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

Budget Overview for the 2022-23 School Year

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

The text description for the above chart is as follows: The total revenue projected for Wilmar Union School District is $2,790,887.64, of which $2,176,666 is Local Control Funding Formula (LCFF), $160,653 is other state...
funds, $196,879 is local funds, and $256,689.64 is federal funds. Of the $2,176,666 in LCFF Funds, $100,283 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

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

The text description of the above chart is as follows: Wilmar Union School District plans to spend $2,808,199.64 for the 2022-23 school year. Of that amount, $1,610,501.00 is tied to actions/services in the LCAP and $1,197,698 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures outside the LCAP would include: Utilities, Phone, Garbage disposal, grounds maintenance, facility improvements, repairs, financial audit costs, legal costs, administration salaries and benefits, contracts for data processing, finance software, advertising, board and administrative dues, deferred maintenance projects, South County special education consortium costs, teacher stipends and copier leasing costs.

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

In 2022-23, Wilmar Union School District is projecting it will receive $100,283 based on the enrollment of foster youth, English learner, and low-income students. Wilmar Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wilmar Union School District plans to spend $125,908 towards meeting this requirement, as described in the LCAP.
Update on Increased or Improved Services for High Needs Students in 2021-22

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

The text description of the above chart is as follows: In 2021-22, Wilmar Union School District's LCAP budgeted $105,867 for planned actions to increase or improve services for high needs students. Wilmar Union School District actually spent $102,250 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-3,617 had the following impact on Wilmar Union School District’s ability to increase or improve services for high needs students:

A small difference from budgeted to actual expenditures of $1,893.50 attributed to the removal of before and after school intervention which was not implemented but a full-time intervention teacher was brought on-board to support struggling students during the school day.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<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>Wilmar Union School District</td>
<td>Steve Hospodar</td>
<td><a href="mailto:shospodar@wilmarusd.org">shospodar@wilmarusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent/principal</td>
<td>707-765-4340</td>
</tr>
</tbody>
</table>

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

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

As a small school district and community, Wilson staff consistently communicate with our parents/guardians and the community. Feedback from stakeholders is gathered informally and formally. Educational partners were provided opportunities to provide feedback on the use of funds through the Budget Act of 2021 in the following ways:

Notification/Awareness: Educational Partners were made aware of funds provided through the Budget Act of 2021 through weekly newsletter announcements from the superintendents/principal office (10/1/21)

Educational Partner input: Educational Partners were given an opportunity to provide input on how funds spent in the following ways...

Surveys (10/29/21)
School Site Council discussion/feedback (1/12/22)
Staff meeting discussion/feedback (10/13/21)
Public Comments at monthly school board meetings
YouthTruth Survey (1/22)

ESSER 1-$4,573.64 spent on software (Seesaw, Star math & reading, Google workspace); ESSER II-$96,612 spent public health/student safety (air purifiers, masks, drinking fountain covers, gloves, COVID training, walkies, additional nursing services), software (ESGI, star math & reading), hardware (server cabinet, tech storage cabinet); ESSER III - to be spent per board approved ESSER III plan adopted on 10-14-21 GEER 1 LLMF - $8,760 spent on additional counseling & nursing services; AB86 In-Person Instruction -spent $8,760 on COVID coordinator stipends, independent study stipend, staff time for COVID clinics; State Educator Effectiveness Block Grant - $46,963 per board approved plan adopted on 12-16-21; Expanded Learning Opportunities - to be spent per Plan board approved on May 13, 2021 (Aide time, intervention teacher, addtl counseling, assessment software, training, before & after school interventions).
A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The district does not receive the additional concentration grant add-on funding as the enrollment counts of low-income students, English learners and/or foster youth is less than 55 percent.

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

As a small school district and community, Wilson staff consistently communicate with our parents/guardians and the community. Feedback from stakeholders is gathered informally and formally.

Educational partners were provided opportunities to provide feedback on the use of funds through the Budget Act of 2021 in the following ways:

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YouthTruth Survey (1/22)
School Site Council discussion/feedback (1/12/22)
Staff meeting discussion/feedback (10/13/21)
Public Comments at monthly school board meetings

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

Facilities improvement
Outdoor dining options were expanded to accommodate the need for a safe eating environment for our students in all grade levels. In appropriate outdoor covered areas, additional tables, weather barriers (tarps) and seating are needed to ensure appropriate distancing can occur between students during rainy days. Additionally, in some areas close to parking lots, metal barriers were added to ensure student safety. To manage garbage, compost and recycling, 2 portable stations were purchased to maintain a clean discard of waste. COMPLETE

To minimize the spread of COVID-19, water fountains will remain closed until it is safe to reopen, however, water fill stations will remain open allowing students to fill their water bottles. Currently we have 1 water fill station on campus. We have a need for 2 additional fill stations on the Kindergarten and primary playground. NOT COMPLETE AT THIS TIME

Extra Duty Pay to compensate additional hours needed to manage COVID prevention, academic loss and testing
COVID-19 Screening/testing:
To combat the spread of COVID-19 within our school site, site-based COVID screening is essential for maintaining the health of our community and to minimize absences accrued due to general illness and mandatory quarantine due to COVID-19 exposure. The time impact on current staff has been significant during the times of a COVID exposure. When COVID exposure does occur, existing and trained staff are needed to test those exposed. COMPLETE

Extra Duty Pay to compensate additional hours needed to manage Independent Studies:
Due to COVID-19, managing the influx of Independent Studies issued during mandatory quarantine is essential to student learning, ADA, and Independent Study requirements. The time impact on current staff has been significant. When we have a COVID-19 exposure existing staff are needed to manage Independent Studies, this requires additional staff hours and pay. COMPLETE

Successes:
The program we had implemented to mitigate the spread of COVID-19 held up, even during the January surge. From January 3, 2022 through January 26 we had less than 7% of the positive COVID cases occur within our classrooms, 1 staff member had contracted COVID-19 on-site, minimizing classroom disruption.

Challenges:
Enormous impact on school resources. Staff is over-extended during the January surge. Absences have had a significant impact on learner and attendance revenue.

Continue with 1.0 FTE Intervention Credentialed Teacher for 22-23 and 23-24 school year.
During Distance Learning many students have experienced learning loss and need additional support to close the learning gap. Using a Credentialed Intervention Teacher, students identified in each classroom who are low academic performers will be provided additional high-quality instruction. Data informed measures will be used to ensure intentional and focused intervention. Each student in intervention will be
part of a 6-week data cycle. At the end of the 6-week data-cycle, students will be re-evaluated. Those that meet their academic goal, will be exited.

COMPLETE

Purchase STAR CBM, a curriculum-based measures of reading/math
Star CBM, assessment from Renaissance to be administered by Intervention Credentialed Teacher, will be used provide curriculum-based measures of reading for students in grades K–6 and mathematics for students in grades K–6 as a baseline measurement for the beginning of the year (Fall) and as a academic progress measurement in the Winter and Spring.

