LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Waugh Elementary School District
CDS Code: 49-70995
School Year: 2021 – 22
LEA contact information: Mike Gardner, Superintendent

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

- Total LCFF Funds, 7318901, 83%
- All Other LCFF funds, $7,061,320, 80%
- LCFF supplemental & concentration grants, $257,581, 3%
- All local funds, $358,334, 4%
- All other state funds, $923,552, 10%
- All federal funds, $221,689, 3%

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

The total revenue projected for Waugh Elementary School District is $8,822,476.00, of which $7,318,901.00 is Local Control Funding Formula (LCFF), $923,552.00 is other state funds, $358,334.00 is local funds, and $221,689.00 is federal funds. Of the $7,318,901.00 in LCFF Funds, $257,581.00 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.

<table>
<thead>
<tr>
<th>Budgeted Expenditures in the LCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 10,000,000</td>
</tr>
<tr>
<td>$ 8,000,000</td>
</tr>
<tr>
<td>$ 6,000,000</td>
</tr>
<tr>
<td>$ 4,000,000</td>
</tr>
<tr>
<td>$ 2,000,000</td>
</tr>
<tr>
<td>$ 0</td>
</tr>
</tbody>
</table>

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

Waugh Elementary School District plans to spend $8,730,461.00 for the 2021 – 22 school year. Of that amount, $6,694,235.00 is tied to actions/services in the LCAP and $2,036,226.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Cost of administrative, business office and school office personnel, most classified personnel, cost of utilities, school office supplies, copier leases, special education placements, transfers, music, art, STRS on behalf and other miscellaneous expenses.

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

In 2021 – 22, Waugh Elementary School District is projecting it will receive $257,581.00 based on the enrollment of foster youth, English learner, and low-income students. Waugh Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Waugh Elementary School District plans to spend $542,147.00 towards meeting this requirement, as described in the LCAP.
LCFF Budget Overview for Parents

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

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

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $218,602
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $264,224

| $ 0  | $50,000 | $100,000 | $150,000 | $200,000 | $250,000 | $300,000 |

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

In 2020 – 21, Waugh Elementary School District's Learning Continuity Plan budgeted $218,602.00 for planned actions to increase or improve services for high needs students. Waugh Elementary School District actually spent $264,224.00 for actions to increase or improve services for high needs students in 2020 – 21.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waugh Elementary School District</td>
<td>Mike Gardner</td>
<td><a href="mailto:mgardner@waughsd.org">mgardner@waughsd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(707) 765-3331</td>
</tr>
</tbody>
</table>

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).
Goal 1

All students will receive appropriately challenging instruction and support based on rigorous CCSS aligned grade level standards in order to acquire the knowledge and skills necessary to be successful and prepared to continue their education and preparation for college, career and a lifetime of learning.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: State Standards (Conditions of Learning)</td>
<td></td>
</tr>
<tr>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
<td></td>
</tr>
</tbody>
</table>

Local Priorities:
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td>Smarter Balanced Assessment ELA in 2017/2018 = 72.32 ELA in 2018/2019 = 72.5 percentage remained the same</td>
</tr>
<tr>
<td>Smarter Balanced Assessment</td>
<td></td>
</tr>
<tr>
<td>Lexile Levels-Scholastic Reading Inventory</td>
<td></td>
</tr>
<tr>
<td>Fluency Measure-DIBELS</td>
<td></td>
</tr>
<tr>
<td>Core Phonics Survey</td>
<td></td>
</tr>
<tr>
<td>District Writing Assessment, Fall and Spring</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Lexile Levels-Scholastic Reading Inventory</td>
</tr>
<tr>
<td>Smarter Balanced Assessment</td>
<td></td>
</tr>
<tr>
<td>DIBELS Math</td>
<td>Fluency Measure-DIBELS</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE DEVELOPMENT</strong></td>
<td>Core Phonics Survey</td>
</tr>
<tr>
<td>California English Language Development Test</td>
<td></td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td>District Writing Assessment, Fall and Spring</td>
</tr>
<tr>
<td>Internal review of teacher assignment, and reported on the SARC Declaration of sufficiency, favorable Williams Act reports</td>
<td>Kindergarten: growth from 8% proficient to 85% proficient</td>
</tr>
<tr>
<td>Internal survey of teachers</td>
<td>First Grade: 0% proficient to 9% proficient</td>
</tr>
<tr>
<td>Due to Waugh being a TK 6 district, Advanced Placement coursework, middle school and high school drop-out rates, A-G requirements, EAP results and graduation metrics are not included in this LCAP document. The API is no longer used to measure school or district performance</td>
<td>Second Grade: 5% proficient to 16% proficient</td>
</tr>
<tr>
<td></td>
<td>Third Grade: 12% proficient to 48% proficient</td>
</tr>
<tr>
<td></td>
<td>Fourth Grade: 36% proficient to 62% proficient</td>
</tr>
<tr>
<td></td>
<td>Fifth Grade: 38% proficient to 41% proficient</td>
</tr>
<tr>
<td></td>
<td>Sixth Grade: 35% proficient to 47% proficient</td>
</tr>
<tr>
<td></td>
<td>Average student writing scores increased 2.75 points from the start of the year to the end based on our district writing rubric. All grades showed more than a 1% growth for the 2018/19 school year.</td>
</tr>
<tr>
<td></td>
<td>2019/20 (due to pandemic, only fall assessment was administered)</td>
</tr>
</tbody>
</table>
Expected

19-20
ENGLISH LANGUAGE ARTS:

Smarter Balanced Assessment

- The percentage of students meeting or exceeding the standards will increase by 1% as measured by the 2019 Smarter Balanced Assessment.

Lexile Levels-Scholastic Reading Inventory

- The current Lexile proficiency level from end of the year 2020 will increase by 1% as measured by the Scholastic Reading Inventory.

Fluency Measure-DIBELS

- The current DIBELS proficiency level from the end of the year 2020 will increase by 1% as measured by DIBELS assessments.

Core Phonics Survey

- The current Core Phonics proficiency level from end of the year 2020 by 1% as measured by the Core Phonics Survey.

District Writing Assessment, Fall and Spring

- The percentage of students who meet the benchmark will increase by 1%, as measured by 19-20 District Writing Assessment.

MATH:

Smarter Balanced Assessment

Actual

Kindergarten:
First Grade: 3% proficient
Second Grade: 5% proficient
Third Grade: 22% proficient
Fourth Grade: 28% proficient
Fifth Grade: 35% proficient
Sixth Grade: 34% proficient

MATH:

Smarter Balanced Assessment

- Math in 2017/2018 = 64.38, Math in 2018/2019 = 64.04 Goal not met- percentage remained the same

DIBELS Math

- Due to the pandemic, DIBELS math was not administered this year.

Our last full year of data is from the 2018/19 School year. Kindergarten and first grade are not tested in DIBELS. DIBELS math scoring is divided into three categories; red (1st-19th National Percentile Rank), yellow (20th-39th% National Percentile Rank) and green (40th-99th National Percentile Rank)

Second Grade: 96% (score in yellow or green)
Third Grade: 89% (score in yellow or green)
Fourth Grade: 89% (score in yellow or green)
Fifth Grade: 95% (score in yellow or green)
Sixth Grade: 89% (score in yellow or green)

Overall school average: 91% of students score in yellow or green

ENGLISH LANGUAGE DEVELOPMENT: ELPAC

State Average for Summative 2018/19 ELPAC was 16.40% Proficient
Waugh scored 28.24% Proficient, 11.84% above the state average. There are no scores in TOMS for 2019/20.

Re-designation rate for 2019:
# Actions / Services

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement District Benchmark Assessment and Progress Monitoring and Reporting cycles:</td>
<td>No new cost Base 0</td>
<td>No new costs 0</td>
</tr>
<tr>
<td>- Assess students on DIBELS three times annually with regular Progress Monitoring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement writing prompt assessment twice annually. Increase proficiency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement and score mathematics performance tasks three times annually.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement an effective multi-tiered system of support, including academic, social-emotional, and behavior interventions and support and enrichment services for gifted students (including counseling and counseling supervision).</td>
<td>R-0140; 9021; 3010; 4203; 0000 O-1XXX-5XXX 5000-5999: Services And Other Operating Expenditures Other 69,389 Carryover</td>
<td>R-0140; 9021; 3010; 4203; 0000 O-1XXX-5XXX 5000-5999: Services And Other Operating Expenditures Other 56,810 Carryover</td>
</tr>
<tr>
<td>- Increase counseling for students, with counseling intern</td>
<td>Not included in the budget but will be set-up once the 18/19 books are closed Title I 20,000</td>
<td>Not included in the budget but set up after closing the books for 18/19 35,230</td>
</tr>
<tr>
<td>- Increase participation for both school sites in Mentor-Me program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Support program for English language learners with EL Resource Teacher and EL Instructional Support Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Support program for reading with Reading Specialist and Reading Lab Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement Summer EL Academy to support students learning English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Increase staffing for SAIL class and continue implementation of SAIL model of instructional service for students with special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Refine implementation of Master Schedule that allows for improved services to intervention students and increased teacher collaboration time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement PILOT academic support measures for combination classes by providing in-class push in services during language arts and/or math instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Retain and support Highly Qualified Teachers (Sal &amp; Benefits)</td>
<td>R-0000</td>
<td>R-0000</td>
</tr>
<tr>
<td>Purchase one extra teacher workday for Common Core staff development</td>
<td>O-1XXX-5XXX</td>
<td>O-1XXX-5XXX</td>
</tr>
<tr>
<td>Curriculum Committee &amp; Leadership Committee including one teacher per grade level for each. (1.5 hours monthly per meeting)</td>
<td>M- 0000; btsa</td>
<td>M- 0000; btsa</td>
</tr>
<tr>
<td>BTSA Support Program, as needed</td>
<td>Other 4,255,570</td>
<td>Other 4,413,595</td>
</tr>
<tr>
<td>Release Time for assessment, data evaluation and common Core curriculum planning (per 2018-19 WTA MOU) Half day 2x per year for assessment/student performance evaluation; Half day 2x per year for Common Core planning</td>
<td>Low Performing Student Block Grant 7000-7439: Other Outgo 28,851</td>
<td>Low Performing Student Block Grant 7000-7439: Other Outgo 21,019</td>
</tr>
<tr>
<td>Provide instructional coaching by Reading Specialist for teachers in 2019-20 and 202021 to support implementation of the new language arts adoption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retain and Support Classroom Support Paraprofessionals (TK-6th grade and Special Ed Support providers) (Sal &amp; Benefits).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide six professional development opportunities for classified and support staff, including on-line options.</td>
<td>R-0000; 3310</td>
<td>R-0000; 3310</td>
</tr>
<tr>
<td>Provide teaching supplies/materials and equipment leases related to instruction.</td>
<td>O-1XXX-5XXX</td>
<td>O-1XXX-5XXX</td>
</tr>
<tr>
<td>Purchase/repair/replace One to One Chrome Book devices to support Common Core implementation</td>
<td>Other 428,041</td>
<td>Other 450,580</td>
</tr>
<tr>
<td></td>
<td>CSEA Professional Development Block Grant 4,781</td>
<td>CSEA Professional Development Block Grant 1,911</td>
</tr>
<tr>
<td></td>
<td>R-0000</td>
<td>R-0000</td>
</tr>
<tr>
<td></td>
<td>O-1XXX-5XXX</td>
<td>O-1XXX-5XXX</td>
</tr>
<tr>
<td></td>
<td>Mgmt-Supp Supplemental 4,593</td>
<td>Mgmt-Supp 420</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>R-0000; 1100; Fund 17</td>
<td>R-0000; 1100; Fund 17</td>
<td></td>
</tr>
<tr>
<td>O-1XXX-5XXX</td>
<td>O-1XXX-5XXX</td>
<td></td>
</tr>
<tr>
<td>Other 114,303</td>
<td>Other 104,986</td>
<td></td>
</tr>
</tbody>
</table>

**Goal Analysis**

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

All Actions/Services originally budgeted were implemented.

