LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Western Placer Unified School District

CDS Code: 31-66951-0000000

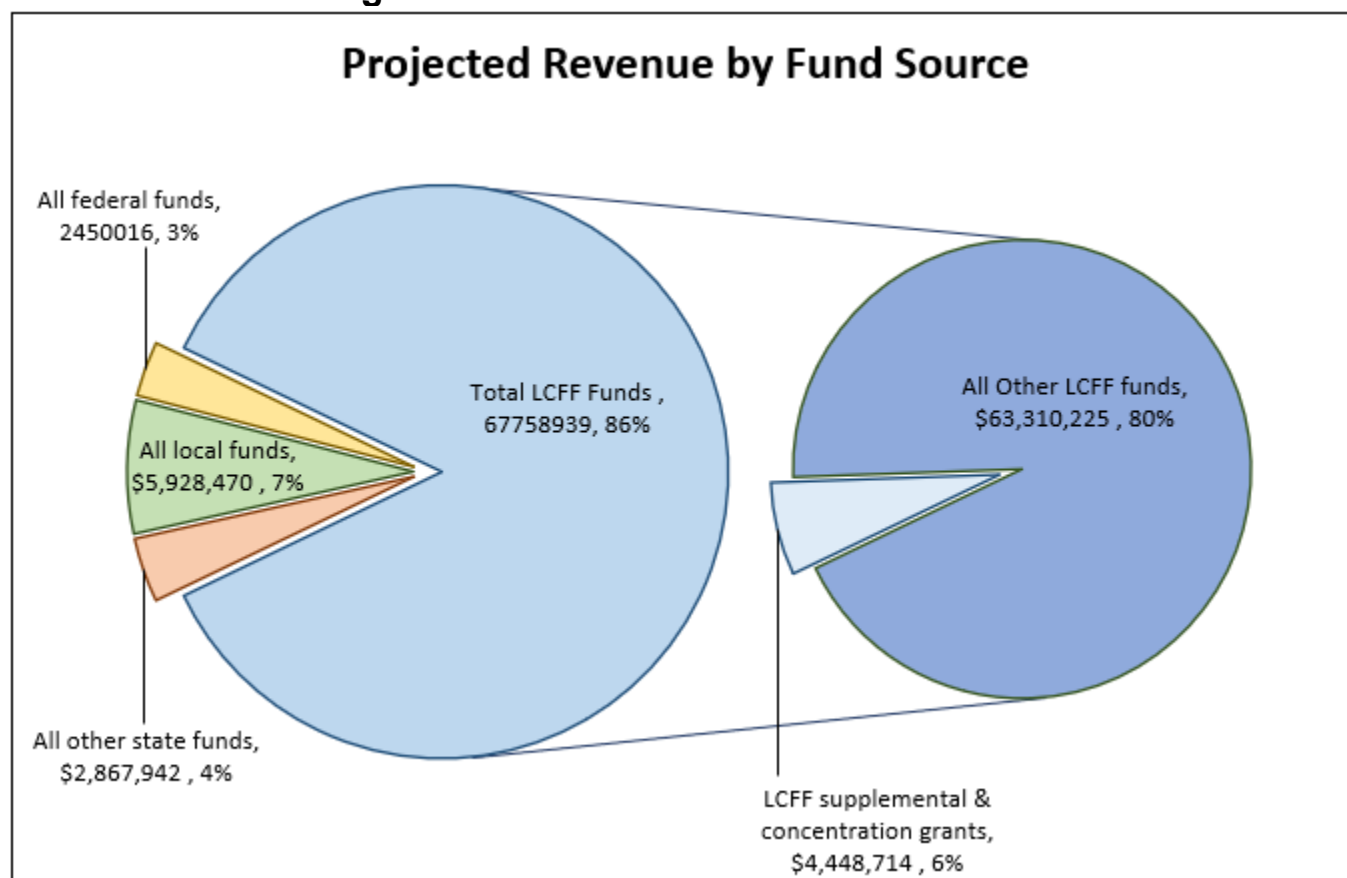School Year: 2021-22

LEA contact information:

Kathleen Leehane

Director, Supplemental Programs & Accountability

916-645-6350

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, 2450016, 3%

All local funds, $5,928,470 , 7%

All other state funds, $2,867,942 , 4%

Total LCFF Funds , 67758939, 86%

All Other LCFF funds, $63,310,225 , 80%

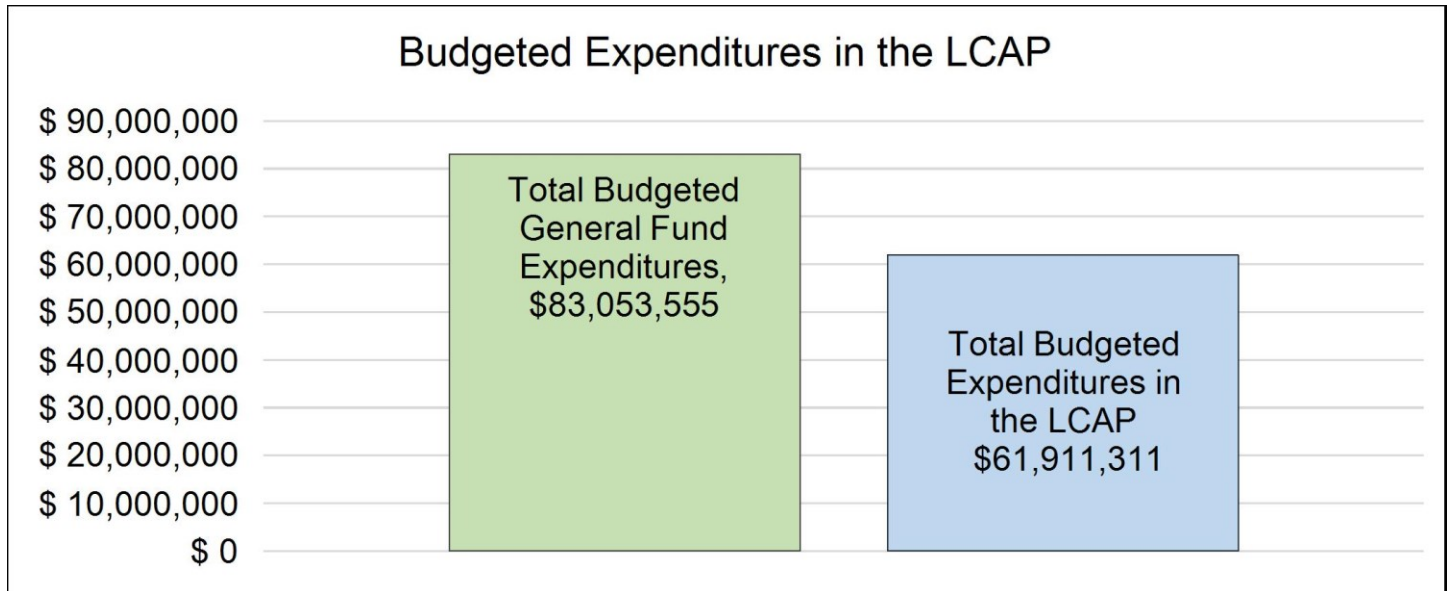LCFF supplemental & concentration grants, $4,448,714 , 6%

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

The total revenue projected for Western Placer Unified School District is $79,005,367, of which $67,758,939 is Local Control Funding Formula (LCFF), $2,867,942 is other state funds, $5,928,470 is local funds, and $2,450,016 is federal funds. Of the $67,758,939 in LCFF Funds, $4,448,714 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 90,000,000	
$ 80,000,000	
$ 70,000,000	Total Budgeted General Fund Expenditures, $83,053,555
$ 60,000,000	
$ 50,000,000	Total Budgeted Expenditures in the LCAP $61,911,311
$ 40,000,000	
$ 30,000,000	
$ 20,000,000	
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Western Placer Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Western Placer Unified School District plans to spend $83,053,555 for the 2021-22 school year. Of that amount, $61,911,311 is tied to actions/services in the LCAP and $21,142,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
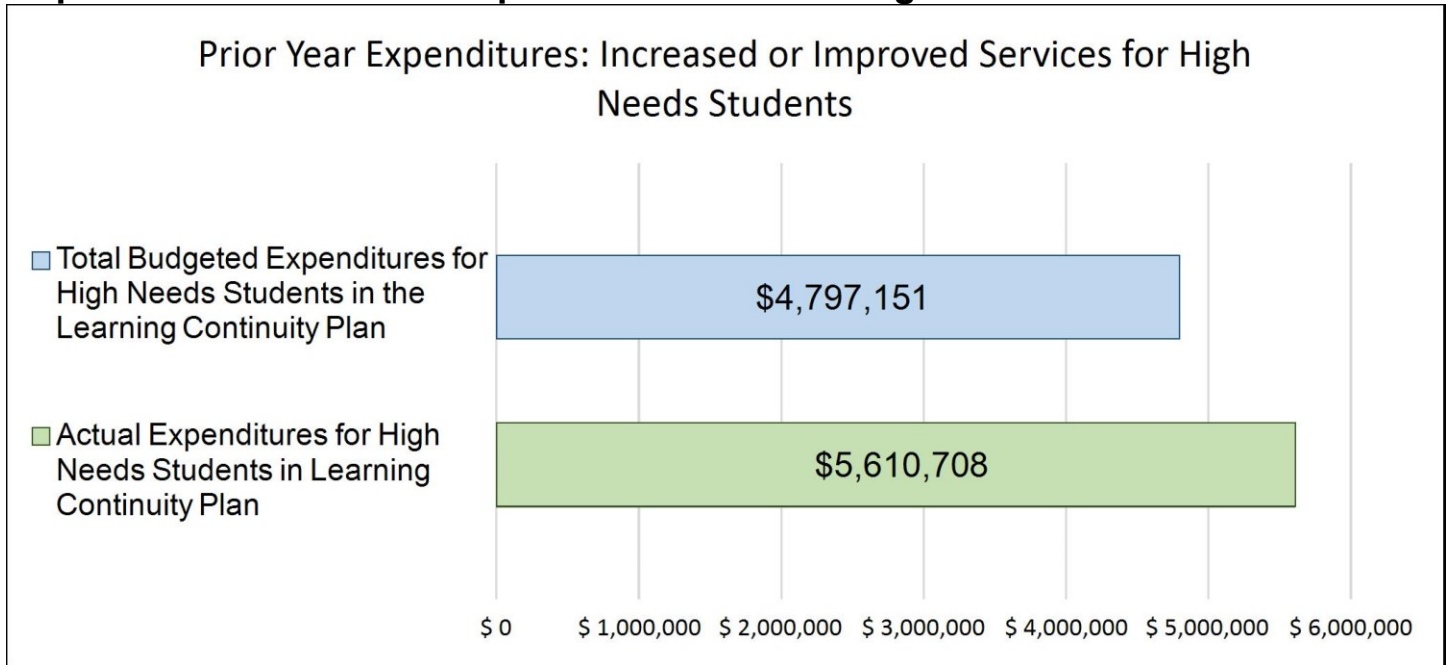
Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($22,263,205 / 26.8%). Students have access to extracurricular activities such as afterschool sports and clubs and after school programs ($1,363,060 / 1.60%). These expenses are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Western Placer Unified School District is projecting it will receive $4,448,714 based on the enrollment of foster youth, English learner, and low-income students. Western Placer Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Western Placer Unified School District plans to spend $4,448,714 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

Category	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$4,797,151
Actual Expenditures for High Needs Students in Learning Continuity Plan	$5,610,708

$0 $1,000,000 $2,000,000 $3,000,000 $4,000,000 $5,000,000 $6,000,000

This chart compares what Western Placer Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Western Placer Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Western Placer Unified School District's Learning Continuity Plan budgeted $4,797,151 for planned actions to increase or improve services for high needs students. Western Placer Unified School District actually spent $5,610,708 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Western Placer Unified School District	Kathleen Leehane Director, Supplemental Programs & Accountability	kleehane@wpusd.org 916-645-6350

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will meet or exceed grade level standards in core academic areas.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. District SBAC Data for English Language and Mathematics **19-20** 1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. Overall, students scored 19.9 points above standard in English (-2.3) and 3.8 points (+6.5) below standard on the Fall 2019 California School Dashboard. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: White - 29.8 points above in ELA (no change) and 9.3 points above in Math (+6) Hispanic - 4.7 points below in ELA (+6) and 33.7 points below in Math (+9.3) Socioeconomically disadvantaged - 9.5 points below in ELA (+7.2) and 35.2 points below in Math (+10) Students with disabilities - 59.4 points below (no change) in ELA and 84.9 points below in Math (+1.3) English Learner - 27.7 points below in ELA (+10.5) and 50.3 points (+12.8)below in Math

Expected	Actual
Baseline Our current "Average Distance from Level 3" for all students in ELA is 7.2 points above Level 3 and in Math is 14.5 points below Level 3. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- 65.6 pts below in ELA and 83 pts below in Math Socio-Economically Disadvantaged -- 25.8 pts below in ELA and 46.3 pts below in Math English Learners -- 39 pts below in ELA and 58.7 pts below in Math Hispanic or Latino -- 20.3 pts below in ELA and 43.5 pts below in Math White -- 18.6 pts above in ELA and 2.1 pts below in Math	We met our goal in most areas.
Metric/Indicator 2. District Benchmark Assessment Data for English Language Arts and Mathematics **19-20** 2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three iReady diagnostic assessments in English Language Arts and Math, will increase 3% from the prior year. 2b. The percentage of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	2a. 2018-2019 The percentages of students in grades K-8 who met the "typical growth target," as measured by the 2nd iReady diagnostic assessments, were 56% in English Language Arts and 23% in Math. We met our goal in English Language Arts but did not meet our goal in Math. 2b. No high school district benchmarks were administered in the 2019-2020 school year. In the fall of 2019, district staff failed to monitor the administration of these assessments. In March 2020, when district staff noticed the fall benchmarks hadn't been administered, spring assessments were canceled due to the COVID -19 pandemic. 2018-2019

Expected	Actual
	English benchmarks were administered in October 2018. The results are as follows: Grade 9 -- 56.7% mastered (a 3.4% increase) - not met Grade 10 -- 69.6% mastered (a 9.6% decrease) - not met Grade 11 -- 73.1% mastered (a 2.5% increase) - not met Math benchmarks were administered in February 2019. The results are as follows: Math 1 - 41.4% mastered (a 2.5% increase) - not met Math 2 - 8% mastered (a 45.3% increase) - met Math 3 - 57% mastered - (a 9.8% increase) - met
Metric/Indicator 3. Student Grades **19-20** 3. At least 70% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades. **Baseline** The percentage of secondary students meeting or exceeding "C" or better in core areas were as follows: • English: 84% • Science: 74% • Math: 77% • History: 71%	3. For semester 1 - fall 2019: Total number of students with a C or higher in English in grades 6th thru 12th = 56% Total number of students with a C or higher in Science in grades 6th thru 12th = 59% Total number of students with a C or higher in Math in grades 6th thru 12th = 45% Total number of students with a C or higher in History in grades 6th thru 12th = 43% For semester 1 - fall 2020: Total number of students with a C or higher in English in grades 6th thru 12th = 53% Total number of students with a C or higher in Science in grades 6th thru 12th = 53% Total number of students with a C or higher in Math in grades 6th thru 12th = 1923 = 51% Total number of students with a C or higher in History in grades 6th thru 12th = 1485 = 39% We did not meet our goal.

Expected	Actual
Metric/Indicator 4. Students Receiving Special Education Services **19-20** 4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less. **Baseline** 12.3% of students received Special Education services in 2016-2017.	4. 12.8% of students are receiving Special Education services in 2020-21. We did not meet our goal of 9% or less.
Metric/Indicator 5. Highly Qualified Teachers **19-20** 5. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s). **Baseline** All teachers assigned for the 2016-2017 school year were highly qualified and appropriately credentialed for their teaching assignment(s).	5. 324 teachers out of 325 are highly qualified and appropriately credentialed for their teaching assignment(s) in 2020-21. We did not meet our goal.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards.	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental $98,704 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental $116,781 Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental $49,303	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental $103,748 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental $109,883 Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental $42,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs will work with site administration and educational services' support staff to pilot and adopt new instructional materials (grades K-12) that are aligned with the new science framework and NGSS standards. (d) Social Science PLCs will continue to pilot and then select instructional materials (grades 6-12) to adopt for use. They will work with site administration and educational services' support staff to establish curriculum maps that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	Instructional Materials - IMF - Books and Supplies Base $300,000 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery $170,850 Instructional Materials - Restricted Lottery - Books and Supplies Lottery $357,750 i-Ready Intervention Curriculum for ELA and Math Supplemental $143,760	Instructional Materials - IMF - Books and Supplies Base $233,302 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery $115,140 Instructional Materials - Restricted Lottery - Books and Supplies Lottery $542,733 i-Ready Intervention Curriculum for ELA and Math Supplemental $182,096
Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards.	Teachers - Certificated Salary, Employee Benefits Base $30,689,517	Teachers - Certificated Salary, Employee Benefits Base $30,252,335

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school.

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts. | Site Administrators - Certificated Salary, Employee Benefits Base $2,503,703 | Site Administrators - Certificated Salary, Employee Benefits Base $2,547,804 |
| Progress Monitoring

(a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning.

(b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student | Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $31,789

Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,004

Director of Supplemental Programs & Accountability - | Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $32,621

Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,069

Director of Supplemental Programs & Accountability - |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, MTSS coordinator, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	Certificated Salary, Employee Benefits Supplemental $128,100 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $85,280 Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $43,293	Certificated Salary, Employee Benefits Supplemental $132,238 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $83,279 Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $44,138
Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team, supported by a part-time MTSS coordinator, will finalize the District's comprehensive MTSS plan. Necessary resources to support Tier II and Tier III interventions will be provided.	Program Specialists - Certificated Salary, Employee Benefits Base $321,659 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $207,107 Paraprofessionals - Classified Salary, Employee Benefits Base $309,329	Program Specialists - Certificated Salary, Employee Benefits Base $263,648 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $126,354 Paraprofessionals - Classified Salary, Employee Benefits Base $324,765

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, MTSS coordinator, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring. (g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs will be provided to students to support extended learning. Unduplicated students will be the target population for these programs.	Psychologists - Certificated Salary, Employee Benefits Base $627,514 Counselors - Certificated Salary, Employee Benefits Base $320,720 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $45,000 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $105,000 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $75,000	Psychologists - Certificated Salary, Employee Benefits Base $676,419 Counselors - Certificated Salary, Employee Benefits Base $326,403 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $24,811 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $104,660 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $66,366
Professional Development & Collaboration (a) Administrators and teachers will be provided training and coaching related to curricular alignment, brain-based direct instruction, assessment development, and technology integration to ensure students meet or exceed grade-level standards.	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $293,477	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $187,604

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support in providing more inclusive learning for special education students. (d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards. (f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district. (g) Teachers, supported by administrators and educational services, will participate in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts. (h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.	Math TOSA - Certificated Salary, Employee Benefits Supplemental $72,337 ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $71,809 STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $123,980 New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $55,431	Math TOSA - Certificated Salary, Employee Benefits Supplemental $78,834 ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $70,231 STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $118,717 New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $64,975
Direct School Site Allocations	School Site Allocations (Total Amount to Support All Goals) -	School Site Allocations (Total Amount to Support All Goals) -

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	Books and Supplies Supplemental $223,541 School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $435,113	Books and Supplies Supplemental $203,498 School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $302,660

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
We made gains in academic achievement on the spring 2019 SBAC, particularly with regard to closing the achievement gap. Our English Learners' improvement in math (based on the Distance from Level 3) was twice the level of our overall improvement. Our socioeconomically disadvantaged students were not far behind our English Learners, gaining 10 points compared to our overall gain of 6.5 points. While we saw a slight overall decline in English (-2.3 points), our English Learners and socioeconomically disadvantaged students gained 10.5 points and 7.5 points, respectively. We hope our spring 2020 work on identifying essential standards and our extensive teacher training in summer 2020 (which addressed best practices for distance learning and synchronous learning) mitigates the future academic impacts of COVID-19.

Utilizing a consultant and our district's Teachers on Special Assignment (TOSAs), we spent the 2019-2020 school year working with teachers and administrators on improving math instruction. The work included aligning assessments, mapping curriculum, addressing what rigor in math looks like, and developing our knowledge of the depth and complexity of the math standards. It also included a specific focus on training teachers to effectively implement "Math Talks". This work helped us realize that our adopted math curriculum did not perfectly align with what our teachers needed; therefore, we purchased a supplemental curriculum (Ready Math) to fill those gaps.

We continue to provide time within teachers' contractual workdays for collaborative Professional Learning Communities (PLC). Our PLCs are integral to our work on curriculum alignment, assessment development and alignment, and instructional materials selection. At the K-5 level, this work also includes administering and analyzing the results of iReady diagnostic assessments (administered 3 times a year). We continue to grow and refine our PLC practices, and we continue to keep our focus on student learning outcomes. We have also dedicated considerable time to adopting quality instructional materials in social science and science. We selected TCI, a high-quality instructional resource with a strong online component, as our new secondary social science curriculum. Our science adoption process, delayed due to COVID-19, continues to be thorough as we analyze and narrow down potential materials.

We view our focus on effective first instruction as proactive; it increases students' chances of mastering the content without the need for additional intervention. Consequently, we have built a culture of consistent, timely, informal classroom walkthroughs. We have provided extensive training and support for administrators to ensure district-wide feedback is constructive and consistent. We also support all of our newly credentialed teachers with their induction programs.