Complete

Purchase Rewards, a research-based, short-term, and specialized ELA intervention program
REWARDS, a research-based, short-term, and specialized program for students in grades 4–6 who struggle reading long, multisyllabic words and comprehending content-area text will be taught to identified students who are far below grade level standards in ELA. The explicit, systemic will be led by our teacher-led instruction, this intervention gives students skills to unlock grade-level content-area text.

COMPLETE

Systems of student monitoring
Student assessment, all students
Each Wilson School student in each grade will be assessed using Star CBM, assessment program from Renaissance, for a baseline measurement. STAR CBM will be administered by 1.0 FTE Intervention Teacher

Implemented and on going

Students in each classroom will be assessed and monitored throughout the year in between STAR CBM school-wide assessments. Assessments results will guide instruction and be shared with students and families.

Implemented and on going

Students identified as focus students (significantly below grade level standards) will be included in 6-week data cycles. Data cycle baseline student data will be measured by STAR CBM (Fall). Focus students will work with an Intervention Teacher 4 days a week at a minimum of 30 minutes each day. Student academic progress will be measured each session by means of an Exit Ticket. Additionally, Intervention Teacher will reassess focus students at the end of the 6-week data cycle using STAR CBM. Data will be shared with classroom teachers and students. Once the 6-week Data Cycle is complete, all data will be shared and discussed by classroom teachers in a staff meeting. Based on the results, students will either continue as focus students and begin another 6-week Data Cycle or be exited from the intervention program.

Implemented and on going

Wilson school assesses all students, TK – 6, three times a year. The assessment measures academic progress in ELA and math. Student academic progress from August, 2021 through January, 2022 is as follows…

All students
ELA 30 point gain
Math 36 point gain

SED
ELA 25 point gain
Math 26 point gain

EL
ELA 17 point gain
Math 26 point gain

Reflecting on the data, all sub groups have shown academic growth. The EL sub group had the lowest growth in ELA and an average growth in math. SED subgroups have shown a strong average growth in ELA and math.

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

LCAP Goal 1: All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning.

ADDITIONAL FUNDING TO SUPPORT LCAP Goals and Actions

****Educators Effectiveness Block Grant

Social Emotional Learning
  • Assemblies
Provide TK-3 and 4-6 level assemblies that provide students with challenging scenarios they may encounter and provide them with the tools/strategies to protect themselves and seek support as needed.
2 assemblies have been scheduled, 1 in February and another in April. First assembly highlights the power of “yet” and the second highlights a students ability to make a difference in the world around them

  • Inspirational/motivational signage
Signage throughout the school campus that provides hope, tools, encouragement and motivation towards a bright future
In design and research phase
**Expanded Learning Opportunities Grant Plan**

- Increased guidance counseling services
  COMPLETE

- Friendship Room
  Provide an alternative to playground activities by offering students a space to play boardgames and other mindfulness activities as an alternative to physical play
  Supervision needed
  In progress of identifying personnel and securing activities. The goal is to have this up and running by February

- Mentor/coaching for students with "at risk" behaviors
  COMPLETE

****ESSER III Expenditure Plan

Facilities improvement
- Outdoor dining options were expanded to accommodate the need for a safe eating environment for our students in all grade levels. In appropriate outdoor covered areas, additional tables, weather barriers (tarps) and seating are needed to ensure appropriate distancing can occur between students during rainy days. Additionally, in some areas close to parking lots, metal barriers were added to ensure student safety. To manage garbage, compost and recycling, 2 portable stations were purchased to maintain a clean discard of waste. COMPLETE

- To minimize the spread of COVID-19, water fountains will remain closed until it is safe to reopen, however, water fill stations will remain open allowing students to fill their water bottles. Currently we have 1 water fill station on campus.
  We have a need for 2 additional fill stations on the Kindergarten and primary playground. NOT COMPLETE AT THIS TIME

- Extra Duty Pay to compensate additional hours needed to manage COVID prevention, academic loss and testing
  COVID-19 Screening/testing:
  To combat the spread of COVID-19 within our school site, site-based COVID screening is essential for maintaining the health of our community and to minimize absences accrued due to general illness and mandatory quarantine due to COVID-19 exposure. The time impact on current staff has been significant during the times of a COVID exposure. When COVID exposure does occur, existing and trained staff are needed to test those exposed. COMPLETE

Extra Duty Pay to compensate additional hours needed to manage Independent Studies:
Due to COVID-19, managing the influx of Independent Studies issued during mandatory quarantine is essential to student learning, ADA, and Independent Study requirements. The time impact on current staff has been significant. When we have a COVID-19 exposure existing staff are needed to manage Independent Studies, this requires additional staff hours and pay.
COMPLETE
LCAP Goal 2: Students will meet or exceed grade level standards.

ADDITIONAL FUNDING TO SUPPORT LCAP Goals and Actions

****Educators Effectiveness Block Grant

Coaching and mentoring of staff
Coaching/Mentoring for Instructional Staff working directly with students
A teacher has been identified as a coach/mentor.
Preparation is underway to have 2 trainings completed by the end of the 21-22 school year

Special Education
Expand the current Special Education program's ability to support students with Individual Educational Plans through...
Assessments
Curriculum/Programs
Books
Behavior/Reinforcement
Sensory
Technology
In research phase

****ESSER III

Student needs:
- Continue with 1.0 FTE Intervention Credentialed Teacher for 22-23 and 23-24 school year.
During Distance Learning many students have experienced learning loss and need additional support to close the learning gap. Using a Credentialed Intervention Teacher, students identified in each classroom who are low academic performers will be provided additional high-quality instruction. Data informed measures will be used to ensure intentional and focused intervention. Each student in intervention will be part of a 6-week data cycle. At the end of the 6-week data-cycle, students will be re-evaluated. Those that meet their academic goal, will be exited.
COMPLETE

- Purchase STAR CBM, a curriculum-based measures of reading/math
Star CBM, assessment from Renaissance to be administered by Intervention Credentialed Teacher, will be used provide curriculum-based measures of reading for students in grades K–6 and mathematics for students in grades K–6 as a baseline measurement for the beginning of the year (Fall) and as a academic progress measurement in the Winter and Spring.
Complete
Purchase Rewards, a research-based, short-term, and specialized ELA intervention program
REWARDS, a research-based, short-term, and specialized program for students in grades 4–6 who struggle reading long, multisyllabic words and comprehending content-area text will be taught to identified students who are far below grade level standards in ELA. The explicit, systemic will be led by our teacher-led instruction, this intervention gives students skills to unlock grade-level content-area text.
COMPLETE

- Systems of student monitoring
Student assessment, all students
Each Wilson School student in each grade will be assessed using Star CBM, assessment program from Renaissance, for a baseline measurement. STAR CBM will be administered by 1.0 FTE Intervention Teacher
Implemented and on going

- Students in each classroom will be assessed and monitored throughout the year in between STAR CBM school-wide assessments. Assessments results will guide instruction and be shared with students and families.
Implemented and on going