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

Waugh achieved many successes is in the implementation of these various actions for most of the 2019/2020 school year. All benchmark assessments noted in the actions took place as scheduled in the Fall and Winter. The MTSS actions were also implemented. Additional reading intervention support was provided to free up Waugh's reading specialist to support the implementation of the newly adopted English-Language Arts Curriculum. Pilot interventions for 6 combination classes were provided as indicated. In March 2020, the Waugh School District closed campuses as a result of the COVID-19 outbreak and began engaging students in distance learning. The timing of the shutdown impacted the District's ability to conduct Spring Benchmark Assessments for progress monitoring, as did the shift to distance learning for the 2020/21 school year. The CAASPP test was not administered in 2019/20 as a result of a federal waiver resulting from the pandemic. The ELPAC was administered in the 2018/2019 and 2019/2020 school year, but the results for 19/20 are not posted in TOMS so no growth can be shown at this time. We focus on reclassification of our ELL students and provide quality services to ensure students are efficiently taught scaffolded and discrete lessons offered through a designated program in conjunction with classroom support. During 2019/20, 9 students were re-designated during the 2019/20 school year and 5 students were re-designated this year which is a drop, but due to the pandemic there were too many mitigating factors to reclassify more students. We take reclassification very seriously and have been monitoring students and have been in close contact with teachers. During the summer (2020), Waugh was able to provide the EL Academy in a virtual format, as we wanted to connect with students and mitigate potential learning loss. Summer 2021 we will also be offering a summer program for our ELLs. We were able to give writing assessments in the 2019/20 school year, but not in the 2020/21 school year due to school closure. This summer students with the highest learning loss will be invited to attend a summer academy where testing and monitoring will occur. All student progress monitoring and assessment will resume at the start of the 2021/22 school year.
Goal 2

Increase parent engagement through effective two-way communication and provide opportunities to foster the involvement of families at school and at home.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>Parent Survey</td>
<td></td>
<td>Goal Met</td>
</tr>
<tr>
<td>ELAC parent survey</td>
<td></td>
<td>Survey Distributed in May 2021:</td>
</tr>
<tr>
<td>Special Education parent survey</td>
<td></td>
<td>• 242 parent responses, an estimated 42%</td>
</tr>
<tr>
<td>WISE and PTA parent participation and donor data</td>
<td></td>
<td>response from district families.</td>
</tr>
<tr>
<td>Note: In order to access parents who do not typically respond electronically, paper surveys will be issued. Phone interviews may also be used.</td>
<td></td>
<td>• Over 90% of families feel that there</td>
</tr>
<tr>
<td>Sign-in sheets, informal teacher survey</td>
<td></td>
<td>were opportunities to foster the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>involvement of families at school (see</td>
</tr>
<tr>
<td></td>
<td></td>
<td>survey data below).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA membership is significantly improved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PTA supported students and teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>during the global pandemic and continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>virtual fundraising.</td>
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<tr>
<td></td>
<td></td>
<td>WISE participation is strong. During the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2019/2020 school year, the Run-A-Thon and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visions and Vines fundraisers were</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tremendously successful. During the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pandemic, WISE planned an executed a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>virtual fundraiser (Jump-A-Thon) which</td>
</tr>
<tr>
<td></td>
<td></td>
<td>raised close to $80,000 for Music, Art,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library, &amp; Technology programs.</td>
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<tr>
<td></td>
<td></td>
<td>Anecdotally, teachers report that over</td>
</tr>
<tr>
<td></td>
<td></td>
<td>95% of parents attend back to school night,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-65% are regular school volunteers in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>some capacity.</td>
</tr>
</tbody>
</table>
**Expected**

19-20
The percentage of parents responding to the survey will increase by 5%.

Maintain high levels of attendance and participation at Back-to-School night and Open House and at parent-teacher conferences.

Increase membership in Meadow-Corona Creek PTA by 5%

Increase parent participation in WISE events and functions by 3%.

Increase involvement at school events by parents of unduplicated and special education students by 1%.

**Baseline**

Known Data:

PARENT SURVEY RESULTS:
Survey distributed in April, 2017.
- 114 parent responses, an estimated 16.5% response from District families:
- 89.72% of parents who responded report that they attended Back-to-School Night.
- 100% of parents who responded reported that they have participated in Open House.
- 97.32% of parents who responded reported that they participated in Parent-Teacher conferences.
- 88.89% of parents who responded have served as parent volunteers-classroom, field trips, class events.

Anecdotally, teachers report that 95% of parents attended BTSN. Approx 60% are regular classroom volunteers, parent drivers for field trips or helpers for class events and room parents.

**Actual**

Regarding parental involvement, please rate your level of agreement with the following statements.
### Actions / Services

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase parent participation and volunteerism in classrooms and at school events and engagement in parent organizations-PTA, WISE and ELAC.</td>
<td>No New Cost  Base 0</td>
<td>No new cost 0</td>
</tr>
</tbody>
</table>
| Continue effective school communication                                                 | R-0000  
F-7200  
O-2XXX-3XXX, 5840, M-web  
Base 750                                                                 | R-0000  
F-7200  
O-2XXX-3XXX, 5840, M-web  
938                                                                 |
| Expand and/or refine use of traditional and social media formats.                       | No new cost  Base 0                                                                  | No new cost 0        |
| EL Liaison will continue to contact parents of EL students to invite them meetings and events. | R-0000  
O-2XXX-3XXX  
M-supp  
Supplemental 3,283                                                                 | R-0000  
O-2XXX-3XXX  
M-supp  
427                                                                 |
| Continue to offer parent education and increase participation in parent education events. | R-0000  
O-1930; 3XXX; 4390  
Base 1,000                                                                 | R-0000  
O-1930; 3XXX; 4390  
139                                                                 |

### Goal Analysis

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

All Actions/Services originally budgeted were implemented.

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

Throughout the 2019/2020 school year, Waugh was able to engage our parent community using a myriad of strategies. During the Fall and Winter of the 2019/2020 school year, Waugh achieved strong parent participation at all school events, including Back to School Night, conferences, and PTA/WISE Foundation events. WISE had one of the most successful fundraising periods which supports our art, music, and extra curriculars in our schools. The PTA continued ongoing membership and fundraising coming together to support our students and teachers during one of the most trying times (global pandemic). Waugh significantly enhanced its presence on social media, using its Facebook. More recently, the use of ParentSquare, parent engagement nights, surveys, etc. Parent trainings on
learning platforms and parent information night series for distance learning in Fall 2020. EL liaison services were offered throughout the 2019/2020 and 2020/2021 school years. ELAC parents were offered multiple meetings to share input for the LCAP and to look at the proposed LCAP before it was approved. Parents at both meetings were highly engaged and shared information to be included. Parents were offered a translator.
Goal 3

Through a collaborative process, develop instructional programs and services for students so every student feels connected to school and engaged in the learning process.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Indicator</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Class Rosters and Annual Specialist Schedules</td>
</tr>
<tr>
<td>Attendance records in SIS system</td>
</tr>
<tr>
<td>5th grade PE Test Results</td>
</tr>
<tr>
<td>California Healthy Kids Survey</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
• All students (100%), including students with disabilities and unduplicated students, will have Course Access to library, computer lab, art, and music services.

• Average Daily Attendance (District-wide) rates, including students with disabilities and unduplicated students, will be maintained at 97% or greater, as measured in the Aeries student information system.

• Chronic Absenteeism (District-wide), including students with disabilities and unduplicated students, will be maintained at 3% or less, as measured in the Aeries student information system.

• Proficiency levels of fifth grade students, all students including students with disabilities and unduplicated students, will be proficient on the fifth grade one-mile run will increase by 1% over the spring 2017 level.

• The percentage of students that report high levels of personal school connectedness on the California Healthy Kids survey will increase by 2% over the 2018 level.
### Baseline

**Known Data:**
- In 2016-17, participation in Library, Computer, Art, Music classes for students was 100%.
- In 2016-17, average daily attendance was 97.04%.
- In 2016-17, chronic absenteeism was less than 3%.
- **P.E-Mile Run Proficiency:** increase over 2014-2015 (BL-2015: 5th grade-80.6%) 2015-16 score was 78.6%. Score for 2016-17 not available. Anecdotally, approximately 85% of students participated in the school-wide running program iDo26.2, with students earning miles toward a marathon. Teachers report that nearly 82% show an increase both time and distance run since September, a .02% increase over last year.
- On the 2015-16 California Healthy Kids Survey, 60% of students report an adult cares about them at school and 85% report they feel treated with respect, and 90% feel safe at school.

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide enrichment course access to students for computer lab, library, art and music.</td>
<td>WISE Funds</td>
<td>WISE Funds</td>
</tr>
<tr>
<td></td>
<td>R - 0117</td>
<td>R - 0117</td>
</tr>
</tbody>
</table>

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Waugh Elementary School District
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
</table>
| Office staff and administration will continue to monitor attendance in Aeries, send home notes, schedule SART & SARB meetings. | O - 8699  
Base 125,000  
R - 0117  
O - 8980, contribution from the Gen Fund  
Base 62,682 | O - 8699  
133,000  
R - 0117  
O - 8980, contribution from the Gen Fund  
57,994 |
| Continue to provide participation and performance opportunities for students in the Afterschool Band Program. | No new cost  
Base 0 | No new cost  
0 |
| Provide professional development for certificated and classified staff.                  | No new cost-cert: Wed Meeting time  
Base 0 | No new cost-cert: Wed Meeting time  
0 |
| Continue to provide high quality physical fitness instruction, including testing for 5th grades, and program monitoring and teacher training for all grades, with focus on increasing aerobic capacity, upper body strength and abdominal strength. | No new cost  
Base 0 | No new cost  
0 |

Goal Analysis

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

All Actions/Services originally budgeted were implemented.

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

All enrichment courses were offered as planned until COVID-19 forced campus closures in March 2020. Once distance learning began, music, art, and library services were offered in a virtual format. Professional development was provided to certificated staff (SeeSaw, Google Classroom, Journeys, SCOE, SELPA trainings on distance learning for students in special education). Attendance practices were followed both in person (as evidenced by the very low chronic absentee rates) and during distance learning. After school band expanded to 3rd grade students during the 2019/2020 school year. The band teacher then worked with our upper grade students while we were in full distance learning. CHKS indicates very strong student engagement. PBIS implementation at both sites.
**Goal 4**

Maintain a safe, secure, and healthy environment for students and staff

State and/or Local Priorities addressed by this goal:

- **State Priorities:**
  - Priority 1: Basic (Conditions of Learning)
  - Priority 5: Pupil Engagement (Engagement)

Local Priorities:

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Data in SIS system</td>
<td>Goal Met</td>
<td>The Waugh School District maintained a 0.9% suspension rate for the 19/20 school year.</td>
</tr>
<tr>
<td>District discipline records</td>
<td></td>
<td>The Waugh School District maintained a 0% expulsion rate as measured by Aeries.</td>
</tr>
<tr>
<td>FIT Survey</td>
<td></td>
<td>Using the Facility Inspection Tool (FIT), all facilities in the District received a rating of “good”.</td>
</tr>
<tr>
<td>California Health Kids Survey</td>
<td></td>
<td>The percentage of students that report feeling safe at school most or all of the time on the CHKS increased to 91%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total suspensions 9, UDC 8, rate =.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>According to the California Healthy Kids Survey (19-20) 76% report an adult cares about them at school, 91% report they feel safe at school, and the 19-20 CHKS survey does not have a category for feel treated with respect.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An LCAP student meeting was held on May 20, 2021. Students reported that they feel connected to school, feel their voices were heard and valued, and they overall feel happy at school.</td>
</tr>
</tbody>
</table>
• The Waugh School District will maintain suspension rates below 1% as measured by Aeries.

• The Waugh School District will maintain expulsion rates below 1% as measured by Aeries.

• Using the Facility Inspection Tool (FIT), all facilities in the District will receive a rating of "good"

• The percentage of students that report feeling safe at school most or all of the time on the CHKS will will remain at or above 90%.

