affected by the fact that WU entered into a contract with the LEARN organization to conduct some of our during and after school tutoring. In Goal 2.9 we used other existing grants to purchase Chromebooks and hotspots for students in prior years, but WUHSD decided to purchase the Chromebooks, covers and hotspots for incoming students next year and into the future so this is a material difference. As mentioned previously, due to the fact that we limited some professional learning on Mondays and Fridays, there was a decrease in the number of teachers and other staff who participated in professional learning inside and outside the district (2.11). Also with regard to this same goal, we utilized the A-G Grant to offset some of the cost that would normally have been paid for with TSF/S&C funds (2.11). Some programs changed in the district, as Naviance (but there are other similar programs at other schools) was only used at one school during the 2022-23 school year because sites found less expensive and better suited programs.

An explanation of how effective the specific actions were in making progress toward the goal.

Upon reflecting on the effectiveness of the various actions in this goal, and when taking all of the actions together, we deduced that the vast majority of the actions were effective in making progress toward the goal. The following is a brief analysis of some of the more critical actions within this specific goal. As such, many of our metrics are internal metrics that we have been using for several years, so continuing those metrics did not present a significant challenge for us. When we look at our data for Goal 2 we can see that the data is mostly positive, with some areas where we know we need to improve. Similar to what was mentioned in Goal 1 (some of the Priorities are the same between the various goals), in Priority 2 we met the metric that correlates with our Annual Reports because this metric is an internal metric that has been used in our district for several years and is a strong driver in Whittier Union. When we look at our professional learning and leadership development and the way our TSF expenditures supported our staff as they interacted with our students. Fortunately, we saw an increase in our professional learning program for the second year in a row. However, the rates are not yet higher than the pre-pandemic era. As WU continues to recover from the residual effects of the pandemic, we are seeing other types of improvement. For example, our professional learning participation increased during the 2021-22 school year from 5.7 days per teacher in 2020-21 to 8.4 days in 2021-22. Additionally, we also saw an increase in the percentage of teachers who participated in our Summer Best Practices program, as it grew from 86% to 88%.

In Priority 4, although we were pleased that WU scored above the state and county in Met/Exceeded Standard in all three areas for the first time ever, we know we still have to improve the Distance from Met (27.3 points above the standard for ELA and 61.9 points below the

standard for math) so more students benefit from our collaborative work. We also saw a small increase in the number of students who made progress on the ELPAC test and the ELPI (45.4% of students made progress), so we want to continue to improve in this area. With regard to Priority 5, our graduation rate continues to improve in spite of the residual effects of the pandemic, as the districtwide graduation rate was 92.9% in 2021-22. Additionally, there was strong improvement for our two alternate education sites, as Frontier High School's rate was 76.8% and Sierra Vista High School's rate was 80.6%. Additionally, we will focus on the Chronic Absenteeism rate, as it increased significantly, from 6.8% in 2020-21 to 26.6% in 2021-22, as a result of the state's strict COVID guidelines for school attendance and because of the lingering medical impact of the virus. Although we have seen some improvement in the attendance rate and the Chronic Absenteeism rate during the 2022-23 school year, these areas will continue to be a focus for us and we will use support staff to reach out to students with poor attendance so they can be actively engaged in the learning process.

With regard to Priority 8, some categories changed, such as the CCI indicator because the CDE did not bring the CCI back to the Dashboard yet. Our CTE pathway completion number declined (from 20.2% in 2020-21 to 19.5% in 2021-22), but it was not as big a decline as the previous year, so we are encouraged that we are turning that metric around. We will closely monitor that data point with an expectation that this data point will continue on the same trajectory as the pre-pandemic period. We were encouraged that some of our AP data points improved last year. The AP pass rate improved by 10 points to 52%, while our metric for unique students taking at least one AP class declined to 25% (a 4% drop from 2020-21), which means we have to focus on this metric so we can improve in that area. Once again, we have seen a steady trajectory toward pre-pandemic levels (for example the percentage of students taking at least one test jumped up to 83% in 2021-22 from 64% in 2020-21), so we have resumed utilizing our well-established structures and routines and we have seen growth in

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both the D/F rates and the On-Target rates for both semesters. We are happy to say that so far during the 2022-23 school year we are beginning to see better data for both of those metrics (4%-6% improvement in D/F rates and .3 to 3.3% increase in On-Target rates). We are also pleased to say that our A-G rate increased during the 2021-22 school year by more than 6% points and that our reclassification rate increased by almost 4%.

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.

Although we do not intend to change any of the metrics for the 2023-24 school year, we did revert back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Met for the SBAC in ELA and math, and eventually the CAST science test once they incorporate the Distance from Met criteria. We also added a metric for the CAST science test, and we have made some progress on this metric. We also returned to using the ELPI indicator (although the state has not fully reinstated it) so we can more precisely measure students' progress on the ELPAC. In order for our internal documents to be more clear, we recalibrated from 7.0% EL reclassification rates from the previous year. As mentioned, Rio Hondo College replaced Mt. SAC as our community college summer school provider, and we will continue to use Rio Hondo into the future. WUHSD entered into a contract with LEARN tutoring (Goal 2.8) to provide classroom tutoring during the school day and added after school tutoring at two schools schools who did not have it prior the to 2023-24 school year (we have grants that cover the after school programs at our four other locations). As mentioned previously, we will continue this year's practice for goal 2.9 for 2023-24 and beyond because WU decided to use TSF/S&C funds to purchase new Chromebooks with protective covers and hotspots for incoming 9th graders. The rest of the metrics continue to be appropriate, so we will not make any other changes to the metrics. WU decided to stop using the Naviance system, and we are exploring other programs that will help students organize their post-secondary plans. Additionally, Whittier Union did not change Goal 2 or the closely associated outcomes, or add any actions because these are a significant part of the foundation on which we have built our success.

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

# Goals and Actions

## Goal

Goal #	Description
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3	<p><b>ASSESSMENT AND ACCOUNTABILITY</b></p> <p>Provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of Best Practices so that students learn challenging content and student performance is increased.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none"> <li>• The school effectively uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data.</li> <li>• Teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student.</li> <li>• Each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards.</li> <li>• The assessment of student achievement in relation to standards drives the schools' program, its regular evaluation and improvement, and the allocation and usage of resources.</li> </ul>
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An explanation of why the LEA has developed this goal.

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

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome

					for 2023–24
Priority 1: Basic Conditions at School: SARC/Williams Reports	2019-20 <ul style="list-style-type: none"> <li>• 100% Average on all indicators on Facility Inspection Reports from all 7 sites</li> <li>• 0% Teachers Misassigned</li> <li>• 100% access to textbooks in all core courses for all students</li> </ul>	2020-21 <ul style="list-style-type: none"> <li>• 100% Average on all indicators on Facility Inspection Reports from all 7 sites (completed)</li> </ul> 2019-20-Teacher s Misassigned- 42 <ul style="list-style-type: none"> <li>• 100% access to textbooks in all core courses for all students</li> </ul>	2021-22 <ul style="list-style-type: none"> <li>• 99% Average on all indicators on Facility Inspection Reports from all 7 sites</li> </ul> 2020-21- Teachers Misassigned- 5 <ul style="list-style-type: none"> <li>• 100% access to textbooks in all core courses for all students</li> </ul>		Targets: <ul style="list-style-type: none"> <li>• 100% Average on all indicators on Facility Inspection Reports from all 7 sites</li> <li>• 0% Teachers Misassigned</li> <li>• 100% access to textbooks in all core courses for all students</li> </ul>
Priority 4: Academic Achievement: English Learner Progress	2018-19 ELPI- 44.9% of students making progress toward English language proficiency	2020-21 THE ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year.  CDE did not share this data, but 16% of EL students tested Proficient/Well Developed in English. (source is Dataquest)	2021-22 45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95%		Target:  ELPI Target- 48% making progress toward English language proficiency



			participation rate).		
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC-DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>2018-19 SBAC DF3: (Met Standard)</p> <p>ELA- 20 points above level 3 (Met Standard)</p> <p>Math- 58 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>2020-21 SBAC DF3 (Met Standard) was not offered in 2020- 21. Also, the SBAC was not offered during the 2019-20 school year.</p> <p>ELA- 65% of students met or exceeded standard (source is Dataquest)</p> <p>Math- 43% of students met or exceeded standard (source is Dataquest)</p> <p>CAST- 26.8% Met or Exceeded Standards</p>	<p>2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21</p> <p>ELA- 27.3 points above standard</p> <p>Math- 61.9 points below standard</p> <p>CAST- 31.4% Met or Exceeded Standards</p>		<p>Targets: SBAC DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 36% Met or Exceeded Standards</p>

