

LCFF Budget Overview for Parents

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

CDS Code: 31-66951-0000000

School Year: 2022-23

LEA contact information:

Kathleen Leehane

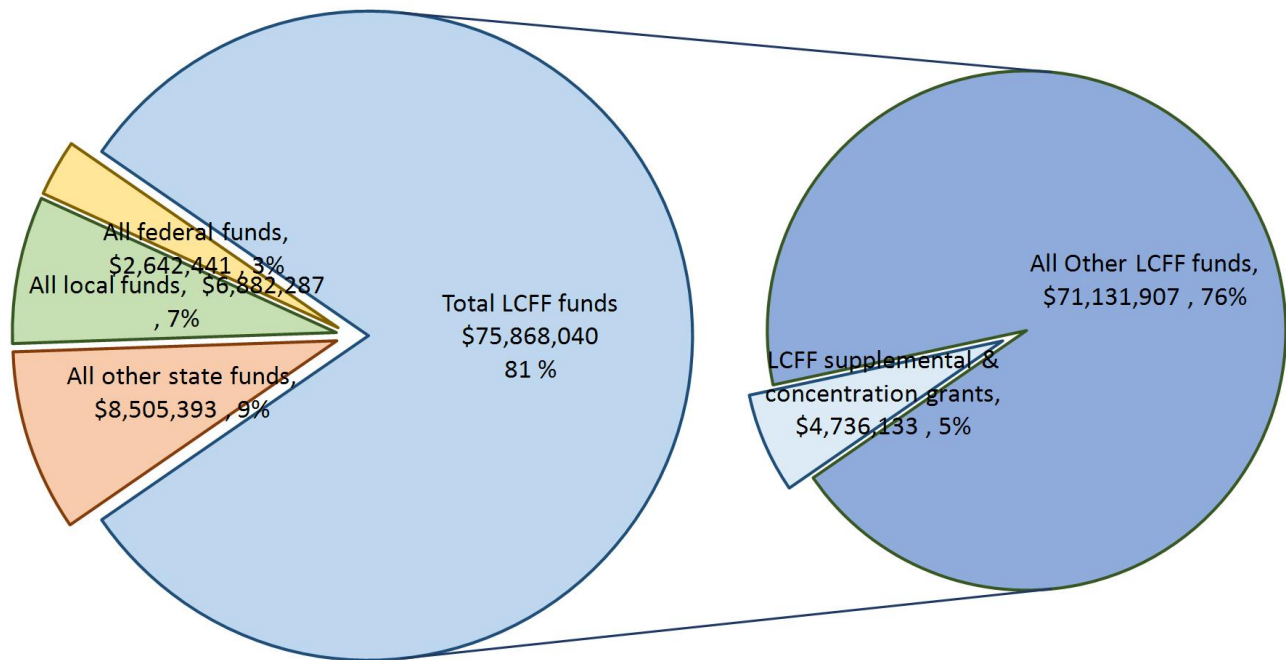
Director, Supplemental Programs & Accountability

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 2022-23 School Year

Projected Revenue by Fund Source



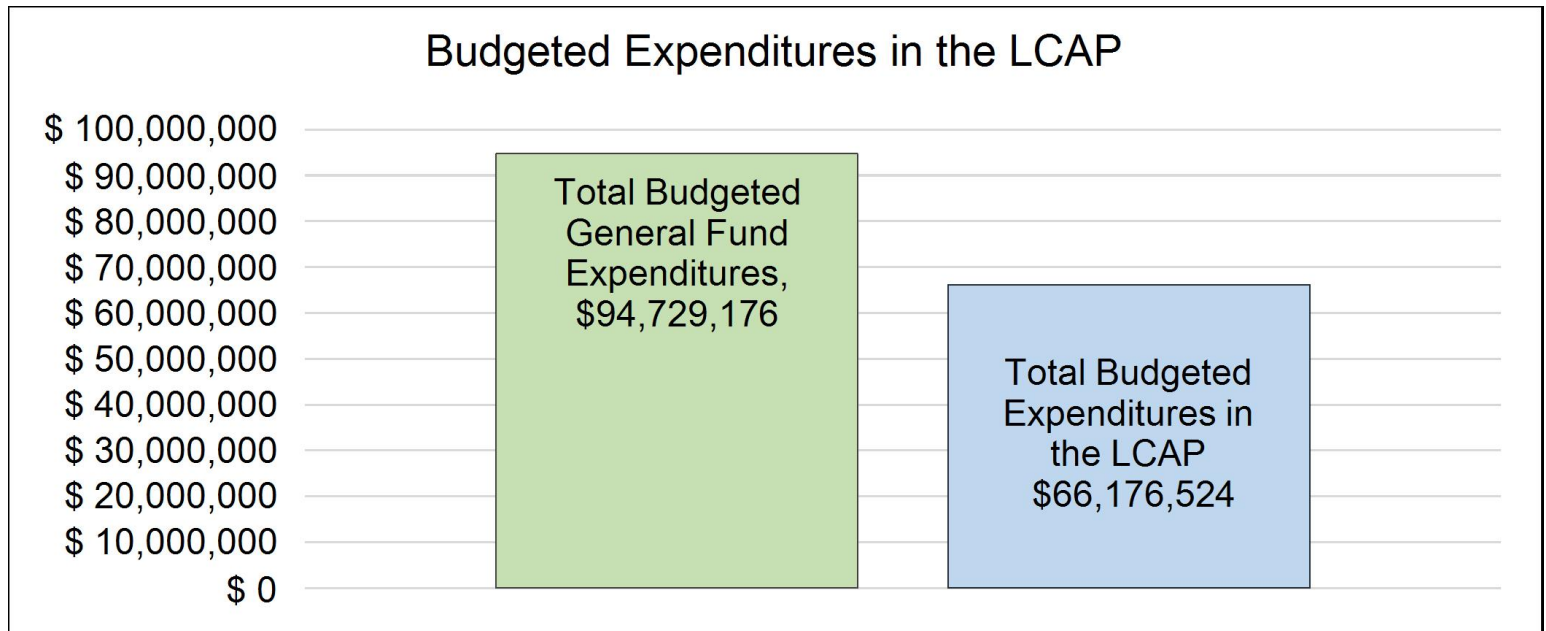
This chart shows the total general purpose revenue Western Placer Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Western Placer Unified School District is \$93,898,161, of which \$75,868,040 is Local Control Funding Formula (LCFF), \$8,505,393 is

other state funds, \$6,882,287 is local funds, and \$2,642,441 is federal funds. Of the \$75,868,040 in LCFF Funds, \$4,736,133 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Western Placer Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Western Placer Unified School District plans to spend \$94,729,176 for the 2022-23 school year. Of that amount, \$66,176,524 is tied to actions/services in the LCAP and \$28,552,652 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

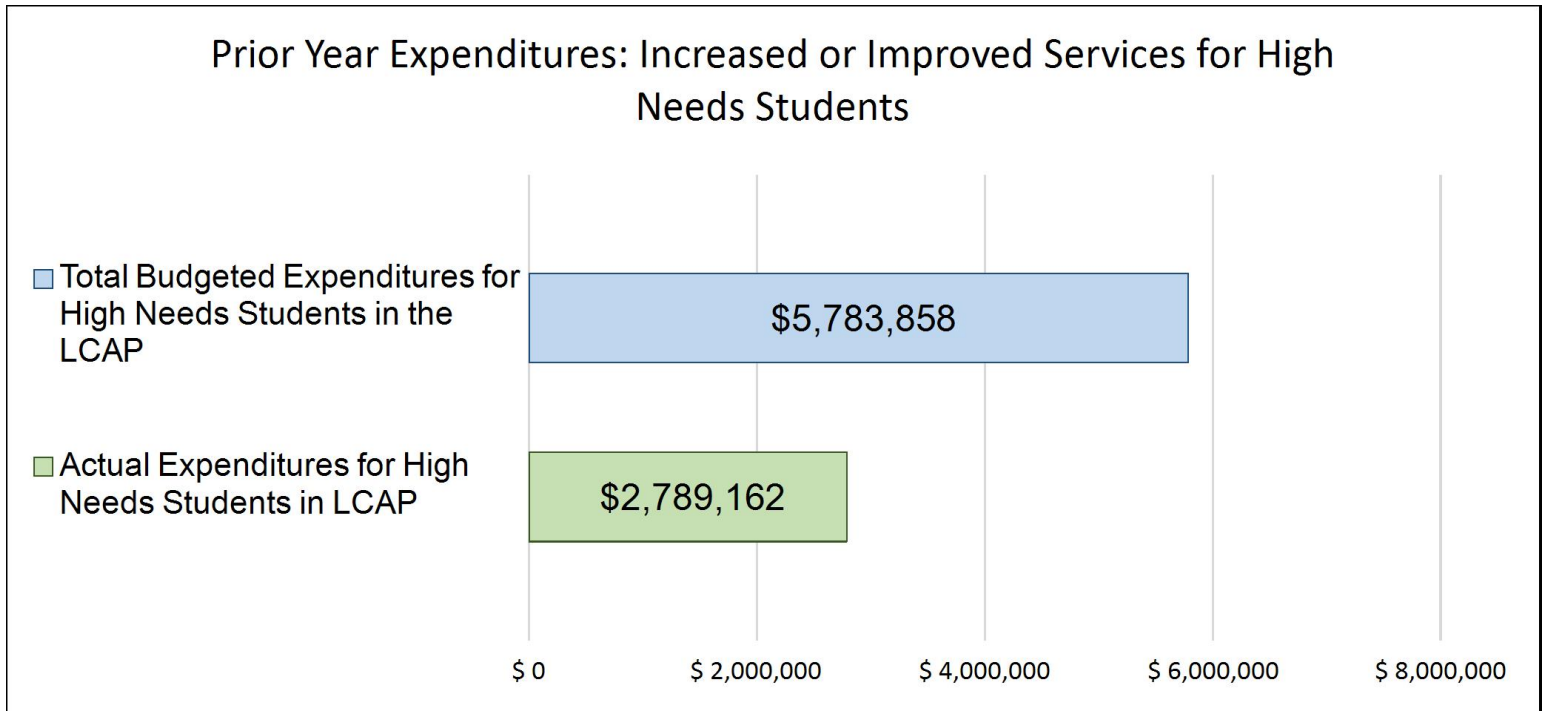
Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites (\$23,302,049 / 25.6%). Students have access to extracurricular activities such as afterschool sports and clubs and after school programs (\$1,619,899 / 1.8%). These expenses are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Western Placer Unified School District is projecting it will receive \$4,736,133 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 \$7,702,912 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 2021-22



This chart compares what Western Placer Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2021-22, Western Placer Unified School District's LCAP budgeted \$5,783,858 for planned actions to increase or improve services for high needs students. Western Placer Unified School District actually spent \$2,789,162 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-2,994,696 had the following impact on Western Placer Unified School District's ability to increase or improve services for high needs students:

The District received Federal and State COVID Relief Funds (ESSER I, II & III and Expanded Learning Opportunities - ELO) in the first quarter of 2021/2022 after the 2021/2022 LCAP was board approved (7/21). The District used \$1.4M of those funds (ELO & ESSER III) for eligible and allowable expenditures that were previously budgeted to be spent with Supplemental Funds (High Needs Students). Specifically those expenditures funded were, counselors at secondary schools, curriculum and learning loss instructional software, intervention supports, parent liaisons, Educational Technology Coordinator, Mental Health providers (Wellness Together), MTSS Coordinator and summer/extended learning instructional programs. The District plans to spend the 2021/2022 unspent carryover Supplemental funds in the 2022/2023, 2023/2024 and 2024/2025 budget years to support high needs students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Part of our success as a district can be directly tied to our belief that all community partners – staff, parents, students, and community members – have valuable insights to contribute. Therefore, we ensure frequent and varied opportunities for our community partners to provide feedback. Each of the groups below have provided input on In-Person Instruction Funds, the Educator Effectiveness Block Grant, the A-G Completion Improvement Grant, the Expanded Learning Opportunities Program (ELO-P) Grant, and the Pre-Kindergarten Planning and Implementation Grant.

LCAP Committee

The LCAP Committee, consisting of representatives from classified and certificated administration and classified and certificated associations, continues to meet monthly to discuss how to best utilize all state/federal funds to support the district’s most at-risk students during and after the COVID-19 pandemic. Adjustments continue to be made to budget allocations and to educational programs based on feedback gathered from members of this committee.

District Advisory Committee (DAC)

One of our parent groups, the District Advisory Committee (DAC), continues to be asked for input regarding the programs they would like to implement to address the impact of the COVID-19 pandemic on their children; this included one brainstorming session after the adoption of the LCAP (September 29, 2021). Two more virtual meetings are scheduled in the spring of 2022 that will address both the use of LCAP supplemental funds and other state funding allocations provided through the Budget Act of 2021.