We understand the importance of continually evaluating student progress and making adjustments to instruction as needed, and we continue to improve in this area. Our teachers continue to grow more comfortable with both the instructional and diagnostic components of iReady. Our secondary math and English departments have collaboratively developed high-level assessments, and they use the data from those assessments to inform their instruction. Our elementary schools have developed solid tracking systems to assign students to interventions based on data. During COVID-19, our teachers were trained to use new digital tools, which have provided them with supplementary data points and methods for assessing student progress (i.e. – SeeSaw, EdPuzzle). The additions of a part-time MTSS Coordinator and EduClimber, an online tool that consolidates data points into easy-to-read dashboards, have aided these efforts. The district's concurrent revision of SST forms and processes is an additional step toward honing a district-wide intervention system that provides supports for students prior to assessment for Special Education.

One of our most popular academic intervention programs is our district-wide Targeted Tutoring program. High school students in good academic standing are hired as afterschool tutors to provide academic assistance to fellow students, from high school to elementary school. Unduplicated students are prioritized for this program. Unfortunately, the Targeted Tutoring program has been significantly modified due to COVID-19, running a scaled-down service in a virtual environment. We eagerly await a time when we can fully implement this program again.

In addition to intervention programs offered during the day and after school, we also offered summer programs for students. In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs were provided (in 2018 and 2019) to students to support extended learning. Our Summer Bridge Programs were discontinued in 2020 (and likely 2021) due to COVID-19. Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 have been in place since 2018. Our Summer Transition Programs switched to virtual programs in summer 2020 (and likely in summer 2021) due to COVID-19. Unduplicated students were prioritized for both of these summer programs.

Beyond the aforementioned successes related to district-coordinated supplemental dollars, additional funds were allocated to school sites to be used in alignment with the LCAP. We understand that each site has unique needs and needs to customize its programs.

Routine check-ins at school sites, as well of other forms of monitoring, ensure that sites use their allocations to further enhance services and supports for unduplicated pupils.

CHALLENGES:
While WPUSD made overall gains in academic achievement on the spring 2019 SBAC, there are still significant areas for growth. Our overall college/career preparedness indicator continues to be far below where it should be. Only 47.1% of the Class of 2019 were considered "prepared" for college or career. While that was a gain of 4% from the prior year, comparable districts have percentages in the 70% to 80% range. Therefore, we have significant improvements to make in this area, and it is a definite area of focus going forward.   We know our main areas of emphasis need to be improving our overall math achievement and increasing our a-g completion rate. We also want to attend to our overall graduation rate, particularly reducing the amount of students who need five years to graduate. This issue has highlighted a need to develop better systems for identifying and monitoring students who are credit deficient.

The three subgroups that continue to perform far below standard are our students with disabilities, our homeless youth, and our foster youth. While our students with disabilities made modest gains in Math (+13.6) and English (+10.1) in 2019, they continue to land far below standard at -84.9 points and -59.3 points, respectively. Only 1.8% of students with disabilities in the Class of 2019 were considered "prepared" for college or career, and their graduation rate dropped 5.9% from the prior year. Additionally, we continue to qualify students for Special Education at a concerning pace. Our homeless and foster youth continue to struggle in Math, scoring -39.9 points and -45.2 points below standard, respectively. Our foster youth also showed a decline in ELA performance in 2019, dropping -28.9 points from the prior year's performance.

Prior to school closures in March 2020 due to COVID-19, we had already identified some areas of growth going forward. The extensive plan put in place to improve math instruction needed some adjustment. Limited resources (with both funding and substitute availability) meant that we could not train every teacher during the first round of professional development. Implementing the plan with select grade levels created inconsistencies in math instruction, district-wide. Most significantly, we continued to struggle with developing the effective systems for student progress monitoring and intervention. We had no district MTSS team, nor did we have a district MTSS plan. We hadn't yet developed a system that provided enough authentic data to yield information that could help us create appropriate, targeted interventions district-wide. There was no consistent data analysis. Our intervention systems and processes varied widely by school site.   We thought implementing EduClimber, a system that compiles multiple data points in one place, would help us. Unfortunately, the first year of EduClimber implementation was fraught with technical difficulties.

Then, the emergence of COVID-19 in March 2020 interrupted much of our work. Our science adoption was postponed. Our district focus on improving math instruction was delayed.   Acknowledging that effective in-person instruction differs from effective virtual instruction, our teachers had to pivot and learn new methods of delivering instruction quickly. Our iReady diagnostic assessments were administered inconsistently in spring 2020, and our fall 2020 results were questionable due to evidence of parental help at home. So, we struggle to find data points to measure learning loss. Subjective data indicates an increase in reading deficiencies among primary grade students in the next few years.

While we made significant improvements in many facets of our academic achievement from 2017 to 2019, we fear the long-term impact COVID-19 will have on our students. Our years of upward momentum have likely ended. Students and staff have faced extreme trauma since March 2020, and their new needs may steer us in an entirely new direction. It is important that we take the time to step back, re-assess, and reset our path going forward.

Goal 2

All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Language acquisition of English Learners **19-20** 1. The percentage of English Learners who score either a 3 (moderately developed) or a 4 (well developed) on the ELPAC will be 75%. 2. The percentage of English Learners progressing at least one language proficiency level, as measured by ELPAC, will be 75%. **Baseline** This data is always one year behind. 56.5% of English Learners progressed at least one language proficiency level in 2015-2016.	1a. 51% of English Learners scored a 3 or a 4 on ELPAC in Spring 2019. (Spring 2020 data is unavailable due to COVID-19). We did not meet our goal. 1b. 50.5% of English Learners progressed at least one proficiency level, as measured by ELPAC in Spring 2019. (Spring 2020 data is not available due to COVID-19.) We did not meet our goal.
Metric/Indicator 2. Reclassification of English Learners **19-20** 2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%.	14.7% of English Learners reclassified in the spring of 2020. We met our goal.

Expected	Actual
Baseline 20.6% (135 of 653) of our English Learners were reclassified in the spring of 2017.	
Metric/Indicator 3. Progress of RFEP students **19-20** 3. 90% of students reclassified as fluent English proficient between 2016 and 2019 will demonstrate "satisfactory progress" as measured by the district's RFEP Monitoring Process. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	3. We were unable to accurately monitor the progress of RFEP students in the 2019-2020 school year due to COVID-19 school closures.
Metric/Indicator 4. Integrated and Designated ELD **19-20** 4. All English Learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English. **Baseline** All English Learners received integrated and designated ELD.	4.All English Learners received integrated and designated ELD.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level	See funding Goal 1, Action 1 Supplemental Duplicate	See funding Goal 1, Action 1 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
standards and in making growth in language acquisition. Additionally, they will evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language. (c) Science PLCs will work with site administration and educational services' support staff to pilot and adopt new instructional materials (grades K-12) that are aligned with the new science framework, the NGSS standards, and incorporate ELD standards and integrated ELD teaching strategies. (d) Social Science PLCs will continue to pilot and then select instructional materials (grades 6-12) to adopt. They will work with site administration and educational services' support staff to establish curriculum maps that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure English Learners meet or exceed grade level standards and gain academic language. (e) Designated ELD teachers will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		
Effective First Instruction

(a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged

(b) Administrators will continue to receive professional development and coaching around effective first instruction teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices for English Learners.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners.

(d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will | See funding Goal 1, Action 2 Base Duplicate

Additional sections for Designated ELD at secondary schools - Certificated Salary, Employee Benefits Supplemental $204,733 | See funding Goal 1, Action 2 Base Duplicate

Additional sections for Designated ELD at secondary schools - Certificated Salary, Employee Benefits Supplemental $218,017 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ensure that the class sizes for designated ELD are well below the general staffing ratio of 36:1. (e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.		
Progress Monitoring (a) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (b) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners). (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be	See funding Goal 1, Action 3 Supplemental Duplicate	See funding Goal 1, Action 3 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.		
Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team, supported by a part-time MTSS coordinator, will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (c) Intervention support staff will be provided to schools to work with English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists. (d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all	See funding Goal 1, Action 4 Supplemental Duplicate	See funding Goal 1, Action 4 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring. (g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning. English Learners will be one of the target populations for these programs.		
Professional Development & Collaboration (a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas. (b) Some elementary teachers will receive GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners. (c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English Learners' language attainment and academic achievement. (d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English Learners in meeting	See funding Goal 1, Action 5 Supplemental Duplicate English Learner Services TOSA - Certificated Salary, Employee Benefits Supplemental $79,247	See funding Goal 1, Action 5 Supplemental Duplicate English Learner Services TOSA - Certificated Salary, Employee Benefits Supplemental $76,493

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, supported by administrators and educational services, will participate weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.		
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	See funding Goal 1, Action 6 Supplemental Duplicate	See funding Goal 1, Action 6 Supplemental Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
When we analyze data to determine the effectiveness of our English Learner programs, one component we focus on is our redesignated (RFEP) students' data. Redesignated students have, by definition, acquired enough English to perform comparably with their English-only peers. Therefore, their academic data should be comparable. Our data indicates this to be largely true, with only a

9.5 point differential with English scores and an 11.8 point differential with math scores between reclassified students and English-only students across the district. When analyzing just high school 2019 SBAC data, our reclassified students actually outperformed their English-only peers in English. We attribute part of this high school success to the high participation rate of reclassified students in our AVID program.

The successes listed in goal one also have an impact on our English Learners' academic achievement. In addition to those successes, WPUSD has made additional strides toward accelerating English Learners' proficiency in English and their path to reclassification (English fluency). A bilingual immersion program began at Creekside Oaks Elementary in fall, 2019; half of the students enrolled in the first kinder classes were English Learners. We provided professional development sessions focused on serving English Learners. In 2019-2020, our trainings focused on GLAD strategies and "Math Talks" (with an Integrated ELD emphasis).

Our high school has also implemented an ELD model that largely allows English Learners to have the same teacher for English as they have for Designated ELD, which allows for consistent support in grade-level English. The high school ELD teachers also serve as case managers for their students, monitoring their academic achievement across all subject areas. Lastly, our English Learner TOSA spent considerable time preparing students for the spring 2020 Summative ELPAC exam; the suspension of state testing in March 2020 did not allow us to reap the rewards of those efforts.

CHALLENGES:
In 2019-2020, 8.3% of our English Learners struggled to acquire English in the standard 3-to-5 year timeframe. These students, called Long-Term English Learners (LTELs) tend to struggle with more than just English language acquisition. WPUSD needs to improve its services for LTELs who need intensive intervention support and who struggle across multiple academic areas.

Additionally, 49.5% of our English Learners failed to advance a level per the ELPI (English Learner Progress Indicator) on the California School Dashboard. Since the expectation is that students advance one level per year, this indicates almost half of our English Learners are not academically progressing at the pace they should be.   WPUSD attributes this to a weakness in our designated ELD instruction, particularly at the elementary level. While we have provided significant training on Designated ELD, more ongoing coaching and support is needed.

The suspension of ELPAC testing in spring 2020 led to a significant decrease in the amount of students who qualified for reclassification. Hence, many students are receiving ELD services who likely do not need those services anymore. We anticipate a large group of students reclassifying in the fall of 2021, once we are able to complete spring 2020 Summative ELPAC testing.

While we have yet to measure the impact of COVID-19 on our English Learners, it is our prediction that their learning loss during the pandemic will be greater than our English-only students.

Goal 3

All students will graduate from high school college and career ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Graduation Rate **19-20** 1. The district's cohort graduation rate will increase 0.5% from the prior year. **Baseline** Our district's cohort graduation rate was 93.1% in 2015-2016.	1. The graduation rate for the class of 2020 was 92.9%, a 4.6% increase from the prior year. We met our goal.
Metric/Indicator 2. A-G Completion **19-20** 2. The percentage of graduates meeting A-G requirements will increase by 5% from the prior year. **Baseline** Our district's A-G completion rate in 2015-2016 was 43.5%.	2. The Class of 2020's A-G completion rate was 57.7% (not the 88.3% incorrectly reported on DataQuest), an increase of 6.1% from the prior year. We met our goal.
Metric/Indicator 3. AP Exam Passage Rate **19-20**	3. The 2019-2020 school year had 64% of AP exams scored as a 3 or higher, compared to 57% in 2018-2019: a 7% increase. We met this goal.

Expected	Actual
3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 3% from the prior year. **Baseline** 62.7% of AP students scored a 3 or better on all AP exams in 2015-2016.	
Metric/Indicator 4. Enrollment in AP Courses **19-20** 4. The percentage of high school students enrolled in at least one AP course will increase by 1% from the prior year. **Baseline** In fall 2016, 86% of students who took an AP course received a "C" or better in that course.	4. 258 students took an AP course in 2019-2020, a decrease from 280 students in 2018-2019. We did not meet this goal.
Metric/Indicator 5. CTE Industry Certifications **19-20** 5. The percentage of high school students who earn a CTE industry certification will increase by 5% from the prior year. **Baseline** Eight (8) students earned a CTE industry certification during the 2016-2017 school year.	5. We had a substantial increase in the amount of CTE Industry certifications awarded for the Class of 2019. The Class of 2018 earned 39 industry certifications, and the Class of 2019 earned 158 industry certifications, a three-fold increase. We do not feel the data for the Class of 2020 is accurate/valid, due to the impact of COVID-19. We still feel we met our goal
Metric/Indicator 6. CTE Pathway Completion **19-20** 6. The percentage of high school students who complete at least one CTE pathway will increase by 5% from the prior year. **Baseline** 115 students completed a CTE pathway.	6. 97 students completed a pathway in the 2019-2020 school year. This number is almost half of the 2018-2019 school year (181). We did not meet our goal. We feel this might be due, at least in part, to the impacts of COVID-19. This may also be due to the fact that some students may not be taking all three courses in the pathway.
Metric/Indicator 7. SBAC EAP College Readiness Indicator **19-20**	7. In spring 2019, 27.1% of 11th grade students scored "Standard Exceeded" in ELA and 13.9% of 11th grade students scored "Standard Exceeded" in Math. These are respective increases of

Expected	Actual
7. The percentage of all students in grades 3-8 and 11 who score "Standard Exceeded" in SBAC in ELA and math will increase by 5% from the prior year; "Standard Exceeded" in 11th grade indicates college readiness. **Baseline** 36% of 11th grade students scored "Standard Exceeded" in ELA and 11% of 11th grade students scored "Standard Exceeded" in Math.	1.5% and 1% from the prior year. We did not meet our goal. (No tests were administered in spring 2020 due to COVID-19).
Metric/Indicator 8. State Seal of Biliteracy **19-20** 8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% from the prior year. **Baseline** 2% of the graduating class of 2017 (29 out of 431) received the California State Seal of Biliteracy.	8. 14.9% of the Class of 2020 received the State Seal of Biliteracy, a 6.1% increase from the prior year. We met our goal.
Metric/Indicator 9. Enrollment in College Coursework (other than AP) **19-20** 9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 5% from the prior year. **Baseline** Five (5) students enrolled in at least one dual/concurrent enrollment course.	9. 67 students enrolled in at least 1 dual enrollment course in the 2018-19 school year. 61 students enrolled in at least 1 dual enrollment course in the 2019-20 school year: a slight decline. We did not meet our goal.
Metric/Indicator 10. College/Career Readiness Indicator **19-20** 10. The percentage of high school seniors who are considered "Prepared" for college and career will increase by 5% from the prior year.	10. 56.8% of high school seniors were "Prepared" for college and career based on the 2020 Dashboard, an increase of 9.7% from the prior year. This gain is in addition to a 4.1% gain from the 2018 to 2019 Dashboard (a total gain of 13.8% over three years). While the 2020 Dashboard numbers are slightly inflated due to an error in our a-g reporting, we still would have seen another 4-5%

Expected	Actual
Baseline 42.5% of high school seniors were "Prepared" for college and career.	gain without the errors in our data. Either way, we feel we met our goal.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College Readiness (a) Site administration will work with educational services to develop new graduation requirements that better align with A-G requirements to implement beginning with the 2021-2022 freshman class. (b) The AVID program will continue to be implemented and supported at GEMS, TBMS, LHS, COES, SES, LCES and CCC. It will be added to FSS. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a part-time college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree. (e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $454,722 Counselors - Certificated Salary, Employee Benefits Supplemental $424,745	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $505,257 Counselors - Certificated Salary, Employee Benefits Supplemental $420,045

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Career Readiness (a) Site administration will work with educational services to develop new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. These new requirements will be implemented with the 2021-2022 freshman class. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a part-time college & career specialist will continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees. (e) WPUSD will continue to implement programs and allocate funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information). (f) WPUSD will continue to implement programs and allocate funding in accordance with their two CTE Incentive Grants to support career readiness (see grant narrative for additional information).	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education $38,766 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $154,467 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $13,783	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education $35,500 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $121,307 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $8,781

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(g) WPUSD's Agriculture Incentive Grant will continue to be implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).		
Interventions (a) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (b) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist. (c) A full-time academic counselor will be added at Phoenix High School to improve monitoring of student graduation progress and to address its low graduation rate.	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Supplemental Duplicate Summer School - Certificated Salary, Employee Benefits Supplemental $0 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $141,591 Counselor - Certificated Salary, Employee Benefits Comprehensive Support and Improvement (CSI) $110,000	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Supplemental Duplicate Summer School - Certificated Salary, Employee Benefits Supplemental $0 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $174,287 Counselor - Certificated Salary, Employee Benefits Comprehensive Support and Improvement (CSI) $82,752
Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness. (b) Teachers and support staff will be provided technology support and training to ensure classroom environments and instruction integrate technological tools that support implementation of the technology standards required for students to meet college and career readiness.	See funding Goal 1, Action 5 Supplemental Duplicate Ed Tech Coordinator (0.5 FTE) - Employee Salary and Benefits Supplemental $67,357	See funding Goal 1, Action 5 Supplemental Duplicate Ed Tech Coordinator (0.5 FTE) - Employee Salary and Benefits Supplemental $67,846

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	See funding Goal 1, Action 6 Supplemental Duplicate	See funding Goal 1, Action 6 Supplemental Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
Despite the challenges of COVID-19, the Class of 2020 showed improvements in most components of the college and career indicator (CCI). The district's graduation rate increased by 4.6%, the district's a-g completion rate increased by 6.1%, and recipients of the California State Seal of Biliteracy also improved 6.1% from the prior year.

Programmatically, both AVID and CTE continue their district expansion. AVID Elementary thrives at five of our elementary schools. Our three comprehensive secondary schools continue to fill their AVID elective sections while also implementing AVID instructional strategies school-wide. Twelve Bridges High School will open its doors as an AVID school in the fall of 2021. Additionally, our CTE program continues to grow. We now offer 12 fully developed pathways across 6 industry sectors, and CTE course offerings are very popular with students.   Additional support from the Strong Workforce Program has allowed our engineering program to expand. In 2021-2022, our STEM/CTE Teacher on Special Assignment (TOSA) will be obtaining her CTE Leadership certification through the CTE Leadership Institute. This can only further strengthen our CTE programs going forward.

Additionally, our partnerships with both Equal Opportunity Schools (EOS) and Sierra College have been successes. EOS is collaborating with Lincoln High School to ensure that unduplicated pupils have increased access to and support in Advanced Placement courses. Our Sierra College partnership ensures that students continue to have on-site opportunities to earn community college credits through dual enrollment.

Lastly, a temporary high school counselor at Phoenix High School is putting programs and procedures in place to ensure our neediest students are closely monitored and kept on-track for graduation. That support, along with multiple opportunities for all high school students to pursue credit recovery, removes obstacles that might prevent our students from successfully graduating high school.

We feel strongly that a continued focus on AVID, college and career counseling, credit recovery and other intervention services, CTE pathways, and access to rigorous coursework will continue to further progress in meeting our goal of all students becoming college and career ready.

CHALLENGES:
COVID-19 significantly impacted our ability to pursue college and career readiness for all students. We have seen an exponential growth in students who need credit recovery at the high school, and we do not have the physical or financial capacity to support all of their needs. We have had to delay the implementation of new high school graduation requirements. Most teachers chose to attend district-sponsored summer professional development related to distance learning instead of their yearly AVID training, which has slowed our momentum with the AVID program. We also saw significant declines in the percentage of students who completed a CTE Pathway and/or who received a CTE Industry certification. We feel like this decline is largely attributed to the impacts of COVID-19 on both hands-on learning experiences and the ability to sustain industry partnerships during statewide shutdowns. However, it may also be attributed to students not completing all three courses.

Outside of COVID-19, we face additional challenges. Despite the growth in our a-g completion rate, it remains far below what it should be when compared to similar districts. Our district-wide math scores also continue to be an area of growth, particularly at 11th grade. We face two credentialing issues. The teaching credentials needed to teach popular CTE courses are uncommon, which prevents us from quickly expanding those pathways to meet student demand. We also lack teachers with the appropriate qualifications to teach dual enrollment courses, which prevents us from expanding those offerings to meet student demand.

Twelve Bridges High School opens in the fall of 2021. This requires that all college and career initiatives be coordinated district-wide going forward. The loss of our College & Career Teacher on Special Assignment (TOSA) two years ago already created a gap in the supportive programs and systems that buoyed our college and career efforts. We fear the demands of the new high school will further stretch our resources.

Goal 4

All students will be safe and actively engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Attendance Rate **19-20** 1. The district's average daily attendance will increase by 0.2% from the prior year or be at least 98%. **Baseline** The district's average daily attendance rate was 96.2% in 2015-2016.	1. Our ADA in the 2019-2020 school year was 95%. We did not meet our goal.
Metric/Indicator 2. Truancy Rate **19-20** 2. The district's chronic absenteeism rate will decrease by 0.1% from the prior year or be less than 2%. **Baseline** The district's truancy rate was 8.9% in 2014-2015. (This data is always one year behind.)	2. Our chronic absenteeism rate in 2019-2020 was 0.88%. We met our goal.
Metric/Indicator 3. High School Dropout Rate **19-20**	3. This data is no longer reported on DataQuest. Internal data indicates we had 19 high school dropouts in the 2019-2020 school year, a rate of 3.9% (19 out of 486 potential graduates). We met our goal.