SBAC Participation Rate	2018-19 Participation Rate for ELA- 98.4%; Participation Rate for Math- 98.3%	2020-21 (SBAC not offered during 2019- 20 school year) Participation Rate for ELA- Not reported by CDE Participation Rate for Math- Not reported by CDE	2021-22 Participation Rate for ELA- 96% Participation Rate for Math- 95%		Target:  Participation Rate for ELA- 95% or Higher Participation Rate for Math- 95% or Higher
AP Participation		2020-21	2021-22		Targets:

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>25% of Unique Students Taking at Least One AP Class During the School Year</p> <p>85% of AP Students Taking at Least One Test During the School Year</p>	<p>Unique Students Taking at least one AP Class in School Year- 29%</p> <p>AP Students Taking at least one Test in School Year- 64%</p>	<p>Unique Students Taking at least one AP Class in School Year- 25%</p> <p>AP Students Taking at least one Test in School Year- 83%</p>		<p>Percentage of Unique Students Taking at least one AP Class in School Year- 25.8%</p> <p>Percentage of AP Students Taking at Least One Test in School Year- 85.8%</p>
AP Pass Rate	2019-20 AP Pass Rate Target 52.5%	2020-21 AP Pass Rate- 42%	2021-22 AP Pass Rate- 52%		Target:  AP Pass Rate- 53.3%

EAP College-Ready	2018-19 EAP College Ready ELA- 27% EAP College Ready Math- 11%	2020-21 (SBAC not offered during 2019- 20 school year) EAP College Ready ELA- Not reported by CDE EAP College Ready Math- Not reported by CDE	2021-22 EAP College Ready ELA- 27% EAP College Ready Math- 12%		Targets:  EAP College Ready ELA- 30% EAP College Ready Math- 14%
D/F Rates Sem 1	2019-20 D/F Rate Semester 1- 11.2%	2020-21 D/F during Semester 1- 16.3%	2021-22 D/F during Semester 1- 12.1%		Target:  D/F Rate Semester 1 Target- 9.7%
D/F Rates Sem 2	2019-20 D/F Rate Semester 2- 13.0%	2020-21 D/F during Semester 2- 18.1%	2021-22 D/F during Semester 2- 12.2%		Target:  D/F Rate Semester 2 Target- 11.5%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
On-Target for Graduation Sem 1	2019-20 On-Target Rate for Graduation Semester 1-93.1%	2020-21 On-Target for Graduation Rate for Semester 1- 88.7%	2021-22 On-Target for Graduation Rate for Semester 1- 89%		Target:  On-Target Rate for Graduation Semester 1- 93.4%

On-Target for Graduation Rate Sem 2	2019-20 On-Target Rate for Graduation Semester 2- 93.8%	2020-21 On-Target for Graduation Rate for Semester 2- 87.0%	2021-22 On-Target for Graduation Rate for Semester 2- 90.3%		Target:  On-Target Rate for Graduation Semester 2- 94.1%
SBAC ELA Proficiency Rates	2018-19 SBAC ELA Proficiency Rate- 59% (Met and Exceeded Standard)	2020-21 (SBAC not offered during 2019- 20 school year) SBAC ELA Proficiency Rate- 65% (Met and Exceeded Standard) (source is Dataquest)	2021-22 SBAC ELA Proficiency Rate- 62% (Met and Exceeded Standard)		Target:  ELA Proficiency Rate 63%
SBAC Math Proficiency Rate	2018-19 SBAC MATH Proficiency Rate- 33% (Met or Exceeded Standard)	2020-21 (SBAC not offered during 2019- 20 school year) SBAC MATH Proficiency Rate- 43% (Met or Exceeded Standard) (source is Dataquest)	2021-22 SBAC MATH Proficiency Rate- 32% (Met or Exceeded Standard)		Target:  Math Proficiency Rate- 37%

## Actions

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Action #	Title	Description	Total Funds	Contributing
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<b>3.1</b>	Common Assessments	Whittier Union provides interim and quarterly common assessments that result in the sharing of student data and the identification of best practices in order to improve the achievement of English Learners/SWDs, Foster Youth and Economically Disadvantaged students, ensuring that they are college and career ready when they graduate from WUHSD. An emphasis on instructional strategies that support unduplicated students (based on the data from the common assessments) in the area of language development, organizational strategies, college and career awareness, and social/emotional support will better prepare them for academic success. Collectively, Whittier Union teachers utilize other sources of data, research, and information to inform the collaborative analysis of common assessment results and discussion of practice in order to improve student learning. Within WUHSD, we strongly believe that collaboration is the reason for unduplicated students' continued academic growth, with change driven through the use of common assessments as a tool for improvement. Common assessments are a tool that defines content covered during a certain period, as well as a tool to dive deep into student performance and guide dialogue directed to overcoming barriers to English Learners, Foster Youth and Economically Disadvantaged student learning. They are also a tool for the sharing of best instructional and curricular practices between our teachers when it instructing our unduplicated students.	\$134,600.00	Yes
<b>3.2</b>	Intervention Specialist Release Periods	The Intervention Specialist is a teacher who has one release period to analyze data and provide support and information to personnel on the site to ensure that English Learners, Foster Youth and Economically Disadvantaged students are provided with additional time and support/tutoring to achieve academic success. These intervention specialists work primarily with unduplicated students because these students need support so they can be college and career ready.	\$267,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
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3.3	Collaboration and Analysis of Common Assessments	<p>WUHSD supports the facilitation, collaboration, and analysis of common assessment data as our interdependent teams continuously support strong student achievement for English Learners, Foster Youth and Economically Disadvantaged students. The goal is to ensure that they are college and career ready when they graduate from Whittier Union. This is done through the Director of Professional Learning with nine coaches, who are teachers that receive additional monthly hours to prepare, who facilitate course-alike teams throughout the year. The Director of Professional Learning trains the Curriculum and Assessment Coaches to engage teachers in conversations about curriculum, assessments, instruction, and other supports that assist unduplicated students with their college and career goals because they have unique needs. These needs include language development, organizational support, and social-emotional support.</p> <p>Teams are also able to come in to develop and analyze site common assessments, along with plan strategies, routines, and lesson if the time is approved by their site administrator. The increased use of time to collaborate with one's own has demonstrated improved student achievement for English Learners, Foster Youth and Economically Disadvantaged students because the course-alike teams focus on instructional strategies that support unduplicated students.</p>	\$794,754.00	Yes
3.4	Course Leads	<p>Course Leads: 126 Course Leads, who, at each site, facilitate the development of the course-alike team; then, as a member of the district team, contribute to the development of assessments and curriculum, ensuring that English Learners, Foster Youth and Economically Disadvantaged student groups are included in the analysis. Course Leads provide opportunities for their team to share best practices for teaching that contribute to improving student learning and mastery of standards for unduplicated students, working with teachers and staff to identify their unduplicated students in need of intervention, ensuring that all students not only master the content, but move on to the most rigorous course of study and graduate on time. The course leads support other teachers as they contemplate</p>	\$449,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the needs of unduplicated students, who often have specific needs such as language development, organizational support, college and career readiness, and social-emotional support.		
3.5	Advanced Placement Testing	WUHSD supports Economically Disadvantaged students in taking as many AP tests as they are prepared to take by promoting the lower \$5 test charge and covering any balance due for AP tests with district funds. Whittier Union supports these students with additional materials specifically designed to prepare for AP tests where students lack the background experiences that are often capitalized upon on these forms of standardized exams.	\$165,000.00	Yes
3.6	College Readiness	Whittier Union prepares all students for the option of attending college after completing high school by taking the PSAT in ninth, tenth, and eleventh grade, particularly those students who had not considered college as an option in the past. In order to prepare all students to consider college as an option, we begin the conversations with students focused on college early, making it more likely that student may actually attend college. By taking the PSAT multiple times, the student's SAT score has shown to be higher, offering the student more options for colleges. Due to the fact that the UC/CSU no longer require the PSAT/SAT/ACT, we have made the PSAT optional (but still free) for students who wish to take it.	\$30,000.00	No