<table>
<thead>
<tr>
<th>Table A2.1</th>
<th>Grade 5 %</th>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Engagement and Supports</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School connectedness(^1)</td>
<td>81</td>
<td>A4.3</td>
</tr>
<tr>
<td>Academic motivation(^1)</td>
<td>90</td>
<td>A4.3</td>
</tr>
<tr>
<td>Caring adults in school(^1)</td>
<td>76</td>
<td>A4.3</td>
</tr>
<tr>
<td>High expectations-adults in school(^1)</td>
<td>89</td>
<td>A4.3</td>
</tr>
<tr>
<td>Meaningful participation(^1)</td>
<td>42</td>
<td>A4.3</td>
</tr>
<tr>
<td>Facilities upkeep(^1)</td>
<td>88</td>
<td>A4.10</td>
</tr>
<tr>
<td>Parent involvement in schooling(^1)</td>
<td>80</td>
<td>A8.2</td>
</tr>
<tr>
<td>Social and emotional learning supports(^1)</td>
<td>74</td>
<td>A5.1</td>
</tr>
<tr>
<td>Anti-bullying climate(^1)</td>
<td>78</td>
<td>A7.6</td>
</tr>
<tr>
<td><strong>School Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feel safe at school(^1)</td>
<td>91</td>
<td>A7.1</td>
</tr>
<tr>
<td>Feel safe on way to and from school(^1)</td>
<td>95</td>
<td>A7.1</td>
</tr>
<tr>
<td>Been hit or pushed</td>
<td>28</td>
<td>A7.2</td>
</tr>
<tr>
<td>Mean rumors spread about you</td>
<td>33</td>
<td>A7.2</td>
</tr>
<tr>
<td>Called bad names or target of mean jokes</td>
<td>41</td>
<td>A7.2</td>
</tr>
<tr>
<td>Saw a weapon at school(^5)</td>
<td>9</td>
<td>A7.5</td>
</tr>
<tr>
<td><strong>School Disciplinary Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule clarity(^5)</td>
<td>89</td>
<td>A6.2</td>
</tr>
<tr>
<td>Students well behaved(^1)</td>
<td>77</td>
<td>A6.4</td>
</tr>
<tr>
<td>Students treated fairly when break rules(^1)</td>
<td>64</td>
<td>A6.1</td>
</tr>
<tr>
<td>Students treated with respect(^1)</td>
<td>90</td>
<td>A6.1</td>
</tr>
<tr>
<td><strong>Substance Use and Physical/Mental Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol or drug use</td>
<td>16</td>
<td>A9.1</td>
</tr>
<tr>
<td>Marijuana use</td>
<td>1</td>
<td>A9.1</td>
</tr>
<tr>
<td>Cigarette use</td>
<td>0</td>
<td>A10.1</td>
</tr>
<tr>
<td>Vaping</td>
<td>0</td>
<td>A10.1</td>
</tr>
<tr>
<td>Late bedtime (after 10 pm)</td>
<td>15</td>
<td>A11.2</td>
</tr>
<tr>
<td>Experienced sadness(^1)</td>
<td>15</td>
<td>A11.4</td>
</tr>
</tbody>
</table>
### Expected

**Baseline**
**Known Data:**
- In 2016-17 the suspension rate was 0.64%.

- In 2016-17 the expulsion rate was 0%.

- In 2016-17 The FIT survey rated both Meadow and Corona "fair".

- The percentage of students that report feeling safe at school most or all of the time on the California Healthy Kids Survey (CHKS) in 2015-16 was 90%

### Actions / Services

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Second Step Implementation &amp; focus on character building. (Wednesday Trainings - Part of Contractual Work Year)</td>
<td>No new cost Base 0</td>
<td>No new cost 0</td>
</tr>
<tr>
<td>Safety personnel (Custodians, crossing guards, traffic personnel, nurse, yard supervisors, psychologist, etc.)</td>
<td>R-0000 O-1XXX-5XXX. 8XXX M – 0000 Base 543,003</td>
<td>R-0000 O-1XXX-5XXX. 8XXX M – 0000 542,343</td>
</tr>
<tr>
<td></td>
<td>R-0000 O-5830 M – supp Supplemental 21,962</td>
<td>R-0000 O-5830 M – supp 29,256</td>
</tr>
<tr>
<td>Continue to implement school-wide positive behavior programs (Playworks) and PBIS</td>
<td>No new cost Base 0</td>
<td>No new cost 0</td>
</tr>
</tbody>
</table>
### Planned Actions/Services
- Provide coaching through the SELPA for Waugh District PBIS Team in 2019-20 and 2020-21 to support implementation of the PBIS strategies
- Expand conflict resolution training for students and implement at “Junior Coaches” model to support a positive playground climate

### Budgeted Expenditures
- Amount listed in Goal 1, Action 3 Low Performing Student Block Grant R-7510

### Actual Expenditures
- Amount listed in Goal 1, Action 3 Low Performing Student Block Grant R-7510

<table>
<thead>
<tr>
<th>Action</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue School/Awards assemblies focusing on character building (anti-bullying).</td>
<td>No new cost Base 0</td>
<td>No new cost 0</td>
</tr>
<tr>
<td>Continue good Maintenance of facilities (Custodian Salaries &amp; Benefits)</td>
<td>R - 8150 O - 1XXX-5XXX M - 0000 Base 204,733</td>
<td>R - 8150 O - 1XXX-5XXX M - 0000 147,803</td>
</tr>
<tr>
<td>Address the top priorities on deferred maintenance list.</td>
<td>R - 8150 O - 6400 Base 50,000 No new cost Other 0</td>
<td>R -8110, 8150 O - 6400 27,258 No new cost 0</td>
</tr>
</tbody>
</table>

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

All Actions/Services originally budgeted were implemented.

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

Concrete evidence of strong climate and culture at both sites, including low suspension/expulsion rates and data on the CHKS. Second Step curriculum continued to be implemented during the 2019/2020 school year. Digital Citizenship professional development through Common Sense Media was also provided to teachers. PBIS strategies continued to be implemented, though support through the SELPA did not continue. Both Corona Creek and Meadow campuses have undergone modernization construction with new roofing, paint, and dry rot repair. Meadow had a new fire alarm installed in Summer 2020.
Goal 5

Students will use technology with confidence and competence to learn and apply what they have learned to support a future of lifelong learning.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning) 
Priority 6: School Climate (Engagement) 
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District will develop metrics and indicators that are aligned with the plan. These will likely include:</td>
<td>Goal Met</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• an inventory of equipment and percentage in working order or in need of repair or replacement</td>
<td>The Waugh School District provided a Teacher on Special Assignment (TOSA) focused on the integration of technology in classrooms.</td>
</tr>
<tr>
<td></td>
<td>• an infrastructure assessment, including reliability percentage and capacity expectation</td>
<td>Until the onset of the pandemic in March 2020, all actions within this goal were implemented appropriately. The shift to distance learning has supported Waugh’s evolution with educational technology use. We have dramatically increased the number of devices to nearly a 1:1 student ratio. Teachers and students have become far more proficient with the use of applications and and various learning platforms. All classrooms have been outfitted with smart TV’s and new document cameras.</td>
</tr>
<tr>
<td></td>
<td>• a list of any grants awarded to support the technology plan and services for students and staff</td>
<td>The district hired a IT specialist for the 2020-2021 to help implement the increased technology needs. The IT specialist has supported the district in meeting the following goals:</td>
</tr>
<tr>
<td></td>
<td>• rating of implementation levels of new Scope and Sequence</td>
<td>• Fully implementing the digital citizenship curriculum identified in the Tech Plan and piloted in 2018-19.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Redefine roles of Computer Lab Coordinators</td>
</tr>
</tbody>
</table>

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Waugh Elementary School District
**Expected**

- The Waugh School District will implement Year Three of the new Technology plan.
- The District will provide at least two training opportunities for teachers in the use of technology in the classroom.
- The District will purchase/repair/replace Chromebooks
- The District will upgrade technology infrastructure as identified in the Technology Plan
- The District will secure additional funding for the Maker and Animation programs.
- Students will continue to receive support and instruction in the use of technology both in the lab and in the classroom

**Baseline**

*Known Data:*

- The District delayed the development of a new Technology plan. The Leadership Team felt it was important to focus teacher time and attention on the new math adoption and implementation. The plan will be a priority in 2017-18.
- Chromebook carts were purchased in 2016-17.
- Work was completed to upgrade switches and wiring at Meadow School for the 2016-17 school year.
- The District continues to seek additional funding for the Maker and Animation programs. No new grants were awarded for these programs in 2016-17.
- All students received computer instruction and support in the computer lab and an increased number of students had access to Chromebooks for use in the classroom.

**Actual**

- Provide Chromebooks, tablets, or laptops for students to use in the RSP classes and in combination classes (exceeded this goal but expanding to all students)
- Renamed and rebranded of the computer labs to integrate STEM/STEAM.
- Implement a help desk ticketing system where district staff can make support requests.
- Offered online tech support for parents to utilize during distance learning.
- Host a “Back-to-School/Fall” internet safety and identity security workshop, providing information about aps and websites that are popular with students, safe texting and gaming, password security and privacy settings, parental controls, digital reputation and other timely topics.
- Identify and hired a contractor for equipment and infrastructure repair.
## Actions / Services

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide equipment and training for teachers to learn about and plan to use technology tools in the classroom to support and enhance student learning.</td>
<td>No new funds Base 0</td>
<td>No new cost 0</td>
</tr>
<tr>
<td>Implement Year 2 of district-wide technology plan, including an equipment upgrade plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hire Teacher-on-Special Assignment-Technology Innovation Specialist to provide intensive support for teachers and classified staff in integrating technology in the classroom and creating STEAM activities for students. Provide differentiated professional learning around basic teacher technology skills.</td>
<td>R-0000</td>
<td>R-0000</td>
</tr>
<tr>
<td>- Continue the technology committee meetings once each quarter to monitor the TK/K-6 district scope and sequence for technology use in instruction, and articulating learning outcomes at each grade.</td>
<td>M-MC17 Base 10,000</td>
<td>M-MC16 7,402</td>
</tr>
<tr>
<td>- Redefine roles of Computer Lab Coordinators to teach technology skills to lower grades and to support students in creating multimedia in the upper grades.</td>
<td>One-time funds R-0000; 4122</td>
<td>One-time funds R-0000; 4122</td>
</tr>
<tr>
<td>- Provide Chromebooks, tablets, or laptops for students to use in the RSP classes and in combination classes</td>
<td>O-1,3XXX; M-MC19, 0000 80,574</td>
<td>O-1,3XXX; M-MC19, 0000 79,923</td>
</tr>
<tr>
<td>- Continue the renaming and rebranding of the computer labs as STEM/STEAM Innovation Labs-exact name to be determined by fall 2019.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Implement a help desk ticketing system where district staff can make support requests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop a plan to offer tech classes to parents, to teach them the skills their students are learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Host a “Back-to-School/Fall” internet safety and identity security workshop, providing information about apps and websites that are popular with students, safe texting and gaming, password security and privacy settings, parental controls, digital reputation and other timely topics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify and hire a contractor for equipment and infrastructure repair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
<td>Actual Expenditures</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Continue to expand coordination of the Computer Lab Staff, Library Staff and the Teacher Technology Coordinators to maximize support for students and teachers in implementing classroom assignments that use technology tools.</td>
<td>R-0000</td>
<td>R-0000</td>
</tr>
<tr>
<td></td>
<td>O-1XXX-3XXX, 4XXX, 5840</td>
<td>O-1XXX-3XXX, 4XXX, 5840</td>
</tr>
<tr>
<td></td>
<td>M-tech</td>
<td>M-tech</td>
</tr>
<tr>
<td></td>
<td>Base 4,000</td>
<td>5,275</td>
</tr>
<tr>
<td>Continue to implement the Maker Lab and Animation Studio Programs.</td>
<td>No New Cost</td>
<td>No new cost</td>
</tr>
<tr>
<td></td>
<td>Base 0</td>
<td>0</td>
</tr>
</tbody>
</table>

- Explore on-going funding for expansion through grants and other options.
- Develop opportunities for students at both schools to use the Maker Space and Animation Studio.

**Goal Analysis**

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

All Actions/Services originally budgeted were implemented.

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

The Waugh School District provided a Teacher on Special Assignment (TOSA) focused on the integration of technology in classrooms. Until the onset of the pandemic in March 2020, all actions within this goal were implemented appropriately. The shift to distance learning has supported Waugh's evolution with educational technology use. We have dramatically increased the number of devices to nearly a 1:1 student ratio. Teachers and students have become far more proficient with the use of applications and various learning platforms. All classrooms have been outfitted with smart TV's and new document cameras.
Goal 6

Teachers, staff, parents and the community will create and nurture a collaborative work and learning environment that supports a safe, respectful, and inclusive district culture.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| Parent Survey Data | Number of participants at key school, PTA and WISE foundation events and activities. | Goal Met:
  - The Joint School Site Council/LCAP Advisory Committee developed and administered a parent involvement survey. Survey Distributed in May 2021: There were 242 parent responses, an estimated 42% response from district families.
  - The District will hosted a joint on-boarding workshop for new leaders in both PTA and WISE as new members joined.
  - Prior to the pandemic both campuses hosted engaging events for the whole family including Movie Night, Family Game Night, Lego Night, Fun Run, Jump a thon, Talent shoes and PJ Bingo. During the pandemic, the school hosted virtual bingo nights, virtual story nights, virtual talent shows, virtual student council, virtual spirit days, virtual dance parties, and celebrations.
  - The District, PTA and WISE presidents will held ongoing joint meetings to coordinate and promote collaboration. |
19-20

- The Waugh School district will administer a parent involvement survey in 2019-20.
- The District will host a joint on-boarding workshop for new leaders in both PTA and WISE.
- The Master Calendar will include at least three events for students and families from both schools.
- The District and PTA and WISE presidents will hold at least two joint meetings to coordinate and promote collaboration. They will discuss the results of the 2018-19 survey and determine which, if any, recommendations to implement in 2019-20.