Expected	Actual
3. The district's adjusted grad rate for high school dropout will decrease by 0.1% from the prior year. **Baseline** The district's cohort high school dropout rate was 6.4% in 2015-2016.	
Metric/Indicator 4. 8th Grade Dropout Rate **19-20** 4. The district's 8th grade dropout rate will be less than 1%. **Baseline** The district's 8th grade dropout rate in 2015-2016 was 1.1% (6 out of 549).	4. This data is no longer reported on DataQuest. Internal data indicates we had 2 middle school dropouts in the 2019-2020 school year. We met our goal.
Metric/Indicator 5. Suspension Rate **19-20** 5. The district's suspension rate will decrease by 0.2% from the prior year or be less than 3%. **Baseline** The district's suspension rate in 2014-2015 was 3.2%. (This data is always one year behind.)	5. The district's suspension rate in 2018-2019 was 2.8%. The district's suspension rate for 2019-2020 was 2.3%. Although we acknowledge the decrease in suspension rate in 2019-2020 was likely due to school closures in March, we still maintained a district-wide suspension rate under 3% for 2 consecutive years. We met our goal.
Metric/Indicator 6. Expulsion Rate **19-20** 6. The district's expulsion rate will be less than 0.25%. **Baseline** The district's expulsion rate in 2014-2015 was 0.0%. (This data is always one year behind.)	6. The district's expulsion rate in 2018-2019 was 0.07%, and the district's expulsion rate was 0% in the 2019-2020 school year. We met our goal.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Youth Development (a) Teachers, support staff, and administrators will continue to receive training in youth development. (b) School sites will continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate
Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. Additionally, Wellness Together, a mental health contractor, will provide mental health providers to enhance supports for students. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $127,862 District Resource Officer - Services & Other Operating Expenditures Supplemental $125,475 Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $258,042 Contract with Wellness Together for Student Mental Health Services - Services & Other	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $133,798 District Resource Officer - Services & Other Operating Expenditures Supplemental $98,623 Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $316,037 Contract with Wellness Together for Student Mental Health Services - Services & Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data.	Operating Expenditures Supplemental $136,750	Operating Expenditures Supplemental $139,504
MTSS (a) The district MTSS team, supported by a part-time MTSS coordinator, will finalize the district MTSS plan and support site administrators in implementing the comprehensive MTSS plan district-wide. (b)The district MTSS team will monitor the implementation of the comprehensive MTSS plan and evaluate appropriate data to make informed decisions about supports for schools and students.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate MTSS Coordinator (0.4 FTE) - Low Performing Student Block Grant Other $60,000	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Supplemental Duplicate MTSS Coordinator (0.4 FTE) - Low Performing Student Block Grant Other $57,043
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	See funding Goal 1, Action 6 Supplemental Duplicate	See funding Goal 1, Action 6 Supplemental Duplicate
Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	Transportation - Direct Cost Transfer Supplemental $59,000	Transportation - Direct Cost Transfer Supplemental $60,536

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
Based on the California Healthy Kids Survey (CHKS) administered in February 2020, 56% of 5th graders, 65% of 7th graders, 59% of 9th graders, and 58% of 11th graders feel a sense of school connectedness. This is a significant change from two years prior, when only 47%, 27%, 21%, and 16% of 5th, 7th, 9th, and 11th grade students felt the same degree of connectedness, respectively. The February 2020 CHKS also showed improvements in the areas of academic motivation, caring adult relationships, and meaningful participation in school.   We attribute these improvements to our district's intentional focus on enhancing school culture through Youth Development, Positive Behavior and Intervention Supports (PBIS), and increased mental health support.

Over one-third of the district's staff (classified and certificated) have been trained in Youth Development, a program that focuses on strengthening the five supports and opportunities for youth (safety, building relationships, youth participation, community involvement, and skill building). This expertise in Youth Development allows schools to create atmospheres where students can feel safe while developing relational and leadership skills, and while learning to connect with the greater Lincoln community.

Our part-time MTSS Coordinator supports the Positive Behavior and Intervention Support (PBIS) program. In addition to serving in an advisory role for experienced PBIS schools, the MTSS Coordinator has also recruited more schools to participate in PBIS. PBIS helps schools create targeted, intentional processes to address students who struggle with behavioral issues, in addition to helping schools develop more ways to recognize and reinforce positive behaviors.

Our district has continued to contract with Wellness Together, a counseling service for students at all grades. This has provided a support for our students struggling with traumatic events and/or mental health challenges that interfere with their learning. Every year, we continue to increase funds to support students' mental health as the needs have continued to increase. In addition, we have a full-time district mental health specialist who is also utilized heavily; his work tends to focus on students in grades 6-12.

The district's suspension rates continue to be low.   This is likely due to the implementation of the programs mentioned above. In addition, schools continue to find more effective and creative ways to address students with challenging behaviors.

To help support our focus on student engagement and well-being, Western Placer has purchased the EduCLIMBER program. This program allows schools to look at multiple points of data to clearly identify students' areas of academic, behavioral, and social

emotional need.   It houses all of our intervention data in one program, which helps us identify student needs more quickly and provide services in a more timely manner. Site staff are currently being trained to fully roll out the program in the 2021-2022 school year.

CHALLENGES:
One of the challenges we have witnessed is the increase in vaping by students. As vaping technology has evolved, it has allowed students a greater ability to conceal their possession and use. We continue to work on ways to combat this activity but have struggled to see its reduction; vaping accounts for a significant percentage of our secondary out-of-school suspensions.

Many of our schools have created some form of MTSS system, which addresses the academic, behavioral, and social emotional needs of their students. However, most are using approaches unique to one school site. The district lacks MTSS systems that are consistent across all schools. This lack of district-wide MTSS systems is partially due to the fact that our MTSS Coordinator is only a 40% position.

Our district, along with others in Placer County, continually face a shortage of substitute teachers. This has reduced greatly our ability to train staff on important programs and district wide initiatives.

Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Instructional Materials **19-20** 1. All students will have access to standards-aligned instructional materials. **Baseline** All students have access to standards-aligned instructional materials.	1. All students have access to standards-aligned instructional materials.
Metric/Indicator 2. Adequacy of Facilities **19-20** 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. **Baseline** All school facilities have adequate (in good repair) ratings, as measured by FIT.	2. All school facilities have adequate (in good repair) ratings, as measured by FIT.
Metric/Indicator 3. Technology Standard **19-20** Outcome met in 2018-2019.	3. Outcome met in 2018-2019.

Expected	Actual
Baseline There is no current district standard for technology in schools and classrooms.	
Metric/Indicator 4. Improvements to Technology and Facilities **19-20** 4. Improvements to technology and facilities will be made in order of priority. **Baseline** Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.	4. Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.	Technology Budget - Computer Replacement - Books and Supplies, Other Operating and Equipment Base $300,000	Technology Budget - Computer Replacement - Books and Supplies, Other Operating and Equipment Base $254,617
Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $1,877,987 Maintenance, Operations & Custodial Services Program - Classified Salary, Employee	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $1,842,180 Maintenance, Operations & Custodial Services Program - Classified Salary, Employee

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits, Employee Benefits Base $1,879,012	Benefits, Employee Benefits Base $1,710,680
Measure A and Measure N School Bonds (a) Final improvements to technology and facilities at GEMS will be made in accordance with the Measure N Bond. (b) Construction of a new high school in the Twelve Bridges area will continue in accordance with the Measure A Bond. (c) Final construction of a new elementary school in the Lincoln Crossing area will occur in accordance with the Measure N Bond.	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $29,443,730 Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $37,332,254	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $40,217,273 Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $35,941,252
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	See funding Goal 1, Action 6 Base Duplicate	See funding Goal 1, Action 6 Base Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services implemented. That being said, however, the shift our maintenance, facilities, and technology departments had to make due to COVID mitigation reduced the time, energy, and resources that would have been dedicated to enhancing or sustaining our district's infrastructure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SUCCESSES:
We have implemented the actions/services as indicated in the LCAP. We made significant improvements to facilities and technology. Below is a summary of actions taken during both the 2019-2020 and the 2020-2021 school years:

MAINTENANCE PROJECTS:

2019-20
Districtwide - fire lane marking/curbing, fire system sprinkler repair, purchase/installation of "Video Surveillance" signs, upgrade to bell and PA software (some schools)
Carlin Coppin - electrical work/repair to courtyard lights, installation of new drinking fountain and water bottle filling system, installation restroom partitions, sink cabinet replacement
First Street School - fire panel replacement, installation of playground fiber
Foskett Ranch Elementary - new landscaping rock installation, repair/upgrade PA system
Glen Edwards Middle - Phase 1 rekey project, painted GEMS kitchen
Lincoln High School - light pole replacement in quad, new landscaping rock installation, repair to stadium lift chair
Phoenix High School - removed 2 hazardous trees between portables
Twelve Bridges Elementary - chiller boiler line repair
Twelve Bridges Middle - smoke detector repair/installation
Maintenance Warehouse - replace damaged awning

2020-21
Districtwide - Ecobal Smart Power disinfectant refillable station installation, Ecolab soap and sanitizer product installation at each school site
Carlin Coppin - Tree removal, new fencing around HVAC unit, removed and replaced flooring in Early Childhood classroom, replaced exhaust fan in girls bathroom, sewer repair, low-voltage fire alarm system repair
Creekside Oaks Elementary - applied 60 yards of playground fiber, fixed dry rot on ramp leading to classroom 18A, roof repair on 18A & 18B
First Street Elementary - applied 40 yards of playground fiber, sewer repair and drain clean out
Foskett Ranch Elementary - window screen and window balance repair, fiber repair in classroom 401
Glen Edwards Middle School - fencing installed around electrical panels, installation of two feminine product dispensers, painted kitchen office
LHS Farm - cellular dialer installed, improved communications to Sierra Building Systems, new HVAC unit room in 4, replaced ceiling tiles in portable 2
Lincoln High School - repair to two gates to ensure closure, ADA restriping project, Blackform valve replacement, electrical repair to theatre roll-up door, emergency tree removal near room 9 and tree stump removal, new HVAC unit room 42, prune 3 trees located by portables on the west side and gym, removal of outdated and unusable t8 fluorescent light bulbs, woodshop roll-up door replacement

Lincoln Crossing Elementary School - repair domestic water lines, safety fencing by crosswalk, bat removal project, crushed rock replacement in front flower beds, front office concrete repair, glass repair to classroom window, new boiler water pump installed
Maintenance Warehouse - Replaced exhaust fan in the ladies restroom
Scott Leaman Elementary - fiber repair in server room, purchase two new reel mowers (new school)
Sheridan Elementary School - replace lighting fixture by compactor with a LED fixture, repair to compactor
Twelve Bridges Elementary - repair to compactor, applied 60 yards of playground fiber, removed downed trees by portables
Twelve Bridges Middle- bleacher repair, device and alarm programming for Vacolm Bell program, Whest Koast Plumbing chiller and boiler loop repair

FACILITIES PROJECTS:

2019-20
Measure A Bond Project - construction of Twelve Bridges High School (in progress)
Measure N Bond Projects - construction of Scott M. Leaman Elementary School (in progress), completed Library/Classrooms Building at Glen Edwards Middle School (Phase I, opened August 2019), construction of New Gymnasium/Band Room Building, Administration Addition, and modernization of existing school buildings at Glen Edwards Middle School (Phase II)
Lincoln High School - Art Building Kiln Room power addition and upgrade.

2020-21
Measure A Bond Project - construction and completion of Twelve Bridges High School (in progress, scheduled to open August 2021)
Measure N Bond Projects - completed Scott M. Leaman Elementary School (opened October 2020), completed construction of New Gymnasium/Band Room Building, Administration Addition, and modernization of existing school buildings at Glen Edwards Middle School (Phase II, opened October 2020)
Lincoln High School - Room 43 path of travel and ADA ramp modifications for access compliance

TECHNOLOGY PROJECTS:

2019-20
Replaced student computers in LHS RM 75
Upgraded LHS RM 5 computers with SSD and video card
Upgraded Library computer lab with SSD and RAM
Upgraded computer lab at GEMS with new video card
Upgraded 7 switches at LHS
Upgraded 1 switch at ATLAS
Upgraded 1 switch at COE
Upgraded 1 switch at FRE
Upgraded 3 switches at LCE
Upgraded 3 switches at TBE

Upgraded 4 switches at TBMS
Added 3 WAP to TBE
Added 3 WAP to FRE
Added 3 WAP to FSS
Added 4 WAP to CCE
Added 1 WAP to SES
Added 8 WAP to COES
Added 3 WAP to LCE
Mounted projectors at multiple sites
Outfitted new 2 story building at GEMS with technology
Outfitted new Admin building at GEMS with technology
Upgraded District Office surveillance server
Added security cameras at LHS Farm
Replaced backup battery at District Office
Upgraded wireless controller

2020-21
Purchased and provisioned ~4,000 Chromebooks which allowed us to go 1:1
~300 hotspots were purchased and provisioned to students
Replaced Firewall
Upgraded internet speed from 1Gbps to 10Gbps
Purchased and provisioned 325 Document Cameras
Purchased and provisioned 350 Webcams
Upgraded server storage
Upgraded District Office network equipment
Upgraded connection between District Office and LHS/PHS from 1Gbps to 10Gbps
Upgraded phone system at District Office
Upgraded phone system at FSS
Upgraded phone system at SES
Upgraded phone system at Transportation
Upgraded core switch at Transportation
Upgraded core switch at LHS Farm
Replaced security camera server at GEMS
Opened and outfitted SLES
Opened and outfitted new buildings at GEMS
Upgraded VM infrastructure
Added another VM host at District Office

Upgraded computers at District Office to Laptops
Configured and installed network for TBHS
Installed generator to keep District Office powered during PSPS event
Replaced server backup system
Implemented ParentSquare
Replaced computer lab at GEMS
Upgraded paging system at SES
Converted all District cell phones from Verizon to T-mobile
Added service for staff and students to be able to change network password from anywhere
Upgrade load balancer

CHALLENGES

Our greatest challenge occurred in March 2020, when we had to quickly shift the focus of our maintenance, facilities, and technology departments to COVID mitigation. Time, energy, and resources that would have been dedicated to enhancing or sustaining our district's infrastructure shifted instead to supporting distance learning and preparing for the return of in-person instruction under stringent county health protocols.

Goal 6

All parents will be actively engaged in their child's learning and school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Parent Involvement Plan **19-20** 1. The board approved comprehensive district parent involvement plan will be implemented. **Baseline** There is no district parent involvement plan.	1. There is no district parent involvement plan.
Metric/Indicator 2. Parent Involvement in School Sponsored Events **19-20** 2. Parent involvement in school sponsored events will increase by 5%. **Baseline** A system for collecting data regarding parent involvement has not yet been developed.	2. A system has yet to be developed.
Metric/Indicator 3. Parent Use of Student Information Systems **19-20** 3. Parents' use of district sponsored student information systems will increase by 5%.	3. We switched to ParentSquare for our parent communication system in January, 2021. Since then, 13% of our parents (or, presumably approximately 26% of our families) regularly interact with ParentSquare. Additionally, as of June 2021, Schoology (at secondary schools) have been visited 78,328 times in the 2020-21 school year. 7% of those visits (4,942) were parents. Due to the

Expected	Actual
Baseline As of April 2017, Schoology (at secondary schools) has been visited 66,098 times in the 2016-2017 school year and Jupiter Ed (at elementary schools) has been visited by 292 families.	change in programs, we cannot determine whether or not we met our goal.
Metric/Indicator 4. Parent Participation in Continuing Education **19-20** 4. Parent participation in district sponsored continuing education will increase by 2%. **Baseline** From September through May, three classes were offered in the evenings (ESL, GED Preparation, and computer literacy). Approximately 50-60 parents attended at least one of the classes over the course of the year. Additionally, three Latino Literacy courses were offered at various times of day during the spring. Another 25-30 parents attended at least one Latino Literacy course.	Due to COVID, continuing education was halted.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Education (a) Parent education will be provided through evening continuing education classes, collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $6,000 Parent/Continuing Education - Classified Salary, Employee Benefits Title III $6,000	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $6,167 Parent/Continuing Education - Classified Salary, Employee Benefits Title III $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Involvement (a) A comprehensive district parent involvement plan will be in place and implemented with fidelity. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $42,741 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $164,866	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $45,497 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $160,438
Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students will be their target audience.	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate
Community Involvement (a) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate	Parent/School/Community Liaisons - see funding Goal 6, Action 2 Supplemental Duplicate

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Columbus, SCHOOLS, etc. to partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.		
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	Direct School Site Allocations See funding Goal 1, Action 6 Supplemental Duplicate	Direct School Site Allocations See funding Goal 1, Action 6 Supplemental Duplicate

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

STRENGTHS
Three full-time parent/school/community liaisons continued to assist families in navigating our educational system. These liaisons worked closely with unduplicated pupils' families (English Learner families, in particular) to ensure they were equipped with the skills to effectively support their children's academic experiences. They also worked closely with other district staff to ensure appropriate resources and supports were provided to students and families. The liaisons have increased parents' ability to engage with and communicate with school and district staff, which has had a positive impact on student connectedness and achievement.

Until March 2020, the district also offered continuing education classes for parents throughout the school year: GED Preparation and English as a Second Language (ESL). Unfortunately, those classes were paused at the start of COVID and have yet to return.

Large volumes of secondary school parents utilized Schoology to communicate with their students' teachers and learn about school events. We also transitioned to a more robust parent communication platform called ParentSquare. ParentSquare has more mobile options for parents with less access to technology, more teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish.

One of the few silver linings of the COVID-19 pandemic has been discovering more ways for parents to participate and provide feedback to our district and our schools. We sent a variety of parent surveys at both the district and site level, collecting feedback on topics ranging from instructional program delivery to summer school options. Survey completion rates have been high. With virtual options available, we have also seen increases in parent participation at IEPs, parent conferences, school site council (SSC) meetings, PTA meetings, and district town hall meetings.

CHALLENGES
COVID-19 has had a significant impact on parent engagement. While we have seen increased parent participation in virtual settings, parents can no longer visit schools (other than the front office) or volunteer in their children's classrooms. School-wide celebrations and events, which build community and encourage positive interactions, are not allowed under county health protocols. We cannot host our GED Preparation or ESL parent classes. Most partnerships with community organizations have also been paused.

In looking at our data over the past two years, Spanish-speaking parents accessed the liaisons at much higher ratio than English-speaking (or other language-speaking) parents. Our work to increase our outreach with all parent groups continues.

We had plans to take a Parent Education Plan to the school board during the 2019-2020 school year. We never did. Modifying that plan and taking it to the school board in the 2021-2022 school year is our adjusted plan going forward.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional furniture (tables, chairs, desk, etc.) to outfit classrooms that maximize space between students.	36,607.46	188,934	No
Social distancing signage to provide reminders of and guidance for important policies and procedures that students and staff need to follow to remain safe while on campus.	884.02	5,410	No
Personal Protective Equipment (PPE) to ensure staff and students have appropriate protections to adhere to outlined safety protocols.	46,971.64	417,659	No
Plexiglass dividers to give staff and/or students additional layers of protection when social distancing is difficult (i.e., 1:1 assessments, teacher/student small groups, for students seated closely together at tables/lab stations).	15,603.82	162,665	No
Sanitizing stations (and accompanying supplies) to increase staff and student access to hygiene supplies.	97,970.40	383,989	No
Employee thermometers to check temperatures in case a student or staff member is exhibiting symptoms.	1,690.26	16,595	No
Development of the "Roadmap to Reopening" health and safety protocols/procedures to give the WPUSD community a standard to follow when considering what decisions need to be made in preparation for and implementation of in-person instruction.	NA	NA	No
Support staff to provide enhanced services for at-risk students in the afternoon (salaries & benefits) to help mitigate the effects of learning loss and the difficulties that come with a modified in-person instructional model.	1,015,966.00	1,091,056	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Sonday Intervention System to provide targeted interventions for our students with disabilities and other at-risk students who struggle with dyslexia and the development of reading decoding skills.	19,772.00	25,675	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Additional Federal and State Coronavirus Relief Funding was awarded to the District, therefore additional expenditures were made in the above areas to support in-person/InterCONNECT student instruction, 1:1 Chromebooks for all TK-12 students, strengthen/update District-Wide technology infrastructure/firewall/connectivity, professional development, and other PPE purchases, to include privacy and plexi-glass screens for students and staff, PPE supplies for staff and students, sanitation stations, hydration stations, labor for disinfection and sanitation of high touch areas on all campus. Provided breakfast and lunch distribution to all WPUSD students In-Person & InterCONNECT.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

SUCCESSES:
Our biggest success this year has been our October 6, 2020 return to in-person instruction, on a modified bell schedule five days a week. Approximately 65% of our students opted for in-person instruction, with all parents given multiple opportunities to switch their student's instructional program throughout the year. To this date, there is still no known transmission of COVID at our schools.

Many components made our return to in-person instruction such a success. The instructional planning for in-person and distance learning was done side-by-side, guaranteeing substantially similar programs. Students kept their same teacher(s) all year, regardless of program, and synchronous learning was encouraged. Our in-person students needed no more than 45 minutes of daily asynchronous learning to meet the minimum instructional minute requirement.   Moreover, we built in a variety of contingencies to address the need to quickly shift to 100% virtual, 100% in-person, or to shift in-and-out of in-person learning due to quarantine.

Our planning process utilized the feedback of three district task forces (elementary, middle school, and high school) and our parent stakeholder groups. We also worked in close partnership with our bargaining groups.
We developed an extensive calendar of professional development offerings in the summer of 2020 to provide teachers with knowledge of the online tools and technical support they would need for quality synchronous learning. We would often see more than 100 teachers participating in virtual training sessions. Some of these sessions addressed how to best support English learners and other students with exceptional needs in a modified instructional environment.