## Goal Analysis [2022-23]

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.

WUHSD has determined that Goal 3 is critical because it is in the area of assessment and accountability, which has been a strong driver for us for a long time. When we analyzed this goal, we found that the goal was carried out effectively during the 2022-23 school year. Thus, as WUHSD continued to move forward in the post-pandemic era, we have found increased stability for many of our tried and true systems and structures. As such, we maintained many of the same systems and structures during the pandemic, and 2022-23 was a "return to normal"

year, so there were no significant challenges that we feel need to be addressed. This goal is critical because WUHSD seeks to provide instruction that utilizes interim and quarterly common assessments that result in the sharing of student data and the identification of best practices so students learn challenging content and their performance is increased. We believe that in order for students to achieve at high levels, several items must be in place. Our schools effectively use a collaborative assessment process to collect, disaggregate, analyze, and report student performance data. Our teachers employ the use of formative and summative assessments, along with a variety of assessment strategies to evaluate student learning. Accordingly, students and teachers use these findings to provide feedback to students and to modify the teaching/learning process for the enhancement of the educational progress of every student. Additionally, each school uses an assessment and monitoring system to determine student progress toward achievement of the academic standards and college/career readiness standards. Furthermore, the assessment of student achievement in relation to standards drives the schools' program, its regular evaluation and improvement, and the allocation and usage of resources. Our use of intervention specialists and course leads continued to be a strong support to our students, so we continued to use these items effectively. We also decided to continue to support the students who took various AP tests with the cost of the assessments.

Whittier Union nearly fully returned to the amount of collaboration and analysis of common assessments (3.1) that we had done in prior years, so this action closely returned to pre-pandemic levels. Our district instructional coaches also returned to consistently leading their Best Practices (BP) teams, and the Curriculum Improvement Teams (CIT) teams also closely returned to pre-pandemic collaboration levels (3.3). This means that we had slightly less of a need for substitute teachers because teachers weren't meeting as frequently so less food, materials, and supplies that serve as a means to accommodate collaboration needs for our teachers who would normally work at the district office on common assessments.

Even though the UC and Cal State systems are not currently requiring the SAT for admission purposes, most schools did not require all students in grades nine through eleven to take the PSAT, but one of our schools did give it to all 9th-11th graders (3.6) during the 2022-23 school year. As a result, we saw a slight increase in the number of students who took the PSAT than the previous year (about a \$15,400 increase). Whittier Union will continue to monitor what the University of California (UC) and Cal State University (CSU) systems require for admittance, and if there are any changes in the future we will adjust our policies and expenditures accordingly.



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.

As mentioned previously, the 2022-23 school year was more similar to the pre-pandemic period than to the challenges that occurred during the pandemic. Although we limited teacher collaboration at the district office on some Mondays and Fridays, the budgeted expenditures and estimated actual expenditures for numerous goals and actions were more similar to what Whittier Union is used to spending in the pre COVID past. For example, in action 3.2 the cost of the intervention specialist action increased because the teachers who fulfilled this role

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presented a higher salary cost. Action 3.5 had a lower cost because some students paid for the higher cost of their exams, and at some schools fewer students took AP exams. In action 3.6 there was a material difference because the expenditure for the PSAT was effected by one school administering the exam to all of their 9th-11th graders, when that school had administered to only students who volunteered to take it the prior year (the total difference was an increase of \$14,736). We will commit to continue paying the fees for the PSAT for students who decide to take the exam. Additionally, just as in Goals 1 and 2, in reference to our strong preference professional learning in the form of collaboration and analysis of common assessments, item 3.4 is similar to the salary and benefits items because of an 9.75% increase in those categories.

An explanation of how effective the specific actions were in making progress toward the goal.

Upon reflecting on the effectiveness of the various actions in this goal, and when taking all of the actions together, we deduced that the vast majority of the actions were effective in making progress toward the goal. The following is a brief analysis of some of the more critical actions within this specific goal. As mentioned previously, Priority 1 continued to be a strength for WUHSD as we leaned on the structures and supports that we have utilized for many years. For example, in the area of teacher credentialing we improved to only five misassignments during the 2020-21 school year (it is always a year behind). Although we were satisfied with the improvement from the previous year, we know that the state is continuing to work the bugs out of the new statewide Personnel Services/credentialing program (CALSAAS), so there will be some fluctuation over the next year or two until we are calibrated and have improved our systems. In addition, the state has communicated that the main purpose of the new CALSAAS system is to determine, on a statewide basis, what needs schools will have for teachers and administrators in the near future. Our goal is to have no teacher/administrator misassignments in the future because we have had tremendous success in the past with this metric.

In Priority 4, we were satisfied about the percentage of students who Met or Exceeded Standard on the SBAC ELA (62%, up 3% from 2019), math (32%, down 1% from 2019), and CAST science exam (up 10% from 2019). Although we were pleased that WU scored above the state and county in all three areas for the first time, we know we still have to improve the Distance from Met (27.3 points above the standard for ELA and 61.9 points below the standard for math) so more students benefit from our collaborative work. We also saw a small increase in the number of students who made progress on the ELPAC test and the ELPI (45.4% of students made progress), so we want to continue to improve in this area too. The participation rate of unique students taking AP tests dropped 4% to 25%, there was a 10% increase in the AP pass rate to 52%, and the AP Students Taking at least one Test in School Year increased by 19% to 83%. The SBAC participation rates (96% in ELA and 95% in math) met the state participation requirements and EAP College Ready rates remained about the same as the 2018-19 school year (27% in ELA both years and a 1% increase in math in 2021-22). WU's On-Target rates increased for both semesters (improvements of .3% and 3.3%) and the "D"/"F" rates also improved (4.2% during semester 1 and almost 6% during semester 2) during the 2021-22 school year.