- Students identified as focus students (significantly below grade level standards) will be included in 6-week data cycles. Data cycle baseline student data will be measured by STAR CBM (Fall). Focus students will work with an Intervention Teacher 4 days a week at a minimum of 30 minutes each day. Student academic progress will be measured each session by means of an Exit Ticket. Additionally, Intervention Teacher will reassess focus students at the end of the 6-week data cycle using STAR CBM. Data will be shared with classroom teachers and students. Once the 6-week Data Cycle is complete, all data will be shared and discussed by classroom teachers in a staff meeting. Based on the results, students will either continue as focus students and begin another 6-week Data Cycle or be exited from the intervention program.
Implemented and on going

****Expanded Learning Opportunities Grant Plan

- The purchase of assessment and progress monitoring program(s) to guide interventions and instruction (STAR Reading and Math, ESGI, IXL, Renaissance or other similar program(s)
COMPLETE

- Restorative practices training half day through SCOE $600
Payroll for classified training for half day
Certificated training will be part of PD day
NOT COMPLETE

- Before and after school academic supports in English Language Arts and Math
The purchase of supplies, curriculum, and materials for before and after school student academic supports
NOT COMPLETE

- One-on-one or small group learning supports provided by certificated and classified staff
21-22 School year, extended in ESSER III

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

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

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

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

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

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

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tr>
<td>Wilmar Union School District</td>
<td>Steve Hospodar</td>
<td><a href="mailto:shospodar@wilmarusd.org">shospodar@wilmarusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(707) 765-4340</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

General Information

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

Wilmar Union School District is a rural one-school district located west of Petaluma, California. Wilson School, the lone school in the district serves approximately 215 students from the surrounding area, which is a decline of about 10% from three years ago. Approximately one-third of the students reside in the Wilmar attendance area with approximately two-thirds of students residing beyond the district's boundaries and attend through inter-district attendance agreements. Many of the students are from long-time families of the Petaluma area and are third and fourth generation to attend Wilson. Due to the rural location most students travel to school in private vehicles with a handful who walk. The District does not provide home-to-school transportation. Approximately 8% of the student population is comprised of English Language Learners. Approximately 24% of the students are low-income. Less than 1% of the students are in foster care.

The school has a small multi purpose room, three playground structures, two large fields, a student garden, and two large parking areas. There are eleven regular education classrooms, a library, a computer lab, a child care room, and administrative offices. There are three portable classrooms that house a resource specialist room, speech and language & guidance counseling, and EL services.

The Wilson School Mission is as follows:

Wilson School empowers its students with the skills and mindset to lead happy lives and be the leaders of tomorrow. By working together, our students, staff, and families build an environment that equips all students to embrace learning, achieve their own academic success, and build up their emotional, social and physical selves. Wilson students will be ready to be key contributors to a fair and just world by being inclusive, dedicated and passionate.

Wilson has a positive school culture with a focus on academic achievement, building competence, social-emotional wellness and character development. The academic program is articulated and aligned from Transitional Kindergarten through sixth grade. Parents are an important part of the school culture and the school community. Our active PTA sponsors many community events that have become Wilson traditions.
The school gathers twice each week, once for the weekly Community Time Assembly and once for the Friday Fun Run on our school track. Students are recognized each for academic excellence, perseverance and citizenship. Wilson stakeholders work together to make the best use of our funding in order to provide the best educational experience for each student.

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

California School Dashboard data from 2021 is limited due to Covid-19 pandemic interruption of in-person learning. On the California School Dashboard, in 2019, enrollment was listed at 239 students of which 27.6% are socioeconomically disadvantaged, 9.2% are English learners, and 11.3% are students with disabilities. Foster youth are less than 1%. Currently, in 2021-22 school year, enrollment has declined to 215 of which 24% are socioeconomically disadvantaged, 8% are English learners, 1.3% are students with disabilities, and Foster youth remain at less than 1%.

Data from 2019 shows...

2018-19 ADA: 95.3%
Chronic Absenteeism: 5.2%
Suspension rate: 0%

Chronic Absenteeism declined 0.5% from the previous year. The suspension rate remained at 0%.

2018-2019 CAASPP RESULTS: Percent of students who Met & Exceeded Percentages:
English Language Arts
School-wide: 55.2%
English Learners: 56%
Socioeconomically disadvantaged: 40.3% at or above standard.
Students with disabilities: N/A

2018-2019 CAASPP RESULTS:
Mathematics Met and or Exceeded Standards:
School-wide: 38.6%
English Learners: 56%
Socioeconomically disadvantaged: 22.1% at or above standard.
Students with disabilities: N/A

Current 2021-22 data...

2021-22 ADA: 95%
Chronic Absenteeism: 7.4%
Suspension rate: 3%

CAASPP testing resumed this year, however, the results are not available at the time of writing the LCAP. Wilson School continues to measure our students' academic progress using STAR assessment (Local Indicator). The following are the 2021-2022: results

STAR Assessment: Percent of students who met or exceeded the national average.
ELA:
All
September 61%
January 77%
May. 75%

English Language Learner
September 71%
January 71%
May. 67%

Socio-Economic Disadvantaged
September 60%
January 70%
May 72%

Students with Disabilities
September 39%
January 37%
May 26%

Math: Percent of students who met or exceeded the national norm.
All
September 56%
January 79%
May. 72%
English Language Learner
September  62%
January  77%
May. 77%

Socio-Economic Disadvantaged
September  50%
January  68%
May  61%

Students with Disabilities
September  27%
January  40%
May  25%

REFLECTION:

Reflection: Environment

Through the 2022 YouthTruth survey, students highest ranking was Engagement (64%/40th percentile) and Culture (93%/61st percentile). Results indicate that most students believe their teacher wants them to do their best and students feel respected at school and the same amount of respect is shown towards teachers. Our educational partners ranked Resources and Relationships highest. Results indicate our partners feel Wilson school sets high expectations for their students and have the resources to prepare students for their future. Additionally, our educational partners highly agree that teachers and students care about each other.

Reflection: Attendance

Without AB 130, Independent Study, Wilson School's ADA would have drastically declined. However, Wilson School was able to maintain a 95% ADA for 2021-22. In 2021-22 we had a slight increase in suspensions, from 0% to 3%. Chronic absentee went up slightly in 2021-22, COVID had an impact on Wilson School's attendance.

Reflection: Academics

Our local indicators (STAR) reveal positive academic progress in all sub-groups in ELA and Math. There was a slight decline from August to May with English Language Learners in ELA and a comparable decrease in Math with our Socio-economic disadvantaged students, although both sub-groups were over 60% of students who were meeting or exceeding the national average (STAR). A concern is a decrease in the percent of Students with Disabilities who went down in both ELA and Math from September 2021 to May 2022. All other sub-groups had a
significant increase from August to May. Compared to CAASPP (2019) all sub-groups measured in STAR were significantly higher in all subgroups. Going deeper into the STAR end-of-year results combination classes had a slightly less increase in academic progress in ELA and Math. At the beginning of the school year, teachers set academic goals. In areas where goals were set and plans were developed to meet those goals had significantly higher academic progress. Additionally, most classes increased the number of students who moved into grade-level proficiency in both ELA/Math by the end of the school year.

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.