In terms of safety, we consistently implemented COVID safety protocols district-wide. Our modified day avoided the potential hazard of serving lunch, minimizing both contacts and the possibility of crossing cohorts. We hired a full-time COVID Coordinator to do contact tracing and to manage student and staff quarantines. Lastly, our staff and students were provided ample PPE, sanitizers, plexiglass barriers, and other safety supplies. All classrooms and other instructional areas were outfitted with MERV-13 filters.

CHALLENGES:
Due to limited instructional time and physical/environmental constraints, academic standards had to be prioritized. Only essential standards are being addressed in the 2020-2021 school year, reducing both the breadth and depth of content covered. With elementary science and music switched to asynchronous learning, extracurricular and co-curricular activities postponed, and few opportunities for student engagement, the in-person learning environment feels sterile. All of the intangibles that bring energy and life to the in-person school experience are missing.

We are deeply concerned about the increase in failure rates at our high school (and the increased need for credit recovery options). We are also worried about overall learning loss, particularly for students who were struggling prior to the pandemic and for our primary-aged students. Neither a shortened modified day nor distance learning is an ideal option for students with unique needs who need constant support and intervention or for students who still need to master essential skills to access content.
Overall, COVID contact tracing has been a significant burden on our resources, and our constant focus on keeping pure cohorts impacts our ability to offer flexible/extended learning options for students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The purchase of licenses to use various software programs (i.e. - NearPod, Seesaw, EdPuzzle, Screencastify) gives teachers a way to enhance their instruction and create engaging student learning activities.	82,281.51	216,975	Yes
Student Chromebooks were purchased to ensure all students, especially our non-duplicated pupils, had devices which could utilize the programs teachers were using for student learning activities.	980,945.75	1,487,510	Yes
Teacher Chromebooks gave staff flexibility to teach students in a distance learning model in various locations, including at home and at school, and to utilize all the software programs purchased to enhance their instruction.	123,937.13	682,098	No
Document Cameras gave teachers a way to project their lessons through the computer and have students in a distance learning model, see those lessons	74,695.25	93,883	No
Web cameras allowed teachers to provide "live" instruction to their students, and to create instructional videos for student viewing at their convenience.	18,643.38	31,278	No
Technology Personnel were added to support distance learning as a greater demand was put on the district's overall use and dependency of technology.	70,000.00	122,837	No
Improved firewall/internet services give staff and students security while participating at a distance, and improved the online connection between teachers and students.	38,301.88	486,605	No
Elementary manipulatives/disposable supplies for distance learning were purchased so that primary grade students could have hands on materials to use at home creating enhanced learning opportunities.	9,455.01	67,638	Yes
Chromebook storage shelves were purchased for our technology department to store, inventory, and distribute new purchases of devices.	1,216.54	1,217	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A 1.0 FTE Ed Tech Coordinator was added to help in the purchase of effective online programs, to create a process to train staff on the use of those new online programs, and to provide the necessary support ensuring teacher success.	139,756.00	140,146	No
Teachers were paid for professional development during the summer in preparation for distance learning that was created and administered by the district Ed Tech Coordinator along with some teaching staff.	300,000.00	325,332	Yes
Hotspots were purchased and distributed to families who needed wifi to operate their devices at home during distance learning.	97,400.00	118,337	Yes
A Distance Learning Task Forces (elem/sec) was formed to develop instructional schedules, review/edit "Teacher Expectations" documents, etc.	15,000.00	14,648	Yes
Distance Learning Planning Teams (by grade spans/courses) were formed to identify essential standards, modify pacing guides, develop curriculum, and create assessment and interventions plans.	30,000.00	6,073	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Additional Federal and State Coronavirus Relief Funding was awarded to the District, therefore additional expenditures were made in the above areas to support in-person instruction. Additional expenses related to TK-12 grades curriculum and student resource supplies for InterCONNECT students. Expanded technology infrastructure expenses district-wide to support expanded band-with and continuous consistent internet connectivity. Technology expenses related to 1:1 student/device implementation district-wide. Teacher technology instructional equipment purchased district-wide for "live" for in-person and InterCONNECT students during the instructional day. Provided breakfast and lunch distribution to all WPUSD students In-Person & InterCONNECT

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

SUCCESSES:

When we returned to in-person instruction on October 6, 2020, approximately 35% of our students opted for distance learning; parents were given multiple opportunities to switch their student's instructional program throughout the year.

Developing a comprehensive distance learning program allowed us to fast-forward our plans to move to 1:1 as a district. All students had access to a district device if they opted to use one. Families with inadequate internet service were provided hotspots, as needed. Additionally, we fortified our "behind the scenes" technology infrastructure, doubling our network capability and upgrading our servers. We also updated our list of standard equipment for teachers, as the tools needed for synchronous and asynchronous instruction created a need for more teacher technology. Now, all teachers have webcams, high-quality multidirectional speakers and microphones, state-of-the-art document cameras, and a secondary computing device to ensure their regular workstation supports distance learning.

The instructional planning for in-person and distance learning was done side-by-side, guaranteeing substantially similar programs. Students kept their same teacher(s) all year, regardless of program, and synchronous learning was encouraged. Most teachers integrated distance learners and in-person learners in some way, in an effort to create a unified classroom community. The modified instructional day allowed teachers and/or instructional aides to provide small group and 1:1 intervention in the afternoon to support students with unique needs (i.e. – English Learners, students with disabilities, homeless/foster youth).

Our planning process utilized the feedback of three district task forces (elementary, middle school, and high school) and our parent stakeholder groups. We also worked in close partnership with our bargaining groups. The teacher task forces developed the engagement log for distance learners, identified essential standards, and identified instructional strategies/tools/resources that would enhance the distance learning experience.

We developed an extensive calendar of professional development offerings in the summer of 2020 based on the feedback of our task forces. We used our professional development sessions to provide teachers with the concrete knowledge/practice they would need to support distance learners. We would often see more than 100 teachers participating in virtual training sessions. Some of these sessions addressed how to best support English learners and other students with exceptional needs in a distance learning or asynchronous learning environment. This included purchasing manipulatives for our virtual primary grade students to support different learning styles and provide additional modalities to increase student understanding.

We could not have been successful with distance learning had we not added staff to support our efforts. Our Ed Tech Coordinator position increased from 0.50 FTE to 1.00 FTE, and we added 2 additional technicians in the Technology Department to assist with increased HelpDesk requests from both teachers and families.

CHALLENGES:
Shifting to an entirely new teaching method in the middle of the 2019-20 school year was quite a challenge. In addition to an overall loss of instructional minutes for students, there was a significant learning curve for teachers as they adapted to the nuances of distance learning and slowly developed their skillsets with a variety of new digital tools/strategies.

Monitoring student progress and providing timely, constructive feedback in a virtual environment was more challenging than in-person. Teachers had less control over student engagement and participation, and students were less willing to take risks in a virtual environment. Additionally, authentic assessment became difficult in a distance format, limiting teachers' ability to objectively measure student progress.

One of our most significant challenges with distance learning revolved around the small percentage of students who were not regularly engaging with their teacher(s) or their class(es). Despite our varied and continuous efforts to re-engage students who failed to log in regularly, some students attended class inconsistently or not at all. We know these lost learning opportunities will greatly impact some students' academic progress going forward.

Unfortunately, all of the challenges of the distance learning format had a more significant impact on our students with unique needs (i.e. English Learners, homeless/foster youth, students with disabilities). We fear that the last 1.5 years have widened our achievement gap.
Lastly, we also had a small demographic area that lacked the infrastructure to access distance learning through any means. Internet service of any kind, including hotspots, was not a viable option for them.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ASES (CARE) Program - provides daycare, support with facilitating distance learning, and providing tutoring help. Foster youth/homeless students, and low-income/English Learner students are prioritized for this program.	439,395.10	510,186	Yes
A 1.0 FTE EL TOSA was hired to provide guidance to schools and teachers on effective teaching strategies for English Learner students, and how to provide designated and integrated ELD instruction during distance learning.	90,738.00	68,058	Yes
Designated ELD sections at secondary schools were created so that English Learner students could have dedicated extra time to accelerate their language development and help them keep pace with their classes.	243,309.00	189,826	Yes
A Homeless Youth Coordinator helps to identify, track, and provide support for our homeless population of students, assuring they receive all services available to ensure school success.	33,665.00	33,966	Yes
A Homeless Youth Secretary provides support to the Homeless Youth Coordinator in assisting the tracking and supporting of our homeless youth, and in helping to secure available services.	7,985.00	7,911	Yes
The i-Ready (K-8) program provides diagnostic assessment information so that teachers can monitor learning loss and identify specific skills in which students need enhanced instruction. It also provides self-paced reading and math instructional practice to support student learning.	189,436.00	134,392	Yes
The Illuminate Assessment System provides a way for teachers to administer assessments and receive detailed reports that track student and class progress toward mastering each standard in reading and math. These reports also help teachers identify areas of need to address with students.	45,904.00	73,677	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A portion of the Site-allocated Supplemental Funding for Learning Loss Mitigation was provided to each school so that each can address the unique situations they face, based on their student populations and their individual analysis of needs.	661,594.00	705,227	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Additional Federal and State Coronavirus Funding was awarded to the District, therefore additional expenditures were made in the above areas to support in-person instruction. EL TOSA was hired at a .80 FTE instead of 1.00 FTE.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

SUCCESSES:
As we adapted to our new COVID learning environment, discussions centered around guaranteeing effective instruction for our students, knowing the challenges of implementing both a shortened in-person model and a distance learning model, and knowing that students' instructional minutes would be reduced. Most of our work revolved around identifying the most essential content to cover. At the elementary level, the decision was made to focus primarily on English Language Arts and Mathematics. At all grade levels, work was done to identify key essential standards within each content area. With this narrowed focus, teachers ensured in-depth, targeted instruction of the content that mattered most. Additionally, this work helped guarantee continuity of instruction between our in-person and distance models.

One benefit of a shortened in-person school day was that it provided dedicated instructional time in the afternoon for individual and small group interventions; these interventions occurred both in-person and virtually. These daily blocks of dedicated intervention time allowed us to target struggling students, including our students with exceptional needs (i.e. - English Learners, students with disabilities, homeless/foster youth, etc), and provide them with the services needed to be more successful. Personnel and resources were reallocated to provide support for these enhanced intervention opportunities. We shifted the focus of work for some district personnel from providing coaching of Tier I instruction to supporting schools with Tier II interventions.
Sites hired more Instructional Support Providers (ISPs) and instructional aides. Professional development shifted to specifically provide guidance and coaching on supporting our students with disabilities, socially economically disadvantaged students, English Learners, and our homeless/foster youth in a virtual learning environment.

We utilized two online platforms (Illuminate and iReady) to monitor student academic progress through the use of diagnostic assessments and district benchmark assessments in Language Arts and Math. The data from these assessments were then used to determine the academic needs of students and to prioritize students for targeted intervention. We also purchased licenses for additional technology tools that provided supplementary data to teachers, further assisting the discovery of areas for student growth/intervention.

We continue to coordinate with our afterschool programs (ASES), and students can continue to access their services and support. This has proven to be a lifeline for parents who struggle to provide academic support to their students at home. All students are eligible to attend our ASES programs. However, the demand for our ASES programs outweighs their available space. Therefore, students are chosen to participate on the basis of need; we prioritize our homeless/foster youth, socioeconomically disadvantaged students, and English learners. A local non-profit organization, the Foundry, also provides (free) after school tutoring to students.

We track student attendance regularly, and have a detailed re-engagement plan in place for virtual learning students who are not regularly attending online classes. The plan, developed and monitored by our district MTSS Coordinator, includes tiers of support depending on need. Our parent/school/community liaisons have played an integral part in this plan.

CHALLENGES:
Authentic assessment became difficult in a distance format. It limited the ability to truly measure how students were mastering the material because it was not possible to assess the same way as in person. Teachers found that previously used assessments did not always align with the revised/amended essential standards. Therefore, new assessments were developed. So, year-to-year data comparisons could no longer occur. Additionally, many teachers reported that students were receiving "extra help" from family members on assessments to the degree that it rendered the results invalid. Questionable, inconsistent data impacted our ability to measure student growth and target students for appropriate interventions.

Additionally, what was once taught in approximately 5.5 hours reduced to 3.5 hours. Teachers had to pare down their instruction to focus on only the necessary material. Both the depth and breadth of concepts suffered. Music, science, and social science at the elementary level were minimized. Plus, teachers were juggling instruction in both an in-person and virtual environment simultaneously.

Most challenges were felt in the virtual learning environment. Students on distance learning had less direct access to teachers. Virtual interventions felt less successful. Monitoring student progress and providing timely, constructive feedback was more challenging. Teachers had less control over student engagement and participation. As a result, it proved easier for students to disengage or not attend online classes, causing their academic performance to decline.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

SUCCESSES

Students
Having the option in early October for students to return in person, 5 days a week, was a great relief to many of our students and our families. Even though there were COVID protocols in place that limited student interaction, being with teachers and fellow students in classrooms helped restore a sense of normalcy. For those students who opted to stay home and learn virtually, we adopted a district-wide philosophy that allowed students to participate in virtual classes/Google Meets to the degree with which they were comfortable. This included student choice with regard to camera use and flexibility with assignment completion. Throughout COVID, teachers also provided office hours for all students. Office hours gave students a chance to receive targeted, specific academic support while allowing teachers to make personal connections with students at the same time.

Through a collaborative effort between our district mental health specialist and school psychologists, a quick mental health screener was developed for students during COVID. The screener helped determine who was most at risk, and identified what those risks were. The screener ensured timely and appropriate mental health support was provided to students who needed it. Our district webpage was also set up with a variety of mental health resources. Additionally, Western Placer continues to contract with Wellness Together, a counseling service, to provide one-on-one counseling support in all our schools. The counselors work with students over an extended period of time, and their caseload continually rotates over time.

District school psychologists and the district MTSS Coordinator worked together to create a re-engagement plan for distance learning students who were struggling to engage. The plan included different tiers of support and established a process for students to access a personalized continuum of supports and services.

Staff
We provided support for teachers as they navigated concurrent teaching, balancing virtual and in-person learning for their students. We simplified teacher expectations, suspending the PLC Meeting MOU, and (where possible) reducing adjunct duties. We also helped teachers modify the curriculum, focusing only on the essential standards. Additionally, our Teachers on Special Assignment created a repository of completed lessons and assignments that teachers would integrate into their classrooms; this provided some much needed support for teachers as they became accustomed to utilizing educational technology and to teaching in a distance learning environment.

The health and well-being of our staff is very important to us. We contracted with hearyou.org to provide free, anonymous mental health services to our staff during COVID. We also offer additional assistance with counseling, financial planning, elder/child care and other services through a program called the Early Assistance Program (EAP). Lastly, we continue to work with a district Wellness Coordinator who serves as a district-wide coach on fitness, nutrition, mindfulness, and overall health.

CHALLENGES

Noticeably missing from the student school day are co-curricular and extracurricular activities. Many students connect with school and gain great personal satisfaction via these opportunities; without them, there has been less motivation to actively participate in school and increased apathy and depression among our students. Additionally,the inability for students to socially interact with each other has led to further feelings of disconnectedness. Plus, with COVID protocols in place, classroom environments feel reserved and sterile. Generally, students have not shown the same enthusiasm and excitement for learning. This has led to an increased rate of learning loss, which will require additional interventions and supports in the future.

As teachers cover their faces with masks and keep their distance, students in-person and online miss out on visual cues that help them connect with their teachers. This lack of positive feedback and encouragement has been a de-motivator for students. It also makes it difficult for teachers to truly identify who is having struggles in class or online.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SUCCESSES:
WPUSD had great success sending pertinent, timely information to families when COVID-19 impacted our district's instructional delivery. During the initial stages of the pandemic, the superintendent issued 2-3 updates weekly. All updates were provided in multiple formats (email, phone calls, website postings, social media postings) and were published in both English and Spanish. We were fortunate to have the support of a full-time Communications Coordinator and three full-time district Parent/Family/Community Liaisons (all of whom are bilingual in Spanish) to provide follow-up support where needed. As the pandemic continued, the superintendent reduced his communications to a weekly format.

During the pandemic, WPUSD realized that our main communications platform (School Messenger) lacked some features we felt would enhance our families' experiences. So, we transitioned to a more robust platform called ParentSquare. ParentSquare has more mobile options for parents with less access to technology, more teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish.

One of the few silver linings of the COVID-19 pandemic has been discovering more ways for parents to participate and provide feedback to our district and our schools. We sent a variety of parent surveys at both the district and site level, collecting feedback on topics ranging from instructional program delivery to summer school options. Survey completion rates have been high. With virtual

options available, we have also seen increases in parent participation at IEPs, parent conferences, school site council meetings, PTA meetings, and district town hall meetings.

CHALLENGES:
As many successes as we have had with pupil/family engagement and outreach, nothing compares to the in-person interactions we had prior to COVID-19. Due to county health procotols and regulations, our school sites cannot host extracurricular or co-curricular activities, and they cannot allow parents to volunteer in classrooms or visit anywhere beyond the front desk. Being perceived by families as warm and welcoming has become more challenging with physical barriers, masks, and increased online interactions. The sense of community is muted.

Additionally, we have a small geographic area within our district boundaries that lacks the ability to access distance learning by any means. Multiple solutions were attempted – cable service, internet service, hotspots – to no avail.   Lastly, we continue to struggle with a small percentage of families who have not engaged with us at all. Multiple interventions and attempts to re-engage these families, to this point, have not been successful.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SUCCESSES:
Our Food Services division remained flexible and adaptive throughout the COVID-19 pandemic. The team maintained its focus on student well-being, and they took intentional steps to be friendly, caring allies during some families' darkest hours. The Food Services team developed three distinct food distribution models, depending upon the instructional model(s) in place: one for full distance learning (from March 2020 - October 2020), and two for our concurrent in-person and distance learning models, respectively (November 2020 - June 2021). Their greatest success has been utilizing local vendors (both businesses and farms) to supplement foodstuffs impacted by national supply chain issues. The ability to serve any student, regardless of Free/Reduced lunch status has also been a benefit. Our Food Services team has served 823,334 meals since March, 2020.

CHALLENGES:
Our Food Services division faced challenges throughout the COVID-19 pandemic. Their ability to pre-plan meals and pre-order supplies was severely impacted by both supply chain issues and the district's instructional model shifting at different times. The constant changes to county health guidelines also caused the Food Services team to continually adjust their internal protocols, including how to provide safe points of sale for students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	A 0.40 FTE MTSS Coordinator was hired to help create district wide procedures for students who are not engaging in the live teacher interactions and learning activities. They are also providing support for individuals and families who do not respond to a school's outreach in helping them re-engage.	32,542.00	33,180	Yes
Mental Health and Social and Emotional Well-Being	Wellness Together is a service which provides counseling for individuals who are struggling in the current learning environment with areas such as depression and anxiety.	158,079.00	174,243	Yes
Mental Health and Social and Emotional Well-Being	A 1.0 FTE Mental Health Specialist provides counseling with our more severe cases of students who struggle with school from areas such as depression and anxiety.	144,340.00	145,343	Yes
Pupil Engagement and Outreach	3.0 FTE Parent/School/Community Liaisons support families with needed communication between the family and the school, and create connections so that students are more engaged with their teachers, and parents are more informed of their child's learning progress and school expectations.	164,894.00	157,005	Yes
Pupil Engagement and Outreach	Software was purchased to enhance parent communication during distance learning (Parent Square) and to simplify how schools and parents communicate with each other.	34,450.00	24,450	Yes
Mental Health and Social and Emotional Well-Being	Staff Wellness Coordinator provides activities and programs to give staff members additional ways to	2,500.00	2,500	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	develop good habits around healthy lifestyles, and mental wellness.			
Mental Health and Social and Emotional Well-Being	The Employee Assistance Program (EAP) is a service provided in the event a staff member is in need of direct mental health counseling, financial and legal support, and assistance with other family needs.	12,687.00	3,172	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Employee Assistance Program cost is based on number of WPUSD employees.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our greatest lesson learned from implementing in-person and distance learning programs in 2020-21 is that it is imperative to fully return to school, in-person, for the 2021-22 school year. We were incredibly fortunate to return to school in-person on October 6, 2020 with a substantive 5-day modified schedule. Upon their return to in-person learning, we witnessed students' mental health improve dramatically, in addition to seeing increases in student engagement and academic rigor.   The return of high school sports in March, 2020 further aided our high school students' engagement with school and their overall well-being. That being said, we did observe a small population of students thrive in distance learning. So, we plan to expand the ATLAS Learning Academy, our independent study school, to accommodate students eager to remain virtual learners.

We also learned that our district's MTSS system needs strengthening. Our MTSS processes and procedures are inconsistent across the district, and our range of Tier II support options is too narrow. Additionally, students and staff members need to reestablish interpersonal relationships and build new connections with one another. Similarly, we have to continue emphasizing student and family engagement and adapt our approach to better meet families' needs. We saw increased parent participation during COVID; virtual parent conferences and meetings were more popular than past in-person options, and online surveys had high response rates.

Furthermore, we have to continue supporting our students' and staff members' mental health. The last year and a half has taken an emotional toll on students, staff, and families alike, and we need to approach the future with a trauma-informed perspective.

Lastly, we are finally 1:1 (students-to-Chromebooks) as a district. As a majority of curriculum moves online and we shift to a focus on developing 21st Century Skills, we plan to continue supporting our district's 1:1 initiative going forward.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our district's 2017-2020 LCAP encapsulated our desire to close the achievement gap. That focus has not changed with the 2021-2024 LCAP; it has just shifted to include students who struggled to keep pace during the COVID-19 pandemic and highlights the academic discrepancies that continue to exist with some of our subgroups: English learners, socioeconomically disadvantaged students, students with disabilities, and our homeless/foster youth.