Some of the existing routines that served our students well this year was that our intervention specialists were able to support our students more effectively than during the pandemic. They were able to monitor and meet with their unduplicated students who were struggling throughout the school year. As a result, grades and A-G improved for our students last year. In addition, at the site level, our course leads continued to lead and guide the work of the other teachers in their departments. As Whittier Union returned to analysis and collaboration, the course leads and department chairs guided their work. As previously mentioned, students' outcomes in the areas of A-G preparedness and students' grades improved throughout the school year. Finally, our Advanced Placement testing system also began to bounce back as more students planned to take their AP tests. As long as students want to take an AP test, we will offer the class and help students afford the cost of the AP tests.

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.

Although we do not intend to change any of the metrics for the 2023-24 school year, we did revert back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Met for the SBAC in ELA and math, and eventually the CAST when Distance from Met is included in this metric. We also added a metric for the CAST science test, and we have made some progress on this metric. We also returned to using the ELPI indicator so we can more precisely measure students' progress on the ELPAC (although it will not be fully restored by the CDE until the 2023-24 school year). In action 3.4 we decided to add 11 additional English Learner Course Leads (about a \$25,000 expenditure increase). The rest of the metrics continue to be appropriate, so we will not make any other changes to the metrics. Additionally, Whittier Union did not change this goal or the closely associated outcomes or add any actions because these are a significant part of the foundation on which we have built our success.

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

# Goals and Actions

## Goal

Goal #	Description
4	<p>SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH Provide a comprehensive system of support services to facilitate student success, both academically and personally.</p> <p>In order for students to achieve at high levels, we believe the following must be in place:</p> <ul style="list-style-type: none"><li>• The school leadership employs a wide range of strategies to encourage parental and community involvement, especially in the teaching/learning process</li><li>• The school is a safe, clean, and orderly place that nurtures learning and maintains a culture characterized by trust, professionalism, and high expectations for all students</li><li>• All students have access to a system of personal and equitable support and intervention services, activities, and opportunities at the school and within the community to help ensure school, college, and career success • The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes</li></ul>

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Priority 2: Implementation of State Standards	2019-20 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher 10.6 days per year</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 98%</li> </ul>	2020-21 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher- 5.7</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 86%</li> </ul>	2021-22 <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher- 8.4</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 88%</li> </ul>		Targets: <ul style="list-style-type: none"> <li>• 100% of Annual Reports (Grad Rate, On-Target, A-G rate, etc.) shared with the Board</li> <li>• Teacher Professional Learning: Average Days per Teacher 10.6 days per year</li> <li>• Professional Learning: Percentage of Teachers by School Participating in Summer and District Best Practices 100%</li> </ul>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Priority 4: Academic Achievement Academic Indicator Grade 11 SBAC- DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>2018-19 SBAC DF3 (Met Standard)</p> <p>ELA- 20 points above level 3 (Met Standard)</p> <p>Math- 58 points below level 3 (Met Standard)</p> <p>CAST- 21.4% Met or Exceeded Standards</p>	<p>2020-21 SBAC DF3 (Met Standard) was not offered in 2020- 21. Also, the SBAC was not offered during the 2019-20 school year.</p> <p>ELA- 65% of students met or exceeded standard (source is Dataquest)</p> <p>Math- 43% of students met or exceeded standard (source is Dataquest)</p> <p>CAST- 26.8% Met or Exceeded Standards</p>	<p>2021-22 SBAC DF3 (Met Standard) was not offered in 2020-21</p> <p>ELA- 27.3 points above standard</p> <p>Math- 61.9 points below standard</p> <p>CAST- 31.4% Met or Exceeded Standards</p>		<p>Targets: SBAC DF3 (Met Standard)</p> <p>ELA- 24 points above level 3 (Met Standard)</p> <p>Math- 54 points below level 3 (Met Standard)</p> <p>CAST- 36% Met or Exceeded Standards</p>
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Priority 4: Academic Achievement: English Learner Progress	2018-19 ELPI- 44.9% of students making progress toward English language proficiency	<p>2020-21 THE ELPI was not offered in 2020-21. Also, the ELPAC not offered during 2019-20 school year.</p> <p>CDE did not share this data, but 16% of EL students tested Proficient/Well Developed in English. (source is Dataquest)</p>	<p>2021-22 45.4% of students making progress toward English Language Proficiency Indicator (our Dashboard status was "Low" instead of "Medium" because WUHSD was penalized for not attaining a 95% participation rate).</p>		<p>Target:</p> <p>ELPI- 48% making progress toward English language proficiency</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24



<p>Priority 3: Parent Engagement: Survey of Parents Attending Events and Decision Making.</p> <p>Parents assist with decision-making during our LCAP Taskforce, so their attendance and feedback is recorded.</p>	<p>2019-20 WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students.</p> <p>Number of survey response- 1,900</p>	<p>2021-22 (The survey was not administered during the 2020-21 school year).</p> <p>There were 1,894 responses to the annual Parent Survey.</p>	<p>2022-23</p> <p>There were 502 responses to the annual Parent Survey. Parents attended all of our LCAP Advisory meetings and their attendance and feedback is recorded.</p>		<p>Target:</p> <p>WUHSD conducts an annual Parent Survey where we solicit feedback about various topics that affect how we serve students.</p> <p>Number of survey response- 2% increase in the responses on an annual basis.</p>
<p>Priority 5: Student Engagement: Graduation Rate</p>	<p>2019-20 Graduation Rates 96.4% at the comprehensive high schools</p> <p>DASS Schools Graduation Rates 47% at FHS 54% at SVHS</p> <p>District- 90.9%</p>	<p>2020-21 Graduation Rate was 96.3% at the comprehensive high schools</p> <p>DASS Schools Graduation Rates 55% at FHS graduation rate 69% at SVHS graduation rate</p> <p>District- 91.1%</p>	<p>2021-22 Graduation Rate was 96.5% at the comprehensive high schools</p> <p>DASS Schools Graduation Rates 76.8%% at FHS graduation rate 80.6% at SVHS graduation rate</p> <p>District- 92.9%</p>		<p>Targets:</p> <p>Graduation Rates: Maintain 96% or higher at comprehensive high schools</p> <p>DASS Schools- 68% 53% at FHS 60% at SVHS</p> <p>District- 91.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Priority 5: Student Engagement: Chronic Absenteeism	2019-20 Chronic Absenteeism Rate- 7.2%	2020-21 Chronic Absenteeism Rate- 6.8%	2021-22 Chronic Absenteeism Rate- 26.6%		Target:  Chronic Absenteeism Rate- 6.9%
Priority 6: School Climate: Suspension	2019-20 Suspensions- 2.9%	2020-21 Suspensions- 0.1%	2021-22 Suspensions- 4.4%		Target:  Suspension Rate 2.6%
Cohort Dropout Rate	2019-20 Dropout- 2.4%	2020-21 Dropout- 2.5%	2021-22 Dropout- 1.8%		Target:  Cohort Dropout Rate 2.1%
Student Attendance Rates	2019-20 Student attendance rates at the comprehensive high schools- 96.4%  Alternate Education Sierra Vista- 83.8% Frontier- 89.3%	2020-21 Student attendance rates at the comprehensive high schools- 98.9%  Alternate Education Sierra Vista- 83.8% Frontier- 89.3%	2021-22 Student attendance rates at the comprehensive high schools- 93.6%  Alternate Education Sierra Vista- 82.6% Frontier- 77.4%		Target:  Student attendance rates at the comprehensive high schools- 96.7%  Sierra Vista- 84.1% Frontier- 89.6%
Expulsion Rates	2019-20 Expulsion Rate- .24%	2020-21 Expulsion Rate- 0%	2021-22 Expulsion Rate 0.28%		Target:  Expulsion Rate- .20%
On-Target for Graduation Rate Semester 1	2019-20 On-Target Rate for Graduation Semester 1- 93.1%	2020-21 On-Target for Graduation Rate for Semester 1- 88.7%	2021-22 On-Target for Graduation Rate for Semester 1- 89%		Target:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					On-Target Rate for Graduation Semester 1- 93.4%
On-Target for Graduation Rate Semester 2	2019-20 On-Target Rate for Graduation Semester 2- 93.8%	2020-21 On-Target for Graduation Rate for Semester 2- 87.0%	2021-22 On-Target for Graduation Rate for Semester 2- 90.3%		Target:  On-Target Rate for Graduation Semester 2- 94.1%