Baseline
Known Data:

- The Joint School Site Council/LCAP Advisory Committee developed and administered a parent involvement survey. There were 114 respondents, with 50% representing Meadow and 50% representing Corona Creek.
- The District will host a joint on-boarding workshop for new leaders in both PTA and WISE in June 2017.
- The Master Calendar for 2016-17 included a number of events for district families, including Movie Night, Halloween Dance, Family Game Night, Lego Night, Valentine's Dance, Tulip Trot and PJ Bingo.
- The District and newly elected PTA and WISE presidents will hold at least two joint meetings to coordinate and promote collaboration in 2017-18.
Waugh School District LCAP Survey 2021

Q3 Regarding implementation of California's academic standards, including Common Core Standards, please rate your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Teachers are Providing quality instruction</th>
<th>Strongly Agree/ Agree</th>
<th>Disagree/ Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are Accessing High Quality curriculum And Instructional Materials</td>
<td>234</td>
<td>9</td>
</tr>
<tr>
<td>Students receive Necessary teacher Support in academic Areas</td>
<td>206</td>
<td>19</td>
</tr>
<tr>
<td>Waugh teachers Are highly Engaging</td>
<td>212</td>
<td>18</td>
</tr>
<tr>
<td>I understand the Common Core Standards</td>
<td>160</td>
<td>41</td>
</tr>
</tbody>
</table>

Positive Feedback:
- This has been a unique year in terms of providing instruction. I believe our teachers have done an excellent job.
- We could not be happier with all of the teachers at Meadow. We know how hard all of the teachers have worked all year long and got our family through one of the toughest times of our lives. We have so much gratitude for all the teachers and administrators who made exceptions for our daughter and our family. We couldn't have made it through the year without your unwavering support.
- Moving from distance learning to in-person has improved the quality of instruction overall.

Suggestive Feedback:
- Let parents know what the Common Core Standards are so that we can help our children with homework.
- I feel my daughter has received extra support in reading that she didn't get because of distance learning. I hope there is a plan in place for the coming school year for kids who have fallen behind in certain areas.
- Curriculum is very standard. Include more incorporation of critical thinking, social justice, and the arts.
- A full-time reading specialist is necessary to help bridge the gap between RSP and regular classroom teaching, for those who don’t qualify for RSP but are in desperate need of intervention.
- Go back to teaching normal math and quickly before it’s too late. Common core is a disaster.

**Negative Feedback:**
- Our social studies adopted program is very out of date. Additionally, we do not have an adapted program for 5th grade science.
- Don’t agree with common core.
- Common core is a joke but the teachers have to teach it and they do the best they can with what they have to do.
- I feel Meadow is a bit test driven (I get results reported in teacher conferences rather than qualitative assessment of child’s development).

**Q4 Regarding parental involvement, please rate your level of agreement with the following statements.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>During this year of distance learning, there was/is effective two-way communication between school and home</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>ParentSquare is an effective Communication Tool</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>SeeSaw is Easy for my Child and Parents to Navigate</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Google Classroom is Easy for my Child and Parents to Navigate</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Email/Text Blasts are Effective</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Facebook Page is Effective</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
Positive Feedback:
- I don't think social media should be part of the communication stream. I prefer a closed system, like ParentSquare (which works great). Even emails can get buried and lost. With ParentSquare and Google Classroom, everything was more organized and easy to refer back to.
- Meadow has lots of volunteer opportunities which is great. I feel informed and involved.
- My daughter's teacher has been great at communicating with us.

Suggestive Feedback:
- Parent-teacher conference twice a year and as needed especially for students who need help.
- I think how we use ParentSquare can be looked at. I have parents who prefer email and parents who prefer ParentSquare. I feel like parents have started to ignore ParentSquare because of all the PTA Cine n Donate blasts, as well as, fundraiser communication. I think it has turned the messaging into spam folder for them. I like the daily news from the office remind parents to do the screens though. That is an effective form of communication.
- ParentSquare should only be used by teachers and admin. Parent involvement should be done through a different platform. There was too much non-essential info (Cine n Donate) included on ParentSquare and it made the critical info harder to find.

Negative Feedback:
- Too many emails with too much information can be disengaging. Less is more. Time issue on reading paragraphs of instructions with attachments isn't always.

Q5: Regarding student achievement and engagement, please rate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>My school academically prepares Students for College and Career.</th>
<th>Strongly Agree/Agree</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>184</td>
<td>11</td>
</tr>
<tr>
<td>Teachers Expect all Students to Work hard.</td>
<td>239</td>
<td>4</td>
</tr>
<tr>
<td>Teachers give Students extra Help when Needed.</td>
<td>207</td>
<td>15</td>
</tr>
<tr>
<td>My child is successful in his/her academic achievement.</td>
<td>211</td>
<td>10</td>
</tr>
</tbody>
</table>
## Actions / Services

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer curriculum-based family events at each site, such as Family Activity/Game Night, Family Math nights.</td>
<td>R-1100</td>
<td>No new cost 0</td>
</tr>
<tr>
<td></td>
<td>O-1XXX, 3XXX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Base 0</td>
<td></td>
</tr>
<tr>
<td>6.b. Implement recommendations from the parent survey to identify parent engagement needs and priorities (topics, best times for meetings, increasing participation, etc.)</td>
<td>No new cost Base 0</td>
<td>No new cost 0</td>
</tr>
<tr>
<td>6.c. Coordinate and maintain the number of joint functions offered for both schools and by both organizations</td>
<td>No new cost Base 0</td>
<td>No new cost 0</td>
</tr>
<tr>
<td>6.d. Implement annual Kick-off Workshop/on-boarding for new WISE Board and District and new PTA Board and District</td>
<td>R-0000</td>
<td>R-0000</td>
</tr>
<tr>
<td>• Provide opportunity for parent organization leaders to meet with district administration and governance team to provide clarity on district vision, mission and goals; fundraising practices and expectations, coordination of event scheduling and communication protocols</td>
<td>O-5830</td>
<td>O-5830</td>
</tr>
<tr>
<td></td>
<td>M-org</td>
<td>M-org</td>
</tr>
<tr>
<td></td>
<td>Base 500</td>
<td>674</td>
</tr>
<tr>
<td>6.e. Continue to provide training and coaching to staff</td>
<td>R-1100</td>
<td>R-1100</td>
</tr>
<tr>
<td></td>
<td>O-4390</td>
<td>G 1110</td>
</tr>
<tr>
<td></td>
<td>M-0000</td>
<td>F 2700</td>
</tr>
<tr>
<td></td>
<td>Base 500</td>
<td>O-4390</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S 600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M-0000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>304</td>
</tr>
</tbody>
</table>

## Goal Analysis

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

All Actions/Services originally budgeted were implemented.
A description of the successes and challenges in implementing the actions/services to achieve the goal.

As previously indicated, Waugh has considerable community support and a strong record of family engagement. During the 2019/2020 school year, WISE and PTA held a number of special events that strengthened community bonds. PTA events included the Charity Golf Tournament, Pajama Bingo, and Family Game Night. WISE events included the Visions and Vines Crab Feed & Auction, Run-A-Thon, and a family gathering at the start of the school year. The pandemic presented many challenges, but these support group always found creative ways to continue engaging the Waugh community. Their boards continued to meet throughout the pandemic. PTA held virtual dance parties, virtual Pajama Bingo, and continued a successful dine and donate campaign. The WISE Foundation held a virtual Jump-A-Thon which raised considerable funds to support enrichment programs.
Annual Update for the 2020–21 Learning Continuity and Attendance Plan

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 &quot;No Touch&quot; thermometers to take the temperature of students and staff when entering campus.</td>
<td>$2,938</td>
<td>3,396</td>
<td>No</td>
</tr>
<tr>
<td>Electrostatic disinfection equipment to clean campuses spaces between learning cohorts.</td>
<td>$6,400</td>
<td>5,878</td>
<td>No</td>
</tr>
<tr>
<td>Hand sanitizer stands for the school office, hand sanitizer, disinfecting wipes.</td>
<td>$6,270</td>
<td>4,602</td>
<td>No</td>
</tr>
<tr>
<td>Plexiglas shields for classrooms and the school office.</td>
<td>$1,386</td>
<td>2,567</td>
<td>No</td>
</tr>
<tr>
<td>Establishment of the Waugh Reopening Committee to plan for the safe return of students for in person learning. The committee met weekly throughout the Summer. The committee included representation from staff who support students with special needs.</td>
<td>$8,110</td>
<td>8,281</td>
<td>Yes</td>
</tr>
<tr>
<td>School-wide signage to reinforce hazard mitigation strategies.</td>
<td>$808</td>
<td>716</td>
<td>No</td>
</tr>
</tbody>
</table>

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

There were not any substantive differences between the planned actions and the budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

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

Waugh was able to transition to hybrid instruction on April 12, 2021. For the first several weeks, students attended in-person learning 4 hours per week in the afternoons but continued to attend school virtually in the mornings. When the state eased social distancing
restrictions from 6 feet within stable groupings to 3 feet, Waugh adjusted its in-person learning plan to accommodate more students. On May 3, 2021, Waugh provided in-person learning to approximately 90% of its student population 5 days per week, 3.5 hours per day. The remaining Waugh students continued in full distance learning for the remainder of the school year.
## Distance Learning Program

### Actions Related to the Distance Learning Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District subscribed to Seesaw as its learning management system for TK-2 grade students.</td>
<td>$1,991</td>
<td>1,991</td>
<td>No</td>
</tr>
<tr>
<td>Professional Development- Seesaw, Disrupt, Summer Institute, etc.</td>
<td>$1,700</td>
<td>1,850</td>
<td>No</td>
</tr>
<tr>
<td>The District upgraded to Zoom professional in order to host larger school events.</td>
<td>$657</td>
<td>4,070</td>
<td>No</td>
</tr>
<tr>
<td>The District ordered new Chromebooks to support distance and hybrid learning in order to loan to students. Additional costs related to this item include maintenance of existing devices and personnel costs of setting up new devices.</td>
<td>$61,049</td>
<td>123,641</td>
<td>Yes</td>
</tr>
<tr>
<td>The District purchased upgraded web cameras for teachers, computer monitor ergonomic equipment, tripods, microphones, iPad holders, stylus pens, noise cancelling headphones.</td>
<td>$29,029</td>
<td>31,753</td>
<td>No</td>
</tr>
<tr>
<td>iPads, cases, and software programs for special education student assessment and related expenses.</td>
<td>$6,873</td>
<td>10,946</td>
<td>Yes</td>
</tr>
<tr>
<td>New curriculum specific to distance learning and hybrid models of instruction in the areas of Social Studies, Science, and Art.</td>
<td>$21,133</td>
<td>29,870</td>
<td>No</td>
</tr>
<tr>
<td>Additional personnel costs to prepare the school year to begin in a distance learning format.</td>
<td>$4,963</td>
<td>4,693</td>
<td>No</td>
</tr>
<tr>
<td>Wireless hot spot devices for students with connectivity issues.</td>
<td>$4,800</td>
<td>5,200</td>
<td>Yes</td>
</tr>
<tr>
<td>Addition and maintenance of ParentSquare Communication Tool, which includes translation of school messages/teacher correspondences to the preferred family language.</td>
<td>$7,143</td>
<td>5,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Operation of the school lunch program for students/families in need.</td>
<td>$45,737</td>
<td>27,204</td>
<td>Yes</td>
</tr>
</tbody>
</table>
A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were several substantive differences. The District found it necessary to increase the Zoom capacity for meetings at both Meadow and Corona Creek to accommodate more participants for assemblies, family nights, and other virtual events. This upgrade came at a substantially increased costs. Additional curriculum was also necessary to provide appropriate instruction to students in a virtual format. The district needed considerably more student Chromebooks than originally anticipated. Finally, fewer families than originally anticipated took advantage of the lunch program.

Analysis of the Distance Learning Program

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

The Waugh School District was able to meet the needs of all students in a distance learning format in compliance with Senate Bill 98. Through the purchase of chrome books and and hot spots, Waugh was able to ensure 100% connectivity for ALL students during the distance learning period. The staff pivoted admirably to distance teaching, embracing the technology tools available to them to support all students. Professional development in Zoom, ParentSquare, Google Classroom, SeeSaw, Studies Weekly, and Mystery Science were provided as planned. Students were able to receive targeted intervention support in a distance format, including students with IEPs, requiring ELD services, or additional learning support. Pupil engagement in distance learning was over 95% during the period of full distance learning. The district also creatively utilized classified support staff, including instructional aides, to support students in virtual small group formats.
Pupil Learning Loss

Actions Related to the Pupil Learning Loss

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waugh Kids Care cohort childcare program which prioritizes enrollment of</td>
<td>84,890</td>
<td>83,952</td>
<td>Yes</td>
</tr>
<tr>
<td>foster youth, housing insecure families and families on the National Free/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced Lunch program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishment of special education learning cohort to support students</td>
<td>$25,000</td>
<td>37,468</td>
<td>No</td>
</tr>
<tr>
<td>with Individualized Education Plans (IEPs) while in a distance learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>format.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The only substantive difference in expenditures was related to special education cohort support. We were able to serve more students than anticipated in the program hence the increase in cost.