District English Learner Advisory Committee (DELAC)

The second of our parent groups, the District English Learner Advisory Committee (DELAC), continues to be asked for input regarding the programs they would like to implement to address the impact of the COVID-19 pandemic on their children; this included one brainstorming

session after the adoption of the LCAP (October 6, 2021). All communications during these committee meetings are in Spanish, and our parent/school/community liaisons play a significant role in ensuring high turnout and an accepting, conversational atmosphere at these committee meetings. Two more virtual meetings are scheduled in the spring of 2022 that will address both the use of LCAP supplemental funds and other state funding allocations provided through the Budget Act of 2021.

WPUSD Management Meetings

The school site administration continues to meet (virtually) with district administration weekly to provide input about how to best use the state/federal funds allocated to the district to help mitigate the impacts of the pandemic. Site administrator feedback continues to be reflective of input solicited from staff, students, and parents at their respective school sites.

COVID Information Meetings

A committee, consisting of district administration, site administration, nurses, and representatives of our classified and certificated associations, continues to meet weekly to discuss the district’s COVID response and to develop (and continually adjust) systems and protocols that align with California Department of Public Health (CDPH) guidelines.

In the spring of 2022, a comprehensive survey will be sent to all community partners to gather additional feedback about our district's COVID response, including an opportunity for partners to identify any areas of concern.

WPUSD also continues to reach out to various community advocacy groups, as needed.

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To this date, the following expenditures were influenced by specific input from our community partners:

- increasing mental health support for students and staff
- increasing enrollment at our continuation high school
- increasing high school credit recovery options
- increasing academic interventions both during and after school (including related support staff)
- increasing our afterschool tutoring program
- increasing our summer program offerings
- adding a Parent/School/Community liaison
- adding a district College & Career Coordinator and opening College & Career Centers at both comprehensive high schools (including related support staff)
- resuming our Continuing Education program for parents, by partnering with Roseville Adult Education and Placer Union
- continuing to support our 1:1: technology initiative

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As a district, we continually consider how to leverage one-time funds, along with our general operating budget, to ensure that already existing and planned supports for students and staff can be maintained for as long as possible. All decisions regarding the coordination of funds are made in alignment with our district's LCAP goals.

WPUSD will continue to utilize well-established district committees to gather feedback from community partners on how to integrate the use of our most recent state allocations:

- In-Person Instruction Funds
- Educator Effectiveness Block Grant
- A-G Completion Improvement Grant
- Expanded Learning Opportunities Program Grant
- Pre-Kindergarten Planning and Implementation Grant

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A

WPUSD does not receive concentration funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Expanded Learning Opportunities Grant Plan includes a description of parent, teacher, and staff involvement in the development of the plan: <https://www.wpusd.org/our-district/accountability/school-district-plans> (p.1-2)

The ESSER III Expenditure Plan includes meaningful consultation with required community members in the Community Engagement section: <https://www.wpusd.org/our-district/accountability/school-district-plans> (p. 2-5)

Additionally, we ensure frequent and varied opportunities for our community partners to provide feedback. Each of the groups below have provided input on In-Person Instruction funds, CARES Act funds (including ESSER III), and Expanded Learning Opportunity Grant (ELO-G) funds.

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A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

IMPLEMENTATION

WPUSD remains committed to maintaining the health and safety of our students and staff as we navigate the COVID-19 pandemic. We also remain committed to providing as continuous a learning experience as possible for our students during these times of change and uncertainty. To that end, WPUSD returned to modified in-person learning in October, 2020 and to full in-person learning in August, 2021. Throughout that time, distance learning (2020-21) and independent study (2021-22) options were made available for families who felt an off-site learning model better served their needs.

Over the last two school years, WPUSD has ensured school sites have the supports they need to implement COVID health and safety protocols that are aligned with California Department of Public Health (CDPH) guidelines. We have upgraded or repaired some HVAC systems to improve air circulation and purification. We have installed water filling stations at all schools to reduce possible COVID transmissions, and we have also adopted a 1:1 technology initiative (including hot spot devices when needed) to guarantee equitable access to technology in the unfortunate event of a school or district closure. In addition, WPUSD has enhanced mental health supports for students and staff and increased academic interventions to address learning loss. Through it all, WPUSD has remained in regular communication with families regarding all things COVID.

This work has not been done in a silo. A variety of committees, encompassing expertise from many areas (i.e. – site administrators, district office staff, certificated staff, classified staff, parents) meet regularly to coordinate our efforts. This collaborative approach has allowed us to be intentional and to leverage multiple funds to enhance, expand, or extend programs and services.

SUCSESSES

WPUSD's greatest success has been our ability to return to modified in-person learning in October, 2020 and to full in-person learning in August, 2021. We were one of the first districts in our area to return to in-person learning. Since October 2020, our instructional model has been consistent, and the COVID protocols and procedures in place have led to a low rate of known COVID transmissions at school sites. While supporting the return to full in-person learning, we also enhanced our long-term independent study program to better meet the needs of those families who felt a distance learning environment would be the best option for them. We are proud to see students participating in co-curricular and extracurricular activities and beginning to enjoy traditional school-based events again.

Throughout the COVID-19 pandemic, WPUSD has continually monitored student progress and both student and staff well-being and has been responsive to identified needs. Our relationships with our certificated and classified associations remain positive and focused on the best interests of both students and staff.

Summer school targeted our unduplicated population to provide additional opportunities to mitigate the effects of learning loss for our most affected populations.

An additional teacher at Phoenix High School, our continuation high school, as well as a teacher prep buyout allowed us to increase enrollment at the school and target struggling high school students who were behind on their credits because of the pandemic.

We expanded our independent study program (ATLAS) by providing more teaching time, thus allowing for more student enrollment into the program for those concerned about returning to in-person instruction.

Funds were spent upgrading technology infrastructure at some sites to improve internet connectivity for students and staff. New devices were purchased for students and teachers use to improve their ability to work when at home or school. We also modernized much of our curriculum and trained teachers on the changes using our district's site tech trainers. At the same time, we supported the increased use of instructional technology tools such as Promethean Boards, NearPod, Gizmo, Flip Grid, and Google Classroom across the district.

We have increased spending on mental health services (through an outside agency called Wellness Together) to expand access for students struggling with their mental health. The use of social emotional learning (SEL) curriculum to help support students' mental wellbeing has also been adopted across the district.

Short term independent study has allowed students to quarantine as needed (or recover from infection) and still stay on pace with their learning. Teachers have used many modalities for short-term independent study to help students remain connected with their teacher(s) and

the academic content. This includes Google Classroom Meets, Schoology, work packets, and meeting with students to offer feedback and additional supports.

CHALLENGES

Trying to mitigate the impacts of the COVID-19 pandemic has definitely created some challenges. The biggest challenge has been dealing with the multitude of disruptions to student learning, whether it be due to student quarantines/infections or staff shortages. Our data shows significant learning loss in mathematics and slight learning loss in English Language Arts, with the greatest declines among our most at-risk subgroups (i.e. – English Learners, socioeconomically disadvantaged students). Teachers report they have struggled to motivate some students and they have seen a decrease in perseverance in challenging assignments. At the primary level teachers have seen an increase in learned helplessness. All grade levels report an overall increase in students being immature for their grade level.

Staff shortages have been extreme at times. We have dozens of unfilled positions, and our substitute pools are not robust enough to meet our needs. Certificated and classified staff are often pulled from their normal duties to fill in where needed, and this has caused low morale and burnout across the district. The increased quarantines/infections amongst staff upon the return from winter break have exacerbated an already difficult situation.

We have been fully on campus, but have not yet been able to bring back all of the traditional activities of a campus. This includes whole school assemblies and rallies, parent and community nights, and other whole school activities.

Across the district, particularly at the secondary level, we have also seen an increase in student behavior issues. Students have had a difficult time readjusting to a more normal, full day school experience, in addition to processing the emotional trauma of the last three school years.

Expanding our long-term independent study program to meet the requirements of AB 130 was also a challenge.

While every member of our community believes strongly in keeping schools open and providing some normalcy for students, there are diverse perspectives as to how to achieve those aims. Navigating the community's broad range of opinions on issues related to the COVID-19 pandemic has also created unexpected challenges for both staff and students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

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 the COVID-19 pandemic has increased the degree of support we must provide our students in order to actualize them. Fiscally, WPUSD prioritizes its LCFF supplemental funds and its federal title funds to further enhance programs and activities at our highest-need schools and for our highest-need students. We ensure that those state supplemental funds and federal title funds are utilized to support district and site initiatives that best meet the needs of our unduplicated pupils.

With the addition of one-time federal and state recovery funds, WPUSD conducted a needs analysis to determine which additional and/or enhanced programs and services to implement as a result of the COVID-19 pandemic. In addition to highlighting some overall needs (i.e. - technology equipment, improved air filtration, academic interventions, social-emotional support), the data showed that our highest-need students and our highest-need schools suffered to the greatest degree. Since the one-time funds must be spent within a specified time frame, we have leveraged some one-time funds to cover expenditures previously allocated to state supplemental funds, with the intention of extending the length of time those supplemental-funded programs and services can remain in place.

WPUSD consistently braids multiple funds together to provide more continual, ongoing supports that maximize every dollar we receive. We continue this approach in the age of COVID.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

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.

In the 2022-2023 school year, WPUSD will include six (6) 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 9-11, a continuation high school, and an independent study school for grades 6-12. The 2021-2022 student population for grades TK-12 is 7,296. Of our total student population, 55% are White, 31% are Hispanic or Latino, 3% are Asian, 3% are Filipino, 2% are African American, and 6% are Other. Additionally, 9% of our population are English Learners, 3% are identified as GATE, 13% receive Special Education services, and 31% 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 fortunate enough to celebrate two schools being honored with statewide awards during the COVID-19 pandemic. Glen Edwards Middle School was named as a California Distinguished School for 2021, and 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 some data points were not gathered or reported for the 2020-2021 school year. 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. That being said, we do feel that we have a variety of recent data points upon which to analyze our most recent areas of success.

CA DASHBOARD & LOCAL DATA

In the areas of college and career readiness, the Class of 2021 showed an 6.1% increase in students achieving a-g completion status upon graduation. This number has been steadily increasing for the last four years. Career Technical Education (CTE) pathway completion, which indicates a student has completed beginning, intermediate, and advanced level courses in a particular industry sector, also increased 7.5% in the 2020-2021 school year. In fact, 17% of the Class of 2021 achieved both a-g completion status and completed a CTE pathway. Additionally, our English Learners showed a 17% increase, and low-income students a 3% increase, in earning the State Seal of Biliteracy. English Learners also showed a 7% increase in earning the Golden State Seal Merit Diploma. Lastly, due to the efforts of our collaboration with Equal Opportunity Schools (EOS), low-income student participation in Advanced Placement (AP) classes increased 6.5% in the 2020-2021 school year.

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. In the 2020-2021 school year, we successfully served two kindergarten classes, adding two first grade classes in the 2021-2022 school year. 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. Also of note, when our English Learner students

successfully acquire English (which we call being “redesignated”), they are our district’s highest performing subgroup on the English portion of state testing.

Nine schools have the AVID program on their sites; it is our intent for all schools to be AVID schools by 2025.

Our suspension rates continue to be lower than the state average, illustrating a district culture that encourages a sense of belonging and community while prioritizing the physical, emotional, and cultural safety of our students.

Although much progress is still needed to ensure high levels of achievement for all students in Western Placer Unified, particularly with the added impacts of the COVID-19 pandemic, 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. 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.

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 committed to resuming ongoing professional development for staff in the 2022-2023 school year 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, our normal process of reviewing CA Dashboard and local data to determine areas of need was somewhat derailed, as some data points were not gathered or reported for the 2020-2021 school year. 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. That being said, we do feel that we have a variety of recent data points upon which to determine current needs.

CA DASHBOARD & LOCAL DATA

Most alarming to us was the overall decrease in our district’s graduation rate. The Class of 2021 had 6% fewer graduates than the Class of 2020. This statistic, accompanied by a 4% decline in English proficiency and a 13% decline in math proficiency on the spring 2021 state

tests, indicates the feared learning loss from the COVID-19 pandemic came to fruition. Sadly, the degree of academic decline in our subgroups (low-income students, English Learners, and homeless students) was even higher; so, the achievement gap we worked so hard to reduce over the last four years has widened yet again.

Our English Learners are the subgroup of students at greatest need of intervention. They are significantly underperforming, graduating at a rate 15% less than their peers. They are also our lowest performing group on state testing, in both English and Math. As stated above, English Learners who acquire English in the typical four-to-six year window perform on-par with their English-only peers. That being said, 40% of our English Learners do not acquire English in the typical window. It is that population of students (called our long-term English Learners) with whom we need to intensify our focus going forward, particularly because 63% of our long-term English Learner students also have learning disabilities.

In addition to the COVID-19 pandemic increasing student demand for mental health services, we have also seen a significant increase in student behavior issues. We have seen an almost two-fold increase in the amount of student expulsions in the 2021-2022 school year, in addition to a significant increase in the number of student suspensions. This has reinforced the need to focus on reestablishing and reteaching student expectations for behavior, including the adoption of a district-wide social-emotional learning (SEL) curriculum. This has also highlighted the need for additional campus supervision. Additionally, we have seen an increase in the percentage of students considered to be “chronically absent,” which means they missed 20+ days of school in a school year; 14.1% of our K-8 students were chronically absent in the 2020-2021 school year. Students cannot learn if they are not attending school. Improving attendance for our students is vital to our success going forward.