<p>Staff Morale (professional support)/Student Opinion Survey (school safety, academic support, etc.)/Parent Survey</p> <p>During these surveys, our staff, students and parents give us feedback about school climate and safety, and we incorporate their suggestions into our rules and policies.</p>	<p>Biennial/Annual Surveys: Not offered due to COVID-19, but will return in 2021-22</p> <p>2018-19 Staff Morale Survey- 95% completion rate</p> <p>2017-18 Student Survey- 86% completion rate</p> <p>2019-20 Annual Parent Survey Number of survey responses- 1,900</p>	<p>2021-22 Biennial/Annual Surveys</p> <p>2021-22 Staff Morale Survey- 100% participation rate</p> <p>2021-22 Parent Survey- 1,894 responses</p> <p>The traditional student survey was not administered during the 2021-22 school year, but will be given during the 2022-23 school year.</p>	<p>fe2022-23 Annual Surveys</p> <p>2022-23 Staff Morale Survey- The traditional staff morale survey was not administered during the 2022-23 school year because we decided to administer a staff mental health survey. Mental health appears to be improving as the pandemic recedes into the past.</p>	<p>Targets: Biennial/Annual Surveys</p> <p>Staff Morale Survey 100% completion rate</p> <p>Student Survey- 80% completion rate</p> <p>Parent Survey- 1,638 completed surveys</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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			<p>2022-23 Parent Survey- 502 responses. In response to last year's survey where some parents said that the survey was administered too early in the school year, we decided to administer the annual parent survey in the spring rather than in the fall. As a result, there were fewer parent responses. We will evaluate when the best time to administer the annual parent survey is and then make adjustments if needed. 80% of parents said they agree or strongly agree that there is feeling of safety and security at school, so we will continue to refine our policies based on parent input.</p>		
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-23 Student Survey- The traditional student survey was administered in the spring of 2023 and there was an 81% participation rate. 80% of students said they mostly or always felt safe at school, so we will continue to refine our policies based on student input.		

## Actions

Action #	Title	Description	Total Funds	Contributing
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<b>4.1</b>	District Categorical Office	The Whittier Union District Categorical Office assists all of the sites in providing services to English Learners, Economically Disadvantaged students, Foster Youth, and their families. We provide professional learning to the staff to ensure that all WUHSD personnel are able to support the academic, social, and emotional growth of unduplicated students and families whose first language is not English, whose students are economically disadvantaged, or who are part of the Foster Youth system. DELAC meetings ensure parents are actively involved in the decision-making processes at the district level, as well as serving to provide a strong planning committee for providing services for the parents of unduplicated students throughout the district.	\$837,978.00	Yes
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Action #	Title	Description	Total Funds	Contributing
<b>4.2</b>	Horizon's Office at each comprehensive high school	Whittier Union funds Horizon's Office at each comprehensive high school site with a site Director, Assistant, and Specialist providing services to English Learners and facilitating their progress. Services provided out of this office for students and families include college field trips and parent workshops. Other services provided out of this office for staff include professional learning and conferences to include their proficiency in working with English Learners. ELAC meetings ensure parents are actively involved in the decision-making processes at the school level, as well as serving to provide a strong planning committee for providing services for the parents of other English Learners throughout the school. Per parent requests for more parent education and involvement at the DELAC and the LCAP Taskforce, increased opportunities for parent workshops, open houses and parent mentoring of one another.	\$2,662,046.00	Yes
<b>4.3</b>	Monitoring of RFEP students	Whittier Union monitors RFEP students by Horizons' Directors through the use of targeted grade checks every five weeks.	\$6,200.00	No

<b>4.4</b>	Foster Youth Counselors	Foster Youth Counselors at the sites address the needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school.	\$462,128.00	Yes
<b>4.5</b>	Intervention Counselors	Intervention Counselors at the sites addresses the needs of Economically Disadvantaged youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional supports, and ensuring that their needs are met both in and out of school.	\$462,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>4.6</b>	Bus for English Learners	Whittier Union provides a bus for English Learner students to attend the Newcomer Program at La Serna High School, regardless of where students live in the district.	\$319,155.00	Yes



4.7		<p>ent Mentors Student workers serve as Academic Mentors inside the m and outside of their school day or at Saturday School in order to rt the academic success of English Learners, Foster Youth, and y Disadvantaged students. Unduplicated students receive assistance asswork and their homework, as well as help with organization. While dents receive credits on their transcript when they serve as Academic few serve as paid Academic Mentors if they are able to work during d schedules where they are needed to support English Learners.</p> <p>Parents expressed appreciation for the presence of bilingual Academic Mentors in the academic classrooms of their students, stating it made their child feel more comfortable in a new high school when they were able to ask clarifying questions of a peer in their home language when they didn't understand the new rigorous content.</p>	\$5,000.00	Yes
4.8	Books and supplies for students	Whittier Union provides books, binders, writing utensils and other supplies to English Learner, Foster Youth and Economically Disadvantaged students to support engagement in coursework and academic success. Support is available in different locations on the different comprehensive sites so that students do not stand out in the classroom. They can pick up classroom supplies and other materials before going to class. Students can also obtain a college textbook and attend a concurrent college course at their high school.	\$155,350.00	Yes
4.9	Field Experiences for EL, Foster Youth, and SED students	Whittier Union provides field experiences for EL, Foster Youth, and Economically Disadvantaged students and their parents (e.g., trips to colleges, museums and other cultural events) provide opportunities for	\$103,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
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		<p>students and their parents that build background knowledge that may be lacking otherwise. Suggests come from the DELAC committee, as educational and cultural events are planned together so students and parents are able to attend together (previously, only the student attended these events).</p>		
<b>4.10</b>	Parent and Community Engagement	<p>WUHSD attempts to keep parents and community informed of English Learners, Foster Youth and Economically Disadvantaged students' and schools' progress and engagement in the improvement process through media releases and emails, survey, and other forms of media communications about school and district-related events that they may not otherwise be able to attend. WUHSD uses regular and clear communication with the community regarding LCFF and LCAP, thus eliciting community engagement with the educational program and the various processes associated with them.</p> <p>WUHSD engages parents through the use of communication tools in their native language to advise of attendance and other administrative announcements, as well as communication from teaching staff (Parent Square, a web-based tool). The Parent Portal in Aeries (our student information system), allows parents to check their child's grades, attendance, and other relevant information on a daily basis. Report Cards go home every five weeks in the mail and the School Accountability Report Card will be produced once each year (both of which will be in English and Spanish). Parent empowerment funds were planned at the sites for parent activities throughout the school year so unduplicated students can participate in activities that they would not be able to do otherwise.</p>	\$120,100.00	Yes
<b>4.11</b>	Cumulative Records Review	<p>Whittier Union conducts Cumulative Records Review for English Learners, Foster Youth and Economically Disadvantaged students when entering the district for 9th grade in order to provide targeted support in a timely and proactive manner. Teachers target</p>	\$29,244.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students because they tend to have challenges as they transition from middle school to high school or from grade-to-grade during high school.		
4.12	Student Well-Being Program for SEL and Foster Students	<p>WUHSD knows that the Student Well-Being Program that supports SEL and Foster Youth throughout the district assists with students' socio-emotional and academic growth. Additionally, professional learning will be continually provided for the crisis team and other personnel throughout the district to ensure that all students are provided with a strong safety net, regardless of the issues or situations they may be facing, but especially for the needs of our unduplicated students because their needs tend to be more exacerbated than our students who are not unduplicated. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas.</p> <p>Threat assessments, internal and external with a contracted service provider, when needed, to ensure a safe and secure environment for learning. Special counseling and advocacy services are provided to Foster Youth who attend Frontier and Sierra Vista, the alternative schools situated on the same campus as the district office. Credit monitoring and locations for completion of work to graduate will also be provided to Foster Youth through this office. Specific training is provided to the interns who are assigned to each of the comprehensive high schools in working with Foster Youth and their liaisons to ensure that the students have a smooth and effective educational experience.</p>	\$553,907.00	Yes
4.13	School nurses	WUHSD maintains three school nurses to better serve our students' health needs, especially after the pandemic, with focus on our Economically Disadvantaged students who may not have medical coverage and can't afford to get the treatments they may	\$476,398.00	Yes