Analysis of Pupil Learning Loss

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

The Waugh School District was reportedly the first in Sonoma County to provide in-person instruction to students with special needs using the instructional cohort guidance. In October 2020, Waugh opened up a Specialized Academic Instruction Learning (SAIL) cohort for students with moderate/severe disabling conditions to be served in person by a highly qualified teacher and support staff. Additionally, learning center cohorts were established at both Meadow and Corona Creek primarily serving students in targeted priority categories.
Analysis of Mental Health and Social and Emotional Well-Being

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

The Waugh School District went to great lengths to support the mental health and social/emotional well-being of students during the 2020-2021 school year. The Student Study Team (SST) process continued in a virtual format, to ensure that an appropriate referral process for teachers and families remained intact during distance learning. The District maintained levels of counseling support and provided services to students in both a virtual and in-person format. The school librarian checked out books to students and held several virtual author events. Enrichment classes, such as art, music, yoga, and martial arts were also offered to students. Both schools held monthly recognition ceremony assemblies for all students. We held winter extravaganza talent shows at both sites just before the winter break. As previously indicated, the parent foundations also held several virtual family events and fundraisers.

Analysis of Pupil and Family Engagement and Outreach

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

Throughout the pandemic period, Waugh recognized the importance of community engagement. Staff Surveys were issued 4 times to gather input from our employees. Parent surveys were issued on 4 occasions as well for the same purpose. Waugh assembled a Reopening Committee, consisting of a variety of stakeholders, which met throughout the summer of 2020. Waugh held community forums via Zoom at least 5 times throughout the pandemic period with excellent family turnout. The Waugh Leadership Team served also as an LCP/LCAP committee which also met throughout the year. The Site Council and ELAC also met consistently. Additionally, consultation with labor partners occurred on a regular basis. Student leaders were assembled on multiple occasions as well. All of the feedback gathered helped influence many of the difficult decisions that Waugh made throughout an unprecedented school year. For example, the multiple phases and timing of Waugh’s transition from full distance learning to hybrid was heavily influenced by feedback from all stakeholders.

Analysis of School Nutrition

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

Waugh was able to provide lunches to all students and families in need. Not many students have been enrolled in the program so participation was minimal.
### Additional Actions and Plan Requirements

#### Additional Actions to Implement the Learning Continuity Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Budgeted Funds</th>
<th>Estimated Actual Expenditures</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Overall Analysis</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Overall Analysis</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Overall Analysis</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Overall Analysis</th>
</tr>
</thead>
</table>
Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

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

Analysis and reflection on the student outcomes in the 2019-2020 LCAP and 2020-2021 LCP provides the District with an extraordinary amount of data. The data tells the story of a school district that achieves tremendous student outcomes under normal circumstances, and an ability to quickly pivot and persevere during the most unprecedented of times. Our community is proud of the achievements of Waugh students and staff, but never satisfied, and always focused on continued growth. With that in mind, the new LCAP cycle will be primarily focused on addressing student learning opportunities (not "gaps") caused or exacerbated by the pandemic. Using ELO funding, Waugh intends to develop a cutting edge Multi-Tiered System of Support with the flexibility to serve students in before/after school intervention groups. Waugh will integrate all of our intervention services into a true learning center model, which will also provide increased counseling support for students. Other areas of need identified in the data includes instructional support to students who are socially/economically disadvantaged in Math, increased proficiency for all students who qualify as English Learners, decreasing absentee rates for Hispanic and socio-economically disadvantaged students.
Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
• Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

• Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  o Continuity of Instruction,
  o Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

**Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

**Analysis of Mental Health and Social and Emotional Well-Being**

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

**Analysis of Pupil and Family Engagement and Outreach**

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

**Analysis of School Nutrition**
• Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

• In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

• Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

• Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  
  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

• Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

• Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

• Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.
### Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>2019-20 Annual Update Budgeted</th>
<th>2019-20 Annual Update Actual</th>
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</thead>
<tbody>
<tr>
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<tr>
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<tr>
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<td>Supplemental</td>
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<tr>
<td>Title I</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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<thead>
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<tr>
<td>7000-7439: Other Outgo</td>
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<td>56,810.00</td>
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<tr>
<td></td>
<td>28,851.00</td>
<td>21,019.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th>Object Type</th>
<th>Funding Source</th>
<th>2019-20 Annual Update Budgeted</th>
<th>2019-20 Annual Update Actual</th>
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<tbody>
<tr>
<td>All Expenditure Types</td>
<td>All Funding Sources</td>
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<td>6,318,561.00</td>
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<tr>
<td>Base</td>
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<td>85,355.00</td>
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<td>Other</td>
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<td>1,002,168.00</td>
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<td>Supplemental</td>
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<td>Title I</td>
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<td>29,838.00</td>
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<td>4000-4999: Books And Supplies</td>
<td>LCFF Supplemental and Concentration</td>
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<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>201,274.00</td>
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<td>7000-7439: Other Outgo</td>
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<td>69,389.00</td>
<td>56,810.00</td>
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<td>21,019.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
<table>
<thead>
<tr>
<th>Goal</th>
<th>2019-20 Annual Update Budgeted</th>
<th>2019-20 Annual Update Actual</th>
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<tbody>
<tr>
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<td>Goal 2</td>
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<td>Goal 3</td>
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<td>Goal 4</td>
<td>819,698.00</td>
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<td>Goal 5</td>
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* Totals based on expenditure amounts in goal and annual update sections.
# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Expenditure Summary

<table>
<thead>
<tr>
<th>Offering/Program</th>
<th>2020-21 Budgeted</th>
<th>2020-21 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Instructional Offerings</td>
<td>$25,912.00</td>
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<tr>
<td>Distance Learning Program</td>
<td>$185,075.00</td>
<td>$246,218.00</td>
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<tr>
<td>Pupil Learning Loss</td>
<td>$109,890.00</td>
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<tr>
<td>Additional Actions and Plan Requirements</td>
<td></td>
<td></td>
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<tr>
<td>All Expenditures in Learning Continuity and Attendance Plan</td>
<td>$320,877.00</td>
<td>$393,078.00</td>
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</table>

## Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)

<table>
<thead>
<tr>
<th>Offering/Program</th>
<th>2020-21 Budgeted</th>
<th>2020-21 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Instructional Offerings</td>
<td>$17,802.00</td>
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<tr>
<td>Distance Learning Program</td>
<td>$59,473.00</td>
<td>$74,227.00</td>
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<td>Pupil Learning Loss</td>
<td>$25,000.00</td>
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<tr>
<td>Additional Actions and Plan Requirements</td>
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<tr>
<td>All Expenditures in Learning Continuity and Attendance Plan</td>
<td>$102,275.00</td>
<td>$128,854.00</td>
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</table>

## Expenditures by Offering/Program (Contributing to Increased/Improved requirement)

<table>
<thead>
<tr>
<th>Offering/Program</th>
<th>2020-21 Budgeted</th>
<th>2020-21 Actual</th>
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</thead>
<tbody>
<tr>
<td>In-Person Instructional Offerings</td>
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<td>Pupil Learning Loss</td>
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<td>Additional Actions and Plan Requirements</td>
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<td>All Expenditures in Learning Continuity and Attendance Plan</td>
<td>$218,602.00</td>
<td>$264,224.00</td>
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</table>
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waugh Elementary School District</td>
<td>Mike Gardner</td>
<td><a href="mailto:mgardner@waughsd.org">mgardner@waughsd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(707) 765-3331</td>
</tr>
</tbody>
</table>

Plan Summary [2021-22]

General Information

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

Waugh Elementary School District (WSD) is a premier district in beautiful Sonoma County. The district is on the east side of the city of Petaluma and includes both small city and rural areas. The surrounding countryside includes vineyard-lined hillsides, elite equestrian ranches, dairies, and farms. Waugh School District grew from fifty students to almost one thousand students in less than twenty-five years. Students in the area were educated at the old Waugh School for more than one hundred years. The 1990’s saw chicken farms and dairies in northeast Petaluma converted to large tracts of modern homes. New homes with large numbers of students necessitated moving from out in the county to two newly built modern schools closer to town. The “new” Waugh School District has been an amazing success story.

Waugh School District has an excellent program supporting all of our students. The district of approximately 806 students operates two beautiful K-6 schools. Corona Creek School with 419 students, and Meadow School with 390 students are well-maintained, modern facilities. The student population is:

- White - 65%
- Hispanic or Latino - 20.8%
- Two or More Races - 8.9%
- Asian - 5.1%
- Filipino - 1.2%
- Not Reported - 1%
- African American - 0.9%
- Pacific Islander - 0.6%

Foster youth and students who are homeless do not comprise a significant subgroup in the District. There are 45 certificated employees and 39 classified employees.
The District has a strong standards-based curriculum and accountability system. Both school sites and the District met all California Dashboard criteria. Students have a long history of strong performance on state standardized tests and again are among the highest scoring districts in Sonoma County on the California Assessment of Student Performance and Progress. While 2019-2020 data was not available due to the suspension of standardized testing resulting from the COVID-19 Global Pandemic, prior assessment data shows Waugh School District’s exceptional scores.

Teachers and school staff members work very collaboratively between and within sites. Commonly agreed upon curriculum and instructional and remedial strategies ensure that all students receive an outstanding education. Sixth grade students from Waugh transition to Kenilworth Junior High School in the Petaluma High School District. Each school has been twice designated a California Distinguished School. Meadow School has been named a National Blue-Ribbon School two times.

The students in the District, although located at two sites, are treated as one student body termed “Waughsome Together.” One School Site Council serves both sites, as does a common Parent-Teacher Association. The District adopted a Common Core math program, Math Expressions (Houghton Mifflin-Harcourt), in 2016-17 and has recently adopted a new Common Core aligned language arts program for 2019-20, Journeys (Houghton Mifflin-Harcourt). Benchmark assessments have been developed to monitor student progress through the year, including DIBELS for reading fluency, Scholastic Reading Inventory for reading comprehension and DIBELS for math. Students receive standards-based report cards, which are generated through the student information system, Aeries.

On March 13, 2020, Waugh School District shifted rapidly to Distance Learning due to the Global COVID-19 Health Pandemic. The Waugh School District was able to pivot with excellence thanks to the commitment to quality instruction and social-emotional support from all students, staff, and families. All students were able to access high-quality Daily Live Interaction, meeting instructional minute requirements. Students continued to be provided intervention support, extension activities, enrichment, and connection to their teachers/peers. In October 2020, our special education program was the first in Sonoma County to open its doors for in person instruction for the most vulnerable students in our school community. There was transparent communication and engagement with all stakeholder groups while navigating reopening and safety plans. Waugh was one of the few schools to successfully open its doors to all students for a large portion of the day with safety mitigation in place. During one of the most challenging times in educational history, Waugh soared in maintaining safety for students and staff while providing a high quality program for all students in our district. The Waugh School District has qualified for the Extended Learning Opportunities grant. The District plans to run a summer school program to provide additional learning opportunities for students whose learning and social emotional needs have been caused/exacerbated by the COVID-19 Global Pandemic. Furthermore, the district will be using the grant funds to implement a robust MTSS intervention program to address pandemic related learning loss.

Waugh has furthered its ease and access for parent communication through the adoption of ParentSquare, a modern family and community engagement platform. ParentSquare is a platform for all district/school-to-home communication including classroom messaging, urgent alerts, forms, signups, attendance, grades, payments and more. District/schools gain oversight and ensure student privacy and data security are maintained. Parents have an easier, consistent way to connect with everyone at school and support their student's progress. ParentSquare has also allowed for a convenient and seamless COVID-19 Screening for all students and staff prior to entering campus.
The District benefits from a long history of outstanding support from its parents and the broader community. The Waugh Invests in Student Excellence (WISE) Foundation gifts the District in excess of $100,000 a year to support music, technology and library services. The PTA serves both sites and is extremely active and supportive. A Community Facilities District (CFD) (Mello-Roos) within Waugh School District boundaries enabled the District to build Meadow and Corona Creek Schools. Those within the CFD continue through their annual taxes to retire the debt through 2025. The District formed a School Facilities Improvement District (SFID) and passed a local GO Bond, Measure X in November 2016.