One of our district's greatest areas of focus in the next three years will be strengthening our Multi-Tiered Systems of Support (MTSS) for struggling students. To that end, we need to have more consistent systems and processes in place to identify which students are in need of targeted intervention(s) and in which academic area(s). We plan to hire a full-time MTSS Coordinator to oversee the district MTSS program, in addition to forming MTSS teams at each school site.

Effective MTSS cannot exist without consistent, detailed, and accurate student performance data. We will continue to utilize Illuminate, EduClimber, and iReady to monitor and track student data. Additionally, we will continue developing and/or refining our end-of-unit assessments, analyzing results regularly during our weekly, collaborative PLCs. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning.

Additionally, we plan to enhance our Tier II support options and provide training for teachers on effective Tier II intervention strategies. We also plan to offer a variety of student intervention programs during school hours, after school, and during the summer. This includes an increase in high school credit recovery options.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive difference between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

WPUSD holds three strong beliefs:

1. All students should graduate from high school college and career ready.
2. There should be no achievement gap between groups of students.
3. We must provide students with the supports and opportunities they need to become healthy, productive adults.

Every decision we make is directly tied to the above beliefs, and our analysis and reflection over the past two years used related data to inform our 2021-24 LCAP.

We have made significant gains in our College & Career Indicator over the last two years. The Class of 2018 had 43% of graduates considered "Prepared" for college and career; the Class of 2020 had 56.8% (a 13.8% improvement over two years). Despite that improvement and an increase in students who received the State Seal of Biliteracy and in UC/CSU a-g completion status, we saw declines in other college/career elements: CTE Pathway completers and Golden State Merit Seal Recipients. Our UC/CSU completion rate, which improved to 57.7% in 2020, still lags far behind similar districts. Some of our subgroups (students with disabilities and English Learners, in particular), had considerably less success achieving college and career readiness.   We plan to hire a full-time College & Career Coordinator to monitor our data going forward, and to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement.

Our high school students are failing courses at a higher rate due to the COVID-19 pandemic.   We plan to offer more credit recovery options over the summer and during the 2021-22 school year to help remedy this issue. We also plan to hire a full-time teacher at our continuation high school to increase enrollment and prevent future dropouts.

Our academic performance in math continues to lag behind similar districts, and it continues to remain far below our English Language Arts performance. Our academic performance in math also continues to grow increasingly disparate across higher grades. Our work with common assessments, curriculum guides, and first best instruction will continue to have a math focus in the coming years.

Lastly, we spent the last five years slowly closing the achievement gap. We saw solid gains in the academic achievement of our socioeconomically disadvantaged students and our English Learners. Unfortunately, the COVID-19 pandemic has widened those gaps again. Plus, our students with disabilities continue to academically perform below the level of their peers; this is a constant area of focus. We will continue our work with co-teaching and the AVID program to try to mitigate those losses and discrepancies.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	111,537,981.00	120,078,761.00
Agriculture Incentive Grant	13,783.00	8,781.00
Base	39,564,554.00	38,734,813.00
Career Technical Education Incentive Grant (CTEIG)	154,467.00	121,307.00
Carl D. Perkins Career and Technical Education	38,766.00	35,500.00
Comprehensive Support and Improvement (CSI)	110,000.00	82,752.00
Lottery	528,600.00	657,873.00
Mental Health Funds	258,042.00	316,037.00
Other	66,835,984.00	76,215,568.00
Supplemental	3,966,354.00	3,834,988.00
Title I	6,000.00	6,167.00
Title II	55,431.00	64,975.00
Title III	6,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	111,537,981.00	120,078,761.00
	111,537,981.00	120,078,761.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	111,537,981.00	120,078,761.00
	Agriculture Incentive Grant	13,783.00	8,781.00
	Base	39,564,554.00	38,734,813.00
	Career Technical Education Incentive Grant (CTEIG)	154,467.00	121,307.00
	Carl D. Perkins Career and Technical Education	38,766.00	35,500.00
	Comprehensive Support and Improvement (CSI)	110,000.00	82,752.00
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	Mental Health Funds	258,042.00	316,037.00
	Other	66,835,984.00	76,215,568.00
	Supplemental	3,966,354.00	3,834,988.00
	Title I	6,000.00	6,167.00
	Title II	55,431.00	64,975.00
	Title III	6,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	38,013,851.00	37,369,831.00
Goal 2	283,980.00	294,510.00
Goal 3	1,420,431.00	1,430,775.00
Goal 4	767,129.00	805,541.00
Goal 5	70,832,983.00	79,966,002.00
Goal 6	219,607.00	212,102.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,235,465.60	$2,291,983.00
Distance Learning Program	$1,981,632.45	$3,794,577.00
Pupil Learning Loss	$1,712,026.10	$1,723,243.00
Additional Actions and Plan Requirements	$549,492.00	$539,893.00
All Expenditures in Learning Continuity and Attendance Plan	$5,478,616.15	$8,349,696.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$199,727.60	$1,175,252.00
Distance Learning Program	$466,550.18	$1,558,064.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$15,187.00	$5,672.00
All Expenditures in Learning Continuity and Attendance Plan	$681,464.78	$2,738,988.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,035,738.00	$1,116,731.00
Distance Learning Program	$1,515,082.27	$2,236,513.00
Pupil Learning Loss	$1,712,026.10	$1,723,243.00
Additional Actions and Plan Requirements	$534,305.00	$534,221.00
All Expenditures in Learning Continuity and Attendance Plan	$4,797,151.37	$5,610,708.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Western Placer Unified School District	Kathleen Leehane Director, Supplemental Programs & Accountability	kleehane@wpusd.org 916-645-6350

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Western Placer Unified School District (WPUSD) was formed on July 1, 1966, when it united twelve (12) smaller school districts. The District serves students in a 168 square mile area in Placer County. The City of Lincoln is home to the majority of students attending WPUSD and all but one of the schools are located in the City of Lincoln. Students who live in the City of Sheridan and parts of the City of Roseville are also served in WPUSD and one elementary school is located in the City of Sheridan serving as the hub for that small community. The District has a diverse ethnic and culturally enriched population. WPUSD is governed by a five (5) member Board of Trustees.

WPUSD includes, five (5) school sites with Transitional Kindergarten (TK), eight (8) K-5 elementary schools, two (2) middle schools for grades 6-8, a comprehensive high school for grades 9-12, a newly added (as of fall 2021) comprehensive high school for grades 9-10, a continuation high school, and an independent study school for grades K-12. The student population for grades TK-12 is 7,114. Of our total student population, 57% are White, 30% are Hispanic or Latino, 3% are Asian, 3% are Filipino, 2% are African American, and 5% are Other. Additionally, 9% of our population are English Learners, 4% are identified as GATE, 13% receive Special Education services, and 36% are socio-economically disadvantaged. WPUSD also sponsors two (2) independent charter school districts; Horizon Charter and John Adams Academy who collectively serve roughly 3,000 students from Placer and other surrounding counties.

The City of Lincoln was founded in 1859 and has a rich heritage of community spirit and neighborly charm. The Lincoln community is best known for Gladding McBean & Co. who established their pottery in Lincoln in 1875 and are still going strong today as the leader in Terra Cotta, Clay Pipe and Tile products. Lincoln also has a fully functioning airport and railroad. With a population of more than 47,000 people, Lincoln's community is very supportive and involved in its schools.

WPUSD's LCAP has been developed to ensure that, upon graduation, all students are college and career ready and that all students and their families are actively engaged in learning and their school community. WPUSD's LCAP shows the District's belief about students' potential and how they should nurture such potential. For students to be college and career ready upon graduation, they must be able to think creatively and critically, and work collaboratively, to solve problems. To this end, students need opportunities to engage in meaningful

and relevant work that will stretch their thinking, foster their collaboration skills, and equip them with the technical skills needed to creatively tackle problems. Additionally, to ensure engagement, students' learning environments need to be safe, inviting, flexible, and equipped with with an abundance of resources. WPUSD is committed to serving its students by providing the aforementioned supports and opportunities and their LCAP outlines how they have and will continue to do that.

Reflections: Successes

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

Western Placer Unified was selected by the California Department of Education as an Exemplary Districts Awardee for 2019, 1 of only 18 districts honored in the state of California. Twelve Bridges Middle School was also honored as a California Distinguished School for 2019. Furthermore, Glen Edwards Middle School was named as a California Distinguished School for 2021. Lastly, Lincoln High School was named a CA Exemplary Arts school in 2021. These are significant achievements that highlight our continued growth and successes.

Because of COVID-19, our normal process of reviewing CA Dashboard and local data to determine successes was somewhat derailed as data was not gathered and/or reported. Additionally, any data that was gathered and reported during the COVID-19 pandemic needs to be evaluated with caution due to the impact of COVID-19 on teaching, learning, and mental health. Therefore, our most current data (mostly outdated) mostly reflects our successes prior to the 2020-2021 school year. Noted below are what we have deemed our greatest areas of success based on the most current data we have. However, before highlighting successes from our traditional data points, we feel it important to state that we believe our greatest success is how we have weathered the COVID-19 pandemic. We are most proud of the fact that we opened for in-person learning on October 6, 2020, offering a modified 5-day learning program for our students. In addition, we provided a more than substantially similar distance learning program for those who chose to remain on distance in lieu of returning to in-person. We offered more in-person learning this year than almost any school district in the state of CA, while also successfully serving our distance students, and we believe that was our greatest accomplishment. This sentiment has been reinforced by all the accolades we have received from our staff, parents, and especially our students.

CA DASHBOARD & LOCAL DATA

In 2019, Western Placer had a 5% increase in the number of students who met or exceeded standards in Math, and a 1% increase in English Language Arts as compared to the previous year. We continue to close the gap to other districts in Placer County. In 2020, we had a 4.6% increase in our graduation rate as compared to the previous year's graduating class. This came also with a 6.1% increase in our A-G completion rate; a 6.1% increase in the number of students receiving the State Seal of Biliteracy; and, over a two-year period, a 9% increase in the number of our students being deemed college and career ready.

Our suspension rates continue to be low, illustrating a district culture that encourages a sense of belonging and community while prioritizing the physical, emotional, and cultural safety of our students. Our chronic absenteeism rates are also low, indicating that students generally like being at school.

Our Advanced Placement data shows an increase in students attempting college-level coursework. Eight schools have the AVID program on their sites, with a ninth (Twelve Bridges High School) adding AVID in the fall of 2021. It is our intent for all schools to be AVID schools by 2024.

We continue to provide professional development aligned with the tenets of Professional Learning Communities (MTSS, Common Core & NGSS, Effective Instruction, Data-Driven Decision Making, Instructional Technologies, etc.) and Youth Development (MTSS, PBIS, SEL, Mental Health, Cultural Relevancy, 40 Developmental Assets, etc.); these professional development opportunities have and will continue to strengthen the overall effectiveness of our employees.

The District is committed to multilingualism as it provides educational, cognitive, sociocultural, and economic benefits for students who attain fluency in more than one language. To that end, in August 2020, we started a District Bilingual Immersion Program, housed at Creekside Oaks Elementary School, and successfully served two, full kindergarten classes. The program will continue to grow with two (or more) new classes being added each year through fifth grade. Students completing the elementary program will then be provided opportunities through our secondary schools to continue their path to multilingualism, ultimately resulting in them receiving the State Seal of Biliteracy.

Although much progress is still needed to ensure high levels of achievement for all students in Western Placer, we are proud of the improvements made thus far. We attribute these improvements to many of the actions/services outlined in our LCAP. Expanding our implementation of AVID and Special Education inclusion models have enhanced our focus on ensuring all students are meeting grade-level standards. Further supporting college and career readiness, our focus on improving CTE has resulted in more clearly outlined career pathways and opportunities for articulation with Sierra College to offer college credit to high school students. Providing training in youth development and PBIS has resulted in schools implementing site-based programs (i.e., Bucket Fillers, K-Kids, Recess Rangers, WEB/Link Crew, Ghost Mentors) to boost student safety, engagement, and achievement.

The hiring of key staff to drive reform efforts across the district has been critical; from our Teachers on Special Assignment (TOSAs) providing targeted support for teachers to improve instructional effectiveness to our Parent Liaisons engaging our non-English speaking families in playing a more active role in their children's education. Without these staff, our abilities to implement and support programs/practices such as PBIS, Youth Development, AVID, and CTE would fall short.

We are committed to continuing programs/practices such as AVID and Youth Development. We are also committed to ensuring we have the capacity (staff) to maintain and build upon these programs/practices. Lastly, we are also committed to ongoing professional development for staff to ensure their effectiveness in implementing programs/practices that we believe will continue us on the positive trajectory leading to all students actively engaging in learning and becoming college and career ready.

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.

As aforementioned, because of COVID-19, our normal process of reviewing CA Dashboard and local data to determine identified needs was somewhat derailed as data was not gathered and/or reported. Additionally, any data that was gathered and reported during the COVID-19 pandemic needs to be evaluated with caution due to the impact of COVID-19 on teaching, learning, and mental health. Therefore, our most current data (mostly outdated) mostly reflects our identified needs prior to the 2020-2021 school year. However, what the pandemic did do was further reinforce existing areas of need regarding students' achievement and mental health as identified in our increased number of D's and F's at high school, i-Ready data at elementary, and increased number of referrals for mental health services.

CA DASHBOARD & LOCAL DATA

Although the overall graduation rate in 2020 increased 4.6%, the rate decreased by 4.5% for English learners. Additionally, even with a two-year gain in students deemed college ready and an increase in the percentage of students taking CTE classes, we saw a decrease in the number of CTE pathway completers.

Although we are seeing overall growth in math, eleventh grade performance on the SBAC for math continues to be very low; especially as compared to the county but more alarmingly as compared to the state. Additionally, our achievement gap is not acceptable and more work is needed to ensure the success of all our students, especially homeless and special education students.

Based on 2019 ELPAC data, only 50.5% of English learners progressed one level or more levels. This should be much higher.

Finding highly qualified and high quality teachers to support our CTE and dual enrollment efforts have been difficult. Additionally, we are seeing a high turnover in special education positions, which impacts our efforts to improve the achievement of our special education students.

LCAP Highlights

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

To support WPUSD in attaining our two LCAP goals, we have focused our work under the umbrellas of Professional Learning Communities (PLCs) and Youth Development.

Within our work on Professional Learning Communities, our focus has been on answering the essential questions of the PLC process: "What do we want students to learn? How will we teach it effectively? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already learned it?" Therefore, we are working to identify essential learning targets for students within our core curricular areas through the work of our "Action Teams" . We are also providing professional development for teachers and administrators

focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms - GLAD, AVID and brain-based direct instruction have been the major instructional strategies utilized district-wide. Additionally, we are continuously improving our work around and administration of common district assessments in English language arts and mathematics to support teachers in evaluating their students' progress in meeting the learning targets and their own instructional effectiveness. Furthermore, we are in the process of implementing the MTSS Framework to ensure that after effective first instruction (Tier I) we have a plan for systemically providing Tier II and Tier III interventions for students. We have hired a full time MTSS Coordinator to lead this work and she is supported with intervention resources and intervention services staff. We also utilize "Illuminate" to administer common assessments and "EduClimber" to house comprehensive student progress data to further support our MTSS work. We have purchased and are implementing "I-Ready", an online diagnostic assessment and supplemental instruction system for English language arts and mathematics (K-8), to support individualized support for student learning and ongoing monitoring of student progress. The work of Professional Learning Communities is cyclical; you are constantly revisiting and refining your work around the essential questions. Therefore in the 2021-2024 school years, we will continue to focus on defining/refining our learning targets for students, supporting teachers' instructional effectiveness, implementing common assessments to track student performance, and continue to develop our comprehensive MTSS plan for supporting all students. Teachers and administrators will continue to receive training and support in using data to drive decision-making. Focus will continue to be placed on effective first instruction and we will utilize data from observations of teaching and learning, common assessments, and other areas to stimulate meaningful, data-rich PLC conversations. Additionally, staff will continue to be provided appropriate training and coaching to support their effectiveness in meeting the needs of all students. The aforementioned focus and aligned activities are intended to support our overarching goal of ensuring all students are college and career ready upon completion of high school.

In the area of Youth Development, roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained as trainers of youth development. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults. They are safety, relationships, youth participation, community involvement, and skill building. Schools have worked diligently to improve safety and relationships with and for students. PBIS has been implemented at almost all of our school sites and staff continue to receive training and support from our MTSS Coordinator and mental health support, whom we employed as part of LCAP to support PBIS and students' mental health. Schools are implementing mentoring programs to support student connections with and at school and additional support staff have been hired to ensure no student is without at least one positive adult connection. Intentional efforts have been made to provide enhanced opportunities for students to engage in meaningful learning and develop their leadership skills. Extra- and co-curricular activities are on the rise in WPUSD as well as community partnerships for service learning and mentoring. Bilingual parent liaisons work to improve school/family relations and actively engage parents in their child's learning and school community. Lastly, counselors, teachers, and other staff support youth development through the lens of college and career readiness and teachers work hard to ensure that students learn the essential skills (appropriate to their grade-level) they need to be deemed college and career ready (or on track to becoming). WPUSD will continue to support the implementation of the youth development supports and opportunities through the 2021-2024 LCAP. Youth Development Institutes will be offered, support for PBIS will continue, and additional staff hired to support our youth development efforts will continue to be funded.

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.

Phoenix High School

Support for Identified Schools

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

WPUSD submitted the application for funding on behalf of Phoenix High School. Additionally, Educational Services staff met with site administration to review the process for creating and implementing the CSI plan.

To date, Phoenix High School's staff and School Site Council have conducted two annual needs assessments to determine potential underlying causes for their low graduation rate in 2019. This work has utilized data-driven cycles of inquiry to identify trends and patterns in student achievement, and to target areas for improvement over the last two school years. Phoenix High School's principal received significant training in this process through his work with MiraVia, LLC from 2018 through 2020.

In 2018-2019, Phoenix High School's data indicated a disproportionate number of twelfth graders needing to return for a fifth year in order to graduate. The data also showed some students narrowly missing a-g certification, a need for increased mental health support, and a three-year decrease in academic achievement in both English and Math (on the SBAC). While the state will not be issuing data on the California School Dashboard this fall, all local data indicates that PHS made significant improvements in its graduation rate during the 2019-2020 school year. Phoenix High School's goal in the 2020-2021 school year will be to continue to increase its graduation rate, bettering their record-setting thirty-five graduates in 2020.

In 2018-2019, Phoenix High committed to continuing or expanding its work with four programs: Positive Behavior Supports and Intervention (PBIS), the Youth Development, Wellness Together (school-based therapy for students), and School-Based Mentoring (volunteers working with struggling students). Data points also highlighted the need to add services in other areas: academic counseling, in particular. As Phoenix is a continuation high school, its students need to be case managed more intensely to ensure they graduate in higher numbers. So, the team added a temporary full-time academic counselor to the staff for the 2019-2020 school year; that position continues in the 2020-2021 school year. Additionally, the Phoenix High School team developed more project-based "mini-units" in core areas and added experiential learning (i.e. - fieldtrips), to provide students with more relevant and rigorous exposures to the curriculum.

When COVID closures happened in spring 2020, PHS used its remaining CSI funds to enhance students' distance learning experience by improving teacher technology. It also funded a temporary full-time instructional support provider (ISP) to provide tutoring and aid the counselor in providing intensive case management for all twelfth graders. As we are still in a split instructional model, with some students in-person and some distance learning, the added ISP time continues in the 2020-2021 school year.

Additionally, the identification of Phoenix High School as a CSI school led to a review of district protocols for allocating resources to school sites. Past practice has allocated support staff to school sites based solely on enrollment numbers. The district is now working to change its protocol to ensure levels of student need are considered, along with enrollment numbers, when allocating support staff.

Monitoring and Evaluating Effectiveness

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

WPUSD will regularly monitor and track data related to Phoenix High's twelfth graders. In addition to closely monitoring students' graduation progress and credit completion, school staff will regularly monitor counselor log entries, qualitative data from the school-based therapy team, and grades. At least quarterly, school and district staff will monitor eligible students' a-g progress and will also conduct transcript audits to ensure students are progressing toward graduation.

District office staff will meet regularly with site administration to analyze multiple measures of data and determine if any programmatic or systematic adjustments need to be made.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Part of our success as a district can be directly tied to our belief that all stakeholder groups – staff, parents, students, and community members – have valuable insights to contribute. We believe actively seeking out multiple perspectives broadens our understanding of the issues at hand and makes our approach to student achievement more thorough and more thoughtful than it would otherwise be. Combining and refining our ideas always result in a better plan for our students. Therefore, we ensure frequent and varied opportunities for our stakeholder groups to provide feedback.

LCAP Committee Meetings – November 9, 2020; January 25, 2021; April 26, 2021; May 17, 2021

The LCAP Committee, consisting of representatives from classified and certificated administration and classified and certificated associations, met (virtually) to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the annual update and the new 2021-2024 LCAP. The LCAP Committee also discussed how to best utilize other state/federal funds (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to support the district's most at-risk students during and after the COVID-19 pandemic. Throughout spring 2021, adjustments were made to the draft of the new 2021-2024 LCAP based on feedback gathered from all stakeholder groups at previous input meetings.

District Advisory Committee (DAC) – September 2, 2020; March 15, 2021; May 25, 2021

One of our parent groups, the District Advisory Committee (DAC), was asked for input regarding the actions they would like to see related to the 8 state priorities and related LCAP goals. The DAC also provided input related to the impact of the COVID-19 pandemic on their children; this included a brainstorming session about how to best use the state/federal funds allocated (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to help mitigate the impacts of the pandemic.