Areas of increased/decreased performance:

Comparing STAR 2021-22 (Local indicator) with CAASPP/ELCAP 2018-19, significant increases were observed in ELA and Math within all subgroups (STAR 2021-22). Of our English learners, based on 2018-19 ELCAP, 46.7% were making progress toward English language proficiency. Currently, based on STAR (Local indicator) 67% of English Language Learners students met or exceeded the national average in ELA and 77% of English Language Learners met or exceeded the national average in Math. A better comparison of growth will be made once the 2022 ELPAC data is released.

Local indicators show all significant subgroups (English learners, socioeconomically disadvantaged students, and students with disabilities) made gains in both English Language Arts and Math. Our absenteeism rate has increased from 5.2% (2018) to 7.4% (2022). This increase is directly associated with the COVID-19 pandemic, the fear generated from the pandemic and the mandatory quarantines from being exposed by or contracting COVID-19. We anticipate this number to decrease with the relaxation of some of the CDC mandates.

Identifying the need:

After the initial school-wide assessment in August 2021 (STAR), most sub-groups scored low in ELA and Math compared to 2019 CAASPP results. During distance learning many students had experienced learning loss and needed additional support to close the learning gap. Learning losses were found in all subgroups including English Language Learners, Students with Disabilities, and Foster Youth.

Addressing the need:

Full-time intervention teacher: The addition of a 1.4 FTE intervention credentialed teachers has had a direct positive impact on academic performance. Using credentialed intervention teachers, students identified in each classroom who are low academic performers based on STAR assessment were provided additional high-quality instruction. Data-informed measures were used to ensure intentional and focused intervention. Each student in intervention was part of a 6-week data cycle. At the end of the 6-week data-cycle, students were re-evaluated.
Those that met their academic goal, were exited. This systematic approach to addressing learning loss had a significant impact on closing the achievement gap for all learners.

STAR assessment was administered by an intervention credentialed teacher, to all learners (K-6). Results were used to provide targeted instruction in reading and Math for all students, K–6.

Setting goals and developing a plan: Each student in an intervention data-cycle developed a goal based on their academic need. After 6-weeks, students were re-assessed. Over 95% of the students met their goals. Students who did not meet their goals attended another 6-week data cycle.

REWARDS, a research-based, short-term, and specialized program for students in grades 4–6 who struggle reading long, multisyllabic words and comprehending content-area text was taught to students who are far below grade-level standards in ELA. The explicit program was led by our intervention teacher. This intervention gives students skills to unlock grade-level content-area text.

The formula mentioned above will continue to be funded through ESSER III funds through the 2023-24 school year.

**LCAP Highlights**

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

Key features of this year's LCAP include our continued commitment to supporting all students at their academic needs as well as their social-emotional needs, including our English learners, low-income students, foster youth, and students with disabilities. To address the needs at Wilson Elementary School the following will highlight the 2022-23 school year at Wilson Elementary School...

Engaging academic partners by providing opportunities for feedback, access to their child’s education and clearly defining educational partners' responsibilities, and providing tools to help support their child’s academic success.

Addressing the whole child. To ensure Wilson staff address the education of the whole child, a focus on developing strategies specific to a Culture of Care, a Culture of Competence, and a Culture of Excellence will guide our system and program development.

Continue to develop a proactive approach to student behavior and discipline by addressing social-emotional needs, creating a safe and inviting environment where all learners have a strong sense of belonging. Restorative practices will continue to be used to support our learners who struggle with self-regulation.

Focus on a year-long campaign to increase daily attendance. The campaign will include parent education, student incentives, and closely monitor student attendance.
Increase student and family engagement, tenets of Proficiency-Based Education (PBE) will continue to be embedded into our systems and programs. The tenets of PBE will focus on providing parents access to the child’s learning, increasing accountability for students, and increasing student engagement.

Use data to inform teaching practices and to ensure we meet students at their academic levels with intentionality.

Increase the opportunity to expand a student's knowledge and skills by providing enrichment after school that is accessible to all learners interested in participating.

Conduct equity audits to ensure our systems, resources, and programs are accessible to all.

**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.

| Wilson Elementary School, the only school in the Wilmar Union School District, has not 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.

| Wilson Elementary School, the only school in the Wilmar Union School District, has not 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.

| Wilson Elementary School, the only school in the Wilmar Union School District, has not been identified for CSI. |
Engaging Educational Partners

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

As a small school district and community, Wilson staff consistently communicate with our parents/guardians and the community. Feedback from stakeholders was gathered informally and formally. A request to have our County SELPA review the Wilmar Union LCAP was requested. However, the request was too late and the LCAP was not reviewed by our County SELPA. Next year the request from Wilmar will be asked in a more timely manner.

Educational partners were provided opportunities to provide feedback and information was distributed in the following ways: through committees, meetings, virtual forums, and weekly newsletters. Educational Partners were given an opportunity to provide input on how funds are spent in the following ways specific formats...

October 1, 2021 - Surveys
October 13, 2021 - Staff meeting discussion/feedback
January 13, 2022 - Presented the School Accountability Report Card (SARC) at the public Board of Education meeting
January 2022 - YouthTruth Survey
February 10, 2022 - Presented Supplemental LCAP to School Board
January 12, 2022 - School Site Council discussion/feedback
April 06, 2022 - Shared results of parent/staff/students survey with staff
Monthly: Public Comments at monthly school board meetings
May 21, 2022 - Community event (Family BBQ) 5/21/22
June 29, 2022 - Public Hearing on LCAP
June 30, 2022 - LCAP presented to Wilmar Board of Education for approval.

A summary of the feedback provided by specific educational partners.

Discussions with staff revealed a desire to support all students and remove obstacles that lie in the way of a learner from learning. Our staff is dedicated to improving reading comprehension, critical thinking skills to produce thoughtful well synthesized writing, and to improve their conceptual understanding of mathematics. Staff is also interested in assessing and addressing learning loss and bringing back extracurricular and after-school enrichment offerings that were suspended due to the pandemic. Additionally, staff are interested in supporting students as they build stamina, grow socially and emotionally, and collaborate with their peers both academically and socially.