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

Performance on the California School Dashboard is identified through a status system using a color scale:

Blue= "Very High,"
Green= "High"
Yellow= "Medium"
Orange= "Low"
Red= "Very Low"

The Waugh School District dashboard indicates that the District meets all state performance metrics and local indicators.

Academic performance indicators on the dashboard show "Blue" for English Language Arts (ELA), with 45.6 points above the standard and an increase of 5.8 points overall. It shows "Green" in Math, with 26.5 points above the standard and maintained .2 points overall. Furthermore, Waugh showed significant improvement by having no subgroups (students with disabilities and students who are English Language Learners) score below the green range in ELA.

Wild fires have brought significant hardship on Sonoma County including staff/families being displaced from homes and schools. Schools have been closed several times due to unhealthy air quality. The Waugh School District has installed air quality monitors on each school site to ensure that all students have a safe environment. Additionally, there has been flexibility and support for all students and families negatively impacted by the wildfires.

During the COVID-19 Pandemic the Waugh School district was able to pivot to online instruction in order to ensure continuity of students learning. All students were able to access high-quality Daily Live Interaction . Students continued to be provided intervention, support, extension activities, enrichment, and connection to their teachers/peers. Our special education program was the first in Sonoma County to open its doors for in person instruction for the most vulnerable students in our school community. Waugh maintained transparent
communication and engaged all stakeholder groups in navigating the reopening plan. Waugh was one of the few schools to successfully open its doors to all students for a large portion of the day with safety mitigation in place. At the same time, students opting for full distance learning continued to receive appropriate educational programming. During one of the most challenging times in educational history, Waugh soared in maintaining safety for students and staff while providing a high quality program for all students in our district.

The improvements made to the master schedule, with focused blocks of academic time across each grade level, supported stronger teacher collaboration which supported improved student outcomes. The changes in the service model and schedule in our MTSS/RTI program has provided increased meaningful services for students requiring English Language Development (ELD), general intervention support, and special education services for eligible students. Feedback from our LCAP Advisory Committee is favorable on the implementation of all previous goal areas.

Committee members reviewed survey data that provided feedback on four important enrichment programs. The District was awarded a grant from Petaluma Education Foundation and initial steps were taken toward becoming a "No Place For Hate" District. The program was put on hold due to school closures resulting from the COVID-19 Global Pandemic. Anti-bias work will be enthusiastically restarted in the 2021-2022 school year to make our campuses as inclusive as possible.

**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.

While we have a number of groups that scored in the green range we also have student groups that demonstrated growth but did not quite reach "Green" or "Blue." Several groups that scored in the "Yellow" range, and few in the "Orange, which signifies our greatest needs.

**Mathematics:** Analysis of the dashboard data indicates that we have a priority need in the area of mathematics for Socioeconomically Disadvantaged students who scored in the "Yellow" range.

**English Language Learners:** Analysis of the dashboard indicates that there is a significant priority with 49.2% of designated EL students are making progress toward English proficiency.

**Absenteeism:** Analysis of the dashboard indicates that there is a significant priority in the area of Chronic Absenteeism for Hispanic and Socioeconomically Disadvantaged students who scored in the "Orange" range. Additionally, a priority has been identified in the area of Chronic Absenteeism for students with 2 or more races who scored in the "Yellow" range.

**Suspension Rates:** Analysis of the dashboard indicates that we have a priority in the area of suspension rates for White, Socioeconomically Disadvantaged, and Hispanic students who scored in the "Orange" range.
**LCAP Highlights**
A brief overview of the LCAP, including any key features that should be emphasized.

Through a process that included review of the district mission and values and gathering stakeholder input, five primary focus goals were identified for this three-year plan:

**Goal 1:** All students will reach full academic potential through standards-aligned instruction in order to acquire the knowledge and skills necessary to continue their education and be a contributing members of society.

**Goal 2:** Maintain parent/community engagement and involvement through effective two-way communication and opportunities for engagement.

**Goal 3:** Implement instructional programs and intervention services to improve the performance of all represented student groups (i.e. English Learners, Socioeconomically disadvantaged, and Students with Disabilities).

**Goal 4:** Maintain a campus with physical safety and social-emotional wellness.

**Goal 5:** Teachers will use technology as a tool to facilitate deeper student learning. Students will have access to fully functioning and updated hardware, software and applications.

Waugh School District LCAP is designed to meet the needs of all students, with thoughtful consideration given to how to support students who fall into the student sub-group populations. The plan follows the Board's vision that WSD is a district that provides a safe environment in which all students are given the skills, opportunity, and encouragement to prepare for a successful future as critical and creative thinkers, productive citizens, and lifelong learners. Actions and services are described in each of the five goal areas.

---

**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.

No Schools have been identified for CSI.

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

No Schools have been identified for CSI.
Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No Schools have been identified for CSI.
Stakeholder Engagement

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

The Waugh School District believes that input and feedback from stakeholders is important in order to identify District goals and a strategic plan for meeting those goals. The District used a variety of surveys and meetings to involve stakeholders in the LCAP process including the review of goals, analysis of data and discussion about actions and services.

Staff Survey- 6/11/20, 1/12/2021, 1/27/2021, 4/13/21
Waugh Reopening Committee Meeting with Family Stakeholders- 7/2/2020, 2/27/2021
Student Leader Meeting- 5/20/21
Stakeholder Group Meetings- 7/2/20, 1/19/21, 1/25/21, 2/27/21, 3/8/21, 5/17/21
Consultation With Sonoma County SELPA- 4/9/21 & 4/30/21
English Learner Advisory Counsel- 5/24/21 & 6/7/21
Community and Stakeholder Feedback (email, phone calls, social media communication)- ongoing
Consultation With Labor Partners and Parent organizations to ensure all concerns are brought up without fear of reprisal. - Ongoing
A District E-mail address has been created for parent, teacher, and community members to bring up concerns without fear of reprisal. - Ongoing

A summary of the feedback provided by specific stakeholder groups.

In order to provide stakeholders with more opportunities to provide feedback/input on the LCAP, the district facilitated direct input in the form of emails, stakeholder group meetings (in English and Spanish) for each goal and action/service. Stakeholders were able to suggest any modifications, ask clarifying questions, add critiques, etc. to planned actions/services via email and discussion groups. The district cabinet reviewed all of the input from the stakeholder meetings and integrated each of them, into the document. Many of the suggestions edits were included in the revised LCAP, including the creation of a healthy, safe, and inclusive focus goal as well as a focus goal on pandemic learning loss. Stakeholders were especially concerned about student academic and social-emotional health due to the pandemic. Other stakeholder input was able to be included in the district's Expanded Learning Opportunities grant and is not specified in the LCAP, but some of these influences include adding more social-emotional counseling, academic counselors for elementary students, elementary intervention specialists, and more.
A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input confirmed that the six goals identified in 2018-2021 will be revised to 5 LCAP goals for the 2021-2024 cycle:

Goal 1: All students will reach full academic potential through standards-aligned instruction in order to acquire the knowledge and skills necessary to continue their education and be a contributing members of society.
Goal 2: Maintain parent/community engagement and involvement through effective two-way communication and opportunities for engagement.
Goal 3: Implement instructional programs and intervention services to improve the performance of all represented student groups (i.e., English Learners, Socioeconomically disadvantaged, and Students with Disabilities).
Goal 4: Maintain a campus with physical safety and social-emotional wellness.
Goal 5: Teachers will use technology as a tool to facilitate deeper student learning. Students will have access to fully functioning and updated hardware, software, and applications.

Discussions and feedback identified a strong interest in maintaining actions and services for students. The community/stakeholders discussed this interest in the context of budget considerations that became more significant, including a decline in enrollment and the significant impact of the PERS/STRS contributions, as is reflected in the Multi-year projection. Furthermore, the groups advised and considered the Extended Learning Opportunity (ELO) grant to determine best uses for mitigating learning loss caused or exacerbated by the COVID-19 pandemic. Stakeholder groups looked at mid-year, year-end, and other data to measure student growth and to determine what revisions to actions/services might be needed. Stakeholders incorporated the new State Dashboard data into their analysis. The Advisory Committee recommended maintaining the consolidation of the plan to make it more "readable." They felt that the six goals were well stated and should continue. They felt that any revisions to the actions should be described succinctly. They strongly supported the implementation Anti-Bias training, learning loss mitigation, and mental health support.

A survey was distributed inviting community feedback using Survey-Monkey. Input was collected from over 266 stakeholders, synthesized, and shared. From this input, only few actions were refined. The committee greatly appreciated the work of the WISE Foundation and the donations they provide for the enrichment programs. Goals, metrics, and actions were all included in the document for stakeholders to view and offer input for revision. The Chief Business Official began to allocate the budgeted cost for each action item. The Advisory committee reviewed these initial projections. ELAC and the Parent Advisory Committee were given the opportunity to ask questions. Though the Superintendent was prepared to respond to any questions in writing, no questions surfaced at this time. A Public Hearing about the LCAP was held. The public was given the opportunity to ask questions about the document. Any questions from ELAC, the Parent Advisory Committee, and the community will be documented and addressed in writing. The LCAP was adopted. It will be posted on the District's website, and filed with the County Office of Education, as mandated by the state.
### Goals and Actions

#### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students will reach full academic potential through standards-aligned instruction in order to acquire the knowledge and skills necessary to continue their education and be a contributing members of society.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Waugh School District believes in excellence for all children in our community. Both school sites within the District met all California Dashboard criteria in prior years. Students have a long history of strong performance on state standardized tests and again are among the highest scoring districts in Sonoma County on the California Assessment of Student Performance and Progress. Sixth grade students from Waugh generally transition to Kenilworth Junior High School in Petaluma City Schools. Through that transition process we see Waugh students continue in their progression as academic and social leaders in our community.

#### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP ELA Data-% of Students</td>
<td>Baseline data from 2018-2019 due to COVID-19 global pandemic.</td>
<td></td>
<td></td>
<td></td>
<td>Maintain for year 1 with a 1% increase in the following 2 years for all Smarter Balanced assessments (ELA/Math)</td>
</tr>
<tr>
<td>Meeting or Exceeding Standards</td>
<td>Smarter Balanced Assessment Math in 2018/2019= 64.04% ELA in 2018/2019= 72.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAASPP Math Data-% of Students</td>
<td>Baseline data from 2018-2019 due to COVID-19 global pandemic.</td>
<td></td>
<td></td>
<td></td>
<td>Maintain for year 1 with a 1% increase in the following 2 years for all Smarter Balanced assessments (Math)</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>Smarter Balanced Assessment</td>
<td>Smarter Balanced Assessment Math in 2018/2019 = 64.04% ELA in 2018/2019 = 72.5%</td>
<td></td>
<td></td>
<td></td>
<td>assessments (ELA/Math)</td>
</tr>
<tr>
<td>All students have access to instructional materials and curriculum</td>
<td>Textbook sufficiency: Textbook sufficiency remains at 100%, and was reported as such at a Public Hearing at a meeting of the Waugh Board of Education. Common Core Standards: Teachers indicated 100% implementation of the math curriculum and ELA curriculum</td>
<td></td>
<td></td>
<td></td>
<td>Maintain 100% textbook sufficiency. Maintain 100% implementation of the math and ELA common core curriculum.</td>
</tr>
<tr>
<td>All teachers must be highly qualified</td>
<td>Teacher Assignment: 100% of classroom teachers were appropriately assigned were reported as such in the School Accountability Report Card.</td>
<td></td>
<td></td>
<td></td>
<td>Maintain 100% of staff highly qualified and appropriately assigned.</td>
</tr>
<tr>
<td>DIBELS Reading and Math Data</td>
<td>DIBELS Reading 83% of all students are in strategic or core support for reading.</td>
<td></td>
<td></td>
<td></td>
<td>DIBELS ELA: 85% of all students are in strategic or core support for reading.</td>
</tr>
<tr>
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</tr>
<tr>
<td>DIBELS Math</td>
<td>91% of all students are in strategic or core support for math.</td>
<td></td>
<td></td>
<td></td>
<td>DIBELS Math: 92% of all students are in strategic or core support for math.</td>
</tr>
<tr>
<td>District Writing Assessment</td>
<td>Due to the pandemic, the last end of year writing assessment data was Spring of 2019: Kindergarten: 85% proficient First Grade: 9% proficient Second Grade: 16% proficient Third Grade: 48% proficient Fourth Grade: 62% proficient Fifth Grade: 41% proficient Sixth Grade: 47% proficient</td>
<td></td>
<td></td>
<td></td>
<td>The proficiency in each grade level will increase by 5% over 3 years on the end of year assessments.</td>
</tr>
<tr>
<td>Implementation of all appropriate grade level subject matter standards for English Language Arts, English Language Development, Mathematics, Social</td>
<td>Currently all standards are being implemented with fidelity.</td>
<td></td>
<td></td>
<td></td>
<td>Continued implementation of all appropriate grade level standards.</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>Sciences, Science, and Physical Education.</td>
<td></td>
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</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
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<th>Total Funds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment of Student Learning to Drive Instruction</td>
<td>Ongoing subscription to DIBELS and other formative assessments.</td>
<td>$2,400.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Intervention Services/Learning Loss Mitigation</td>
<td>Continued implementation of intervention (MTSS) teacher to support students falling below grade level standards.</td>
<td>$178,755.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Implementation of BTSA/Mentor Teacher For New Staff</td>
<td>Waugh expects to hire several teachers and mentorship, specifically in the area of addressing students with significant needs, will be essential to their professional development.</td>
<td>$6,860.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Continued Assemblage of Leadership Team</td>
<td>Leadership is a team of teachers and administrators that represent each grade level and sub group to ensure that there is shared decision making and input from subgroups on decisions within the school.</td>
<td>$6,100.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Teacher Collaboration</td>
<td>Release time for teacher on collaboration, planning, assessment scoring, and problem solving.</td>
<td>$1,551.00</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Highly Qualified Educators</td>
<td>Waugh will ensure that all teachers are highly qualified to teach the student body.</td>
<td>$5,594,678.00</td>
<td>No</td>
</tr>
</tbody>
</table>
Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

Action # Title
7 English Language Development Teacher

Description
One full time ELD teacher to work with academic and language development of students who are not native English Speakers.