The COVID-19 pandemic exacerbated staffing shortages. Multitudes of classified instructional support positions remain unfilled, and it remains difficult to fill substitute requests, which has significantly impacted our ability to offer professional development and other teacher collaboration opportunities during the school year. Additionally, finding highly qualified teachers to support our CTE and dual enrollment efforts has been hard. Lastly, we continue to see a high turnover in special education positions, which impacts our efforts to improve the achievement of our students with disabilities.

With the COVID-19 pandemic behind us, we look forward to refocusing our efforts on high quality professional development aligned with the tenets of Professional Learning Communities (MTSS, Effective First Instruction, Data-Driven Decision Making, etc.) and Youth Development (MTSS, PBIS, SEL, Mental Health, 40 Developmental Assets, etc.); these professional development opportunities will help strengthen the overall effectiveness of our employees.

LCAP Highlights

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

To support WPUUSD 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". Once the COVID-19 pandemic subsides and staffing shortages ease, we will resume 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 renewing our work with common 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 academic 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 continuing 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 other mental health support 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. Prior to the COVID-19 pandemic, extra- and co-curricular activities are on the rise in WPUSD, as well as community partnerships for service learning and mentoring. We look forward to a renewed focus on community partnerships in the 2022-2023 school year. 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 so). 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.

Phoenix High School's staff and School Site Council (which includes student members) conduct ongoing needs assessments to determine potential underlying causes for their continued low graduation rate. This work continues to utilize data-driven cycles of inquiry to identify trends and patterns in student achievement, and to target areas for improvement.

Phoenix High School's most recent needs assessment (spring 2022) identified the following:

- While still below the state's minimum threshold of 67%, Phoenix High's overall graduation rate improves dramatically when fifth year students are taken into account. In 2020-2021, for example, fifteen fifth-year seniors graduated from Phoenix, raising their five-year cohort graduation rate to 44.1% (a 14% increase). In 2019-2020, twenty-eight fifth-year seniors graduated, bringing Phoenix's five-year cohort graduation rate to 65.1% (a 22% increase).
- The credit deficiencies of incoming Phoenix High students have grown significantly over the past two years. Hence, it is not surprising that students need a fifth-year to complete the requirements necessary to graduate. Generally speaking, students are admitted to Phoenix having completed, on average, 50% of the expected credits for graduation.
- As a result of the COVID-19 pandemic, Phoenix High School has dramatically increased enrollment, including an influx of tenth graders. Even though enrollment has increased 25% in the 2020-2021 school year to meet demand, there is still a wait list to enroll.
- The 2021-2022 school year has shown an increase in attendance issues related either to increased anxiety and/or depression in students or to extenuating circumstances outside of school (i.e. - caretaking a family member, working to help financially support the family). The availability of community resources falls short of demand.
- As a result of the COVID-19 pandemic, Phoenix staff has seen an increase in the demand for mental health services for students.

Phoenix High remains committed to its work with three programs: Youth Development, Wellness Together (school-based therapy for

students), and School-Based Mentoring (volunteers working with struggling students). The needs assessment also highlighted the need to add services in other areas: academic counseling, academic intervention/support, and attendance monitoring, 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 utilizes a temporary, part-time academic counselor to meet that need. A “zero period” continues to be added to the school day to enhance opportunities to address credit deficiencies. Lastly, the Phoenix High School team continues to develop project-based "mini-units" in core areas and add experiential learning opportunities (i.e. - fieldtrips), to provide students with more relevant and rigorous exposures to the core curriculum and to the possibilities of life after high school.

Beginning in the 2022-2023 school year, Phoenix plans to add temporary classified support staff to focus directly on increasing attendance and on identifying students in need of wraparound community resources . This temporary School Clerk position will also enhance the community partnership recently established with Placer County Office of Education. Additionally, to support the academic counselor with the development of graduation plans, college/career exploration activities, and intensive case management of students (particularly twelfth graders), a temporary, part-time College and Career Technician will also be added to the staff for the 2022-2023 school year.

At a district level, plans are underway to develop increased options for students to receive a diploma, from creating a Adult High School Diploma (AHSD) diploma option to hosting an evening GED class, offered by Placer School for Adults.

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 credit sheets, attendance records, counselor log entries, qualitative data from the school-based therapy team, and grades. At least quarterly, school and district staff will monitor students' graduation progress and monitor eligible students' a-g progress. 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.

Additionally, district office staff will regularly monitor pertinent CALPADS data to ensure that publicly reported data is accurate, and they will also conduct periodic transcript audits to ensure their validity.

Engaging Educational Partners

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

Part of our success as a district can be directly tied to our belief that all of our educational partners – 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 results in a better plan for our students. Therefore, we ensure frequent and varied opportunities for our educational partners to provide feedback.

LCAP Committee Meetings – September 16, 2021; October 21, 2021; November 18, 2021; January 20, 2022; February 17, 2022; March 17, 2022; April 21, 2022; May 19, 2022

The LCAP Committee, consisting of representatives from classified and certificated administration and classified and certificated associations (CSEA and WPTA, respectively), met to participate in activities around the metrics, the 8 state priorities, and the LCAP goals and actions to provide input for the 2022-2023 update of the 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, Educator Effectiveness funds) to support the district's overarching LCAP goals while simultaneously meeting each fund's specific requirements. Throughout spring 2022, adjustments were made to the draft of the 2022-2023 update of the 2021-2024 LCAP based on feedback gathered from all educational partners.

District Advisory Committee (DAC) – September 29, 2021; March 29, 2022; May 11, 2022

One of our parent groups, the District Advisory Committee (DAC), was asked for input regarding the actions they would like to add, modify, or continue in 2022-2023 related to the 8 state priorities and the district's LCAP goals. The DAC also provided input on the continued impact of the COVID-19 pandemic on their children; this included conversations about how to best use state/federal funds allocated alongside LCFF supplemental funds (i.e. - the Extended Learning Opportunities (ELO) grant funds, Educator Effectiveness funds) to help support the district's LCAP goals and mitigate the lasting impacts of the pandemic.

The preliminary draft of the 2022-2023 update of the 2021-2024 LCAP was then shared with the DAC Committee, which showed alignment with feedback gathered from all educational partners at previous input meetings.

District English Learner Advisory Committee (DELAC) – October 6, 2021; April 6, 2022; May 18, 2022

The second of our parent groups, the District English Learner Advisory Committee (DELAC), was asked for input regarding the actions they would like to add, modify, or continue in 2022-2023 related to the 8 state priorities and the district's LCAP goals. The DELAC also provided input related on the continued impact of the COVID-19 pandemic on their children; this included conversations about how to best use state/federal funds allocated alongside LCFF supplemental funds (i.e. - the Extended Learning Opportunities (ELO) grant funds, Educator Effectiveness funds) to help support the district's LCAP goals and mitigate the lasting impacts of the pandemic.

The preliminary draft of the 2022-2023 update of the 2021-2024 LCAP was then shared with the DELAC Committee, which showed alignment with feedback gathered from all educational partners at previous input meetings. This committee is made up entirely of Spanish-speaking parents, most of whom are the parents of either English Learners (ELs) or Reclassified Fluent English Proficient (RFEP) students.

Admin PLC Meetings – August 6, 2021; September 9, 2021; September 23, 2021; October 14, 2021; October 28, 2021; December 9, 2021; January 27, 2022; February 10, 2022; February 24, 2022; March 10, 2022; March 24, 2022; April 21, 2022; May 26, 2022

The school site administration met (virtually) with district administration during frequent Admin PLC meetings to provide input for the 2022-2023 update of the 2021-2024 LCAP. The Admin PLC group also discussed how to best utilize other state/federal funds (i.e. - the Extended Learning Opportunities (ELO) grant funds, Educator Effectiveness funds) to support the district's overarching LCAP goals while simultaneously meeting each fund's specific requirements. Needs assessments related to the lasting impacts of the COVID-19 pandemic were also conducted.

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

Student Input - various dates

The California Healthy Kids Survey (CHKS) was administered in February 2022 to 5th, 6th, 7th and 9th graders, in addition to all students at our continuation high school. This survey provided us with much needed data on student perceptions related to school safety and connectedness and directly impacted some programmatic decisions for the 2022-2023 school year. Additionally, WPUSD has three students (one from each high school) that regularly participate as student board members. Phoenix High School has student representation on its School Site Council (SSC), and those students provided input on PHS' Comprehensive Support and Improvement (CSI) plan. Lastly, our secondary site administration shares feedback from its student leadership classes at Admin PLC meetings.

WPUSD also continues to reach out to various community advocacy groups, as needed.

SELPA Consultation - May 23, 2022

Public Hearing and LCAP Draft to Board of Trustees - June 7, 2022

Opportunity for Public Comment - June 7, 2022

Final Approval of LCAP - Board of Trustees - June 21, 2022

A summary of the feedback provided by specific educational partners.

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 six-to-seven 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. Our parent groups continue to express a desire to keep many of our existing programs in place. 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 (including transition programs for future 6th graders and future 9th graders). As funds allow, they would like to see modest increases in all of these programs going forward. Additionally, due to notable increases in student behaviors, our parent groups have increased concerns about student safety on campus and hope to see an increase in campus supervision. They would also like to see an increase in parent workshops, particularly related to topics that would help reinforce/support what students are learning at school. One specific request was to bring back the Love & Logic program.

Parents continue to express concern for children that are falling behind due to the pandemic, particularly young children (who are struggling to read) and high schoolers (who are no longer on track to graduate). They also expressed concern about the polarity that presently exists in our community and how it is negatively impacting their children.

ADMIN PLC

Our administrative team continues to express concerns about the lasting impacts of the COVID-19 pandemic on our students. The most significant concern this group has is related to student behaviors and the significant increases we have seen in student suspensions and expulsions during the 2021-2022 school year. Students are externalizing the trauma they experienced during the COVID-19 pandemic, which has resulted in a volume and breadth of student behaviors the team has not seen before. The need for additional campus supervision, along with a systematic way to re-teach social skills and community-building, are priorities for this group going forward.

Additionally, our administrative team wants to ensure we have ample intervention supports in place going forward, so all students have access to additional help. This includes increasing our high school credit recovery options and expanding alternative education options. The team hopes 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.

Lastly, our administrative team would like to continue our work on improving math instruction, reinforcing Youth Development, and implementing AVID district-wide.

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. For the past five years, another specific area of emphasis has been developing ways to improve our math scores. During the COVID-19 pandemic, an additional area of emphasis has been supporting our younger learners (K-1) accelerate their learning to compensate for learning loss.

In the last two years, the LCAP Committee has also grappled with the impacts of the COVID-19 pandemic on our students. Student/staff mental health and developing Multi-Tiered Systems of Support (MTSS) at all of our schools have become two additional areas of focus for the group.

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. The committee also had multiple, ongoing conversations about how to best leverage COVID funds to both benefit our district's LCAP goals and to better support our unduplicated pupils.

STUDENTS

Via the California Healthy Kids Survey (CHKS), students expressed a need for more engagement and relationship-building on campus. They also expressed concerns about school safety. Additionally, the data reinforced the need to be proactive with mental health support and counseling.