		need.		
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Action #	Title	Description	Total Funds	Contributing
		Students who are not Economically Disadvantaged may not need the additional support that these students need because they have private insurance, but we have committed to meeting the medical needs of our Economically Disadvantaged students.		
4.14	504 Student Support	Whittier Union offers 504 Student Support in order to Ensure that first English Learners, Foster Youth and Economically Disadvantaged students receive all the support required to demonstrate success on rigorous coursework through the adequate provision and implementation of 504 plans. Data revealed that only the higher socio-economic, English speaking and non Foster parents were aware of the options to support their students that were available through 504 plans. With this knowledge, we decided to first focus on our unduplicated students because they were not likely to receive 504 plans and the support that comes along with the plan. A comprehensive needs assessment, followed by training and implementation of recommendations will be shared with staff members so they how to meet the extraordinary needs of our English Learners, Foster Youth and Economically Disadvantaged 504 students.	\$8,680.00	Yes

4.15	School-wide positive behavioral support systems	WUHSD implements research-based school-wide positive behavioral support systems and restorative justice programs aimed at decreasing non-mandatory suspension rates for English Learners, Foster Youth and Economically Disadvantaged students. Students from these groups have additional challenges that are supported by these behavioral support programs. Goals include lowering the non mandatory expulsion rate and increasing the percentage of students indicating that they feel safe and connected with their school. Utilizing inspection dogs to ensure that sites remain drug free, while providing a multitude of services and surveys to ensure that WUHSD meets unduplicated students' needs and provides positive support for healthy choices in their future.	\$11,025.00	Yes
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Action #	Title	Description	Total Funds	Contributing
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4.16	Freshman Support	<p>WUHSD knows from research and from our own experience with students, that English Learners, Foster Youth and Economically Disadvantaged students have challenges with the transition from middle school to high school, so we designed programs for these students so they would have support that makes their transition smoother. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas. (1) Link Crew is a specialized program where junior and senior student mentors meet regularly with entering ninth grade English Learners, Foster Youth and Economically Disadvantaged students. This mentor program develops strong relationships between incoming students and a supportive student-leaders who guide and support the unduplicated freshman, ensuring a successful transition to high school. (2) With student leaders serving as guides, Freshman First Day provides an opportunity for ninth grade English Learners, Foster Youth and Economically Disadvantaged students to attend school and meet their teachers. This special time on the day before tenth through twelfth grade students begin classes provides a welcoming and personalized environment that facilitates their transition to high school. Each 9th grade student is encouraged to sign up for at least two co curricular programs that will connect them to the school beyond the required academics. (3) Academic Mentors, or upper classmen who have demonstrated strong academic and personal connections to English Learners, Foster Youth and Economically Disadvantaged students in need of support, assist these students throughout the year in their classes.</p>	\$164,857.00	Yes
4.17	Attendance Caller	<p>The Attendance Caller at Santa Fe High School's job is to make sure English Learner parents receive news of absences in Spanish and are able to ask questions about their child's education with a live person from the site. English Learners and their families may not have strong communication skills in English, so we want to ensure that they fully understand the importance of strong attendance and how it affects students' college and career trajectories.</p>	\$56,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.18	Sections of Ethnic Studies classes	Ethnic Studies elective sections will first be offered to English Learners, Foster Youth and Economically Disadvantaged students throughout the district in order to first serve the unduplicated students who want to take the course as an elective class. This course will facilitate students' understanding of the benefits and contributions that people from various backgrounds have made in the United States since the inception of this nation. The teachers of this course have been trained to emphasize language development support, organizational support, college and career awareness, and social emotional support because unduplicated students often have needs in these areas.	\$281,000.00	Yes
4.19	Student Well-Being Program for SEL and Academic Support for Unduplicated Students	<p>WUHSD knows that the Student Well-Being Program that supports SEL and academic support for unduplicated students at most of our sites is how the district assists with students' socio-emotional and academic growth. Unduplicated students need language development support, organizational support, college and career awareness, and emotional support because they often have needs in these areas.</p> <p>The LCSWs will coordinate with contracted service providers to offer threat assessments when needed in order to ensure a safe and secure environment for learning. Special counseling, advocacy services, and academic support are provided to unduplicated students at our sites.</p>	\$4,486,500.00	Yes

## Goal Analysis [2022-23]

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.

WUHSD understands the importance of school culture and support for student's personal and academic growth as we seek to provide a comprehensive system of support services to facilitate student success, both academically and personally. When we analyzed this goal, we

found that the goal was carried out effectively during the 2022-23 school year. We believe that in order for students to achieve at high levels, the following items must be in place if we want students to be successful in the future. School leadership employs a wide range of strategies to encourage parental and community involvement, especially in the teaching/learning process. Schools are safe, clean, and orderly places that nurture learning and maintain a culture characterized by trust, professionalism, and high expectations for all students. All students must have access to a system of personal and equitable support and intervention services, activities, and opportunities at the school and within the community to help ensure school, college, and career success. We have begun the journey back to where our schools can ensure that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college-and career readiness standards, and the schoolwide learner outcomes.

Many of our actions in this goal are getting back to pre-pandemic levels because we maintained many of them during the pandemic, so strengthening them during the 2022-23 school year was not a significant challenge. The action that changed the most, 4.1, was affected by the fact that the parent counselor from the Categorical Office began to serve all unduplicated students rather than just EL students. This occurred mid-year, so her funding source was changed from Title III to Targeted Student Funds/Supplemental and Concentration (TSF/S&C) so she could serve all unduplicated students. Action 4.7 changed because we were not able to hire as many student mentors as we had in previous years. Since we did not hire as many student mentors, the cost was decreased for the district. The goal is always to have the appropriate number of paid student mentors, so we will continue to pursue this action. Finally, action 4.19 was also affected because WU had the last high school increase its unduplicated count to over 55%, so the 15% Concentration Grant Add-On funding was used to pay for the staff and materials associated with this action.



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.