Contributing
Yes

Total Funds
$37,964.00
# Goals and Actions

## Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Maintain parent/community engagement and involvement through effective two-way communication and opportunities for engagement.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Waugh School District believes in excellence for all children. Research shows that an effective partnership and engagement between all stakeholder groups (parents, teachers, staff, students, community members) is a core predictor to student success and a healthy school climate. Partnerships are forms through a two-way communication process and opportunities for community members to be involved.

## Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Effective School-Home Communication</td>
<td>According to recent survey data, over 90% of families feel that there is effective two-way communication.</td>
<td></td>
<td></td>
<td></td>
<td>Survey data will continue to demonstrate effective two-way communication between school and home by maintaining at least 90% approval.</td>
</tr>
<tr>
<td>WISE donor data</td>
<td>During the 2019/2020 school year WISE raised close to $80,000</td>
<td></td>
<td></td>
<td></td>
<td>Maintain or increase WISE fundraising.</td>
</tr>
<tr>
<td>Parent Participation in District Events</td>
<td>No data available.</td>
<td></td>
<td></td>
<td></td>
<td>Parent participation that shows all represented groups (i.e. sped, socioeconomically disadvantaged,</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>Volunteer data</td>
<td>Teachers report that over 95% of parents attend back to school night, 60-65% are regular school volunteers in some capacity</td>
<td></td>
<td></td>
<td></td>
<td>Maintain or increase 95% attendance at parent/family events</td>
</tr>
<tr>
<td>PTA Membership.</td>
<td>Current PTA membership is 68 families.</td>
<td></td>
<td></td>
<td></td>
<td>Increased PTA membership by 3%</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Communication</td>
<td>Continue effective school communication through ongoing ParentSquare subscription.</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Social Media</td>
<td>Expand and/or refine use of traditional and social media formats.</td>
<td>$3,383.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>EL Liaison</td>
<td>EL Liaison will continue to contact parents of EL students to invite them meetings and events as well as to provide instructional support the ELD teacher.</td>
<td>$26,682.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Parent Education</td>
<td>Continue to offer parent education and increase participation in parent education events.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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</tr>
<tr>
<td>5</td>
<td>Non-Cost Related Activities</td>
<td>Option of non-cost related activities for all families to be involved.</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Community Engagement Survey.</td>
<td>The District will issue a survey on an annual basis to measure community engagement, with the capacity to disaggregate the data as much as possible to consider different student demographics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

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

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

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A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
**Goals and Actions**

### Goal

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<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Implement instructional programs and intervention services to improve the performance of all represented student groups (i.e., English Learners, Socioeconomically Disadvantaged, and Students with Disabilities).</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

California Dashboard data suggests that some subgroups are not performing at the highest levels. Waugh believes that every student deserves to achieve to their highest potential.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
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<th>Desired Outcome for 2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Dashboard Data</td>
<td>Mathematics: Analysis of Dashboard data indicates that we have a priority need in the area of mathematics for Socioeconomically Disadvantaged students who scored in the yellow range. The most available data indicates that 39.51% of Socioeconomically Disadvantaged students met or exceeded grade level standards in math.</td>
<td></td>
<td></td>
<td></td>
<td>Mathematics: Socioeconomically disadvantaged students testing at or above grade level will increase by 9%.</td>
</tr>
<tr>
<td>ELPAC Scores</td>
<td>English Language Learners: Analysis of</td>
<td></td>
<td></td>
<td></td>
<td>English Language Learners: To increase</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>Special Education Performance Data</td>
<td>No Available Data</td>
<td></td>
<td></td>
<td></td>
<td>DIBELS, CORE, LEXILE and District writing assessment for all subgroups to be commensurate with each other.</td>
</tr>
<tr>
<td>CASSPP Data</td>
<td>ENGLISH LANGUAGE ARTS: Smarter Balanced Assessment ELA in 2017/2018 = 72.32 ELA in 2018/2019 = 72.5 (Students Meeting or Exceeding Standards)</td>
<td></td>
<td></td>
<td></td>
<td>In both Math and ELA, data will maintain for 1 year and increase by 1% for each of the final two years.</td>
</tr>
</tbody>
</table>

Dashboard indicates that we have a significant priority in that 49.2% of designated EL students are making progress toward English proficiency.
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>EL Students Redesignated Fluent English Proficient</td>
<td>During the 2020-2021 School Year 14.9% of EL students were redesignated.</td>
<td></td>
<td></td>
<td></td>
<td>18% of students will be redesignated as Fluent English Proficient.</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>Chronic Absenteeism: Analysis of Dashboard indicates that we have a significant priority in the area of: Hispanic Students: 6.2% Socioeconomically Disadvantaged Students: 10.1%</td>
<td></td>
<td></td>
<td></td>
<td>Chronic Absenteeism: Reduce Chronic Absentee Rates to 3% for Hispanic Students, and 5% for Socioeconomically Disadvantaged Students.</td>
</tr>
<tr>
<td>Suspension Rates</td>
<td>Suspension Rates: 0.8% of Waugh students were suspended at least once in the most recent dashboard indicator.</td>
<td></td>
<td></td>
<td></td>
<td>Suspension Rates: Waugh will maintain a suspension rate of less than 1.0%.</td>
</tr>
<tr>
<td>Attendance Rates</td>
<td>During the 2019/2020 school year, Waugh's attendance rate was 98%.</td>
<td></td>
<td></td>
<td></td>
<td>Attendance Rate: Waugh will maintain an attendance rate of 96% or higher.</td>
</tr>
</tbody>
</table>

### Actions

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Intervention Services For Learning Loss</td>
<td>Intervention teacher (for the 2021-2022 school year 2 full time to mitigate COVID-19 learning loss). After 1st year continue with 1 district wide intervention (MTSS) teacher.</td>
<td>$186,188.00</td>
<td>Yes</td>
</tr>
<tr>
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</tr>
<tr>
<td>2</td>
<td>English Language Learner Support</td>
<td>Consider the expansion of English Language Development services for both integrated and designated services. Costs included with Goal 1, action 7.</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Intervention Integration</td>
<td>Integrate all intervention efforts from site specific to district wide to ensure district equity and efficacy.</td>
<td>$14,509.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Student Assessment</td>
<td>The use of summative and formative assessments to target intervention services to students.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Professional Development to Improve Intervention Services</td>
<td>Provide professional development for intervention and general education teachers to support differentiation and professional learning.</td>
<td>$64,977.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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## Goals and Actions

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<tbody>
<tr>
<td>4</td>
<td>Maintain two campuses with physical safety and social-emotional wellness.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Social emotional wellness and physical safety are critical foundations for student learning. Furthermore, parent and staff survey results indicate a high priority for social emotional wellness after the stresses of the global pandemic and traumatic wildfires.

### Measuring and Reporting Results

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</thead>
<tbody>
<tr>
<td>Parent Surveys</td>
<td>The Joint School Site Council/LCAP Advisory Committee developed and administered a parent involvement survey. Survey Distributed in May 2021: There were 242 parent responses, an estimated 42% response from district families. 96% of family maintain that Waugh district children enjoy a positive, safe, secure and healthy learning environment.</td>
<td></td>
<td></td>
<td></td>
<td>Survey to have an over 50% response rate that indicates that over 95% of families feel Waugh is a positive, safe, secure and healthy learning environment.</td>
</tr>
<tr>
<td>Student Feedback</td>
<td>An LCAP student meeting was held on</td>
<td></td>
<td></td>
<td></td>
<td>Student survey data to report that at least</td>
</tr>
<tr>
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</tr>
<tr>
<td>Teacher Survey</td>
<td>According to a recent survey of Waugh teachers, 100% of respondents agree that &quot;children enjoy a positive, safe, and secure learning environment.&quot;</td>
<td></td>
<td></td>
<td></td>
<td>Teacher survey data will maintain with at least 95% of respondents agreeing that &quot;children enjoy a positive, safe, and secure learning environment.&quot;</td>
</tr>
<tr>
<td>Behavior Data</td>
<td>The Waugh School District maintained a 0.9% suspension rate for the 19/20 school year. The Waugh School District maintained a 0% expulsion rate as measured by student information system.</td>
<td></td>
<td></td>
<td></td>
<td>The Waugh School District suspension rate to maintain below 1% annually. The Waugh School District to maintain a 0% expulsion rate as measured by Aeries.</td>
</tr>
<tr>
<td>California Healthy Kids Survey Data</td>
<td>According to the California Healthy Kids Survey (19-20) 76% report an adult cares about them at school, 91% report</td>
<td></td>
<td></td>
<td></td>
<td>The percentage of students that report feeling safe at school most or all of the time on the CHKS to increase 1% annually.</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>they feel safe at school, and the 19-20 CHKS survey does not have a category for feel treated with respect. The percentage of students that report feeling safe at school most or all of the time on the CHKS increased to 91%.</td>
<td></td>
<td></td>
<td></td>
<td>According to the California Healthy Kids Survey to increase to at least 80% reporting an adult cares about them at school, maintaining over 90% reporting they feel safe at school.</td>
</tr>
<tr>
<td>FIT Data</td>
<td>Using the Facility Inspection Tool (FIT), all facilities in the District received a rating of “good”.</td>
<td></td>
<td></td>
<td></td>
<td>Using the Facility Inspection Tool (FIT), all facilities in the District will continue to receive a rating of “good”.</td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Safe Campuses</td>
<td>The District will employ maintenance and custodial staff to promote safe and hygienic campuses.</td>
<td>$342,187.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Behavioral Intervention Supports and Services</td>
<td>The District will continue with implementation of Positive Behavioral Interventions and Supports (PBIS) implementation at both sites.</td>
<td>$1,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>School Counseling Services</td>
<td>Students will have access to counseling and social skills development.</td>
<td>$14,580.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
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</tr>
<tr>
<td>---------</td>
<td>------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4</td>
<td>Intervention Services</td>
<td>The District will continue to provide the support of intervention staff (counselor, psychologist, special education staff etc) to address student needs.</td>
<td>$14,509.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Social Emotional Learning</td>
<td>The District will continue to implement adopted Social Emotional Learning curriculum.</td>
<td>$25,000.00</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Equity and Anti-Bias Work</td>
<td>The District will work with outside providers to bring training and awareness to all students and staff on the importance of promoting equity for all underrepresented subgroups, including but not limited to race, gender identity, sexual orientation, and individuals with disabilities.</td>
<td>$5,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Teachers will use technology as a tool to facilitate deeper student learning. Students will have access to fully functioning and updated hardware, software and applications.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Technology is an essential 21st century skill for teaching and learning. In our current world, competence in technology is essential for success and access. Furthermore, expanding the platforms in which students can learn increases access to reach more learners.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware accessibility</td>
<td>Waugh school district is close to 1-1 device per student. Student devices are fully functioning up to date.</td>
<td></td>
<td></td>
<td>Increase to a full 1-1 device to student ratio for all students on both campuses. Fully functioning and up to date hardware, software, and applications for all students and staff.</td>
</tr>
<tr>
<td>Tech support staff</td>
<td>1 IT specialist on staff.</td>
<td></td>
<td></td>
<td>Continued IT support for both school sites. Implementation of a ticket system for all tech needs to ensure follow through and prioritization.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>STEM/STEAM Opportunities for students</td>
<td>STEM/STEAM Fridays were regularly scheduled prior to the pandemic for grades 4-6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet safety training for students</td>
<td>No training planned for upcoming years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home/school tech support</td>
<td>No formal process for home/school tech support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>No planned staff development for technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information Technology Support</td>
<td>The District will provide a full-time IT Specialist to ensure technology infrastructure, including educational hardware and software applications, are operating smoothly.</td>
<td>$99,522.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Hardware and Software Maintenance</td>
<td>The District will maintain updated hardware and software for student learning. Costs included in Action 1.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>High Quality STEAM Instruction</td>
<td>The District will provide students with engaging STEAM opportunities that address Next Generation Science Standards.</td>
<td>$12,290.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4</td>
<td>Online Student Safety</td>
<td>Internet safety instruction will be provided to students using Common Sense curriculum. Costs included in Action 1.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Ticketing Support System</td>
<td>The District will implement a ticketing system to streamline technology support requests from staff, students, and families.</td>
<td>$1,100.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Educational Technology Staff Development</td>
<td>The District will provide continued staff development in educational technology. Costs included in Action 1.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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

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

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

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

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

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

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

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**
# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.66%</td>
<td>257,581</td>
</tr>
</tbody>
</table>

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

## Required Descriptions

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

The Waugh School District is proposing a number of district wide actions that will be of benefit to all students. However, a significant number of these actions were taken after first considering the needs of foster youth, English learners, and low income students. Listed below are those specific actions and a summary of how these actions will be effective in meeting the goals for these students.