The preliminary draft of the 2021-2024 LCAP was then shared with the DAC Committee, which showed alignment with feedback gathered from all stakeholder groups at previous input meetings.

District English Learner Advisory Committee (DELAC) – September 8, 2020; March 22, 2021; May 27, 2021

The second of our parent groups, the District English Learner Advisory Committee (DELAC), was asked for input regarding the actions they would like to see related to the 8 state priorities and related LCAP goals. The DELAC also provided input related to the impact of the COVID-19 pandemic on their children; this included a brainstorming session about how to best use the state/federal funds allocated (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to help mitigate the impacts of the pandemic.

The preliminary draft of the 2021-2024 LCAP was then shared with the DAC Committee, which showed alignment with feedback gathered from all stakeholder groups at previous input meetings.

This committee is largely made up of Spanish-speaking parents.

Admin PLC Meetings – September 4, 2020; September 11, 2020; September 18, 2020; September 25, 2020; October 9, 2020; October 16, 2020; October 30, 2020; November 13, 2020; January 22, 2021; April 30, 2021; May 14, 2021; May 28, 2021

The school site administration met (virtually) with district administration during frequent Admin PLC meetings to provide information for the annual update and input for the next steps and needs related to the LCAP goals, annual measurable objectives, and actions. These discussions included conversations about how to best use the state/federal funds allocated to the district (i.e. - the Extended Learning Opportunities (ELO) grant funds, ESSER funds) to help mitigate the impacts of the pandemic.

Site administrator input was reflective of input they solicited from staff, students, and parents at their respective school sites.

Additionally, we surveyed classified staff, certificated staff, and parents throughout the year to solicit feedback on a variety of topics, from summer program options to teacher professional development offerings.

SELPA Consultation - May 20, 2021

Public Hearing and LCAP Draft to Board of Trustees - June 15, 2021

Opportunity for Public Comment - June 15, 2021

Final Approval of LCAP - Board of Trustees - June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

DAC/DELAC

Our two parent groups, the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC), continue to be valued voices for our district. We have developed a strong working relationship over the last five-to-six years, which has increased participation on both committees. Both committees know that their purpose is to help support our struggling students, and they fully embrace that role. Both prior to the COVID-19 pandemic and during the COVID-19 pandemic, our parent groups expressed a desire to keep many of our existing programs in place. Due to the impact of the pandemic, they also advocated for an increase in funding in some areas.

Our parent groups strongly support our parent/school/community liaisons, the AVID program, after school tutoring programs, in-school intervention programs, and our summer programs. As funds allow, they would like to see modest increases in all of these programs going forward.

The members of our parent committees also talked about how the COVID-19 pandemic has highlighted student mental health as an area of concern. Parents are worried about how to best support their children as we return to "normal." Multiple parents detailed the changes in

personality they witnessed in their own children during the pandemic. Therefore, DAC/DELAC would like to see a significant increase in mental health support for students going forward. Parents also expressed concern for children that are falling behind due to the pandemic, particularly young children (struggling to read) and high schoolers (no longer on track to graduate). Our parents would also like more support with accessing technology from home and the return of our Continuing Education classes for parents (ESL, GED Prep).

ADMIN PLC

Our administrative team has expressed concern about the lasting impacts of the COVID-19 pandemic on our students. They want to ensure we have ample intervention supports in place going forward, which include an increase in high school credit recovery options and an expansion of enrollment at our continuation high school. They hope to see an increase in support staff available to help with interventions, including personnel who can organize and create systems to help monitor student progress. The elementary team values i-Ready, Illuminate, and EduClimber as tools that can help identify and target student needs.

Our administrative team continues to highlight a need to invest in technology, both in equipment/infrastructure and in training for teachers. They express a desire to sustain the 1:1 device initiative we implemented during the COVID-19 pandemic.

Lastly, our administrative team would like to continue our work on improving math instruction, Youth Development, and AVID.

LCAP COMMITTEE

One of the LCAP Committee's greatest areas of focus is improving the district's performance on all elements of the College and Career Indicator (CCI) on the California School Dashboard. These recurring discussions about college and career readiness often address our achievement gaps and our desire to provide equitable access for all students; they also acknowledge that college and career readiness is a systemwide, K-12 concern. Another area of emphasis has been developing ways to improve our math scores.

In addition to concentrating on college/career readiness and math instruction, the LCAP Committee has also brought instructional technology and MTSS to the forefront. In an effort to ensure LCAP Supplemental funds have as much impact as possible, the committee has also recommended moving some expenditures (i.e. - SRO, partial salaries of some Educational Services staff) to general fund to free up additional supplemental funds for the categories mentioned above.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP that were directly influenced by specific stakeholder impact:
- expanding the AVID program -- Goal 1, Action 5
- increasing Parent/School/Community Liaison time (from 3.0 FTE to 4.0 FTE; from 7-hour to 8-hour employees) -- Goal 2, Action 3
- increasing mental health support (Wellness Together) -- Goal 2, Action 4
- hiring a 1.0 FTE College and Career Coordinator (returning after a three-year hiatus) -- Goal 1, All Actions

- increasing the MTSS Coordinator from 0.4 FTE to 1.0 FTE -- Goal 1, Actions 8 & 9, Goal 2, Action 1
- increasing afterschool tutoring support -- Goal 1, Action 9
- increasing opportunities for high school credit recovery -- Goal 1, Action 9
- expanding our continuation high school program -- Goal 1, Action 9
- expanding our summer program offerings -- Goal 1, Action 9
- increasing the transportation budget -- Goal 2, Action 6
- maintaining our 1:1 student technology initiative -- Goal 1, Action 7

Goals and Actions

Goal

Goal #	Description
1	All students will graduate from high school college and career ready.

An explanation of why the LEA has developed this goal.

The state of California has charged school districts with preparing all students for college and career. We whole-heartedly support this initiative and are fully committed to supporting all of our students in attaining college and career readiness. To this end, we feel it necessary to publicly state via LCAP Goal #1 that we will take action and provide resources to ensure that all our students graduate from high school college and career ready. For the most part, our LCAP actions and assigned resources specifically target supports for our most at-risk students (unduplicated pupils) as we acknowledge that attainment of college and career readiness may be more challenging for them.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard English Language Arts Indicator (all students)	All students scored 19.9 points above standard in English Language Arts on the Fall 2019 CA School Dashboard Indicator.				All students will score at least 35 points above standard in English Language Arts on the CA School Dashboard Indicator.
CA Dashboard English Language Arts Indicator (significant subgroups)	Our significant subgroups scored the following in English Language Arts on the Fall 2019 CA School Dashboard Indicator: White - 29.8 points above standard Hispanic - 4.7 points below standard				Our significant subgroups will score at least the following in English Language Arts on the CA School Dashboard Indicator: White - 40 points above standard Hispanic - 15 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically disadvantaged - 9.5 points below standard Students with disabilities - 59.4 points below standard English Learner - 27.7 points below standard				Socioeconomically disadvantaged - 10 points above standard Students with disabilities - at standard English Learner - at standard
SBAC for ELA (all students)	In spring 2019, 50.9% of students met or exceeded standard on the SBAC for ELA.				60% of all students will meet or exceed standard on the SBAC for ELA.
SBAC for ELA (significant subgroups)	In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate: White - 65.4% Hispanic - 40.6% Socioeconomically disadvantaged - 39% Students with disabilities - 16.3% English Learner - 12.7%				Our significant subgroups will meet or exceed standard on the SBAC for ELA at the following rate: White - 75% Hispanic - 55% Socioeconomically disadvantaged - 52% Students with disabilities - 35% English Learner - 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator (all students)	All students scored 3.8 points below standard in Math on the Fall 2019 CA School Dashboard Indicator.				All students will score at least 15 points above standard in Math on the CA School Dashboard Indicator.
CA Dashboard Math Indicator (significant subgroups)	Our significant subgroups scored the following in Math on the Fall 2019 CA School Dashboard Indicator: White - 9.3 points above standard Hispanic - 33.7 points below standard Socioeconomically disadvantaged - 35.2 points below standard Students with disabilities - 84.9 points below standard English Learner - 50.3 points below standard				Our significant subgroups will score at least the following in Math on the CA School Dashboard Indicator: White - 20 points above standard Hispanic - at standard Socioeconomically disadvantaged - at standard Students with disabilities - at standard English Learner - at standard
SBAC for Math (all students)	In spring 2019, 39.7% of students met or exceeded standard on the SBAC for Math.				50% of all students will meet or exceed standard on the SBAC for Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC for Math (significant subgroups)	In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate: White - 54.2% Hispanic - 28.1% Socioeconomically disadvantaged - 27.5% Students with disabilities - 12.6% English Learner - 12.6%				Our significant subgroups will meet or exceed standard on the SBAC for Math at the following rate: White - 64% Hispanic - 40% Socioeconomically disadvantaged - 40% Students with disabilities - 25% English Learner - 25%
CA Dashboard College and Career Indicator (all students)	56.8% of all students were "Prepared" for College/Career on the Fall 2020 CA School Dashboard.				72% of all students will be "Prepared" for College/Career on the CA School Dashboard.
CA Dashboard College and Career Indicator (significant subgroups)	Our significant subgroups were "Prepared" for College/Career on the CA School Dashboard at the following rates: White - 61.4%				Our significant subgroups will be "Prepared" for College/Career on the CA School Dashboard at the following rates: White - 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic - 51.4% Socioeconomically disadvantaged - 54.0% Students with disabilities - 18.8% English Learner - 31.8%				Hispanic - 65% Socioeconomically disadvantaged - 65% Students with disabilities - 35% English Learner - 50%
A-G Completion Rate (all students)	45.5% of the graduating class of 2019 completed their A-G requirements.(We are not using our Class of 2020 data due to a data reporting error in CALPADS.)				70% of the graduating class will have completed their A-G requirements.
A-G Completion Rate (significant subgroups)	Our significant subgroups completed their A-G requirements at the following states: White - 46.8% Hispanic - 41.6% Socioeconomically disadvantaged - 35.3%				Our significant subgroups will have completed their A-G requirements at the following states: White - 75% Hispanic - 65% Socioeconomically disadvantaged - 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disabilities - 1.8% English Learner - 13.3%				Students with disabilities - 15% English Learner - 30%
California State Seal of Biliteracy	14.9% of the graduating class of 2020 received the California State Seal of Biliteracy.				20% of the graduating class will receive the California State Seal of Biliteracy.
Enrollment in AP Courses (all students)	23.7% of our students in grades10-12 took at least 1 AP course in 2019-2020.				30% of our students in grades 10-12 will take at least 1 AP course during the school year.
Enrollment in AP Courses (significant subgroups)	The percentages of our significant subgroups who took at least 1 AP course in the 2019-2020 school year are as follows: White - 21.4% Hispanic - 26.9% Socioeconomically disadvantaged - 7.3% Students with disabilities - 5.2% English Learner - 11.6%				The percentages of our significant subgroups who will take at least 1 AP course during the school year are as follows: White - 35% Hispanic - 35% Socioeconomically disadvantaged - 35% Students with disabilities - 10% English Learner - 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam Passage (all students)	In 2019-2020, 63.3% of AP exams taken (379 exams) earned a passing score (3 or above).				70% of AP exams taken will earn a passing score (3 or above).
AP Exam Passage (significant subgroups)	The percentages of our significant subgroups who account for the percentage of AP exams passed (see above) are as follows: White - 51.4% Hispanic - 28.0% • ------------ Socioeconomically disadvantaged - 21.3% Students with disabilities - 1.7% English Learners - 0.0%				The percentages of our significant subgroups who account for the percentage of AP exams passed should reflect our student demographics. Therefore the percentages of our significant subgroups who account for the percentage of AP exams passed will be as follows: White - 57.0% Hispanic - 30.0% • ------------ Socioeconomically disadvantaged - 36% Students with disabilities - 13% English Learners - 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Exam Participation Rate (all students)	In 2019-2020, 65% of students (grades 10-12) enrolled in AP courses took the corresponding AP exams.				85% of students (grades 10-12) enrolled in AP courses will take the corresponding AP exams.
Enrollment in CTE Courses (all students)	In 2019-20, 25.9% of all high school students enrolled in at least 1 CTE course.				30% of all high school students will be enrolled in at least 1 CTE course during the school year.
Enrollment in CTE Courses (significant subgroups)	The percentages of our significant subgroups who enrolled in at least 1 CTE course in the 2019-2020 school year are as follows: White - 28.8% Hispanic - 22.3% Socioeconomically disadvantaged - 24.7% Students with disabilities - 46.7% English Learner - 25.9%				The percentages of our significant subgroups who will be enrolled in at least 1 CTE course during the school year are as follows: White - 30% Hispanic - 30% Socioeconomically disadvantaged - 30% Students with disabilities - 50% English Learner - 30%
CTE Pathway Completion	8.9% of 11th or 12th graders (97 students)				% of 11th or 12th graders will complete

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completed a CTE pathway in 2019-2020.				a CTE pathway during the school year.
English Learner Progress (ELPAC)	50.5% of English Learners progressed toward English Language fluency on the fall 2019 CA School Dashboard.				60% of English Learners will progress toward English Language fluency on the CA School Dashboard.
English Learner Reclassification Rate	14.7% of English Learners were reclassified in the 2019-2020 school year.				The annual percentage of English learners reclassified as fluent English proficient will be at least 15%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	WPUSD has processes and procedures in place to ensure we hire and retain highly qualified administrators, teachers, and other instructional staff. We monitor staffing assignments yearly, guaranteeing appropriate staff placement and reducing misalignments and unanticipated vacancies. We aim to post open positions early in the spring, so our pools of job candidates are as deep as possible. We are also fortunate to be a destination district; in most cases, we attract dozens of applicants per position. This often results in the highest quality candidates joining our district from the outset. As it pertains to instructional support staff, and sometimes teachers, retention is a concern. We work closely with our associations to refine our practices to not only attract, but also retain quality staff.

We hold the belief that the most effective teachers should be placed with the most at-risk students; therefore, during student placement, we | $44,090,090.00 | No |

Action #	Title	Description	Total Funds	Contributing
		work to ensure (to the degree possible) that our identified at-risk students are placed with our most experienced teachers. A wide variety of professional development is offered to all staff to support their knowledge of and effectiveness in implementing the curriculum frameworks, content standards, adopted instructional materials, and research-based instructional strategies. New teachers and administrators are offered induction support, both to provide them with additional tools and strategies to develop their expertise and to assist them in advancing their professional credentials. Teachers receive continuous, formative feedback on their instruction. They participate in professional development focused on identified areas of student need and/or areas of personal growth. Teachers also have a variety of opportunities to participate in leadership roles. They are regularly recruited to serve on district committees, action teams, and stakeholder groups, in addition to serving in many site-based leadership roles. Pursuance of advancement is encouraged and supported. Site administrators are provided with concrete expectations. They then participate in professional development activities and receive on-site support/guidance to help them meet those expectations. Our administrative team receives focused, job-embedded training on topics like planning effective staff development, data analysis, and learning-focused supervision. Some also choose to work with a one-on-one coach and receive additional guidance and support during instructional walkthroughs.		
2	Staff Effectiveness in Supporting Students' Academic Success	In order for WPUSD staff to be effective in supporting students' academic success, they need to have a strong understanding of learning outcomes, they need to utilize effective instructional strategies, and they need to work collaboratively to calibrate and articulate with their peers. These elements of students' academic success are best addressed by focusing on Professional Learning Communities (PLCs) and professional development.	$568,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PLCs Teachers, supported by administrators, participate in weekly, collaborative PLCs that focus on ensuring all students are provided a guaranteed and viable curriculum and access to resources that support them in meeting or exceeding specified learning targets. Within our Professional Learning Communities work, we focus on answering the essential questions of the PLC process: "What do we want students to learn? How will we teach it effectively? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already learned it?" The work of Professional Learning Communities is cyclical; we are constantly revisiting and refining our work around the essential questions. Therefore in the 2021-2024 school years, we will continue to focus on defining/refining our learning targets for students, supporting teachers' instructional effectiveness, implementing common assessments to track student performance, and continue to develop our comprehensive MTSS plan for supporting all students. Teachers and administrators will continue to receive training and support in using data to drive decision-making. Focus will continue to be placed on effective first instruction and we will utilize data from observations of teaching and learning, common assessments, and other areas to stimulate meaningful, data-rich PLC conversations. PROFESSIONAL DEVELOPMENT WPUSD will provide professional development for teachers and administrators focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms (i.e. - GLAD, AVID, brain-based direct instruction). Professional development will also be offered on best practices for classroom-based intervention support (i.e. – MTSS, Co-Teaching). As research indicates, job-embedded learning and reflective coaching are the most effective methods of professional development (ascd.org). Therefore, Educational Services staff will keep driving our continuous		

Action #	Title	Description	Total Funds	Contributing
		improvement efforts by providing timely, targeted, relevant training to teachers and staff. Math will continue to be our primary content area of focus in regards to improving overall student achievement. However, we will begin addressing District-wide literacy through cross-curricular writing. Administrators, teachers, and other instructional support staff will receive training as applicable.		
3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	ACCESS TO A BROAD COURSE OF STUDY Students need opportunities to explore a variety of subjects so they can discover their passions and interests. In addition, research indicates students' brain development and academic achievement are enhanced when learning extends beyond English and Math. Students who pursue a broad course of study strengthen their critical thinking skills, language acquisition skills, memory, and creativity. Electives courses also improve students' overall health and well-being, positively impacting attendance and their connections with school. To that end, WPUSD is committed to offering a broad range of course offerings for all students. All elementary schools have full music and science programs, staffed with fully credentialed, subject-specific teachers. We also offer courses/programs in the following areas: Visual and Performing Arts (VAPA), World Languages, Bilingual Immersion, Science Technology Engineering and Math (STEM), Advanced Placement (AP), Dual Enrollment in partnership with Sierra College, Career Technical Education (CTE), Health, and Physical Education. STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS All students have access to standards-aligned instructional materials where applicable. Teachers utilize those standards-aligned instructional materials, along with other curricular resources, to align their instruction with the California State Frameworks.	$2,168,701.00	No

Action #	Title	Description	Total Funds	Contributing
		Teacher teams continue to work with site administration and Educational Services support staff to develop and/or refine curriculum maps, instructional guides, and assessments to support students in meeting or exceeding specified learning targets. Much of this work occurs in weekly, collaborative PLCs where one focus is on ensuring all students are provided a guaranteed and viable curriculum. Following the State's timeline and our District policy regarding the adoption of instructional materials, Educational Services leads a collaborative, hands-on process for the selection and purchase of instructional materials/resources needed to ensure students meet or exceed grade-level standards.		
4	Bilingual Immersion Program	Our district's Bilingual Immersion Program (Spanish/English) began as two kindergarten classes at the start of the 2020-2021 school year. The program begins as a 90/10 model, with 90% of kindergarten and first grade taught in Spanish and 10% taught in English. The Spanish instruction decreases and the English instruction increases each year thereafter until it reaches 50% for both languages beginning in 5th grade. The 50/50 ratio of Spanish-to-English instruction will continue through 8th grade. Then high school students will have access to Advanced Placement coursework leading to attainment of the State Seal of Biliteracy. We plan to expand our Bilingual Immersion Program by one grade level per year, up to and including 8th grade in the 2028-29 school year, and then sustain the K-8 program going forward while also ensuring students have access to enhance their language proficiencies through high school. This program is in high demand in our community, and students are selected via lottery. That said, we ensure that at least one-third of the students selected for the program are English learner students whose primary language is Spanish. Native Spanish speakers are prioritized in the lottery by being selected first to fill one-third of the available slots. They are prioritized again by receiving a second change in the lottery for all applicants to fill the remaining two-thirds of slots.	$604,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research shows that English learner students' English language acquisition benefits greatly by developing and strengthening their primary language skills first. Secondly, research also shows that all students who participate in a bilingual immersion program eventually outperform their non-immersion peers in English.		
5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	AVID AVID (Advancement Via Individual Determination) is a K-12 college readiness system designed to increase enrollment and success in higher education and in life beyond high school. AVID accelerates the academic performance of our student groups who tend to struggle more (i.e. - socioeconomically disadvantaged students, English learners), which is helping us close our district's achievement gap. In the past six years, our district has expanded the AVID program, from 2 schools (secondary only) to 9 schools (4 secondary schools and 5 elementary schools). It is our intention to continue expanding the AVID program until we have AVID fully integrated, district-wide. The district supports the AVID program by funding extra staffing, professional development opportunities, membership fees, and materials and supplies to encourage college-going cultures at school sites (i.e. - fieldtrips, Pre-SAT tests, etc.). AVID professional development topics include, but are not limited to: increasing rigor in core subject areas, addressing beliefs/expectations around student potential, improving students' organizational skills, and increasing student engagement. EOS EOS (Equal Opportunity Schools) is an organization, working in partnership with our district, helping our high schools increase their equitable enrollment in Advanced Placement (AP) classes. We began working with EOS in the 2019-2020 school year; even with the impacts of the COVID-19 pandemic, we saw an immediate increase in the	$618,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
		percentage of socioeconomically disadvantaged students, Hispanic students, and English Learners who accessed AP coursework. We plan to continue this partnership going forward.		
6	Career Technical Education (CTE)	Career Technical Education (CTE) continues to be an area of focus for WPUSD. We have at least one (but more in most) CTE pathway in six of the fifteen industry sectors (Agriculture and Natural Resources; Arts, Media and Entertainment; Building and Construction Trades; Engineering and Architecture; Health Science and Medical Technology; and Information and Communication Technologies) that are in high demand with our high school students. These pathways continue to be fully implemented and supported. Our CTE programs are aligned to the eleven elements of high-quality CTE programs, and we conduct annual self-assessments to measure our programs' effectiveness. We use the data from these self-assessments to focus our attention on areas that indicate a need for improvement. Our high school counseling teams and Educational Services staff ensure all students (with an emphasis on English learners, socioeconomically disadvantaged students, homeless students, and foster youth) receive career guidance and intervention to support career readiness and industry certification. Our CTE Action Team continues to evaluate our community's economic needs and labor market information; based on that analysis, we continue to add/expand pathways as needed. Our CTE Advisory Committee, which includes industry partners, meets annually as a whole group (all pathways and partners) and one additional time as separate pathways with their respective industry partners. These strong partnerships have resulted in internships and job shadowing opportunities for our students. We look forward to continued collaboration in the next three years. We continue to implement programs and funding in accordance with our Carl D. Perkins Career Technical Education Grant, our CTE	$1,903,833.00	No

Action #	Title	Description	Total Funds	Contributing
		Incentive Grant (CTEIG), our Strong Workforce Program (SWP) Grant, and our Agriculture Incentive Grant to support college and career readiness of students (see grant narratives for additional information). In the next three years, our CTE programs will remain a focus; they are primed for growth in multiple areas. We will continue to update our curriculum and purchase equipment and supplies to stay current with industry standards. We will expand student leadership opportunities and add more career exploration opportunities at the middle school level (i.e. – CTE Exploratory Wheel elective class). The addition of a College and Career Coordinator, along with two College and Career Technicians, will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. Additionally, the College and Career Coordinator will be able to help organize career fairs, increase dual enrollment opportunities with Sierra College, and pursue pathways to trade schools.		
7	Instructional Technology	Technology is becoming an increasingly integral part of a student's educational experience, and it is vital for us to keep pace with new and emerging technologies going forward. To that end, we have a full-time Ed Tech Coordinator who manages the many facets of educational technology and who supports our teachers as they embed technology tools in their instruction. We have also increased our Technology Department's staff to ensure more timely support, when needed. We ensure that all teachers are supplied with up-to-date equipment, including but not limited to: desktop computers, document cameras, web cameras, Chromebooks, speakers, and microphones. Additionally, a variety of online learning tools are also purchased yearly (i.e. - NearPod, Screencastify, Pebble Go, EdPuzzle, Kami, ParentSquare) to enhance teacher instruction and to simplify communications with students/parents. Additionally, professional development is regularly provided, both in the summer and during the school year, for teachers to gain familiarity with new and emerging technologies. Our professional development offerings are always	$2,346,659.00	No

Action #	Title	Description	Total Funds	Contributing
		tailored for a variety of different skill levels, and teachers are able to choose the sessions that benefit them most.		
		We remain committed to maintaining our present 1:1 student-to-Chromebook ratio. We continually plan for infrastructure upgrades (i.e. – network, wireless connectivity devices, servers) support our both our 1:1 initiative and our teachers' educational technology usage.		
8	Assessing & Monitoring Student Progress	Successfully assessing and monitoring student progress hinges on the development and implementation of systems that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their students' standards mastery and skill development. It also helps teachers and administrators prescribe targeted interventions for students not making adequate progress toward specified learning targets.