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

Aspects of the LCAP that were directly influenced by specific stakeholder impact:

- expanding the AVID program -- Goal 1, Action 5
- maintaining increased Parent/School/Community Liaison time -- Goal 2, Action 3
- increasing mental health support -- Goal 2, Action 4
- hiring a 1.0 FTE College and Career Coordinator and 2 part-time College and Career Technicians -- 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 campus supervision -- Goal 2, Action 2
- implementing curriculum that addresses social skills and community building - Goal 2, Action 1
- increasing parent workshops -- Goal 2, Action 3

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 scored an average of 14 points above standard on the English Language Arts SBAC test, according to the district's Illuminate DnA system, a decrease of 5.5 points.			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:	Our significant subgroups scored the following on the English Language Arts SBAC test, according to the			Our significant subgroups will score at least the following in English Language Arts on the CA School Dashboard Indicator:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White - 29.8 points above standard</p> <p>Hispanic - 4.7 points below standard</p> <p>Socioeconomically disadvantaged - 9.5 points below standard</p> <p>Students with disabilities - 59.4 points below standard</p> <p>English Learner - 27.7 points below standard</p>	<p>district's Illuminate DnA system:</p> <p>White - 25 points above standard (a decrease of 4.8 points)</p> <p>Hispanic - 14 points below standard (a decrease of 4.8 points)</p> <p>Socioeconomically disadvantaged - 18 points below standard (a decrease of 8.5 points)</p> <p>Students with disabilities - 55 points below standard (an increase of 4.4 points)</p> <p>English Learners - 93 points below standard (a decrease of 65.3 points)</p>			<p>White - 40 points above standard</p> <p>Hispanic - 15 points above standard</p> <p>Socioeconomically disadvantaged - 10 points above standard</p> <p>Students with disabilities - at standard</p> <p>English Learner - at standard</p>
SBAC for ELA (all students)	In spring 2019, 60.9% of students met or exceeded standard on the SBAC for ELA.	In spring 2021, 56.8% of students met or exceeded standard on the SBAC for ELA (- 4.1%).			60% of all students will meet or exceed standard on the SBAC for ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC for ELA (significant subgroups)	<p>In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate:</p> <p>White - 65.4%</p> <p>Hispanic - 49.2%</p> <p>Socioeconomically disadvantaged - 47%</p> <p>Students with disabilities - 22.7%</p> <p>English Learner - 21.8%</p>	<p>In spring 2021, Our significant subgroups met or exceeded standard on the SBAC for ELA at the following rate:</p> <p>White - 62.1% (-3.3%)</p> <p>Hispanic - 44.0% (-5.2%)</p> <p>Socioeconomically disadvantaged - 38.9% (-8.1%)</p> <p>Students with disabilities - 21.6% (-1.1%)</p> <p>English Learner - 14.1% (-7.7%)</p>			<p>Our significant subgroups will meet or exceed standard on the SBAC for ELA at the following rate:</p> <p>White - 75%</p> <p>Hispanic - 55%</p> <p>Socioeconomically disadvantaged - 52%</p> <p>Students with disabilities - 35%</p> <p>English Learner - 30%</p>
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 scored an average of 29 points below above standard on the Mathematics SBAC test, according to the district's Illuminate DnA system, a decrease in 25.2 points.			All students will score at least 15 points above standard in Math on the CA School Dashboard Indicator.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Math Indicator (significant subgroups)	<p>Our significant subgroups scored the following in Math on the Fall 2019 CA School Dashboard Indicator:</p> <p>White - 9.3 points above standard</p> <p>Hispanic - 33.7 points below standard</p> <p>Socioeconomically disadvantaged - 35.2 points below standard</p> <p>Students with disabilities - 84.9 points below standard</p> <p>English Learner - 50.3 points below standard</p>	<p>Our significant subgroups scored the following on the Mathematics SBAC test, according to the district's Illuminate DnA system:</p> <p>White - 15 points below standard (a decrease of 24.3 points)</p> <p>Hispanic - 62 points below standard (a decrease of 28.3 points)</p> <p>Socioeconomically disadvantaged - 67 points below standard (a decrease of 31.8 points)</p> <p>Students with disabilities - 93 points below standard (a decrease of 8.1 points)</p> <p>English Learners - 67 points below standard (a decrease of 16.7 points)</p>			<p>Our significant subgroups will score at least the following in Math on the CA School Dashboard Indicator:</p> <p>White - 20 points above standard</p> <p>Hispanic - at standard</p> <p>Socioeconomically disadvantaged - at standard</p> <p>Students with disabilities - at standard</p> <p>English Learner - at standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC for Math (all students)	In spring 2019, 51.8% of students met or exceeded standard on the SBAC for Math.	In spring 2021, 38.8% of students met or exceeded standard on the SBAC for Math. (-13%)			50% of all students will meet or exceed standard on the SBAC for Math.
SBAC for Math (significant subgroups)	<p>In spring 2019, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate:</p> <p>White - 58.1%</p> <p>Hispanic - 38.1%</p> <p>Socioeconomically disadvantaged - 36.4%</p> <p>Students with disabilities - 19.7%</p> <p>English Learner - 19.6%</p>	<p>In spring 2021, Our significant subgroups met or exceeded standard on the SBAC for Math at the following rate:</p> <p>White - 44.2% (-13.9%)</p> <p>Hispanic - 25.4% (-12.7%)</p> <p>Socioeconomically disadvantaged - 23.5% (-12.9%)</p> <p>Students with disabilities - 13.5% (-6.2%)</p> <p>English Learner - 9.4% (-10.2%)</p>			<p>Our significant subgroups will meet or exceed standard on the SBAC for Math at the following rate:</p> <p>White - 64%</p> <p>Hispanic - 40%</p> <p>Socioeconomically disadvantaged - 40%</p> <p>Students with disabilities - 25%</p> <p>English Learner - 25%</p>
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.	SB 98 and AB 130 suspended the reporting of performance indicators in the			72% of all students will be "Prepared" for College/Career on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard for 2020–21 and 2021–22, so this data is presently unavailable.			
CA Dashboard College and Career Indicator (significant subgroups)	<p>Our significant subgroups were "Prepared" for College/Career on the CA School Dashboard at the following rates:</p> <p>White - 61.4%</p> <p>Hispanic - 51.4%</p> <p>Socioeconomically disadvantaged - 54.0%</p> <p>Students with disabilities - 18.8%</p> <p>English Learner - 31.8%</p>	<p>SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, so this data is presently unavailable.</p>			<p>Our significant subgroups will be "Prepared" for College/Career on the CA School Dashboard at the following rates:</p> <p>White - 75%</p> <p>Hispanic - 65%</p> <p>Socioeconomically disadvantaged - 65%</p> <p>Students with disabilities - 35%</p> <p>English Learner - 50%</p>
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.)	51.6% of the graduating class of 2021 completed their A-G requirements (+6.1%)			70% of the graduating class will have completed their A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate (significant subgroups)	<p>Our significant subgroups completed their A-G requirements at the following states:</p> <p>White - 46.8%</p> <p>Hispanic - 41.6%</p> <p>Socioeconomically disadvantaged - 35.3%</p> <p>Students with disabilities - 1.8%</p> <p>English Learner - 13.3%</p>	<p>Our significant subgroups completed their A-G requirements at the following rates:</p> <p>White - 55.0% (+8.2%)</p> <p>Hispanic - 43.9% (+2.3%)</p> <p>Socioeconomically disadvantaged - 37.2% (+1.9%)</p> <p>Students with disabilities - 15.8% (+14%)</p> <p>English Learner - 19.0% (+6.3%)</p>			<p>Our significant subgroups will have completed their A-G requirements at the following states:</p> <p>White - 75%</p> <p>Hispanic - 65%</p> <p>Socioeconomically disadvantaged - 55%</p> <p>Students with disabilities - 15%</p> <p>English Learner - 30%</p>
California State Seal of Biliteracy	14.9% of the graduating class of 2020 received the California State Seal of Biliteracy.	11.2% of the graduating class of 2021 received the California State Seal of Biliteracy, a decrease of 3.7%.			20% of the graduating class will receive the California State Seal of Biliteracy.
Enrollment in AP Courses (all students)	21.0% of our students in grades 10-12 took at least 1 AP course in 2019-2020.	29.5% of our students in grades 10-12 took at least 1 AP course in 2020-2021, an increase of 8.5%.			30% of our students in grades 10-12 will take at least 1 AP course during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in AP Courses (significant subgroups)	<p>The percentages of our significant subgroups who took at least 1 AP course in the 2019-2020 school year are as follows:</p> <p>White - 50.0%</p> <p>Hispanic - 33.0%</p> <p>Socioeconomically disadvantaged - 26.0%</p> <p>Students with disabilities - 1.2%</p> <p>English Learner - 1.4%</p>	<p>The percentages of our significant subgroups who took at least 1 AP course in the 2020-2021 school year are as follows:</p> <p>White - 52.0%</p> <p>Hispanic - 32.0%</p> <p>Socioeconomically disadvantaged - 32.5%</p> <p>Students with disabilities - 2.0%</p> <p>English Learner - 3.0%</p>			<p>The percentages of our significant subgroups who will take at least 1 AP course during the school year are as follows:</p> <p>White - 35%</p> <p>Hispanic - 35%</p> <p>Socioeconomically disadvantaged - 35%</p> <p>Students with disabilities - 10%</p> <p>English Learner - 20%</p>
AP Exam Passage (all students)	In 2019-2020, 63.3% of AP exams taken (379 exams) earned a passing score (3 or above).	In 2020-21, 66% of AP exams taken earned a passing score (3 or above), a 2.7% increase.			70% of AP exams taken will earn a passing score (3 or above).
AP Exam Passage (significant subgroups)	In 2019-2020, the percentages of our significant subgroups who account for the percentage of AP exams passed (see above) are as follows:	In 2020-2021, the percentages of our significant subgroups who account for the percentage of AP exams passed (see above) are as follows:			The percentages of our significant subgroups who account for the percentage of AP exams passed should reflect our student demographics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White - 49.0% Hispanic - 30.0% Socioeconomically disadvantaged - 24.0% Students with disabilities - 0% English Learners - 0.5%	White - 58.0% Hispanic - 26.0% Socioeconomically disadvantaged - 25.0% Students with disabilities - 0% English Learners - 2.2%			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%
AP Exam Participation Rate (all students)	In 2019-2020, 75% of students (grades 10-12) enrolled in AP courses took the corresponding AP exams.	In 2020-2021, 64% of students (grades 10-12) enrolled in AP courses took the corresponding AP exams, a decrease of 9%.			85% of students (grades 10-12) enrolled in AP courses will take the corresponding AP exams.
Enrollment in CTE Courses (all students)	In 2019-2020, 69.0% of all high school students enrolled in at least 1 CTE course.	In 2020-2021, 67.0% of all high school students enrolled in at least 1 CTE course, a decrease of 2%.			30% of all high school students will be enrolled in at least 1 CTE course during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in CTE Courses (significant subgroups)	<p>In 2019-2020, the percentages of our significant subgroups who enrolled in at least 1 CTE course are as follows:</p> <p>White - 62.0%</p> <p>Hispanic - 25.0%</p> <p>Socioeconomically disadvantaged - 48.0%</p> <p>Students with disabilities - 15.0%</p> <p>English Learners - 7.0%</p>	<p>In 2020-2021, the percentages of our significant subgroups who enrolled in at least 1 CTE course are as follows:</p> <p>White - 58.5 %</p> <p>Hispanic - 27.0%</p> <p>Socioeconomically disadvantaged - 33.0 %</p> <p>Students with disabilities - 11.0%</p> <p>English Learners - 4.7%</p>			<p>The percentages of our significant subgroups who will be enrolled in at least 1 CTE course during the school year are as follows:</p> <p>White - 30%</p> <p>Hispanic - 30%</p> <p>Socioeconomically disadvantaged - 30%</p> <p>Students with disabilities - 50%</p> <p>English Learner - 30%</p>
CTE Pathway Completion	8.9% of 11th or 12th graders (97 students) completed a CTE pathway in 2019-2020.	16.4% of 11th or 12th graders (182 students) completed a CTE pathway in 2020-2021, a 7.5% increase.			% of 11th or 12th graders will complete 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.	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, so			60% of English Learners will progress toward English Language fluency on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>this data is presently unavailable.</p> <p>Therefore, WPUSD has been analyzing our At-Risk and Long-Term English Learner (LTEL) data in lieu of the ELPI measurement on the California School Dashboard.</p> <p>WPUSD has 40.1% of its English Learner population that is categorized as long-term English Learners (LTEL), which means they have not reclassified to fluent English proficient in the expected 5-6 year window. This percentage is higher than surrounding districts.</p>			
English Learner Reclassification Rate	14.7% of English Learners were reclassified in the 2019-2020 school year.	7.3% of English Learners were reclassified in the 2020-2021 school year. (This 7.4% decrease is largely due to the cancellation			The annual percentage of English learners reclassified as fluent English proficient will be at least 15%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		of ELPAC testing in the spring of 2020.)			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	<p>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.</p> <p>We hold the belief that the most effective teachers should be placed with the most at-risk students; therefore, during student placement, we work to ensure (to the degree possible) that our identified at-risk students are placed with our most experienced teachers.</p> <p>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.</p> <p>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</p>	\$45,327,063.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p>		
1.2	Staff Effectiveness in Supporting Students' Academic Success	<p>In order for WPUUSD 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.</p> <p>PLCs</p> <p>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</p>	\$1,334,363.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learning Communities is cyclical; we are constantly revisiting and refining our work around the essential questions.</p> <p>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.</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>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 improvement efforts by providing timely, targeted, relevant training to teachers and staff.</p> <p>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.</p>		

Action #	Title	Description	Total Funds	Contributing
1.3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	<p>ACCESS TO A BROAD COURSE OF STUDY</p> <p>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.</p> <p>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.</p> <p>STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS</p> <p>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.</p> <p>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.</p> <p>Following the State's timeline and our District policy regarding the adoption of instructional materials, Educational Services leads a</p>	\$2,118,067.00	No

Action #	Title	Description	Total Funds	Contributing
		collaborative, hands-on process for the selection and purchase of instructional materials/resources needed to ensure students meet or exceed grade-level standards.		
1.4	Bilingual Immersion Program	<p>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.</p> <p>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. 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.</p>	\$867,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	<p>AVID</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>EOS</p> <p>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 percentage of socioeconomically disadvantaged students, Hispanic students, and English Learners who accessed AP coursework. We plan to continue this partnership going forward.</p>	\$923,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Career Technical Education (CTE)	<p>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.</p> <p>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.</p> <p>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.</p> <p>We continue to implement programs and funding in accordance with our Carl D. Perkins Career Technical Education Grant, our CTE 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).</p>	\$1,699,804.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.7	Instructional Technology	<p>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.</p> <p>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 tailored for a variety of different skill levels, and teachers are able to choose the sessions that benefit them most.</p>	\$1,924,957.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.8	Assessing & Monitoring Student Progress	<p>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.</p> <p>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.</p> <p>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 for college and career readiness. These common assessments, in</p>	\$910,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>turn, will help us better identify areas of academic growth for our students.</p> <p>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.</p>		
1.9	Academic Interventions	<p>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.</p> <p>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.</p>	\$1,572,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
1.10	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	\$653,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>reclassification as a key to our English Learners' long-term academic success.</p> <p>To accomplish this goal, our district's English learner support team concentrates its work in three distinct areas to strengthen our Structured English Immersion Program: 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).</p> <p>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.</p>		
1.11	Homeless/Foster Youth Support	<p>In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need considerably more support.</p> <p>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.</p>	\$52,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 use state LCFF Supplemental funds and/or federal funds to provide transportation for homeless students, as needed.</p> <p>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.</p>		
1.12	Additional Academic Counseling Support	<p>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 needed to better serve our unduplicated pupils.</p> <p>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</p>	\$196,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and processes in place to better monitor student's progress toward graduation. In addition to helping lower our counselor-to-student ratio, this counseling position also guarantees that our most at-risk students have daily access to a school counselor.</p> <p>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.</p>		
1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	<p>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).</p> <p>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.</p>	\$605,044.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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.