Feedback from YouthTruth Survey from parents revealed a high level of confidence in the school to provide a caring, safe environment where their child(ren) can best learn. Educational Partners are concerned about school safety and social-emotional wellness.
**Student**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>84%</td>
</tr>
<tr>
<td>Relationship</td>
<td>80%</td>
</tr>
<tr>
<td>Culture</td>
<td>28%</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>38%</td>
</tr>
<tr>
<td>Belonging</td>
<td>51%</td>
</tr>
<tr>
<td>Instructional Methods</td>
<td>41%</td>
</tr>
</tbody>
</table>

**Family**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>64%</td>
</tr>
<tr>
<td>Relationship</td>
<td>95%</td>
</tr>
<tr>
<td>Culture</td>
<td>93%</td>
</tr>
<tr>
<td>Communication and Feedback</td>
<td>86%</td>
</tr>
<tr>
<td>Resources</td>
<td>91%</td>
</tr>
<tr>
<td>School Safety</td>
<td>65%</td>
</tr>
</tbody>
</table>

**Staff**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>89%</td>
</tr>
<tr>
<td>Relationship</td>
<td>95%</td>
</tr>
<tr>
<td>Culture</td>
<td>90%</td>
</tr>
</tbody>
</table>

**ADDITIONAL FEEDBACK:**

**Student feedback:**
Compared to other participating elementary schools, Wilson School's highest-rated themes were: Culture and Engagement; and the lowest rated themes were: Instructional Methods and Academic Challenge

**Parent/guardian feedback:**
Compared to other participating elementary schools, Wilson School's highest-rated themes were: Resources and Relationships; and the lowest rated themes were: Engagement and School Safety

**Staff feedback:**
Compared to other participating elementary schools, Wilson School's highest-rated themes were: School Safety and Culture; and the lowest rated themes were: Professional Development/Support and Engagement
A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All of the LCAP Goals continue to be a focus for the district based on stakeholder input and include safe learning environments to maximize student learning, student/staff/parent engagement, addressing learning loss and providing academic challenge and intervention support, focus on social and emotional learning, and extracurricular activities to expand student opportunities. We will use 3 " Cultures" to guide our work and ensure we address the whole child. The cultures include a Culture of Care, Culture of Competency and a Culture of Excellence. Strategies under each "Culture" will address the feedback provided by all educational partners...

**DESCRIPTION OF THE 3 CULTURES INCLUDE:**

**Culture of Care**
- Maintaining a safe and clean learning environment
- Student mentoring will be expanded to include more students who will benefit from 1 to 1 mentoring from a caring adult
- Conduct equity inventories to ensure all students have clear representation within our classrooms
- Set clear expectations about how we talk to students to ensure our students feel cared for and are lifted from our words

**Culture of Competency**
- Expanded social and emotional learning through monthly themes, assemblies, morning meetings, and announcements. Additionally, the school counselor will partner with the administration to ensure concerns are addressed in a timely manner.
- Student competency will be addressed by ensuring our students move from being dependent learners to independent learners
- Students will engage in their learning through the tenets of Proficiency-Based Learning
- Reimplementation of extracurricular and after school enrichment offerings
- Weekly student recognition
- Provide weekly social/emotional strategies through Second Step and Tool Kit program

**Culture of Excellence**
- Intervention support during school hours
- Provide opportunities for students who have shown mastery of essential standards can go deeper into the standard to expand their thinking and knowledge base
- Continue to implement Data-Cycles to inform our instruction and to ensure all students are being met at their academic level
- Student voice and choice strategies will be addressed within the classroom setting
- Engage students in their learning by setting goals, providing Learning Maps and "I can" statements
- Provide Staff Development specific to Proficiency-Based Education; Culture of Care, Competence, and Excellence; MTSS

Having the 3 cultures guide our work will ensure we meet the need of the whole child with equal planning and implementation.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Wilmar prides itself on maintaining clean, safe and modern facilities. Students must feel safe physically as well as socially and emotionally in order to give their best effort toward learning. Dashboard data shows that the district had a 3% suspension and 0% expulsion rate, which we will strive to improve and maintain. The student YouthTruth survey indicates a need for increased implementation of social and emotional curriculum and community building. Results from the student, staff and parent YouthTruth Survey indicate school safety is a concern for some parents and over engagement is a common theme amongst all educational partners.

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>Priority 6 - Suspension rate as reported in attendance records.</td>
<td>0% suspension rate for 2020-21.</td>
<td>3% suspension rate for 2021-2022</td>
<td></td>
<td></td>
<td>0% suspension rate for all three years. Positive discipline practices in place.</td>
</tr>
<tr>
<td>Priority 6 - Expulsion rate as reported in attendance records.</td>
<td>0% expulsion rate for 2020-21.</td>
<td>0% expulsion rate for 2021-2022</td>
<td></td>
<td></td>
<td>0% expulsion rate for all three years. Positive discipline practices in place.</td>
</tr>
<tr>
<td>Priority 6 - Wilson student survey report.</td>
<td>For the 2020-21 school year 59% of students in grades 4 through 6 reported that they &quot;hardly ever&quot; or &quot;never&quot; had class</td>
<td>For the 2021-2022 school year 51% of the students in grades 3-6 reported they have a positive sense of BELONGING</td>
<td></td>
<td></td>
<td>All classes will have a forum for class discussions about social problems that might happen at school facilitated by a</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>1.1</td>
<td>Social-Emotional Support through counseling</td>
<td>Expanded counseling services to both prevent and respond to social-emotional wellness with priority given to English Learners, and Low-Income Students. Purchases of instructional materials to support. Principal to support program @ 4hrs/month.</td>
<td>$67,013.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.2</td>
<td>Second Step Classroom Lessons</td>
<td>Second Step classroom lessons implemented in all grades to both prevent and respond to negative student behavior. This will contribute to a positive school climate and community and allow for class discussions about social problems that might occur at school.</td>
<td>$14,220.00</td>
<td>No</td>
</tr>
<tr>
<td>1.3</td>
<td>Toolbox Tools</td>
<td>Continue to provide ongoing training on Tool Box social skills program for childcare personnel, instructional aides, and yard supervisors.</td>
<td>$1,500.00</td>
<td>No</td>
</tr>
<tr>
<td>1.4</td>
<td>Routine Maintenance and Repairs</td>
<td>Maintain and make timely repairs to the school grounds and facilities with custodial/maintenance personnel. Will pursue a permanent custodial hire for the 22-23 school year.</td>
<td>$119,334.00</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.

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

The only substantive difference planned is monitoring the progress of Priority 6. To measure Priority 6 - Wilson student survey report was replaced with YouthTruth student, staff and educational partners survey

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

Additional social and emotional support was provided in the form of assemblies ($500) and a mentor coach ($2,000) for at-risk behaviors. Most of these added supports were provided with Educator Effectiveness Block Grant funding. Toolbox tools kits were already purchased in prior year. Routine Maintenance and Repair costs were reduced due to the usage of an outside custodial/maintenance service that was used as opposed to a district employee which generated a savings of approximately $38,800.

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

**Goal 1:** All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning. The implementation of Second-Step social emotional curriculum and Tool Box social skills program occurred but not to the degree anticipated. Continuous obstacles presented by the COVID-19 virus continued to take priority, limiting the effectiveness and priority of implementing Second-Step and Tool Box. Facilities: This tenet of Goal 1 was a priority and was met. ESSER funds were used to add COVID-19 precautions.