**Goal 1, Action 2:** Intervention Services/Learning Loss Mitigation (Continued implementation of intervention (MTSS) teacher to support students falling below grade level standards.) The enhanced intervention services are intended to support all students who are functioning below grade level, but foster youth, English learners, and low income students will be prioritized for placement in the program. The program will help narrow the identified gaps that exist in our performance data including Mathematics for Socioeconomically Disadvantaged Students.

**Goal 1, Action 3:** Implementation of BTSA/Mentor Teacher For New Staff (Waugh expects to hire several teachers and mentorship, specifically in the area of addressing students with significant needs, will be essential to their professional development.) The training of new certificated staff will include aspects that address differentiation and cultural competence. The needs of our foster youth, English learners, and low income students were considered in recommending this action with the goal of closing identified gaps.

**Goal 2, Action 1:** School Communication (Continue effective school communication through ongoing ParentSquare subscription.) The ParentSquare application is intended for district wide use but it plays a crucial role in better engaging our families that do not speak/read/write fluent English. The program automatically translates important school information into a wide range of other languages which increases the participation level of all parents and guardians, particularly those who have historically experienced communication challenges in school settings. Progress toward this action will be measured through survey data.
Goal 2, Action 3: EL Liaison (EL Liaison will continue to contact parents of EL students to invite them to meetings and events as well as to provide instructional support to the ELD Teacher.) The EL liaison will further strengthen the communication between families that do not speak/read/write fluent English with district staff. We believe that this enhanced communication will further support parent participation. Progress toward this action will be measured through survey data.

Goal 3, Actions 1 & 3: Intervention Services For Learning Loss (Intervention teacher (for the 2021-2022 school year 2 full time to mitigate COVID-19 learning loss). After 1st year continue with 1 district wide intervention (MTSS) teacher.) The enhanced intervention services are intended to support all students who are functioning below grade level, but foster youth, English learners, and low income students will be prioritized for placement in the program. The program will help narrow the identified gaps that exist in our performance data including Mathematics for Socioeconomically Disadvantaged Students.

Goal 4, Action 2: Behavioral Intervention Services (The District will continue with implementation of Positive Behavioral Interventions and Supports (PBIS) implementation at both sites.) PBIS is beneficial to all students, but will help address identified needs in the area of chronic absenteeism for Hispanic students and Socioeconomically Disadvantaged students, which are areas of identified need. Additionally, the suspension rates for both groups was also identified as a need. The PBIS committee will focus on the needs of these groups when planning schoolwide and more targeted behavioral supports.

Goal 4, Action 3: School Counseling Services (Students will have access to counseling and social skills development.) We believe that social/emotional concerns resulting from the pandemic will impact all students to varying degrees, but we anticipate that foster youth, English learners, and low income students will have disproportionate needs that the District will address through enhanced counseling services. The services will address gaps identified in the areas of mathematics, chronic absenteeism, and suspension rates.

Goal 4, Action 4: Intervention Services (The District will continue to provide the support of intervention staff (counselor, psychologist, special education staff etc) to address student needs.) The enhanced intervention services are intended to support all students who are functioning below grade level, but foster youth, English learners, and low income students will be prioritized for placement in the program. The program will help narrow the identified gaps that exist in our performance data including Mathematics for Socioeconomically Disadvantaged Students.

Goal 4, Action 5: Equity and Anti-Bias Work (The District will work with outside providers to bring training and awareness to all students and staff on the importance of promoting equity for all underrepresented subgroups, including but not limited to race, gender identity, sexual orientation, and individuals with disabilities.) The needs of our most vulnerable student and family groups were carefully considered before recommending this action. We believe that this important equity work will create a more inclusive school environment that will yield measurable outcomes for all historically underserved student populations in all academic and behavioral areas.

Goal 5, Action 5: Ticketing Support System (The District will implement a ticketing system to streamline technology support requests from staff, students, and families.) A key factor in the recommendation of this action was the prioritization of foster youth, English learners, and low income students in addressing technology issues that arise in the home setting. Consistent access to functioning technology will address academic outcomes for these students.
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the aforementioned actions that are being implemented district-wide with a particular focus on foster youth, English learners, and low income students, the following additional action is recommended to specifically address the needs of English learners:

Goal 1, Action 7: English Language Development Teacher (One full time ELD teacher to work with academic and language development of students who are not native English speakers). This action is intended to increase the percentage of Waugh students being reclassified per the LCAP goal.

Collectively, these various, targeted actions represent Waugh's commitment to increase and/or improve services to all foster youth, English learners, and low income students. An apportionment of 257,581 will be expended in support of this critical work.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>All</td>
<td>Assessment of Student Learning to Drive Instruction</td>
<td>$6,322,752.00</td>
<td>$234,168.00</td>
<td>$2,400.00</td>
<td>$134,915.00</td>
<td>$6,694,235.00</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>English Learners</td>
<td>Intervention Services/Learning Loss Mitigation</td>
<td>$150,290.00</td>
<td>$28,465.00</td>
<td>$178,755.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>English Learners</td>
<td>Implementation of BTSA/Mentor Teacher For New Staff</td>
<td>$4,460.00</td>
<td>$2,400.00</td>
<td>$6,860.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>All</td>
<td>Continued Assemblage of Leadership Team</td>
<td>$6,100.00</td>
<td>$6,100.00</td>
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<tr>
<td>1</td>
<td>5</td>
<td>All</td>
<td>Teacher Collaboration</td>
<td>$1,551.00</td>
<td>$1,551.00</td>
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<tr>
<td>1</td>
<td>6</td>
<td>All</td>
<td>Highly Qualified Educators</td>
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<td>$106,450.00</td>
<td>$5,594,678.00</td>
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<tr>
<td>1</td>
<td>7</td>
<td>English Learners</td>
<td>English Language Development Teacher</td>
<td>$87,964.00</td>
<td>$87,964.00</td>
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<tr>
<td>2</td>
<td>1</td>
<td>English Learners</td>
<td>School Communication</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>2</td>
<td>All</td>
<td>Social Media</td>
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<td>$3,383.00</td>
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</tr>
<tr>
<td>2</td>
<td>3</td>
<td>English Learners</td>
<td>EL Liaison</td>
<td>$26,682.00</td>
<td>$26,682.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>All</td>
<td>Parent Education</td>
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<td>$0.00</td>
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</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Low Income</td>
<td>Non-Cost Related Activities</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6</td>
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<td>Community Engagement Survey.</td>
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<td>$186,188.00</td>
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<tr>
<td>3</td>
<td>1</td>
<td>English Learners</td>
<td>Intervention Services For Learning Loss</td>
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<td>$186,188.00</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>English Learners</td>
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<td>$0.00</td>
<td>$0.00</td>
<td></td>
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</tbody>
</table>

Totals: $6,578,236.00 $115,999.00
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>English Learners Foster Youth Low Income</td>
<td>Intervention Integration</td>
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<td></td>
<td></td>
<td></td>
<td>$14,509.00</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>All</td>
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<td>$0.00</td>
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<tr>
<td>3</td>
<td>5</td>
<td>All</td>
<td>Professional Development to Improve Intervention Services</td>
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<td></td>
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<td>$64,977.00</td>
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<tr>
<td>4</td>
<td>1</td>
<td>All</td>
<td>Safe Campuses</td>
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<td>$342,187.00</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>English Learners Foster Youth Low Income</td>
<td>Behavioral Intervention Supports and Services</td>
<td></td>
<td>$1,000.00</td>
<td></td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>English Learners Foster Youth Low Income</td>
<td>School Counseling Services</td>
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<td>$14,580.00</td>
<td></td>
<td></td>
<td>$14,580.00</td>
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<tr>
<td>4</td>
<td>4</td>
<td>English Learners Foster Youth Low Income</td>
<td>Intervention Services</td>
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<td></td>
<td></td>
<td></td>
<td>$14,509.00</td>
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<tr>
<td>4</td>
<td>5</td>
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<td>Social Emotional Learning</td>
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</tr>
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<td>6</td>
<td>English Learners Foster Youth Low Income</td>
<td>Equity and Anti-Bias Work</td>
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<td></td>
<td>$5,000.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>All</td>
<td>Information Technology Support</td>
<td>$99,522.00</td>
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<td></td>
<td></td>
<td>$99,522.00</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>All</td>
<td>Hardware and Software Maintenance</td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>All</td>
<td>High Quality STEAM Instruction</td>
<td>$7,290.00</td>
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<td></td>
<td>$12,290.00</td>
</tr>
<tr>
<td>5</td>
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<td>Online Student Safety</td>
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<td></td>
<td></td>
<td>$0.00</td>
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<td>5</td>
<td>5</td>
<td>English Learners Foster Youth Low Income</td>
<td>Ticketing Support System</td>
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<td>All</td>
<td>Educational Technology Staff Development</td>
<td></td>
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<td></td>
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</tbody>
</table>
## Contributing Expenditures Tables

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Intervention Services/Learning Loss Mitigation</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$150,290.00</td>
<td>$178,755.00</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Implementation of BTSA/Mentor Teacher For New Staff</td>
<td>LEA-wide, Limited to Unduplicated Student Group(s)</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$4,460.00</td>
<td>$6,860.00</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>English Language Development Teacher</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$87,964.00</td>
<td>$87,964.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>School Communication</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>EL Liaison</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$26,682.00</td>
<td>$26,682.00</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Non-Cost Related Activities</td>
<td>LEA-wide</td>
<td>Low Income</td>
<td>All Schools</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Intervention Services For Learning Loss</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$186,188.00</td>
<td>$186,188.00</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>English Language Learner Support</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>3</td>
<td>3</td>
<td>Intervention Integration</td>
<td>LEA-wide</td>
<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$14,509.00</td>
<td>$14,509.00</td>
</tr>
</tbody>
</table>

**Totals by Type**

- **Total:** $309,514.00
- **Total LCFF Funds:** $542,147.00
- **LEA-wide Total:** $221,550.00
- **Limited Total:** $92,424.00
- **Schoolwide Total:** $0.00
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>Behavioral Intervention Supports and Services</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>School Counseling Services</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$14,580.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Intervention Services</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$14,509.00</td>
<td>$14,509.00</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>Equity and Anti-Bias Work</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Ticketing Support System</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$1,100.00</td>
<td>$1,100.00</td>
</tr>
</tbody>
</table>
**Annual Update Table Year 1 [2021-22]**

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

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Total Planned Expenditures</th>
<th>Total Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Totals:</th>
<th>Planned Expenditure Total</th>
<th>Estimated Actual Total</th>
</tr>
</thead>
</table>

Totals:
Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance**: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

### Focus Goal(s)

**Goal Description**: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.
Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

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

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

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

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

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

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

Complete the table as follows:
- **Metric**: Indicate how progress is being measured using a metric.

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

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

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

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

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.
Timeline for completing the "Measuring and Reporting Results" part of the Goal.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2022–23</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2023–24</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2024–25</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

2021-22 Local Control Accountability Plan for Waugh Elementary School District
Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

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

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

**Purpose**

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

**Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.
**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school
climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
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 K-5), as appropriate.

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

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

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

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

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

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

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

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