In the 2020-2021 school year, Western Placer Unified School District's implementation of its LCAP Goal One had both successes and areas for growth.

STAFFING

As a destination district in our region, we recruited general education teachers with ease, and we continued to place our most effective and experienced teachers with our most at-risk students. Unfortunately, we had difficulty recruiting, hiring, and retaining Special Education teachers and speech therapists. We also had significant staff shortages among our classified instructional positions, which negatively impacted our ability to offer consistent, ongoing intervention supports for students. (Actions 1.1, 1.9)

PROGRAMS

We continue to offer a wide variety of course options for students, including comprehensive music and science programs at all of our elementary sites. We have increased our Science, Technology, Engineering, Arts, and Math (STEAM) offerings with elective classes at Twelve Bridges Middle School and by opening a STEAM-themed elementary school (Leaman Elementary School). Our bilingual immersion program continues to grow, as do our Career Technical Education (CTE) pathway options. We have seen an increase in CTE pathway completers (students who take beginning, intermediate, and advanced courses) due to improved course alignment, better data monitoring, (Action 1.8) and stronger relationships with our industry partners. That being said, we continue to struggle with growing our dual enrollment partnership with Sierra College. (Actions 1.3, 1.4, 1.5, 1.6)

We continue to support lower class sizes for both the AVID program and for English Learner support classes (Actions 1.5, 1.10). Our work on developing comprehensive Multi-Tiered Systems of Support (MTSS) at all schools is in its initial stages; this work has included hiring additional School Psychologists at the elementary level (to increase access to interventions/services, Action 1.9) and piloting a drop-in

learning center at Glen Edwards Middle School (funded with site based LCAP supplemental funds, Action 1.13). Our co-teach model at our comprehensive high schools, which increases access for students with disabilities to college preparatory coursework, is well-established and routinely supported by a consultant/coach (Action 1.9). We continue to struggle with implementing a middle school co-teach model that functions beyond the initial monitoring and in-class support phases.

The COVID-19 pandemic has slowed our district-wide AVID implementation and our work with Equal Opportunity Schools (EOS) (Action 1.5). We hope to see these two initiatives gain momentum the further the pandemic appears in our rearview mirror.

PROFESSIONAL DEVELOPMENT

The COVID-19 pandemic brought our district-wide professional development to a standstill. Staff shortages and substitute shortages stretched everyone to the limit and severely impacted our ability to train both certificated and classified employees. While we were able to maintain some onsite coaching to support the co-teach model at the high schools and some afternoon AVID trainings (hosted by CapMetro AVID, based out of Sacramento County Office of Education), our years-long efforts related to math standards and frameworks, literacy, integrated and designated ELD, and instructional best practices were paused indefinitely. Additionally, our plan to begin systematically training our Instructional Support Providers (ISPs), paraprofessionals, and instructional aides was also postponed. Even our weekly opportunities for Professional Learning Communities (PLCs) to gather and collaborate lost some efficacy due to the stresses and constraints of the COVID-19 pandemic (Action 1.2).

Typically, our site administrators are provided with clear performance goals and expectations (called the Administrative Commitments), accompanied by job-embedded coaching and training to ensure success. In the 2020-2021 school year, the Administrative Commitments were suspended and our administrative team shifted to a focus on COVID-19 management and mitigation (Action 1.2).

INTERVENTIONS

Our targeted tutoring program continues to be popular across the district. Yearly, we administer three districtwide diagnostic assessments in English Language Arts and Math at the elementary level (and at Glen Edwards Middle School). Implementation of other common assessments is inconsistent at best. Other than some basic data analysis with our state testing data and our English Learner data, little systemic data analysis or needs assessments took place in the 2020-2021 school year (Actions 1.8, 1.9).

Our most concerning data points involve our declining graduation rate and the increase of students needing either a continuation high school graduation option or access to credit recovery courses. To help address these concerns, our continuation high school is utilizing its Comprehensive Support and Improvement (CSI) funds to add academic counseling services; our LCFF base fund is also supporting additional academic counseling services to help reduce the student-to-counselor ratio and increase student contact time (Action 1.12). While we attribute much of these needs to the impact of the COVID-19 pandemic, we plan to look at this data with more intentionality going forward. Our subgroups of homeless youth and foster youth continue to academically perform below their grade-level peers (Action 1.11).

TECHNOLOGY

While expensive to support, we are now a true 1:1 district. Processes and procedures are in place to support the maintenance, repair, and replacement of devices going forward. Additionally, considerable upgrades were made to infrastructure, particularly internet connectivity, to ensure fast and reliable service for students and staff going forward. Lastly, we have expanded our Technology Department staff to ensure more timely and efficient responses to HelpDesk tickets. (Action 1.7)

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

2021-2022 actual expenditures for our LCAP were more than budgeted expenditures by \$2,520,781. This increase is attributed largely to the influx of state and federal COVID one-time funds to help mitigate the effects of the pandemic. WPUSD utilized these one-time funds to support many of our actions in Goal One, including expenditures that supported increased or improved services for our unduplicated pupils. The most significant material differences are attributed to:

- With staff shortages and a lack of available substitute teachers, professional development was severely limited in the 2021-2022 school year. Money set aside for professional development contracts, conference/travel fees, and substitute costs were not spent. (- \$175,513) -- Actions 1.2, 1.8, 1.9
- While we added additional Instructional Support Provider time to the kindergarten and first grade classrooms to help with academic interventions and monitoring student progress, we funded those expenditures with Extended Learning Opportunity Grant (ELO-G) funds. (\$496,219) - Action 1.9
- We added staff to support increased enrollment at Phoenix High School and increased the amount of credit recovery sections offered at both comprehensive high schools, using ELO-G funds (\$203,460). - Actions 1.1, 1.8, 1.9
- We also shifted the funding for other intervention-oriented positions for the 2021-2022 school year (i.e. - MTSS Coordinator, College & Career Coordinator), utilizing ELO-G funds instead of LCFF Supplemental funds. These positions spent most of the 2021-2022 school year working to mitigate learning loss due to the COVID-19 pandemic. (\$316,768) - Actions 1.7, 1.8, 1.9
- We added two part-time College & Career Specialists and opened College & Career Centers at both comprehensive high schools, also paid for with ELO-G funds. (\$57,061) - Actions 1.5, 1.8, 1.9
- We expanded our summer programs in the summer of 2021, using ELO-G funds in addition to LCAP supplemental funds. (\$365,983) - Actions 1.8, 1.9
- We funded our two middle school counselors out of ELO-G funds instead of our LCFF Supplemental funds. (\$224,731) - Action 1.12
- We purchased 1,500 Chromebooks with ELO-G funds to upgrade older machines and ensure our 1:1 student-to-device initiative is supported going forward. (\$442,229) - Action 1.7
- We added three full-time teachers to ATLAS, our K-12 independent study school, to account for the increase in students who opted for distance learning in the 2021-2022 school year. (\$362,316) - Actions 1.1, 1.9

Due to the use of one-time funds for a variety of the above expenditures related to Goal One, projected supplemental fund expenditures did not occur, resulting in a larger carryover of supplemental funds in 2021-2022. Many of these expenditures will remain in the 2022-2023

school year and will be supported using our LCFF supplemental carryover.

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

- STAFFING

In the 2020-2021 school year, 97% of WPUSD's certificated staff were fully credentialed. At our Title I schools, which have the highest populations of unduplicated pupils, the percentage of fully credentialed staff was 1% higher (98%). This speaks to our intentional work to ensure (to the degree possible) that our identified at-risk students were placed with our most qualified teachers. Like most of our surrounding districts, we struggled with recruiting and retaining qualified special education staff. We also struggled to fill all classified instructional staff positions. The Personnel Department attended local job fairs this school year and developed partnerships with local universities to improve our recruitment efforts (Actions 1.1, 1.2).

COUNSELING - Funding three additional counselors at the secondary level brought our counselor-to-student ratio to 1:510, which placed us below the California average of 1:604. With the increase in mental health issues, the increase in D's/F's, and the steady decrease in our graduation rate due to the COVID-19 pandemic, it is apparent that increased counseling support continues to be a need. In the 2022-2023 school year, WPUSD is adding two more secondary counselors: one to address high school enrollment increases (generally funded) and the other to enhance support for our unduplicated students at the middle school level. This should further reduce our secondary counselor-to-student ratio to 1:410, which is more in line with the national average of 1:424 (Action 1.12).

- PROFESSIONAL DEVELOPMENT

In the 2018-2019 (pre-COVID) school year, 32% of staff absences were due to illness, and 19% of staff absences were due to attending professional development. In the 2020-2021 school year, at least 44% of staff absences were due to illness or quarantine, and only 2% of absences were due to professional development. This concretely illustrates a 17% decline in teachers' access to professional development. We anticipate this decline to be even more significant in the 2021-2022 school year. Additionally, our four district Teachers on Special Assignment (TOSAs), who served as district trainers in a variety of areas, were continually pulled from their regular job duties to fill in as substitute teachers; they each served as substitutes for approximately 20% of their work days in the 2020-2021 school year. Their time spent subbing in the 2021-2022 school year was even greater than in 2020-2021. The impact of substitute shortages and staff illness/quarantine during the COVID-19 pandemic has been significant; teachers have been unable to receive relevant training that enhances their instruction (Actions 1.1, 1.2).

To help offset these issues, WPUSD offered a virtual professional development series in summer 2020 and in summer 2021. 234 teachers participated in our online course offerings (78% of our certificated staff). A total of 24 sessions were offered over 15 days, which provided access to over 70 hours of professional development. Some sessions addressed best practices for using instructional technology, while

others addressed areas like academic language development in mathematics. The AVID program also offered virtual summer training (called AVID XP) that was attended by 26 teachers and administrators. Teachers look forward to returning to in-person professional development in the 2022-2023 school year (Actions 1.1, 1.2, 1.5).

- ACADEMICS

BROAD COURSE OF STUDY - 100% of our elementary students receive music and science instruction from fully qualified, specialist teachers. Parents can choose to enroll their students in an elementary bilingual immersion program or a Science, Technology, Engineering, Art, and Mathematics (STEAM) program, at Creekside Oaks Elementary or Leaman Elementary, respectively. Qualified intermediate (grades 3-5) elementary students can also attend a specialized GATE program at First Street School (Action 1.3). Our comprehensive high schools collectively offer dozens of elective options, in subject areas including but not limited to: world language, art, dance, theater, engineering, agriculture, athletics, and forensics (Action 1.3).

Additionally, access to Advanced Placement (AP) courses increased in the 2020-2021 school year. In 2019 - 2020, 345 students enrolled in at least one AP class. In 2020 - 2021, 488 students enrolled in at least one AP class: a 8.5% increase. At the same time, WPUSD saw a 3% increase in students passing AP tests with a score of 3 or better. Of particular note, our low-income student participation in AP classes increased 6.5%. We feel this is directly connected to our partnership with Equal Opportunity Schools (EOS). (Actions 1.3, 1.5).

Lastly, a bright spot in our 2020-2021 data was the increase in our A-G completion rate. The Class of 2021 showed a 6.1% increase from the prior year. Plus, students with disabilities (a 14.0% increase) and English Learners (a 6.3% increase) showed improvements above and beyond our district's overall rate. WPUSD has had steady improvement in its A-G completion rate over the last four years. With the funding of a College and Career Coordinator and College and Career Technicians in 2021-2022, we expect our A-G completion rate to continue its upward trend, while also expanding our CTE programs across the district.