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

The only change to this goal is the metrics to be used to measure a student's point of view on belonging and relationships. The annual YouthTruth survey will provide data points for the purpose of capturing student/staff/family perspective

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

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Students will meet or exceed grade level standards.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The 2019 Dashboard shows that schoolwide academic achievement is high. However, gaps remain for English learners, socioeconomically disadvantaged youth, and students with disabilities in both English Language Arts and Mathematics. An analysis of local data also shows that gaps remain for English learners, socioeconomically disadvantaged youth, and students with disabilities. The district is committed to addressing and closing the achievement gap for English learners, socioeconomically disadvantaged youth, and students with disabilities.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
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<th>Year 2 Outcome</th>
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<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 4 - CAASPP ELA</strong></td>
<td>In 2019 ELA Met &amp; Exceeded Percentages: Schoolwide: 79% English Learners: 56% Socioeconomically disadvantaged: 72% Students with disabilities: 41%</td>
<td>Local Metrics: STAR ELA Met &amp; Exceeded Percentages: Schoolwide: 75% English Learners: 67% Socioeconomically disadvantaged: 72% Students with disabilities: 26%</td>
<td></td>
<td></td>
<td>100% of students meeting or exceeding standards in ELA</td>
</tr>
<tr>
<td><strong>Priority 4 - CAASPP Mathematics</strong></td>
<td>In 2019 Math Met &amp; Exceeded Percentages: Schoolwide: 77%</td>
<td>Local Metrics: STAR MATH Met &amp; Exceeded Percentages:</td>
<td></td>
<td></td>
<td>100% of students meeting or exceeding standards in mathematics</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
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</tr>
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<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schoolwide: 72% English Learners: 77% Socioeconomically disadvantaged: 61% Students with disabilities: 25%</td>
<td></td>
<td></td>
<td>100% of EL students will be reclassified by 5th grade.</td>
</tr>
<tr>
<td>Priority 4 - Reclassification rate for EL students</td>
<td>Reclassification rate for EL students in 2020-21 was 9%, all of which were 6th graders. 0% of K-5th grade EL students were reclassified.</td>
<td>Reclassification rate for EL students in 2021-22 was 0%. Note: ELPAC scores were not released at the time of this report.</td>
<td></td>
<td></td>
<td>All teachers will continue to be appropriately assigned.</td>
</tr>
<tr>
<td>Priority 1 - All teachers will be appropriately assigned as noted through the hiring process.</td>
<td>All teachers are currently appropriately assigned.</td>
<td>All teachers are currently appropriately assigned.</td>
<td></td>
<td></td>
<td>All teachers will continue to be appropriately assigned.</td>
</tr>
<tr>
<td>Priority 1 - Sufficient materials that are CCSS aligned for ELA and Mathematics.</td>
<td>100% of students have access to CCSS aligned materials for ELA and Mathematics.</td>
<td>100% of students have access to CCSS aligned materials for ELA and Mathematics.</td>
<td></td>
<td></td>
<td>100% of students will continue to have access to CCSS aligned materials for ELA and Mathematics.</td>
</tr>
<tr>
<td>Priority 2 - EL access to to CCSS and implementation and access to ELD standards.</td>
<td>100% of EL students have access to CCSS and implementation and access to ELD standards.</td>
<td>100% of EL students have access to CCSS and implementation and access to ELD standards.</td>
<td></td>
<td></td>
<td>100% of EL students will continue to have access to CCSS and implementation and access to ELD standards.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Priority 4 - Increase percent of English learners making progress toward proficiency on the ELPAC.</td>
<td>2018-2019 ELPAC results by level: Level 1=5.2% Level 2=31.5% Level 3=52.6 Level 4=10.5%</td>
<td>2020-2021 ELPAC results by level: Level 1=11.7% Level 2=23.5% Level 3=41.1% Level 4=23.5%</td>
<td></td>
<td></td>
<td>100% of EL students will make progress toward proficiency on the ELPAC as reported in the Dashboard.</td>
</tr>
<tr>
<td>Priority 2 - Implementation of academic content standards.</td>
<td>Full implementation in ELD and NGSS. Full implementation and sustainability in ELA, mathematics, and History-Social Science.</td>
<td>Full implementation in ELD and NGSS. Full implementation and sustainability in ELA, mathematics, and History-Social Science.</td>
<td></td>
<td></td>
<td>Full implementation and sustainability in all areas: ELA, ELD, Mathematics, NGSS, and History-Social Science.</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>2.1</td>
<td>ELD teacher-coordinator</td>
<td>Provide an ELD coordinator-teacher for instructional support for EL students and coaching in best practices for classroom teachers.</td>
<td>$25,858.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2</td>
<td>Virtual Summer Academic Program K-6</td>
<td>Provide additional academic support for student not grade level proficient in ELA/Math with priority given to English Learners, Low Income Students, and Foster Youth. Purchases of instructional materials to support.</td>
<td>$2,196.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.3</td>
<td>Instructional Support for EL students</td>
<td>Provide additional instructional services by bilingual aide during school hours for English learner students.</td>
<td>$19,135.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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<td>---------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2.4</td>
<td>Instructional aide support</td>
<td>Provide additional instructional aide support in classroom for small group and/or individual intervention with priority given to English Learners, Low Income Students, and Foster Youth. Purchases of instructional materials to support.</td>
<td>$33,213.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.5</td>
<td>Intervention Teacher 1.0 FTE</td>
<td>Provide pullout or push-in instructional interventions during school hours with priority given to English Learners, Low Income Students, and Foster Youth. Purchases of instructional materials to support.</td>
<td>$137,443.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.6</td>
<td>Intervention Teacher 0.4 FTE</td>
<td>Provide pullout or push-in instructional interventions during school hours with priority given to English Learners, Low Income Students, and Foster Youth. Purchases of instructional materials to support.</td>
<td>$46,364.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.7</td>
<td>Special Education Teacher (.60 FTE)</td>
<td>The District will provide intervention services for students with disabilities.</td>
<td>$69,468.00</td>
<td>No</td>
</tr>
<tr>
<td>2.8</td>
<td>Special Education Aide</td>
<td>The District will provide an instructional assistant to support students with disabilities (IDEA funds).</td>
<td>$22,579.00</td>
<td>No</td>
</tr>
<tr>
<td>2.9</td>
<td>Professional Development for EL Staff</td>
<td>English Learner aide and English Learner Coordinator will be provided with professional development.</td>
<td>$3,753.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.10</td>
<td>Appropriately assigned and trained teachers</td>
<td>District will ensure all teachers are appropriately assigned and highly qualified</td>
<td>$1,025,249.00</td>
<td>No</td>
</tr>
<tr>
<td>2.11</td>
<td>CCSS aligned materials for ELA and Mathematics</td>
<td>Committed funds set aside for curriculum adoptions to ensure that all students continue to have access to CCSS aligned curriculum in ELA and Math.</td>
<td>$17,837.00</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>2.12</td>
<td>TK and Kinder Formative Assessments</td>
<td>All incoming Transitional Kindergarten and Kindergarten students will be assessed prior to the start of school in order to inform instruction.</td>
<td>$1,539.00</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.

In Goal 2 we planned to add a designated intervention teacher, the substantive difference between the planned and actual was found in the details.

Four Data-Cycles were planned for the year. All students in grades TK-6 are assessed 3 times a year. Students were identified or exited from "Opportunity Club" based on assessment results. Opportunity Club was led by the designated intervention teacher, small groups were formed based on academic need. Each student in Opportunity Club met with intervention teacher for 30 minutes a day, four days a week.