To that end, WPUSD staff utilize a variety of online tools to administer and collect student achievement data. Elementary teachers administer two to four i-Ready diagnostic assessments in ELA and mathematics throughout the year. Additionally, they administer common end-of-unit assessments in ELA, math and science. Secondary teachers administer common end-of-unit assessments in all core courses required for promotion/graduation. These assessment results are used to evaluate student progress, instructional effectiveness, and to determine appropriate intervention supports for accelerating learning. Additionally, we utilize a variety of district-supported student information systems (i.e., PowerSchool, Schoology, Illuminate, EduClimber, etc.) to record and monitor all measures of student progress. In addition to grade-level or content-specific PLCs, each school site has leadership/MTSS team (or teams) dedicated to monitoring student progress.

Moving forward, we plan to build a more robust awareness and understanding of the California curriculum frameworks in an effort to redesign and align common formative/summative assessments to support students in meeting rigorous learning expectations necessary | $619,115.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		for college and career readiness. These common assessments, in turn, will help us better identify areas of academic growth for our students. While data itself does not close the achievement gap, analyzing various types of data does play a significant role in our district's continuous improvement efforts. We cannot work to address the achievement gaps if we don't know specifically what those gaps are. Our Professional Learning Communities (PLCs) need detailed information about their students in order to develop appropriate supports and interventions. Our sole purpose of investing in high quality assessment and monitoring systems is so that we can identify (and serve) those students, principally our unduplicated pupils, who need additional support.		
9	Academic Interventions	One of the main tenets of our district's PLC work is answering the question, "What will we do if they (students) don't learn it (the academic content)?" With that in mind, developing and implementing a district-wide tiered system of support for our struggling students is a critical priority over the next three years. Support staff play a key role in our plans. We plan to increase the amount of aides, paraprofessionals, and Intervention Support Providers (ISPs) across all school sites, focusing particularly on grades K-2 due to anticipated increases in demand. We also plan to offer targeted tutoring, utilizing high school students, college tutors, and volunteers, both during and after school. Two key components to the success of intervention support staff is ensuring they are properly trained and that they are given ample collaboration time with their partnering teachers. Our support staff and tutors need to be equipped with a toolkit of up-to-date, research-based intervention strategies; well-trained support staff will lead to increased student performance. Additionally, our support staff need time to work with their teacher colleagues to ensure a consistent program for our students. The District MTSS Coordinator will play a vital role in assuring the aforementioned occurs.	$726,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition to utilizing support staff, we will continue using the i-Ready intervention support system for K-8 students, which provides individualized lessons customized to each student's identified areas of struggle in both reading and math. We also utilize Sonday, a structured, systematic intervention system for students who need more intensive support with reading. At the secondary level, the District funds extra sections to lower class sizes in intervention courses, thus providing more concentrated learning time with each student. Also, we provide high school credit recovery classes at both our comprehensive high schools and our continuation high school. In 2021-2022, our three high school sites will begin collaborating, via an Alternative Education Committee (comprised of secondary administrators, counselors, and district staff), on evaluating, properly placing, and providing appropriate supports to students who are credit deficient. We strongly believe that this district-wide system of support needs to ensure students remain in their least-restrictive environment, and that all avenues are pursued before assessment for special education services. Thus, offering a robust array of intervention supports, including Co-Teaching and Learning Centers, is paramount. Our decision to apply resources to student interventions comes directly from our achievement data, which indicates that our unduplicated pupils are being outperformed by their white, higher income peers. Although intervention services will be provided to all students needing them, intervention supports will be principally directed to our unduplicated pupils.		
10	English Learner Support	Our main goal with our English learners is to ensure every English learner reclassifies as fluent English proficient within five to seven years. As our reclassified students perform academically on par with (or better than in many cases) our English-only students, we view	$508,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reclassification as a key to our English Learners' long-term academic success. To accomplish this goal, our district's English learner support team concentrates its work in three distinct areas: staff effectiveness in meeting the needs of English learners (professional development), case management and progress monitoring of struggling English learners, and ELPAC test preparation. Our professional development for teachers includes a focus on designated and integrated ELD instruction, the intentional use of language objectives, developing cultural competency, and incorporating instructional strategies that support English language acquisition in all core subjects (i.e. - GLAD, AVID). In the next three years, we will strengthen our supports for newcomers, work with school sites to ensure our English learners feel welcomed and affirmed, develop an Individualized Learning Plan for struggling English learners (as part of our district-wide MTSS system), and enhance academic outreach to families by better utilizing our parent liaisons.		
11	Homeless/Foster Youth Support	In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need considerably more support. Our Homeless Youth Coordinator participates in the Placer County Homeless Network (PCHN), a county-wide consortium that coordinates resources for homeless students and provides professional development to the region's homeless liaisons. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to be academically successful. Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing afterschool tutoring.	$45,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Our academic counseling teams guarantee our homeless students and foster youth have access to the academic programs that best serve their needs. Students are placed in educational programs based on a variety of factors: educational stability, least restrictive setting, access to resources/services, and access to extracurricular/enrichment activities, to name a few. To ensure our homeless students and foster youth are able to be placed in educational settings that are in their best interest, we uses state LCFF Supplemental funds and/or federal funds to provide transportation for homeless students, as needed. We report our homeless student and foster youth achievement levels, test results, graduation rates, suspension/expulsion rates, and other relevant data to the Governing Board at least once a year. Changes are made to district/school programs based on continual analysis of this data.		
12	Additional Academic Counseling Support	Our staff, students, and parents all identify academic counselors as an integral piece of a student's support network. Yet, the average counselor-to-student ratio in California is 1:601, compared to a national average of 1:424. Funding additional counselors at the secondary levels brings our counselor-to-student ratio below the state average (1:510). Counselors provide much needed support to students, especially our at-risk ones, as they navigate middle and high school, such as juggling multiple teachers/periods and learning how grades/GPAs work, all during a time of major social-emotional change. Although we'd like to see them even lower, having our counselor-to-student ratio with the added staffing allows the additional time need to better serve our unduplicated pupils. Our decision to utilize Comprehensive Support and Improvement (CSI) funds to add a full-time, temporary counselor at Phoenix High School, our continuation high school, was based on its low graduation rate. The PHS counselor's main responsibility is to help put systems and processes in place to better monitor student's progress toward graduation. In addition to helping lower our counselor-to-student ratio,	$398,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		this counseling position also guarantees that our most at-risk students have daily access to a school counselor. Although all students will have access to additional school counselors, the lower counselor-to-student ratios provided due to supplemental funding is principally focused on allowing our school counselors to better assist low income, foster youth, and non-English proficient students/families Therefore, the addition of counselors is for the principally directed to better supporting our unduplicated pupils.		
13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding (https://www.chalkbeat.org/2019/8/13/21055545/4-new-studies-bolster-the-case-more-money-for-schools-helps-low-income-students). Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 1. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for	$360,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 1. This plan will be developed in partnership with students, staff, and families, and incorporate their feedback, as applicable.		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students and families will be actively engaged in learning and in their school communities.

An explanation of why the LEA has developed this goal.

Although, this is Goal #2 of our LCAP, we believe that student and family engagement is paramount to ensuring that students graduate from high school college and career ready. It is imperative that we create and nurture learning environments for students that are safe (physically, emotionally and culturally), engaging and supportive. In addition, we must partner with our parents and community to ensure that our students are supported, not only at school, but also at home and when engaging in activities throughout the community. Without high levels of student engagement, which come when youth feel valued and connected, students are less likely to meet high academic expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (all students)	Our average daily attendance rate for all students in 2019-2020 was 95%				The average daily attendance rate, for all students, will be at least 95%.
Chronic Absenteeism Rate (all students)	0.88% students were reported as chronically absent in 2019-2020.				Less than 5% of all students will be chronically absent as reported on the CA Dashboard.
Suspension Rate (all students)	2.7% of all students were suspended as reported on the 2019 CA Dashboard.				2.5% (or less) of all students will be suspended as reported on the CA Dashboard.
Suspension Rate (significant subgroups)	Suspension Rates for significant subgroups				2.5% (or less) of each significant subgroup of students will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as reported on the 2019 CA Dashboard: Hispanic - 2.9% Socioeconomically Disadvantaged - 4.1% Students with Disabilities - 3.4% English Learners - 3%				suspended as reported on the CA Dashboard.
Expulsion Rate (all students)	0.07% of all students were expelled in 2018-2019.				1% (or less) of all students will be expelled.
Graduation Rate (all students)	92.9% of students graduated in the Class of 2020.				The graduation rate, for all students, will be at least 97%.
Graduation Rate (significant subgroups)	Graduation Rates for significant subgroups as reported on the 2019 CA Dashboard: Hispanic - 86.9% Socioeconomically Disadvantaged - 91.9% Students with Disabilities - 94.7% English Learners - 76.5%				The graduation rate, for each significant subgroup, will be at least 97%.
Phoenix High School's (PHS) Graduation Rate	30.3% of students in the PHS class of 2020 graduated.				Phoenix High School's graduation rate will be at least 75%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rate	The dropout rate for the Class of 2020 was 4.0%.				The overall dropout rate will be less than 1%.
California Healthy Kids Survey - Parent Completion	Our spring 2020 CHKS survey had 287 parent responses, which accounts for less than 10% of our families. The results were primarily from elementary school parents (83%)				At least 50% of parents will complete the parent survey portion of the California Healthy Kids Survey upon each administration (once every two years) and every school will have equitable parent representation in the results.
California Healthy Kids Survey - Parent Involvement Results	Our spring 2020 CHKS parent survey had 83% of parents mark "agree" or "strongly agree" in section 4 of parent CHKS: Parent Involvement.				At least 90% of parents will mark "agree" or "strongly agree" on survey questions pertaining to parent involvement (Section 4 of parent CHKS: Parent Involvement).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	In order for WPUSD staff to be effective in supporting students' physical, social-emotional, and cultural safety, we need to ensure staff's own mental health is also supported. Consequently, WPUSD has contracted with Grokker, the Employee Assistance Program (EAP) through Schools Insurance Authority, HearYou.org (Wellness Together), and EQ Schools to provide social-emotional and mental	$210,456.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health supports for staff. In addition to supports for staff, WPUSD also offers a wide breadth of curriculum, resources, and professional development focused in the following areas, including but not limited to: • Social-Emotional Learning (SEL) • Character Strong (for secondary schools) • 40 Developmental Assets – reinforcing/building the supports and strengths students need to succeed • Non-violent conflict resolution • Cultural competency/awareness • EQ schools – emotional intelligence, growth mindset, neuroscience • Multi-Tiered Systems of Support - MTSS (see Action 1-8 for more details) • Positive Behavior Interventions & Support - PBIS (see Action 2-3 for more details) • Youth development (see Action 2-3 for more details) Mandatory yearly training in topics like suicide prevention and mandated reporting are also provided to comply with said mandates.		
2	School Safety	Students cannot learn if they do not feel physically, social-emotionally, and culturally safe at school. Effective school safety starts with prevention, and it encompasses a wide range of supports. PHYSICAL SAFETY WPUSD works diligently to ensure safe, clean, and functional school facilities. All facilities are evaluated yearly using the Facilities Inspection Tool (FIT). We strive for all elements of our school facilities to score a "good repair" rating or better. Any deficiencies identified are reported to our Maintenance and Operations division, and a plan is made to expedite those repairs.	$5,618,170.00	No

Action #	Title	Description	Total Funds	Contributing
		Our custodial and grounds personnel are proactive. They understand the vital role they play in ensuring our schools are effective learning environments, and their day-to-day maintenance and monitoring of the facilities/grounds ensures a safe environment for students and staff. Additionally, multiple efforts have been made to ensure our school campuses are secure. We have three full-time school resource officers, one of whom is specifically focusing on tobacco cessation (vaping). We use a district-wide Standard Response Protocol for crisis response (iloveyouguys.org) and regularly practice school safety drills for a variety of scenarios. We also have Alertus, a mass notification system, to help provide timely information to parents and the community in the event of an emergency. Every school site is outfitted with security cameras. SOCIAL-EMOTIONAL SAFETY Students feel safe at school when they are welcomed, cared for and respected. It is also important for students to have trusting relationships with adults on campus and clear expectations for behavior. WPUSD places strong emphasis on these aspects of social-emotional safety by prioritizing our work with the Youth Development Institute (YDI), Positive Behavior Interventions & Support (PBIS), and mental health support. (You can read more detail about these initiatives in Goal 2, Actions 3 & 4) CULTURAL SAFETY WPUSD strongly believes that the diversity among our students, staff, and community should be valued and respected. We strive to provide a safe school environment that allows all students equal access to and opportunities in all of our programs, services, and activities. We proactively investigate unlawful discrimination, including discriminatory harassment, intimidation, and bullying, (for more specifics, see WPUSD Board Policy 5145.3).		

Action #	Title	Description	Total Funds	Contributing
		WPUSD strives to develop and maintain school climates that are safe and affirming towards all students and their families. We strive to ensure our programs and practices affirm, value, and uplift all groups represented at our schools, and we aim to treat all students and families in a responsive, fair way. We understand that all of our students bring unique experiences to school and that these experiences are assets to both their own learning and to their broader school communities.		
3	Youth & Parent Engagement	YOUTH ENGAGEMENT Our schools work diligently to improve safety and relationships with and for students. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults: safety, relationships, youth participation, community involvement, and skill building. Roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained to become trainers of youth development. This program, along with PBIS (Positive Behavior Interventions & Support), provides strategies to build strong relationships with students and their families. Additionally, schools are implementing mentoring programs to support student connections with and at school. Additional support staff have been hired to ensure no student is without at least one positive adult connection. Intentional efforts have been made to provide enhanced opportunities for students to engage in meaningful learning, to participate in extracurricular and/or co-curricular activities, and to develop their leadership skills. PARENT ENGAGEMENT Trust is the most important component in building relationships with families. Families want to feel valued, and they want to know that their children will be safe, acknowledged, and have positive experiences at school. Therefore, our main focus in this area is earning parents' trust. We do this in a variety of ways.	$349,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All families have access to a communication tool called ParentSquare to help facilitate communication. ParentSquare has mobile options for parents with less access to technology, teacher-to-parent and parent-to-teacher communication options, and offers automatic translations in dozens of languages beyond Spanish. Additionally, secondary families (grades 6-12) utilize an additional online learning platform called Schoology to monitor their students' academic progress and communicate regularly with their children's teachers. K-8 families are given an opportunity to meet with teachers twice a year during parent conference weeks. Additional two-way communication between families and educators is encouraged via surveys, and various formal and informal parent input meetings (i.e. – PTAs, School Site Councils, English Learner Advisory Committees, "coffees with the principal"). Recognizing that speaking another language can be a barrier that inhibits parent participation, the district has full-time bilingual Parent/School/Community Liaisons that are predominantly assigned to our schools with high populations of English Learners (and other Spanish-speaking families). They recruit parents of English Learners to serve on our District English Learner Advisory Committee (DELAC); turnout is typically high at our DELAC meetings as a result of these recruitment efforts. The district develops parent information nights based on subjects of high-interest to parents (i.e. - vaping, positive parenting techniques, math nights) and works in collaboration with a variety of community organizations, like the Latino Leadership Council and the Coalition for Auburn and Lincoln Youth (CALY).		
4	Mental Health Support	Data shows that today's students are struggling with an increased volume of mental health issues. In fact, the Center for Mental Health in Schools estimates that between 12% and 22% of school-aged youth have a diagnosable mental health disorder, (www.youth.gov). This data does not even take into account those students who have	$330,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experienced traumatic events (i.e. - death, divorce, the COVID-19 pandemic) and who might need short-term mental health support. Our parents and staff would agree wholeheartedly with this data, as the request for increased mental health support has been at the top of their list for the past five years. Providing a robust array of mental health services would benefit students in a variety of ways. Mentally healthy students perform better academically. They attend school more regularly, are less likely to use drugs and alcohol, and are more likely to graduate. To that end, the district plans to continue supporting both our district mental health specialist position and our contract with Wellness Together. Both of these expenditures enhance support for our neediest students. Additionally, district psychologists will continue to provide mental health services to special education students per their IEPs. District psychologists will do screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data. Our goal over the next three years is to develop a more effective method for screening students who need services, monitoring students receiving services, and solidifying our referral process to ensure students are paired with the mental health interventions that serve them best. We also plan to develop and implement wellness/recovery rooms at our school sites, in order to provide additional options for students seeking short-term, social-emotional support. Although all students will have access to mental health support services, given the research indicating that mental health services are less accessible for our unduplicated pupil populations, they were considered first when deciding to invest resources in this area.		
5	Homeless/Foster Youth Support	In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need	$18,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
		considerably more support. Our homeless/foster youth coordinator works closely with Placer County Office of Education (PCOE) to track and monitor our homeless students and our foster youth. The coordinator then works with other district support staff and community organizations to ensure these students receive the supports needed to be actively engaged in school and in their communities. Supports range from meeting a student's basic needs (i.e. – food, clothing, shelter) to providing mental health support. Our homeless/foster youth coordinator, in coordination with site administration and our mental health support providers, guarantees these students access to the social-emotional supports that best serve their needs.		
6	Transportation	Transportation will be provided to socioeconomically disadvantaged students, foster youth, and homeless students at no charge to ensure they attend school daily.	$64,000.00	Yes
7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding (https://www.chalkbeat.org/2019/8/13/21055545/4-new-studies-bolster-the-case-more-money-for-schools-helps-low-income-students).

Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district | $360,128.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		supports) that are aligned with Goal 2. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. Supplemental funds are intended to increase or improve services for unduplicated pupils. School sites will develop a yearly plan (SPSA for Title I schools) that outlines how their supplemental funding will be used in a contributing way to support Goal 2. This plan will be developed in partnership with students, staff, and families, and incorporate their feedback, as applicable.		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.07%	4,448,714

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

In the Western Placer Unified School District (WPUSD) 80% of our at-risk students meet one or more criteria for supplemental funding. It is for this reason that we believe that our supplemental funding can be used to target all of our underperforming students (80% of whom are unduplicated pupils). What we also know is there are some supports that are critical to the success of our at-risk/unduplicated population of students that cannot target just these students without also benefiting our general population of students. In education we do not operate programs/services as straight silos - everything co-mingles to varying degrees - nor do we educate our special populations of students in silos - they are mainstreamed together. Therefore, there are some programs/services that we are funding with supplemental dollars to support all our students, knowing that without them many students would still achieve but our at-risk students would be less likely to. Although all students will benefit, our unduplicated students are always the intended audience.