We had several salary and benefits-related actions in Goal 4 that were affected by a 9.75% salaries and benefits increase (8.5% on schedule and 1.25% off schedule), for example, actions 4.1, 4.2, 4.4, 4.5, 4.12, 4.13, 4.16, 4.17, and 4.19 added an additional cost due to these increases. Although these increases represent the cost of living adjustments that have a significant price tag, we are happy to ensure that our staff is compensated fairly because of the hard work and dedication that they display on a daily basis. The action that changed the most, 4.1, was affected by the fact that the parent counselor from the Categorical Office began to serve all unduplicated students rather than just EL students (this decision was made at the mid-year point, so the cost to the Categorical Office's TSF budget was \$80,000). Items 4.4 and 4.5 were once again picked up by the TSF/S&C funds because other state grants were expended. We continue to observe the social emotional needs of our unduplicated students in order for us to continue to meet their needs. Action 4.6 increased because additional routes were added to the EL bus schedule, and there was a price increase on mileage. In action 4.7 there was a decrease in the cost due to the fact that there were fewer paid student mentors. Action 4.9 decreased because we received the A-G Grant and used some of those funds to support some of the site-based extra-curricular activities.

An explanation of how effective the specific actions were in making progress toward the goal.

Upon reflecting on the effectiveness of the various actions in this goal, and when taking all of the actions together, we deduced that the vast majority of the actions were effective in making progress toward the goal. The following is a brief analysis of some of the more critical actions within this specific goal. In Goal 4, Priority 2, we met the metric that correlates with our Annual Reports because this metric is an internal metric that has been used in our district for several years and is a strong driver in Whittier Union. As WU continues to recover from the residual effects of the pandemic, we are seeing other types of improvement. For example, our professional learning participation increased during the 2021-22 school year from 5.7 days per teacher in 2020-21 to 8.4 days in 2021-22. Additionally, we also saw an increase in the percentage of teachers who participated in our Summer Best Practices program, as it grew from 86% to 88%. In Priority 3: Parent Engagement metric, WUHSD decided to change the time and manner in which we administer the Annual Parent Survey for this goal. Using the annual Parent Survey we solicit feedback from parents and stakeholders regarding various topics that affect how we serve students. The baseline metric for the LCAP is 1,900 survey responses. Based on prior parent feedback, we adjusted the Annual Parent Survey by administering it during the spring of 2023 rather than the fall and we sent it to parents from the district office as well as from the sites. Accordingly, we had 502 responses this year, so we will analyze the number of responses and the type of responses we receive from the parents and stakeholders and make any necessary adjustments.

In Priority 4, we were satisfied with the percentage of students who Met or Exceeded Standards on the SBAC ELA (62%, up 3% from 2019), math (32%, down 1% from 2019), and CAST science exam (up 10% from 2019). Although we were pleased that WU scored above the state and county in all three areas for the first time ever, we know we still have to improve the Distance from Met (27.3 points above the standard for ELA and 61.9 points below the standard for math) so more students benefit from our collaborative work. We also saw a small increase in the number of students who made progress on the ELPAC test and the ELPI (45.4% of students made progress), so we want to continue to improve in this area too. WU's On-Target rates increased for both semesters and the "D"/"F" rate also improved during the 2021-22 school year.

In Priority 5, due to strict state and local COVID attendance guidelines and students still being affected by COVID-19, our Chronic Absenteeism rate increased significantly, to 26.6%. WU used our counseling and attendance staff to support students during the 2022-23 school year and we have seen some progress this year, but final data will not be available until after this LCAP is completed. We always strive to improve and will closely monitor this important metric because we need our students to be in school in order to benefit from our collaborative work. Also, our graduation rate continued to increase to 96.5% at the comprehensive sites and our two alternative education schools saw strong improvements (76.8% for Frontier High School and 80.6%), so we are very happy about this achievement and strive to continue to grow.

In regard to Priority 6, WUHSD saw a decline in our attendance rates, and an increase in our suspension, and expulsion rates. These data points were affected by two phenomena, a return to pre-pandemic attendance procedures and the fact that students were back on campus full-time during the 2021-22 school year. When we conducted our social-emotional student survey we found that students were still experiencing a lot of trauma from the pandemic. As a result, there was a decrease in attendance rates (93.6%) and more disciplinary challenges in the area of illegal substance use and student fights. Also, there was an increase in the suspension rate (4.4%) and the expulsion rate (0.28%). During the year we convened a districtwide discipline committee to address these issues so we can better support our students and our school Board decided to implement new policies that include more intervention for students who get caught violating the district drug policy. Furthermore, the dropout rate declined to 1.8%, which we are very happy about because this means that we decreased the dropout rate in spite of the chaos and trauma of the pandemic. We are also happy to see that we had continued improvements in our On-Target rates, as they improved to 89% in semester 1 and 90.3% in semester 2. As mentioned previously, WU decided to use the social emotional survey in order for us to better support our students and staff and we used the data to meet the needs of our students inside the classroom. We changed the timing and procedure for the parent survey, as we administered it during the spring rather than the fall and we emailed it home from the district level and from the site level. We received 502 responses that we will analyze so we can better support our parents and other stakeholders and determine the best time to administer the survey. The student survey was also administered in the spring and we will analyze the responses and results to determine the best way to support students and achieve the maximum number of responses from our students. We always strive to improve, so we will decide what aspects of these metrics are worth changing and what we will leave the same.

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.

Although we do not intend to change any of the metrics for the 2023-24 school year, we did revert back to some of our pre-pandemic metrics because statewide assessments returned and so did the Dashboard. The pre-pandemic metric that we returned to was measuring Distance from Met for the SBAC in ELA and math, and eventually the CAST. We also returned to using the ELPI indicator (however, the CDE has not fully implemented the ELPI because one more year of data is needed) so we can more precisely measure students' progress on the ELPAC. Because of the continuing need to address the social-emotional needs of our students in the aftermath of the pandemic, we decided to use a social-emotional tool to further understand and support our students in addition to the annual student survey. One school discontinued the use of Naviance, and we are exploring using a new tool districtwide to support the post-secondary plans of our students. The personnel department used their own funds to conduct their professional learning for the classified staff. We also used a mental health survey with the staff rather than the staff morale survey we have used in the past. This has been our process for seeking parent decision-making for many years, but we just added this to Priority Three for clarification. The action that changed the most, 4.1, was affected by the fact that the parent counselor from the Categorical Office began to serve all unduplicated students rather than just EL students. This occurred mid-year, so her funding source was changed from Title III to TSF/S&C so she could serve all unduplicated students. Action 4.7 changed because we were not able to hire as many student mentors as we had in previous years. This caused the cost to decrease, but it was not a significant decrease. Finally, action 4.19 was also affected because La Serna High School increased its unduplicated count to over 55%, so the 15% Concentration Grant Add-On funding was used to pay for the LCSWs, counselors, and materials associated with this action. The rest of the metrics continue to be appropriate, so we will not make any other changes to them. Additionally, although Whittier Union did not change this

goal, the closely associated outcomes, or add any actions because these are a significant part of the foundation on which we have built our success, we did clarify the Priority Three metric to add that parents contribute to decision-making by giving us feedback and suggestions during our LCAP Advisory meetings. We also added a metric for the CAST science test, and we have made some progress

on this metric.