- PROGRAMS

AVID - 100% of our AVID students in the Class of 2021 were accepted to a 4-year university. 100% also completed their a-g requirements; this number is higher than the Class of 2021 as a whole. Considering a larger proportion of our secondary AVID students are unduplicated than our student population as a whole, this indicates that the adoption and implementation of AVID across the district is positively impacting our neediest student populations. (Action 1.5)

Additionally, 32% of our certificated staff have been AVID trained, which helps to ensure that our students receive the best instruction possible. That being said, AVID training dropped off significantly in 2020-2021 due to both to substitute shortages and to the annual summer training being held virtually. 28 teachers and administrators will be attending AVID Summer Institute in summer 2022, 21% virtually and 79% in-person (Actions 1.1, 1.5).

BILINGUAL IMMERSION PROGRAM - Our community expressed considerable interest in having a bilingual immersion option in our district. Therefore, WPUSD started a program at Creekside Oaks Elementary in 2020 - 2021. Our first kindergarten classes accepted 51 students into the program; those students will be matriculating to 2nd grade in the 2022-2023 school year. While all students are welcome to apply for the program (and participate in a lottery), native Spanish speakers are prioritized for enrollment. Demand for the program remains high. While we utilize a program called iStation to monitor our bilingual immersion students' academic progress in English Language Arts, we do not have a similar program for mathematics. That data void, along with the impacts of the COVID-19 pandemic on students' first two years of language acquisition, leave us with an incomplete picture of the effectiveness of the program (Action 1.4).

CTE - WPUSD saw a 7.5% increase in CTE pathway completers in the 2020-2021 school year. Overall program enrollment continues to increase, and some of our pathways are impacted. With the opening of a second comprehensive high school in fall 2021, the 2020-2021 school year was dedicated to determining how to best split WPUSD's existing six pathways across two schools and how to best share resources going forward. Considerable discussion was also had around program expansion in the coming years. The addition of a College & Career Coordinator and two College & Career Specialists in 2021-2022 will increase students' exposure to potential career choices and provide more visibility for our CTE programs (Action 1.6).

- **INTERVENTIONS**

ENGLISH LEARNER SUPPORT - Our English Learner achievement data has decreased, particularly during COVID. While we set aside funds to provide direct support (via EL Support sections at the secondary level and a district Teacher on Special Assignment), these funds have not shown an increase in performance. We feel this is due largely to the COVID-19 pandemic, as staffing shortages greatly impacted our TOSAs and our ELD teachers, who were often called to substitute in other classrooms and were unable to either present or participate in professional development. Prior to COVID, we had a three-year increase in EL achievement data. So, we are optimistic we can see positive gains again with the supports we presently have in place (Action 1.10).

ELEMENTARY SUMMER SCHOOL - WPUSD offered an in-person, non-technology based summer program for struggling students in the summer of 2021. The program focused on enrichment activities and student engagement, with the intention of connecting students to learning again. Parent surveys reported that 81.4 % of all participants attended for the entire 4 week program. Over 80% of parents enjoyed the program's content, length, and daily time at school. Many parents reported it being a positive experience, particularly the activities hosted at our high school farm. Going forward, WPUSD plans to expand our elementary summer school program using Extended Learning Opportunity Plan (ELO-P) funds (Action 1.9).

CREDIT RECOVERY - WPUSD offered a hybrid summer program for high school students in the summers of 2020 and 2021. Students could opt to complete work at home or in-person; four classrooms staffed with teachers were available on a drop-in basis for additional support, as needed (Action 1.9). Additionally, credit recovery classes were provided during the school day as an additional option for students. Utilizing these options, 336 high school students recovered credits in at least one 2020-2021 course. Considering approximately 22% of high school students received a D or an F during the 2020-2021 school year, we were hoping for closer to 500 students to recover at least one course (Action 1.9).

MTSS - The 2020-2021 school year was a development and planning year. A part-time MTSS Coordinator was hired to begin laying the foundation needed to provide consistent, routine supports across the district for students in need of intervention. The year was spent familiarizing principals with EduClimber, a program that stores a variety of data on student progress. Principals also began forming MTSS teams, made up of teachers and other support staff, in preparation for the 2021-2022 school year (Action 1.8).

MONITORING PROGRESS - In the 2020-2021 school year, i-Ready diagnostic assessments, accompanied by targeted intervention lessons, allowed K-5 teachers (and GEMS teachers) to gather routine and consistent data on their students. i-Ready diagnostic data paralleled our SBAC results from spring 2021; students showed a slight decline in their reading scores (-6%) and a more significant decline in their math scores (-13%) from the prior, non-COVID year. After seeing four years of continual improvement in reading and math across the district, this data was incredibly disappointing. As COVID wanes and staffing shortages lessen, we can fully support our students again and reignite academic growth across the district (Action 1.8).

- TECHNOLOGY

To better support student learning as requirements shifted to a more technology based curriculum, WPUSD increased the Educational Technology Coordinator to a full time position. In 2020-2021, the coordinator provided one-on-one coaching to approximately 20 teachers, in addition to utilizing a trainer-of-trainers model with the district's Site Tech Trainers to push out district-wide technology tools and tips. Additionally, the 2020-2021 school year became the year of 1:1 student devices. WPUSD purchased 2,500 Chromebooks over the last two years, in addition to the 2,000 Chromebooks purchased in the 2019-2020 school year, to fully realize a true 1:1 model. The Technology Department also upgraded the district's online security and bandwidth to better accommodate our shift to more online instruction (Actions 1.1, 1.2, 1.7).

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.

Some changes occurred with the plans for Goal 1. During the past school year, \$1.4 million of the original LCAP Supplemental budgeted expenditures were shifted to our Expanded Learning Opportunity Grant (ELO-G) funds. We utilized our ELO-G funds to extend the length of time our supplemental-funded programs and services can remain in place. As of June 30, 2022, all ELO-G funds will have been spent, and those expenditures will return to the LCAP as budgeted expenditures in the 2022-2023 school year. Those expenditures include: the Illuminate Assessment System, high school credit recovery and intervention supports, a 1.0 FTE Parent/School/Community Liaison, a 1.0 FTE Educational Technology Coordinator, the contract with our mental health service provider (Wellness Together), the K-8 i-Ready diagnostic assessments and practice for math and language arts, a 1.0 FTE MTSS Coordinator, and a 1.0 FTE College and Career Coordinator.

Another budgetary change that occurred in 2021-2022 is the shift of salaries for two of our middle school counselors from LCAP Supplemental funds to the general fund. It was determined by district administration, in collaboration with the LCAP Committee, that the base

staffing of middle school counselors should be a general fund expenditure and should match the district-adopted staffing ratios. Additionally, the remaining portions of the salary for the Assistant Superintendent of Educational Services and the Administrative Assistant from that department were also shifted from LCAP Supplemental funds to general funds; these two positions provide more generalized support and perform fewer functions that are directly related to unduplicated pupils. These two salary shifts freed up LCAP Supplemental dollars to dedicate to other needs.

Programmatically, a decision was made to transition our three TOSA (Teachers on Special Assignment) positions to administrative positions (titled Educational Services Specialists). This transition allows for more flexibility in work schedules, an increase in work days, and increased direct support of site principals. The costs in this area did increase slightly, as the positions moved from the teacher salary scale to the administrative salary scale.

Based upon data analysis and needs assessments stemming from the COVID-19 pandemic, the LCAP Committee decided to add an additional counselor to Glen Edwards Middle School utilizing LCAP Supplemental funds. This position will enhance the services provided to students, as it is above and beyond the school site's base allocation. Glen Edwards Middle School has a high population of unduplicated pupils, and there has been a dramatic increase in both challenging student behaviors and student mental health challenges at the site since the return to full in-person instruction. Glen Edwards' students have also been demonstrating a need for some interventions/explicit instruction related to social interaction and conflict mediation.

The LCAP committee also decided to add an additional two hours of instructional aide time in kindergarten classrooms at Title I schools, and two hours of instructional aide time in first grade classrooms at all schools in the district. During the past two years of COVID, students' ability to progress at grade level was challenged because of limited direct instructional time with the classroom teacher. Adding the additional aide time allows teachers to have additional adult support which will allow students to receive more guided small group or individual instruction during the learning process.

Two part-time College and Career Technicians were added to the LCAP this past school year and were paid out of Expanded Learning Opportunity Grant funds (ELO-G) and Elementary and Secondary School Emergency Relief Fund (ESSER) III funds. Next year those expenses are transitioning to LCAP Supplemental. The technicians, one staffed at each comprehensive high school, provide support in helping students and parents understand the requirements and work involved in having a student achieve college and career readiness. They help students identify which courses in high school will qualify them to apply to colleges and universities, and they plan outreach activities like job fairs and college fieldtrips. The technicians also provide guidance for those students and families who are not familiar with a college application process and/or the financial aid process.

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

Goals and Actions

Goal

Goal #	Description
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%	Our average daily attendance rate for all students in 2020-2021 was 93.8%, a decrease of 1.2%.			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.	14.5% students were reported as chronically absent in 2020-2021, an increase in 13.6%. ** 2019-2020 chronic absenteeism data was reported incorrectly to CALPADS, so the discrepancy between			Less than 5% of all students will be chronically absent as reported on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		school years is likely less than it appears. **			
Suspension Rate (all students)	2.7% of all students were suspended as reported on the 2019 CA Dashboard.	<p>1.4% all students were suspended in the 2020-2021 school year as reported on DataQuest, a 1.3% decrease.</p> <p>** Modified in-person bell schedules were in place for the 2020-2021 school year. **</p>			2.5% (or less) of all students will be suspended as reported on the CA Dashboard.
Suspension Rate (significant subgroups)	<p>Suspension Rates for significant subgroups as reported on the 2019 CA Dashboard:</p> <p>Hispanic - 2.9%</p> <p>Socioeconomically Disadvantaged - 4.1%</p> <p>Students with Disabilities - 3.4%</p> <p>English Learners - 3%</p>	<p>2020-2021 suspension rates for significant subgroups as reported on DataQuest are as follows:</p> <p>Hispanic - 1.3% (-1.6%)</p> <p>Socioeconomically Disadvantaged - 2.1% (-2.0%)</p> <p>Students with Disabilities - 2.4% (-1.0%)</p>			2.5% (or less) of each significant subgroup of students will be suspended as reported on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>English Learners - 2.0% (-1.0%)</p> <p>** Modified in-person bell schedules were in place for the 2020-2021 school year. **</p>			
Expulsion Rate (all students)	0.07% of all students were expelled in 2018-2019.	<p>0.0% of all students were expelled in 2020-2021.</p> <p>** Modified in-person bell schedules were in place for the 2020-2021 school year. **</p>			1% (or less) of all students will be expelled.
Graduation Rate (all students)	92.9% of students graduated in the Class of 2020.	85.3 % of students graduated in the Class of 2021, a decrease of 7.6%.			The graduation rate, for all students, will be at least 97%.
Graduation Rate (significant subgroups)	<p>Graduation Rates for significant subgroups as reported on the 2019 CA Dashboard:</p> <p>Hispanic - 86.9%</p> <p>Socioeconomically Disadvantaged - 91.9%</p> <p>Students with Disabilities - 94.7%</p> <p>English Learners - 76.5%</p>	<p>Graduation Rates for significant subgroups as reported on DataQuest:</p> <p>Hispanic - 76.9% (-10%)</p> <p>Socioeconomically Disadvantaged - 77.2% (-14.7%)</p>			The graduation rate, for each significant subgroup, will be at least 97%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities - 70.3% (-24.4%) English Learners - 68.4% (-8.1%)			
Phoenix High School's (PHS) Graduation Rate	30.3% of students in the PHS class of 2020 graduated.	44.4% of students in the PHS class of 2021 graduated, an increase of 14.1%.			Phoenix High School's graduation rate will be at least 75%.
Dropout Rate	The dropout rate for the Class of 2020 was 4.0%.	The dropout rate for the Class of 2021 was 7.1%, an increase of 3.1%.			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%)	Our spring 2022 CHKS survey had 435 parent responses, an increase of 148 responses from 2020. The responses still account for less than 10% of our families. The results were primarily from elementary school parents (71%).			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	Our spring 2022 CHKS parent survey had 86% of parents mark "agree" or "strongly agree" that			At least 90% of parents will mark "agree" or "strongly agree" on survey questions pertaining

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	section 4 of parent CHKS: Parent Involvement.	<p>their child's school encourages active partnership.</p> <p>68% of parents marked "agree" or "strongly agree" that their child's school actively seeks input.</p>			to parent involvement (Section 4 of parent CHKS: Parent Involvement).