Research very clearly shows that all students, but especially at-risk students, benefit from schooling in an environment where best practices for students' academic achievement and social/emotional well-being are in place. Such best practices consistently found in high performing districts/schools can be summarized into nine characteristics: (1) A clear and shared focus, (2) High standards and expectations for all students, (3) Effective school/district leadership, (4) High levels of communication and collaboration, (5) Curriculum, instruction and assessments aligned with state standards, (6) Frequent monitoring of teaching and learning, (7) Focused professional development, (8) A supportive learning environment, and (9) High levels of family and community involvement. WPUSD is committed to being a high performing district. To that note, our LCAP actions are intended to support us in attaining the characteristics of a high performing district, which will support all our students' achievement, but more importantly the achievement of our at-risk/unduplicated students.

GOAL ONE, ACTION ONE: Staff Effectiveness in Supporting Students' Academic Success

We know that traditional approaches to teaching have not always made a difference in achievement for our unduplicated student populations. Additionally, our student achievement data indicates there are achievement gaps that negatively impact our English learners, our socioeconomically disadvantaged students, our students with disabilities and our homeless/foster youth. Therefore, it is vital that we prioritize these groups of students when designing, selecting and/or providing professional development for staff. To that end, all decisions regarding the use of LCFF contributing funds for professional development are made with our unduplicated pupils at the forefront. As our teachers are better trained, they will more effectively meet the needs of our unduplicated pupils, especially when the training they receive specifically focuses on best serving those students.

When teachers build their repertoire of additional skills and strategies of effective teaching, they in turn have greater confidence and belief that they are able to make a difference in a student's life. This increases what is called "collective teacher efficacy" by John Hattie, and the research cited in his book Visible Learning. Updated in 2018 by John Hattie, collective teacher efficacy showed the highest effect size in improving student achievement. Additionally, James Ko and Pamela Sammons published a research article in 2013 on teacher effectiveness and stated, "Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement." Our goal is to have well-trained, confident teachers who focus all their energies on helping students, especially our at-risk students, become their best.

WPUSD will provide ongoing professional development and coaching to teachers, administrators, and support staff to build their capacity and ability to implement the LCAP aligned actions/practices toward obtaining our LCAP goals.

GOAL ONE, ACTION FOUR: Bilingual Immersion Program

In 2017 the RAND Corporation did a study of the effectiveness of Bilingual Immersion (or Dual Language Immersion) programs on student achievement. The results showed that students in these immersion programs outperformed students in two ways. One was that students in a language immersion program performed higher than their peers in a non-language immersion program on state test scores. The other was that English Learners achieved English Language proficiency at a higher rate by sixth grade than their non-immersion peers.

In Western Placer, we prioritize our English Learner students when selecting participants for the Bilingual Immersion program. First, we set aside one-third of the available seats for English Learner students to assure English Learner program participation. Second, if additional spots become available that had originally been designated for our non-English Learner population, we prioritize our English Learner students filling those spots.

By prioritizing English Learner student participation in the Bilingual Immersion program, we are giving them an opportunity to participate in a program that will guarantee higher academic achievement based on the stated research above. We know our Bilingual Immersion program will make a difference in our English Learners' overall academic progress as they first build a stronger foundation in their primary language, and then transition to learning English.

GOAL ONE, ACTION FIVE: Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)

AVID is a non-profit organization that provides educators with research-based, relevant strategies to accelerate the performance of underrepresented students (i.e. English learners, socioeconomically disadvantaged students, homeless/foster youth) so that these students can succeed in college, career, and life. While the AVID program does have school-wide elements that support all students, a major focus of its work is closing the achievement gap. AVID does this by helping teachers shift from delivering content to facilitating learning, which results in an interactive, student-centered classroom.

In 2015 the University of Portland did a study related to the effectiveness of the AVID program on student achievement. Primary findings showed that after two to three years of AVID program implementation, schools increased their state performance standing or rank by one level. Additionally, graduation rates increased, AVID students (who are predominantly unduplicated pupils) demonstrated a higher persistence rate into the second year of college, directly citing the AVID high school experience as having a positive impact on their college performance. In general, AVID students outperform their non-AVID peers on state mandated exams, grade point averages and standardized tests.

Additionally, the organization Equal Opportunity Schools uses strategies that target underserved populations to assure these students access to participate in high achieving classes such as the International Baccalaureate Program, and to target these same students to take Advanced Placement tests, which earn college credit while attending high school. They do this by looking at student data, creating individual profiles of unserved students, and providing a pathway for them to participate in these programs to increase their growth in a rigorous program.

We have partnered with both the above mentioned programs to specifically target our underserved populations as we know the number of these students who are college ready and who attend college falls below those of other student groups. The support they provide gives foster youth, English learners, and students with disabilities a greater opportunity to see attending college as a real possibility and that there is a pathway to that goal.

GOAL ONE, ACTION EIGHT: Assessing & Monitoring Student Progress

While data itself does not close the achievement gap, analyzing various types of data does play a significant role in our district's continuous improvement efforts. We cannot work to address the achievement gaps if we don't know specifically what those gaps are. Our Professional Learning Communities (PLCs) need detailed information about their students in order to develop appropriate supports and interventions. "The collection, examination, and interpretation of data informs continual improvement efforts…When colleagues explore actions to address moving from where they are to where they want to be, they develop shared understandings of the problem and great commitment to the developed solutions," (Lipton & Wellman, Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry). Our sole purpose of investing in high quality assessment and monitoring systems is so that we can identify (and serve) those students, mostly our unduplicated pupils, who need additional support.

GOAL ONE, ACTION NINE: Academic Interventions

Doug Reeves stated, " A criterion for schools that have made great strides in achievement and equity is immediate and decisive intervention." Furthermore, in 2016, John Hattie reported that response to intervention (RTI) yields an annual effect size of +1.29, which means two to three years of student growth in one year. Investing in interventions for students will no doubt support our efforts in closing the achievement gap.

Our decision to apply resources to student interventions comes directly from our achievement data, which indicates that our unduplicated pupils are being outperformed by their white, higher income peers. Although intervention services will be provided to all students needing them, our unduplicated pupils were considered first when deciding to invest in interventions. We are committed to closing the achievement gap and to ensuring all our students are excelling in learning.

GOAL ONE, ACTION TWELVE: Additional Academic Counseling Support

In 2020, Christine Mulhern from Harvard University conducted a study that found that "while teachers and counselors make an impact on students via different avenues, the effect of counselors is similar to that of teachers when it comes to educational attainment," (https://www.gse.harvard.edu/news/uk/20/02/measuring-value-strong-school-counselor). Additionally, her study reinforced the role counselors play in encouraging their students' college aspirations and in helping their students access the tools/services needed to pursue college. Additional research also links the recommended American School Counselor Association (ASCA) student-to-school-counselor ratios to better academic outcomes for students (i.e. - improved attendance, fewer disciplinary incidents, and higher graduation rates), particularly for socioeconomically disadvantaged students.

By utilizing supplemental funds to provide more counselors in the district, WPUSD hopes to see better outcomes for students' academic and social/emotional achievements. Although all students will have access to additional school counselors, the lower counselor-to-student ratios provided due to supplemental funding is principally focused on allowing our school counselors to better assist low income, foster youth, and non-English proficient students/families Therefore, the addition of counselors is for the primary purpose of better supporting our unduplicated pupils.

GOAL ONE, ACTION THIRTEEN: LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services

California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding (https://www.chalkbeat.org/2019/8/13/21055545/4-new-studies-bolster-the-case-more-money-for-schools-helps-low-income-students).

Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that

are aligned with Goal 1. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. The funds are for school sites to use to enhance programs and resources to support unduplicated pupils' academic achievement. This is beyond what is funded and supported centrally. Principals are expected to work with their school site councils to determine contributing uses of these funds in alignment with achieving the LCAP goals. The use of funds are clearly outlined in school site plans, which are vetted (to ensure the actions and expenditures are contributing) and approved by Educational Services and the School Board annually.

GOAL TWO, ACTION ONE: Staff Effectiveness in Supporting Physical & Emotional Safety

In 2017, Hanover Research published "SCHOOL-BASED STRATEGIES FOR NARROWING THE ACHIEVEMENT GAP". In it they stated that "When minority, ELL, and special education students perceive their teachers as supportive, caring, sensitive and responsive to their needs, and respectful of their cultural or linguistic differences, they are more likely to have high academic achievement, graduate on-time, succeed in advanced courses, and have positive behavior. However, the cultural gap between teachers and students often hinders a supportive and respectful student-teacher relationship. Thus, professional development and continuing professional learning communities can help teachers develop cultural competence and strategies for teaching culturally diverse students."

In addition to supporting instructional effectiveness of teachers and other instructional support staff (see GOAL ONE: Staff Effectiveness in Supporting Students' Academic Success), we also want to enhance staff effectiveness in supporting students' physical and emotional safety because positive school cultures and climates have proven to help close the academic achievement gap among student groups. As previously acknowledged, our student achievement data indicates there are achievement gaps that negatively impact our English learners, our socioeconomically disadvantaged students, our students with disabilities and our homeless/foster youth. Therefore, it is vital that we prioritize these groups of students when designing, selecting and/or providing professional development for staff. To that end, all decisions regarding the use of LCFF contributing funds for professional development are made with our unduplicated pupils at the forefront. As our teachers are better trained, they will more effectively meet the needs of our unduplicated pupils, especially when the training they receive specifically focuses on best serving those students.

WPUSD will provide ongoing professional development and coaching to teachers, administrators, and support staff to build their capacity and ability to implement the LCAP aligned actions/practices toward obtaining our LCAP goals.

GOAL TWO, ACTION THREE: Youth & Parent Engagement

YOUTH ENGAGEMENT

"The prevalence of school dropout is a major problem in many Western societies. Dropping out of school increases the chance of unemployment and poverty in later life, and can incite frustration and disappointment (Bridgeland et al. 2006; Research Centre for Education and the Labour Market 2009). Various student characteristics, such as a low socioeconomic status or an ethnic minority background, have been found to signify an increased risk for dropout (Ekstrom et al. 1986; Rumberger 1987; Wehlage et al. 1989). A proximal predictor of dropout that has been identified across diverse educational settings is behavioral disengagement in school (Finn and Rock 1997; Fredricks et al. 2004; Janosz et al. 2000; Rumberger 1987)....Behavioral engagement refers to the active involvement of

students in school, such as regular attendance of classes, arriving in class on time, paying attention to the teacher, and completing assigned work (Finn 1993). Behavioral engagement is a prerequisite for performance and persistence in school (Ekstrom et al. 1986; Finn 1989; Finn and Rock 1997)" https://link.springer.com/article/10.1007/s10212-012-0128-3

One could conclude that because at-risk students dropout at higher rates, that they are less behaviorally engaged than their white, higher income peers. It is our goal to ensure all students are behaviorally engaged at school, but especially our most at risk population. Therefore, our unduplicated pupils were considered first when making decisions and assigning resources to support youth engagement.

To ensure the academic achievement of all students in WPUSD, it is critical that we create environments where students are safe, connected, engaged, and held to high expectations for behavior and learning. Students' achievement will only be as good as the environment that supports it. Therefore, WPUSD will utilize funding to provide youth development professional development, coaching, and supports to administrators, teachers and support staff to ensure they are equipped to implement best practices aligned with the youth development framework. Such practices are further supported by the PBIS framework.

PARENT ENGAGEMENT

Numerous studies on parental engagement have connected family involvement and academic achievement. https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/

Students whose parents are engaged in their schooling are more likely to achieve - have higher grades, better attendance, and exhibit positive behaviors. This is true regardless of family income or background (Henderson, A.T., and K.L. Mapp, 2002). However, a 2018 study concluded that "parents of students living in households with income at or above the federal poverty level have higher rates of involvement in school activities than those in households below the federal poverty level." In addition, it stated that "parents who do not speak English at home have lower rates of attendance at general school meetings, parent-teacher conferences, or school or class events, relative to English-speaking parents." https://www.childtrends.org/?indicators=parental-involvement-in-schools

Although it is critical to all our students' success to have high levels of parental involvement, it is essential for us to prioritize our unduplicated pupils when making decisions and assigning resources to support parental involvement. As the research states, our unduplicated pupils are the most at risk of not having their parents involved and it is up to us to be intentional in our practices to ensure their families are engaged. Therefore, when making decisions and assigning resources, our unduplicated pupils were prioritized.

Joyce Epstein's Framework of Six Types of Involvement (for schools and parents) cites Communicating as one of the six. She quotes, "Communications about school programs and student progress to mean ' two-way, three-way and many-way' channels of communication that connect schools, families, students, and the community." Results for parents include understanding school programs and policies, monitoring and awareness of child's progress, responding effectively to students' problems, and interactions with teachers and ease of communication with school and teachers. Therefore, WPUSD will utilize funding to provide user-friendly communication platforms as means of communicating (in multiple languages) with students and families regarding student learning.

The overarching theme in research related to parent engagement is that parents of at-risk students will make a positive contribution to their children's education if they receive the appropriate training and encouragement. Conversely, Delores Pena's study in 2000 indicated some of the most significant barriers to parental participation in school are home language, parent educational level, attitudes of school staff, and cultural influences. Pena emphasized the importance of building trust and positive relationships between schools and families. WPUSD will utilize funding to help nurture school-to-home relationships and address some of the barriers to parent participation by employing four bilingual Parent/School/Community Liaisons.

GOAL TWO, ACTION FOUR: Mental Health Support

According to the U.S. Department of Health and Human Services, one in five school-aged students experiences a mental health problem at some point during their schooling. Unfortunately, many students do not receive the help they need, and there are disparities in access to mental health care among low-income communities and homeless/foster youth. Research shows that students are more likely to seek mental health support when services are available in schools, since they already have established relationships and have built trust with school staff. Additionally, considering students spend a majority of their time in school, schools play an increasingly critical role in "providing a safe, non-stigmatizing, and supportive natural environment in which children, youth, and families have access to prevention, early intervention, and treatment," (www.youth.gov). For many students, school-based mental health care is their only option.

Students will not seek to learn and focus on academics if their own safety is at-risk due to a mental health challenge. Therefore, addressing students' mental health needs must be prioritized if we eventually want to see an improvement in academic achievement.

Although all students will have access to mental health support services, given the research indicating that mental health services are less accessible for our unduplicated pupil populations, they were considered first when deciding to invest resources in this area.

GOAL TWO, ACTION FIVE: LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services

California's passage of the Local Control Funding Formula (LCFF) in 2013 indicated its understanding that socioeconomically disadvantaged students, English Learners, foster youth, students experiencing homelessness, and students with disabilities need more resources allocated to them in order to level the educational playing field. This decision to provide more funds to the most at-risk student populations is based on multiple educational funding research studies; this research indicates that increased district and school budgets consistently result in better outcomes for students (i.e. - higher test scores, higher graduation rates). Unduplicated pupil populations, like socioeconomically disadvantaged students and English Learners, see even greater academic gains with increased funding (https://www.chalkbeat.org/2019/8/13/21055545/4-new-studies-bolster-the-case-more-money-for-schools-helps-low-income-students).

Therefore, it is imperative that we also utilize a similar weighted student funding formula and allocate additional supplemental funding to our individual school sites to provide enhanced supports for teachers, support staff, and students (above and beyond our district supports) that are aligned with Goal 1. Our school sites must be able to customize their supports for students, taking into account their unique needs and the composition of their unduplicated pupil populations. The funds are for school sites to use to enhance programs and resources to support unduplicated pupils' engagement and well-being. This is beyond what is funded and supported centrally. Principals are expected to work

with their school site councils to determine contributing uses of these funds in alignment with achieving the LCAP goals. The use of funds are clearly outlined in school site plans, which are vetted (to ensure the actions and expenditures are contributing) and approved by Educational Services and the School Board annually.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

According to the minimum proportionality percentage calculation of 7.07%, services provided in Western Placer Unified for foster youth, English learners, and low-income students (including students experiencing homelessness) have been increased and improved as compared to services provided to all students accordingly and are described below:

Provide professional development and materials/resources to ensure unduplicated students receive classroom-based academic support (Tier I) that allows them to access grade-level content (Goal 1, Action 2) -- $568,747

Provide English Learners with priority access to our district's bilingual immersion program, housed at Creekside Oaks Elementary School (Goal 1, Action 4) -- $604,460

Increase unduplicated pupils' access to (and success in) rigorous, college preparatory coursework in high school (Goal 1, Action 5) -- $618,877

Utilize site-based teams to identify students for academic, behavioral, and social-emotional support through the use of data tools and data analysis, supported by Educational Services staff (Goal 1, Action 8) -- $619,115

Provide priority access to a variety of academic interventions and support courses during the school day, after school, and during the summer (Goal 1, Action 9) -- $726,640

Increase staff effectiveness in meeting the needs of English learners via professional development, continued case management and progress monitoring of struggling English learners, and structured, intentional ELPAC test preparation to increase reclassification rates (Goal 1, Action 10) -- $508,542

Guarantee our homeless and foster youth access to educational programs that provide the most stability, the least restrictive settings, and access to the resources and services needed to access both school-based and extracurricular/enrichment activities (Goal 1, Action 11 & Goal 2, Action 5) -- $68,248

Refine and increase counseling support for unduplicated students at the secondary level to improve their pursuit of college and career readiness (Goal 1, Action 12) -- $398,280

Provide professional development and materials/resources to ensure unduplicated students receive classroom-based behavioral and social-emotional supports (Tier I) that allows them to more fully engage in school (Goal 2, Action 1) -- $210,456

Increase two-way communication with our unduplicated pupils' families via our Parent/School/Community liaisons and a variety of online communication tools/platforms (Goal 2, Action 3) -- $349,906

Provide priority access to mental health services (Goal 2, Action 4) -- $330,331

Provide free transportation removing the barriers to attendance for unduplicated students (Goal 2, Action 6) -- $64,000

Provide supplemental funds to school sites so they can enhance supports in all areas listed above, taking into account the unique needs of their school sites and the composition of their unduplicated pupil populations (Goal 1, Action 13 & Goal 2, Action 1) -- $720,256

These specific actions and services quantitatively and qualitatively exceed the minimum proportionality rate to improve the educational program for our unduplicated pupils.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$57,487,509.00	$3,593,829.00		$829,973.00	$61,911,311.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$57,016,940.00	$4,894,371.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Administrators, Teachers, and Instructional Support Staff	$43,941,196.00			$148,894.00	$44,090,090.00
1	2	English Learners Foster Youth Low Income	Staff Effectiveness in Supporting Students' Academic Success	$305,189.00			$263,558.00	$568,747.00
1	3	All	Access to a Broad Course of Study & Standards Aligned Instructional Materials	$1,865,795.00	$302,906.00			$2,168,701.00
1	4	English Learners	Bilingual Immersion Program	$566,048.00	$38,412.00			$604,460.00
1	5	English Learners Foster Youth Low Income	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	$618,877.00				$618,877.00
1	6	All	Career Technical Education (CTE)	$1,649,570.00	$209,036.00		$45,227.00	$1,903,833.00
1	7	All	Instructional Technology	$1,896,659.00	$450,000.00			$2,346,659.00
1	8	English Learners Foster Youth Low Income	Assessing & Monitoring Student Progress	$396,932.00	$156,293.00		$65,890.00	$619,115.00
1	9	English Learners Foster Youth Low Income	Academic Interventions	$570,092.00	$156,293.00		$255.00	$726,640.00
1	10	English Learners	English Learner Support	$376,071.00			$132,471.00	$508,542.00
1	11	Foster Youth	Homeless/Foster Youth Support	$45,962.00				$45,962.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Additional Academic Counseling Support	$302,661.00			$95,619.00	$398,280.00
1	13	English Learners Foster Youth Low Income	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	$360,128.00				$360,128.00
2	1	English Learners Foster Youth Low Income	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	$144,566.00			$65,890.00	$210,456.00
2	2	All	School Safety	$3,415,428.00	$2,202,742.00			$5,618,170.00
2	3	English Learners Foster Youth Low Income	Youth & Parent Engagement	$342,737.00			$7,169.00	$349,906.00
2	4	English Learners Foster Youth Low Income	Mental Health Support	$252,184.00	$78,147.00			$330,331.00
2	5	Foster Youth	Homeless/Foster Youth Support	$18,286.00				$18,286.00
2	6	Foster Youth Low Income	Transportation	$59,000.00			$5,000.00	$64,000.00
2	7	English Learners Foster Youth Low Income	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	$360,128.00				$360,128.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,718,861.00	$5,783,858.00
LEA-wide Total:	$3,916,881.00	$4,748,788.00
Limited Total:	$499,319.00	$636,790.00
Schoolwide Total:	$302,661.00	$398,280.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Staff Effectiveness in Supporting Students' Academic Success	LEA-wide	English Learners Foster Youth Low Income	All Schools	$305,189.00	$568,747.00
1	4	Bilingual Immersion Program	LEA-wide	English Learners	Specific Schools: Creekside Oaks Elementary School (location of District Program) K-1	$566,048.00	$604,460.00
1	5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: LHS, TBHS, GEMS,TBMS, CCC, COES, FSS, LCES, SES K-12	$618,877.00	$618,877.00
1	8	Assessing & Monitoring Student Progress	LEA-wide	English Learners Foster Youth Low Income	All Schools	$396,932.00	$619,115.00
1	9	Academic Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$570,092.00	$726,640.00
1	10	English Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$376,071.00	$508,542.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	11	Homeless/Foster Youth Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$45,962.00	$45,962.00
1	12	Additional Academic Counseling Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GEMS, TBMS, LHS, TBHS, PHS 6-12	$302,661.00	$398,280.00
1	13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,128.00	$360,128.00
2	1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,566.00	$210,456.00
2	3	Youth & Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$342,737.00	$349,906.00
2	4	Mental Health Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$252,184.00	$330,331.00
2	5	Homeless/Foster Youth Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$18,286.00	$18,286.00
2	6	Transportation	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$59,000.00	$64,000.00
2	7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,128.00	$360,128.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

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

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

Requirements and Instructions
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

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

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

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

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

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.