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$38,722,837.00	\$ 4,362,644

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.42%	0.00%	\$0.00	30.42%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

<p>The LCFF TSF/S&amp;C (Targeted Student Funds/Supplemental and Concentration funds) budget for the 2022/23 school year, WUHSD has an expected \$38,722,837 for unduplicated students. This amount increases the quantity and quality of services provided, with a proportionality percentage of 30.42%. Many of the services will remain unaffected for the 2023-24 LCAP, there will be some variations because of changes that we anticipate from remaining grants. There was also an increase in salaries and statutory benefits due to a negotiated pay raise during the 2022-23 school year. We will continue to closely evaluate services to students to determine their effectiveness and then make adjustments accordingly.</p>
<p>As we reviewed our data relative to the needs of our unduplicated students (economically disadvantaged, English Learners, and Foster Youth) WUHSD had various conversations about how to get these students back On-Target for graduation, we have begun to show improvements in the On-Target rate. We have also begun to see some gains during the 2022-23 school year for Success Rates ("A"- "C" grades in their courses). The Whittier Union staff knows from years of experience with a high unduplicated student population that these students have distinct needs, so our staff has been trained to emphasize language development support, organizational support, college and career awareness, and social-emotional support because we know that if our students are going to have academic success and have strong post secondary choices they will need us to be very good at supporting them. Accordingly, we have continued to offer our unduplicated students some online courses through Apex for those classes where students received a "D" or an "F" during the school year. As could be expected, some students completed courses and were not as far behind in credits or course completion, while others did not successfully complete their courses. We also continued to offer a robust summer school program during the summer of 2023 for these students first. Additionally, we also continued to give support to students who take courses at Rio Hondo College. We plan to continue to do these things again because they have worked for us over a prolonged amount of time. This points out the importance of the local context, as we</p>

continue to work with our local community college partners and allow individual school sites to offer options that meet the needs of their students.

Along similar lines, WUHSD continues to offer robust online course offerings from Apex Learning and Cyber High at some sites, which have been used in the district for years and have been effective for many students. Some of our unduplicated alternative education students struggled to complete many of the A-G courses in the online environment, so we will continue to offer both Apex and Cyber High for our alternative education students because it gives them easy access to partial credits and testing out of the challenge for the different levels within the online environment. We will continue to offer some non-alternate education unduplicated students access to these programs so they can benefit from them. Additionally, more classes are continually being written and submitted for A-G approval, giving students more access to a rigorous course of study that will ensure they are A-G qualified. With a more rigorous course of study, comes the need for additional support; thus, the number and type of "Parallel" and support classes on sites during the school day have expanded to support students so they master the standards and content the first time they take a course so they do not have to repeat the course and become off track for graduation or A-G completion. This allows our unduplicated students to be placed into the most rigorous courses possible and truly deepens and extends their learning during their high school years.

Per our mantra of doing "Whatever it Takes" to ensure success for all students, we have been providing services to students who struggled since 2005. While we identified our target group as students in need during that time period, and not the specific unduplicated student group, it was noted that, in essence, we had been providing services to the same group. Starting with these students in need, and not necessarily focusing on the "unduplicated" student group back in 2005, resulted in a very similar outcome for our students in need and our unduplicated students. While the majority of the services and programs are primarily directed to the needs of the 79.2% of unduplicated students, there are some expenditures from the TSF/S&C that are either district-wide and/or school-wide. We know that we can target our unduplicated students first and then provide these services to other students who are struggling because the vast majority of our students in these programs are unduplicated students and then our staff is more than happy to extend services to whomever "comes through the door". We know that our best practices benefit all students, and we have had a high level of success over the last 18 years because we target the students who need extra support.

We know that our unduplicated students have similar needs, but they also have different needs too. Our unduplicated students have a need for organizational support, they need a caring adult who they connect with who can help them overcome the challenges in their lives so they can graduate on time and can meet the A-G requirements. They need counseling, intervention, and tutorial support so they don't get behind on credits, and they may have food insecurity and transportation concerns. In addition to binders, writing utensils, lab supplies, etc., our unduplicated students often need technology and Wi-Fi access so they can fully participate in the instructional program. Additionally, they truly need teachers and staff members who understand their unique needs and can use "best practices" regarding how to instruct students who do not enter the classroom with the same advantages that students who have college-educated parents have, or who do not speak English as well as students who have a strong command of academic English, or like students who have stable homes for the duration of their childhood. They need teachers, administrators, and support staff who understand how to look at data relative to their academic gaps and make decisions based on their needs. They also need opportunities to have experiences that their families may not be able to afford, or that their parents may not know that these things should be provided to support their academic advancement. Because most of our English Learners are also economically disadvantaged, they have all of the above-mentioned needs, in addition to a need for academic language support and development. They need explicit language instruction with graphic organizers and authentic assessments that inform our teachers of which gaps need to be filled (ELD/ALD and best practices), and their parents need direct support because they typically do not understand how the American educational system works. They also need extra and co-curricular experiences that prepare them for high school graduation and meeting the A-G requirements. Our economically disadvantaged students have the above-stated needs, but they also need access to medical and social-emotional care that they are not able to get because of their financial situation. They need to be exposed to the arts so they have a full understanding of the world around them and they need to be able to take Advanced Placement classes and tests so they are very competitive for their college and career goals after they leave high school. We also know that our Foster Youth benefit from counselors and intervention support that is based on a deep understanding of their motivational, organizational, and unique social-emotional needs. They have to be exposed to programs and supports that are designed for them because they have needs that are different than other unduplicated students, and from non-unduplicated students too. The following items are the district-wide or school-wide Actions/Services and the manner in which they are principally directed to and effective in meeting the goals for unduplicated targeted students in state and local priorities:

Goal 1: Action 2, Action 3, Action 4, Action 6, Action 7, & Action 9

Goal 2: Action 3, Action 4, Action 5, Action 7, Action 8, Action 11, Action 12, Action 13, & Action 15

Goal 3: Action 1, Action 2, Action 3, & Action 4

Goal 4: Action 1, Action 5, Action 7, Action 10, Action 11, Action 12, Action 13, Action 14, Action 15, Action 16, Action 17, Action 18 & Action 19

Goal 1, Action 2: (1:2)

Service: Maintain academic and career counseling services

Schoolwide or Districtwide: Districtwide



All students receive appropriate academic support to help ensure school, college, and career success. To safeguard that students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school, counseling services are proactive throughout the four years that a student is in Whittier Union. The services are primarily directed toward economically

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disadvantaged, EL, and Foster Youth, beginning before a student even enters WUHSD, with counselors contacting middle schools to obtain information regarding students' personal and home life that could potentially impact their academic success. Through Campus Watch, freshmen receive personalized attention and appropriate placement in support programs and coursework. This collaborative effort between middle schools and high schools results in a coordinated support network for students who face personal challenges, such as serious illness, accidents, divorce, death, or other major personal events. Critical dialogue between high school and middle school support personnel ensures that unduplicated students who face personal challenges are immediately connected to adults on each campus in whom they can confide and trust to provide them with the personal support they need. Additionally, a review of cumulative records in the summer before ninth grade allows staff to identify students in need of additional support and care, making sure that no student falls through the cracks.

Research has shown that transition-to-high-school programs can lower the dropout rates of ninth-grade students by up to 16%. We are proud that our Cohort Dropout Rate is far below that. Strong transition programs not only include peer-to-peer programs, but unduplicated students receive appropriate academic support to help ensure school, college, and career success. To safeguard that unduplicated students have access to a system of personal support services, activities, and opportunities at the school, counseling services are proactive throughout the four years that a student is in Whittier Union. Due to the fact that our most significant data points (graduation rate, dropout rate, D/F rate, On-Target rate, attendance rate, and A-G completion rate) have remained constant over a prolonged amount of time, we will maintain this goal and action. Whittier Union staff have been trained to emphasize language development support, organizational support, college, and career awareness, and social-emotional support because our unduplicated students often have needs in these areas. Our continued goal is to see improvements in the graduation rate, dropout rate, D/F rate, On-Target rate, attendance rate, and A-G completion rate because these are the most significant data points because they have a strong impact on the success of our students.

Service: Access by increasing staffing by additional .5 students