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	<p>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 health supports for staff.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	\$506,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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) <p>Mandatory yearly training in topics like suicide prevention and mandated reporting are also provided to comply with said mandates.</p>		
2.2	School Safety	<p>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.</p> <p>PHYSICAL SAFETY</p> <p>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.</p> <p>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.</p> <p>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</p>	\$5,972,568.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>community in the event of an emergency. Every school site is outfitted with security cameras.</p> <p>SOCIAL-EMOTIONAL SAFETY</p> <p>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)</p> <p>CULTURAL SAFETY</p> <p>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).</p> <p>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.</p>		
2.3	Youth & Parent Engagement	YOUTH ENGAGEMENT	\$654,723.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>PARENT ENGAGEMENT</p> <p>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.</p> <p>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.</p> <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>surveys, and various formal and informal parent input meetings (i.e. – PTAs, School Site Councils, English Learner Advisory Committees, “coffees with the principal”).</p> <p>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.</p> <p>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).</p>		
2.4	Mental Health Support	<p>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 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.</p> <p>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.</p>	\$305,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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.</p>		
2.5	Homeless/Foster Youth Support	<p>In a variety of categories, from academics to attendance, district data indicates that our homeless/foster youth populations need 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</p>	\$24,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mental health support providers, guarantees these students access to the social-emotional supports that best serve their needs.		
2.6	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
2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	<p>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).</p> <p>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 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.</p> <p>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</p>	\$462,249.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.

SCHOOL SAFETY

WPUSD continues to fund three full-time School Resource Officers (SROs). We have also standardized our responses to school safety issues, using the Standard Response Protocol (SRP). Schools regularly participate in safety drills, and we have recently begun conducting threat assessments across the district to further identify any vulnerabilities on our campuses. All of these steps have been taken in an effort to make our campuses as safe as possible. (Action 2.2)

SCHOOL CULTURE

The past two school years have been incredibly challenging for our district. State-mandated COVID policies, accompanied by the nation's political climate, divided the greater community, and those divisions bled onto our school campuses. Trust eroded, and relationships within and among the community, staff, and students were damaged.

In 2020-2021, WPUSD had intended to work with EQ Schools on our two, district wide professional development days to focus specifically on restoring trust and relationships across our organization. Unfortunately, spikes in COVID-19 infections and fears of exacerbating the spread of the virus led to the trainings being canceled. (Action 2.1)

Since the return to full in-person learning, WPUSD has seen a two-fold increase in student suspensions and a three-fold increase in student expulsions. School administration and classroom instructional staff are reporting significant increases in disruptive and defiant behavior from students, across all grade levels and across all school sites. Some schools have also reported an increase in students being harassed or bullied based on their race or ethnicity. It is evident that, going forward, our school communities need to focus on re-establishing norms and expectations for behavior. Re-invigorating our work with Positive Behavioral Interventions and Supports (PBIS) and the Youth Development framework will be key components of that work. We look forward to offering professional development in support of PBIS and Youth Development in the 2022-2023 school year.
(Actions 2.1, 2.2, 2.3)

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

WPUSD piloted a Social Emotional Learning (SEL) curriculum called Character Strong, in an attempt to be intentional about re-teaching norms of behavior and social skills as we emerged from the isolation of the COVID-19 pandemic. Character Strong proved to be unpopular with some staff and students and was not implemented with fidelity across the district. We intend to research and pilot alternative SEL curriculum going forward (Action 2.1).

Our MTSS Coordinator, added part-time in the 2020-2021 school year and increased to full-time in the 2021-2022 school year, has begun the process of guiding schools in the development of their MTSS systems. Part of the work occurs in a district wide workgroup that has begun building proficiency in the 5 research-proven competencies of the Collaborative for Academic Social and Emotional Learning (CASEL). The workgroup has also begun standardizing MTSS processes and procedures across the district (Action 2.1). The intent, over time, is that this workgroup take the lead in guiding our district-wide implementation of MTSS.

So far, we have had greater success developing MTSS systems at the elementary level than the secondary level. All of our elementary schools have formed MTSS teams, made up of teachers and support staff, to begin analyzing data and identifying students in need of additional support. All teams utilize EduClimber in this process. Additionally, at the elementary level, WPUSD added a full-time school psychologist at each site (except Sheridan Elementary) as an added layer of support; the school psychologists help ensure MTSS structures are functioning as intended, and they also provide some direct services to students, like counseling and behavior supports, for example (Action 2.1).

Our secondary schools have been more inconsistent in the formation of their MTSS teams. For those schools that do have a MTSS team in place, the supports provided to students have been more reactive in nature and less intentional. This is largely due to the increase in behaviors and discipline mentioned above; secondary site administration has had to shift priorities to respond to immediate needs at their school sites. (Action 2.1)

MENTAL HEALTH SUPPORT

WPUSD continues to support a full-time mental health specialist, who primarily provides intensive support to students with disabilities. WPUSD's partnership with Wellness Together, a mental health services provider for both students and staff, continues. School sites continue to request additional service time as their allocated spaces fill quickly. Secondary school staff report a significant increase in demand for students in crisis (i.e. - students who are self-harming or have suicidal thoughts). Unfortunately, Wellness Together is significantly increasing its costs in the 2022-2023 school year. Providing 1:1 mental health support to the volume of students who need it, when those costs have dramatically increased, is not sustainable. Therefore, WPUSD plans to redesign its mental health support model to one that includes less services provided by Wellness Together and more intervention supports provided by WPUSD staff. To that end, we are focusing on adopting a classroom-based curriculum that supports all students' mental health, on administering a screener to secondary students to be proactive in identifying students who need help, and on increasing our secondary counseling staff. (Our elementary students are already supported by site-based school psychologists.) WPUSD is also working, in cooperation with Placer County Office of Education, to pilot a middle school and a high school Wellness Center in the 2022-2023 school year. Wellness Together will remain as a service for students, just in a more limited capacity. (Action 2.4)

PARENT/COMMUNITY ENGAGEMENT

The 2020-2021 school year was our first full year with ParentSquare as our main mode of electronic communication with parents; due to the shift, virtual communications became more consistent and streamlined. Some families enjoyed the shift to online parent conferences and online parent meetings, while some families missed the intrapersonal interactions of communicating in-person. Even upon returning to full in-person learning, bringing back all of the traditional activities of a campus (i.e. - Open House, festivals, performances) did not truly occur until March, 2022. So, our interactions with parents and community members were somewhat stunted (Action 2.3).

Our Parent/School/Community Liaisons continue their work, building bridges with our Spanish-speaking families and ensuring those families have full access to school services. (Action 2.3). WPUSD continues to maintain strong partnerships with the Latino Leadership Council, the Coalition for Auburn and Lincoln Youth (CALY), Placer County Office of Education (PCOE), and Lighthouse (a community counseling and family resource center) (Action 2.3). We also work closely with community based volunteer organizations like Kiwanis and Rotary.

ACCESS TO PROGRAMS

WPUSD continues to offer low-income students, homeless students, and foster youth access to reduced (or free) public transportation to school. (Actions 2.5, 2.6). We also continue to guarantee our homeless students 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 (Action 2.5). Our school sites continue to receive funds to customize their supports for students, taking into account each of their unique needs and the composition of their unduplicated pupil populations (Action 2.7).

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

2021-2022 actual expenditures for our LCAP were more than budgeted expenditures by \$2,520,781. This increase is attributed largely to the influx of state and federal COVID one-time funds to help mitigate the effects of the pandemic. WPUSD utilized these one-time funds to support many of our actions in Goal Two, including expenditures that supported increased or improved services for our unduplicated pupils. The most significant material differences are attributed to:

- Utilizing Extended Learning Opportunities Grant (ELO-G) funds, WPUSD ensured that all elementary schools had full-time school psychologists to help develop and support students' social-emotional health and provide explicit behavioral interventions. (\$362,470) - Action 2.1
- To support our Spanish-speaking families, we added an additional bilingual Parent/School/Community Liaison to our team with ELO-G funds. (\$54,396) - Action 2.3
- Due to the impacts of the COVID-19 pandemic, the demand for intensive, one-on-one mental health support increased dramatically. Therefore, we increased our contract with Wellness Together, using ELO-G funds, to meet the need. (\$184,540) - Action 2.4

Due to the use of one-time funds for a variety of expenditures related to Goal Two, projected supplemental fund expenditures did not occur, resulting in a larger carryover of supplemental funds in 2021-2022. Many of these expenditures will remain in the 2022-2023 school year and will be supported using our LCFF supplemental carryover.

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

SCHOOL SAFETY

WPUSD returned to in-person learning on October 6, 2020. Students were on a modified daily schedule, attending in-person classes in the mornings and completing asynchronous work and/or attending virtual intervention sessions in the afternoons. This schedule led to a decrease in disciplinary issues at all school sites, as students were provided grab-and-go lunches and recess/snack breaks were tightly structured to enforce social distancing guidelines. Volunteers and parents were prohibited on campuses, which increased student safety but negatively impacted the supportive, community-centered atmospheres our schools are known for (Action 2.2).

During the 2020-2021 school year, 100% of schools were provided with the supplies and equipment necessary to protect students and staff from the COVID-19 virus: plexiglass, masks, water bottle stations, gloves, hand sanitizer, routine COVID testing, and upgraded air filtration/circulation. A detailed Roadmap of COVID-19 safety protocols was widely distributed to staff, students, and families; the roadmap included structures and procedures to carefully monitor student and staff illness and quarantine (Action 2.2).

The 2021-2022 school year has been a tumultuous one. WPUSD returned to full day in-person instruction, and in doing so, has seen an almost two-fold increase in student suspensions and a three-fold increase in student expulsions from the 2020-2021 school year. Our secondary school sites have also seen an increase in vandalism. WPUSD is reviewing its present staff allocations for campus supervision and will make changes to the allocation as needed to support campuses in these areas going forward (Action 2.2).

WPUSD was fortunate to administer the California Healthy Kids Survey (CHKS) in late February 2020, three weeks prior to the COVID-19 pandemic shutting down the nation. Since we were able to administer the CHKS survey again in February 2022, WPUSD has solid, concrete data that compares our students' pre-COVID mindsets to their post-COVID mindsets. According to our 2022 California Healthy Kids Survey, high school students' perceived sense of school safety dropped from 61% (2020) to 46% (2022), which equates to a 15% decrease. Similarly, at our middle schools, the perceived sense of school safety dropped from 71%(2020) to 57% (2022), which equates to a 14% decrease. WPUSD recognizes that students are not feeling as safe as they have in previous years. In response, WPUSD has begun working in collaboration with the Central California Intelligence Center (CCIC). CCIC performs vulnerability assessments of school sites and creates reports to work to improve the physical safety of schools. In the 2021-2022 school year, CCIC conducted vulnerability assessments at 3 school sites: LHS, TBHS, and TBMS. In 2022-2023 we will continue with GEMS and our elementary school sites to address any potential vulnerabilities (Action 2.2).

Additionally, we are also working on updating our school safety plans, including an expansion of the roles of district office staff in both safety planning and in safety drills. All classrooms now have enhanced first aid equipment available, and teachers have been trained in how to use it. In the 2022-2023 school year, WPUSD will pursue additional funding for school safety via grants like the Stop the School Violence/School Violence Prevention Program (SVPP), (Action 2.2)

SCHOOL CULTURE

Unfortunately, our 2022 CHKS data shows that 8% of middle school students and 14% of traditional high school students feel less connected to their schools than they did in 2020. Fifth grade students' data remained virtually the same from 2020 to 2022. Additionally, there was a 12% decrease among middle school students and traditional high school students who feel they have an adult on campus who really cares about them. Again, fifth grade students' data regarding caring adults on campus remained virtually the same from 2020 to 2022. (Action 2.1, 2.2).

Five elementary schools and one middle school are implementing Positive Behavioral Interventions and Support (PBIS) initiatives at their school sites. All six sites achieved Tier 2 status prior to the COVID-19 pandemic; however, all but one reverted to Tier 1 status during COVID. We plan to implement refresher training in the 2022-2023 school year, in addition to bringing more sites on board. Revisiting (or establishing, for most of our secondary schools) the components of PBIS will allow schools to establish structures and procedures that impact school culture (Action 2.1, 2.2).

Prior to the COVID-19 pandemic, WPUSD was able to train 2-3 cohorts of certificated staff, classified staff, and students in the Youth Development Institute (YDI) every year. In the 2020-2021 school year, we were only able to offer one session; that session only had half the participants of a typical session. WPUSD plans to renew its focus on YDI in both summer 2022 and in the 2022-2023 school year, offering at least two full trainings to staff new to YDI and some refresher trainings to staff who were previously trained. Refocusing on YDI will help restore relationships between and among both students and staff (Action 2.1, 2.3).

MENTAL HEALTH SUPPORT

According to our 2022 California Health Kids Survey Data for middle school, 32% of our students felt sad or hopeless, almost every day, for two weeks or more in the last year. This is a 1% increase from our 2020 data and an 8% increase from 2018 data. For high school students, 40% of students experienced sadness or hopelessness. This is a 2% increase from our 2020 data and a 6% increase from 2018 data. This upward trend is notable and an area of concern. Concurrently, academic motivation decreased 7% and 15% since 2020, for middle and high school students respectively. This data indicates our students are in need of intervention supports that address social-emotional health and help re-engage students' passion for learning.