Goal setting: each student in Opportunity Club had a goal that was developed by the classroom teacher. Each goal was centered around an essential standard. Students and parents understood the goal, parents were encouraged to help their child work towards their goal.

We were encouraged by the significant growth achieved by each student. Over 95% of our Opportunity Club students met their goal.

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

Before and after school interventions projected at $9,000 were removed and instead a full-time intervention teacher projected at $144,000 supported struggling students. Intervention salary and benefits were funded by Expanded Learning Opportunities Grant and ESSER II funding.

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

Based on the academic progress measured over the course of the school year, the growth in each sub-group is reflective of the purposeful assignment of qualified support staff. To ensure all students made adequate progress towards year-end targets, support staff were assigned to groups of students based on need. Academic need was based on data. Data informed and drove instruction. Academic progress was captured with multiple test periods throughout the school year. Data was compared and analyzed at monthly staff meetings.

1.4 designated intervention teachers met with targeted groups in each grade level for 30 minutes a day, four days a week. Students were exited when they met their goal.

Designated ELD instruction was provided during the regular school day for focused instruction on the state-adopted ELD standards by
classroom teacher and dedicated EL Instructional Aide. Instructional Aides were used in combination classes to support classroom teacher by leading leveled small groups. Special Education teacher and Special Ed. aide met with RSP students to ensure IEP compliance.

STAR Assessment. The following data-points by subgroup were measured from September, 2021 through June, 2022. All students were assessed 3 times in the year, September, January and May. All subgroups finished the school year stronger than they started, with the exception of English Language Learners. EL students declined slightly in ELA but had significant growth in Math.

ELA: PERCENT OF STUDENTS MEETING OR EXCEEDING THE NATIONAL AVERAGE

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>September</th>
<th>January</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>61%</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>15% GROWTH FROM SEPTEMBER 2021 TO MAY 2022</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Language Learner

<table>
<thead>
<tr>
<th>September</th>
<th>January</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>71%</td>
<td>71%</td>
<td>67%</td>
</tr>
<tr>
<td>4% DECLINE FROM SEPTEMBER 2021 TO MAY 2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Socio-Economic Disadvantaged

<table>
<thead>
<tr>
<th>September</th>
<th>January</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>12% GROWTH FROM SEPTEMBER 2021 TO MAY 2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Math: PERCENT OF STUDENTS MEETING OR EXCEEDING THE NATIONAL AVERAGE

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>September</th>
<th>January</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>56%</td>
<td>79%</td>
<td>72%</td>
</tr>
<tr>
<td>16% GROWTH FROM SEPTEMBER 2021 TO MAY 2022</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Language Learner

<table>
<thead>
<tr>
<th>September</th>
<th>January</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>
15% GROWTH FROM SEPTEMBER 2021 TO MAY 2022

Socio-Economic Disadvantaged
September 50%
January 68%
May 61%

11% GROWTH FROM SEPTEMBER 2021 TO MAY 2022

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.

Action #2, Before/After school intervention, was not implemented nor is warranted to be implemented as first planned. In-school intervention by a designated intervention teacher has proven to be most effective and will be continued next school year.

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Students will be engaged in their learning and education.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

In order to be successful students must be engaged in their learning and education. Levels of student engagement can be measured by attendance and truancy rates, as well as by making sure students have access to a broad course of study and extracurricular activities and programs.

Local data shows that ADA percentages have increased in single years, but have not changed much over a multi year period. The District will implement actions to support long term improvements in both ADA percentage and the percentage of students who are truant.

Wilmar had a robust and diverse extracurricular program prior to the pandemic, and we would like to reimplement that to support student engagement.

Due to the pandemic, many students experienced a decrease in physical fitness. Increasing the physical fitness of our students is a goal in order to support their overall health and wellness.

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>Priority 5 - Attendance</td>
<td>ADA from 2018-19 (most current data) is</td>
<td>ADA from 2021-22 is</td>
<td></td>
<td></td>
<td>ADA to reach 97%.</td>
</tr>
<tr>
<td>as reported on the ADA report.</td>
<td>95.39</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 5 - Truancy</td>
<td>The percentage of students who were</td>
<td>The percentage of students who were</td>
<td></td>
<td></td>
<td>Percentage of students who are truant is 15% or less.</td>
</tr>
<tr>
<td>as reported by attendance</td>
<td>truant in 2018-19 is .4%.</td>
<td>truant in 2021-22 is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reports.</td>
<td></td>
<td>2.58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 7 - Course</td>
<td>100% of students, including unduplicated</td>
<td>100% of students, including unduplicated</td>
<td></td>
<td></td>
<td>100% of students, including unduplicated</td>
</tr>
<tr>
<td>access per the school</td>
<td>students and students with disabilities, will</td>
<td>students and students and</td>
<td></td>
<td></td>
<td>students and students with disabilities, will</td>
</tr>
<tr>
<td>schedule.</td>
<td>continue to have</td>
<td>students with disabilities, will</td>
<td>continue to have</td>
<td></td>
<td>continue to have</td>
</tr>
<tr>
<td></td>
<td></td>
<td>continue to have</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Metric
- **Baseline**: access to a broad course of study.
- **Year 1 Outcome**: access to a broad course of study.
- **Year 2 Outcome**: access to a broad course of study.
- **Year 3 Outcome**: access to a broad course of study.
- **Priority 8 - Extracurricular activities based on the number of offerings, and the number of students who participate.**
  - **Baseline**: We were only able to offer very limited extracurricular activities in 2020-21 due to the pandemic. Goal is to bring back the same number, or more, of extracurricular offerings as in 2019-2020.
  - **Year 1 Outcome**: We were only able to offer very limited extracurricular activities in 2020-21 due to the pandemic. Goal is to bring back the same number, or more, of extracurricular offerings as in 2021-2022.
  - **Priority 8 - California Physical Fitness Test in 5th grade.**
    - **Baseline**: 100% of students meet at least three Healthy Fitness Zone requirements.
    - **Year 1 Outcome**: 89% of 5th graders have met at least 3 HFZ Requirements
  - **Priority 5 - Chronic Absenteeism**
    - **Baseline**: Percent of students who were chronically absent in 2018-19 is 5.2%
    - **Year 1 Outcome**: Percent of students who were chronically absent in 2021-22 is 7.4%

### 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>3.1</td>
<td>SART Process</td>
<td>Educating parents and guardians on the definition of truancy and Chronic absenteeism and the effect on education and learning. Use truancy letters and the SART process to improve the truancy and chronic absenteeism rate. Provide training for the district/school secretary in tracking and maintaining records on student truancy and chronic absenteeism using the Student Information System (SIS).</td>
<td>$250.00</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>3.2</td>
<td>District sponsored extracurricular activities</td>
<td>Maintain and offer the following afterschool activities: childcare sports camp, childcare crafts classes, intramural sports, bridge building, film club, and robotics team.</td>
<td>$3,100.00</td>
<td>No</td>
</tr>
<tr>
<td>3.3</td>
<td>Vendor provided extracurricular activities</td>
<td>Maintain relationships with previous vendors to provide after school enrichment offerings at Wilson School, such as martial arts, chess, and Spanish language. Seek additional vendors to add additional offerings such as Lego engineering, cooking, and jewelry making.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>3.4</td>
<td>Encourage positive attendance among students</td>
<td>Recognize students with perfect attendance monthly and annually as an incentive.</td>
<td>$200.00</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.