While our mental health efforts in the 2021-2022 school year focused on intensive one-on-one support, we must transition to an approach that is more proactive and reaches more students. To that end, WPUSD is adopting a screener for secondary students that will identify students in need of support prior to them being in crisis. Additionally, we will begin piloting various classroom-based social emotional learning curricula to help students build skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-

making. An additional middle school counselor will be added at Glen Edwards Middle School as well, as that site demonstrates a significant need for more day-to-day mental health support.

PARENT/COMMUNITY ENGAGEMENT

98% of our families receive communications from ParentSquare, our main parent communication platform. ParentSquare provides communications in over 100 different languages, and 28% of our parents utilize the app as their preferred communication option. Additionally, over 90% of our families have a PowerSchool Parent Portal account and receive attendance/grade updates on their students via that platform. Parents of secondary school students (grades 6-12) have logged in to monitor their students' academic progress on Schoology 228,846 times since August, 2021.

One positive result of the COVID-19 pandemic was developing different methods to meet with and engage with parents. We have seen an increase in parent participation in district/school meetings (i.e. - School Site Council, District English Learner Advisory Committee) and in student conferences when parents have a virtual option available to them. That being said, there is something magical about being physically together as a community. Being able to resume school-based activities, like student performances and Open Houses, in March 2022 was curative for our school communities.

ACCESS TO PROGRAMS

Our academic counseling teams, in coordination with our homeless/foster youth district liaison, 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. Transportation is always provided, as needed, to guarantee access to the best possible placement (Actions 2.5, 2.6). WPUSD can say, subjectively, that we serve our homeless students and foster youth well when it comes to meeting their physical needs. We do our best to meet their social-emotional needs. We struggle, however, with helping them perform academically on par with their grade-level peers. , These student populations will continue to be a focus going forward (Action 2.5).

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.

Based upon data analysis and needs assessments stemming from the COVID-19 pandemic, the LCAP Committee decided to add an additional counselor to Glen Edwards Middle School utilizing LCAP Supplemental funds. This position will enhance the services provided to students, as it is above and beyond the school site's base allocation. Glen Edwards Middle School has a high population of unduplicated pupils, and there has been a dramatic increase in both challenging student behaviors and student mental health challenges at the site since the return to full in-person instruction. Glen Edwards' students have also been demonstrating a need for some interventions/explicit instruction related to social interaction and conflict mediation.

Another change for the coming year is that we are significantly reducing the quantity of mental health services we will be contracting from our partner agency, Wellness Together. During the pandemic, we significantly increased our contract with Wellness Together because of the challenges students were experiencing during that time. School sites were reporting ever increasing numbers of students in need of significant, one-on-one mental health intervention. As a result, WPUSD's costs associated with Wellness Together rose dramatically in the 2020-2021 and 2021-2022 school years. Since the effects of the pandemic have begun to subside, we still see a need for counseling services but feel a different counseling/mental health model is more appropriate to meet our needs. That, accompanied by the fact that the current cost of Wellness Together is not sustainable and that Wellness Together is increasing its costs by 30%, indicates that it is time to change our mental health model.

During our analysis of present programs, WPUSD realized that there were no Tier I (classroom-based) social emotional supports systemically in place across our district. As classroom lessons and supports impact 100% of our students and explicitly teach students about topics like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, utilizing Tier I supports can have a broader impact with more students. Adding Tier I supports to our schools should lessen the need for more intense, individual counseling through Wellness Together (which is considered a Tier III mental health support). At the elementary level, we will continue to fund full-time school psychologists at every elementary school to help create and support Multi-Tiered Systems of Support and interventions to improve student behavior and help lower student anxiety. If we discover, mid-year, that students are still in need of more intensive mental health support, the LCAP Committee is open to increasing services with Wellness Together again. We have also added a Social Emotional screener through the LCAP dollars for our secondary students so that we can proactively assess students and determine who is struggling with behavior, anxiety and depression. This screener will provide more targeted details of what these students need related to social emotional learning.

Beginning in the 2022-2023 school year, WPUSD is committed to providing more options for parents to access extended learning opportunities for their children, whether it be through an extended day (9-hour programmatic options) or an extended school year (summer school). In order to support extended day options for younger students, WPUSD will be adding a preschool class on the campus of Creekside Oaks Elementary. This preschool class, provided in partnership with PCOE, will allow our Transitional Kindergarten students who finish class in the morning to be able to join a preschool class in the afternoon and be able to stay at school for an extended period. Having an educational option where students can stay on campus and access a program in a familiar location eases anxiety and stress. We will also be helping more students and parents of low income families by expanding our after school programs. Our ASES grant funded program (CARE) presently serves our Title I schools. We plan to increase the size of our CARE programs across the district, as well as providing some financial support for low income students to access our contracted childcare program at our non-Title I schools: STAR.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
4,736,133.00	N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.66%	1.63%	\$1,046,362.00	8.29%

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

Required Descriptions

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

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 TWO: 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 resume providing 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. As students matriculate to the next grade level and we watch our program enrollment grow, we look forward to seeing more English Learners benefit from our bilingual immersion program.

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-involvement-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 SEVEN: 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 7.65% (including carryover), 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) -- \$1,015,312

Provide English Learners with priority access to our district's bilingual immersion program, housed at Creekside Oaks Elementary School (Goal 1, Action 4) -- \$818,645

Increase unduplicated pupils' access to (and success in) rigorous, college preparatory coursework in high school (Goal 1, Action 5) -- \$923,998

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) -- \$672,131

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) -- \$1,167,902

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) -- \$499,308

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) -- \$77,096

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) -- \$101,119

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) -- \$426,992

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) -- \$647,554

Provide priority access to mental health services (Goal 2, Action 4) -- \$226,562

Provide free transportation removing the barriers to attendance for unduplicated students (Goal 2, Action 6) -- \$59,000

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 7) -- \$1,067,293

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

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

N/A

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$61,691,850.00	\$3,278,161.00		\$1,206,513.00	\$66,176,524.00	\$58,987,972.00	\$7,188,552.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	All	\$45,158,216.00			\$168,847.00	\$45,327,063.00
1	1.2	Staff Effectiveness in Supporting Students' Academic Success	English Learners Foster Youth Low Income	\$1,015,312.00			\$319,051.00	\$1,334,363.00
1	1.3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	All	\$1,716,398.00	\$395,658.00		\$6,011.00	\$2,118,067.00
1	1.4	Bilingual Immersion Program	English Learners	\$818,645.00	\$49,057.00			\$867,702.00
1	1.5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	English Learners Foster Youth Low Income	\$923,998.00				\$923,998.00
1	1.6	Career Technical Education (CTE)	All	\$1,532,095.00	\$122,482.00		\$45,227.00	\$1,699,804.00
1	1.7	Instructional Technology	All	\$1,924,957.00				\$1,924,957.00
1	1.8	Assessing & Monitoring Student Progress	English Learners Foster Youth Low Income	\$672,131.00	\$158,267.00		\$79,763.00	\$910,161.00
1	1.9	Academic Interventions	English Learners Foster Youth Low Income	\$1,167,902.00	\$158,267.00		\$246,005.00	\$1,572,174.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	English Learner Support	English Learners	\$499,308.00			\$154,058.00	\$653,366.00
1	1.11	Homeless/Foster Youth Support	Foster Youth	\$52,157.00				\$52,157.00
1	1.12	Additional Academic Counseling Support	English Learners Foster Youth Low Income	\$101,119.00			\$95,619.00	\$196,738.00
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	English Learners Foster Youth Low Income	\$605,044.00				\$605,044.00
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	English Learners Foster Youth Low Income	\$426,992.00			\$79,763.00	\$506,755.00
2	2.2	School Safety	All	\$3,657,272.00	\$2,315,296.00			\$5,972,568.00
2	2.3	Youth & Parent Engagement	English Learners Foster Youth Low Income	\$647,554.00			\$7,169.00	\$654,723.00
2	2.4	Mental Health Support	English Learners Foster Youth Low Income	\$226,562.00	\$79,134.00			\$305,696.00
2	2.5	Homeless/Foster Youth Support	Foster Youth	\$24,939.00				\$24,939.00
2	2.6	Transportation	Foster Youth Low Income	\$59,000.00			\$5,000.00	\$64,000.00
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	English Learners Foster Youth Low Income	\$462,249.00				\$462,249.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$71,131,907	4,736,133.00	6.66%	1.63%	8.29%	\$7,702,912.00	0.00%	10.83 %	Total:	\$7,702,912.00
								LEA-wide Total:	\$6,966,389.00
								Limited Total:	\$635,404.00
								Schoolwide Total:	\$101,119.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Staff Effectiveness in Supporting Students' Academic Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,015,312.00	
1	1.4	Bilingual Immersion Program	Yes	LEA-wide	English Learners	Specific Schools: Creekside Oaks Elementary School (location of District Program) K-1	\$818,645.00	
1	1.5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: LHS, TBHS, GEMS, TBMS, CCC, COES, FSS, LCES, SES K-12	\$923,998.00	
1	1.8	Assessing & Monitoring Student Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$672,131.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Academic Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,167,902.00	
1	1.10	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$499,308.00	
1	1.11	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$52,157.00	
1	1.12	Additional Academic Counseling Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GEMS, TBMS, LHS, TBHS, PHS 6-12	\$101,119.00	
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$605,044.00	
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$426,992.00	
2	2.3	Youth & Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$647,554.00	
2	2.4	Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$226,562.00	
2	2.5	Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$24,939.00	
2	2.6	Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$59,000.00	
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$462,249.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$61,911,311.00	\$64,432,092.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	No	\$44,090,090.00	\$42,952,083.00
1	1.2	Staff Effectiveness in Supporting Students' Academic Success	Yes	\$568,747.00	\$762,693.00
1	1.3	Access to a Broad Course of Study & Standards Aligned Instructional Materials	No	\$2,168,701.00	\$2,578,074.00
1	1.4	Bilingual Immersion Program	Yes	\$604,460.00	\$616,468.00
1	1.5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	Yes	\$618,877.00	\$589,866.00
1	1.6	Career Technical Education (CTE)	No	\$1,903,833.00	\$1,967,740.00
1	1.7	Instructional Technology	No	\$2,346,659.00	\$2,434,557
1	1.8	Assessing & Monitoring Student Progress	Yes	\$619,115.00	\$841,863.00
1	1.9	Academic Interventions	Yes	\$726,640.00	\$1,946,678.00
1	1.10	English Learner Support	Yes	\$508,542.00	\$546,777.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Homeless/Foster Youth Support	Yes	\$45,962.00	\$50,430.00
1	1.12	Additional Academic Counseling Support	Yes	\$398,280.00	\$320,350.00
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	\$360,128.00	\$408,535.00
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	\$210,456.00	\$235,161.00
2	2.2	School Safety	No	\$5,618,170.00	\$7,046,161.00
2	2.3	Youth & Parent Engagement	Yes	\$349,906.00	\$382,040.00
2	2.4	Mental Health Support	Yes	\$330,331.00	\$434,406.00
2	2.5	Homeless/Foster Youth Support	Yes	\$18,286.00	\$23,898.00
2	2.6	Transportation	Yes	\$64,000.00	\$64,000.00
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	\$360,128.00	\$230,312.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,338,370.00	\$4,718,861.00	\$3,292,008.00	\$1,426,853.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Staff Effectiveness in Supporting Students' Academic Success	Yes	\$305,189.00	\$256,974.00		
1	1.4	Bilingual Immersion Program	Yes	\$566,048.00	\$567,009.00		
1	1.5	Advancement Via Individual Determination (AVID) & Equal Opportunity Schools (EOS)	Yes	\$618,877.00	\$590,880.00		
1	1.8	Assessing & Monitoring Student Progress	Yes	\$396,932.00	\$221,472.00		
1	1.9	Academic Interventions	Yes	\$570,092.00	\$107,287.00		
1	1.10	English Learner Support	Yes	\$376,071.00	\$380,527.00		
1	1.11	Homeless/Foster Youth Support	Yes	\$45,962.00	\$42,345.00		
1	1.12	Additional Academic Counseling Support	Yes	\$302,661.00	\$0.00		
1	1.13	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	\$360,128.00	\$408,803.00		
2	2.1	Staff Effectiveness in Supporting Physical, Social-Emotional & Cultural Safety	Yes	\$144,566.00	\$130,023.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Youth & Parent Engagement	Yes	\$342,737.00	\$303,807.00		
2	2.4	Mental Health Support	Yes	\$252,184.00	\$104,014.00		
2	2.5	Homeless/Foster Youth Support	Yes	\$18,286.00	\$15,811.00		
2	2.6	Transportation	Yes	\$59,000.00	\$59,000.00		
2	2.7	LCFF Supplemental Allocation to School Sites for Site-Based Contributing Services	Yes	\$360,128.00	\$104,056.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$64,139,127.00	\$4,338,370.00	0.00%	6.76%	\$3,292,008.00	0.00%	5.13%	\$1,046,362.00	1.63%

Instructions

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[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

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

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