The COVID-19 pandemic and the safe-guards that are required and in place to keep our community safe have contributed a substantive difference from our planned actions and the actual implementations of Goal 3. The COVID-19 tracking, testing and mandatory quarantines overwhelmed our system of attendance monitoring. Truancy letters were mailed and SART meetings were held, however incentives and family accountability were shaded by COVID exposures and large up-ticks in cases. BP 130, Independent Study, once implemented and a system put into place significantly increased a students attendance record. This had an enormous impact on our teaching and administrative staff time and shifted our priorities in order to meet the demand. Additionally, all extracurricular events and opportunities were put on hold for another year due to campus and volunteer restrictions. Only events and opportunities that could be held outside were offered to our students and families.

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

District sponsored extracurricular activities budgeted at $4,220 was not implemented due to COVID.
An explanation of how effective the specific actions were in making progress toward the goal.

The actions identified in the 2020-2021 had little impact on the goal to have students engaged in their learning and education. Due to COVID-19 precautionary restrictions, all action items were difficult to initiate. If possible, we are planning to fully initiate the action items.

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.

For the 2022-2023 school year we will add parent education as an action item. At Back to School Night and in a monthly newsletter facts about the correlation of the positive impacts on a student's academic progress and having a high rate of attendance will be shared with the parent community.

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Parents will be provided with opportunities to be involved in their child's education and in the school community.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

In order to support student achievement and success it is important for parents to actively participate in their child's education and to feel a part of the school community. The Wilmar District/Wilson School strives to create a culture that is friendly and welcoming for all families. In the 2021 Parent LCAP Survey, 84% of parents/guardians reported that they feel a part of the school community, which is a decrease from 2019 when 93% of parents reported that they felt a part of the school 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>Priority 3 - Number of parents/guardians who submit responses to the annual LCAP survey, including parents of unduplicated students and students with disabilities.</td>
<td>From 2017 to 2019, there was a 45% increase in the number of responses to the parent LCAP survey. However, in 2021 (the pandemic year) there were only 38 responses to the Parent LCAP Survey.</td>
<td>in 2021 (the pandemic year) there were only 38% responses to the Parent LCAP Survey. This year there was a 54% response to the Parent survey.</td>
<td>95% of parents will respond to the annual Parent LCAP Survey.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Priority 3 - Percent of parents who report on the annual Parent LCAP Survey that they are involved in their child's education, there are 10 different areas on the Parent LCAP Survey for parent involvement. Three of the areas have less than 50% YouthTruth results. 65% of parents feel empowered to play a meaningful role in decision-making at their school. | Maintain or grow the percent of parents who report that they are involved in their child's education in all areas so that all areas |
<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>including parents of unduplicated students and students with disabilities.</td>
<td>participation, while 7 areas have greater than 50% participation.</td>
<td></td>
<td></td>
<td></td>
<td>are at 50% participation or above.</td>
</tr>
<tr>
<td>Priority 3 - Percent of parents who report on the annual Parent LCAP Survey that they feel connected to the school.</td>
<td>84% of parents/guardians reported that they feel a part of the school community, which is a decrease from 2019 when 93% of parents reported that they felt a part of the school community.</td>
<td>YouthTruth results. 70% of parents feel informed about important decisions regarding their school. 74% of parents engaged with their school.</td>
<td></td>
<td></td>
<td>95% of parents who respond to the annual Parent LCAP Survey will report that they feel a part of the school community.</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>4.1</td>
<td>Parent involvement at school</td>
<td>Increase opportunities for parent participation, including parents of unduplicated students and students with disabilities, by inviting parents to volunteer in classrooms, the library, and during district sponsored after school activities.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>4.2</td>
<td>Translation for meetings and publications</td>
<td>Bilingual assistant is available to interpret at meetings as well as translate written publications.</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4.3</td>
<td>PTA Support</td>
<td>Continue to work with the Wilson PTA to sponsor community events throughout the school year, such as Harvest Festival, Walk-A-Thon, Gifts from the Heart, Daughter's Dance, Campout, Gala, and Movie Nights.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>
### Action 

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Site Council</td>
<td>Encourage parents, including parents of unduplicated students and students with disabilities, to volunteer for School Site Council, or to attend School Site Council meetings.</td>
<td>$250.00</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.

- The COVID-19 pandemic and the safe-guards that are required and in place to keep our community safe have contributed a substantive difference from our planned actions and the actual implementations of Goal 4. Specifically, Action #1, Parent Involvement at School and Action #3, did not occur because volunteers were not allowed at school.

- An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
  
  There were no material differences.

- An explanation of how effective the specific actions were in making progress toward the goal.
  
  The specific actions did not have a significant impact on our goal. Action items we did have control of, Action #2, Translation for meetings and publications, were implemented. Funding sources from ESSER III provided an upgrade in our ability to have a bilingual platform available in our weekly newsletter sent to the parent community.

- 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.
  
  In the 2022-2023 school year an Equity Audit will be conducted to provide information of where obstacles may continue to occur that limit our non-English speaking families from having access to our school community, communication and their child's learning.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,283</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.81%</td>
<td>0.15%</td>
<td>$2,913.00</td>
<td>4.95%</td>
</tr>
</tbody>
</table>

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

**Required Descriptions**

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

A review of STAR scores shows a nominal achievement gap for English learners and low-income students in both ELA and Math compared to school-wide results. The STAR data for Foster Youth is inconclusive. There was one student identified as Foster Youth, that student is a first grader, STAR was not administered at that grade level until the end of the year. The gap for English Language Learner is greater than that of low-income students in ELA, however, the gap for low-income students is greater in Math than English Language Learners. However, in-person learning has had success in narrowing the achievement gap for English Learners and low-income students in both ELA and Math. Additionally, having a dedicated intervention teacher built into the school day has had a significant impact on all sub-groups, including EL, SED and Foster Youth. Based on this, we are continuing with actions that have proven to be successful in improving and increasing services to these student groups. The actions include personnel in the form of an ELD teacher-coordinator, instructional aides, certificated intervention teachers, and a summer program to combat "summer slide". Each student in intervention will be part of a 6-week data-cycle. At the end of the 6 -week data-cycle, students will be re-evaluated. Those that meet their academic goal, will be exited. The personnel will coordinate and deliver intervention support in an integrated model that will include access for all students, but with priority given to English learners, low-income students, and foster youth. We are also providing on-going professional development to our ELD staff and introducing the tenets of Proficiency-Based Education. We believe these actions will continue to be effective in closing the achievement gap as evidenced by increased scores on the CAASPP and our local assessments.
Based on results from the parent LCAP survey, and participation in school events, parents/guardians of English learner students are not as connected to the school compared to school-wide results and participation. In order to address this, and to encourage involvement of parents in the life and culture of the school, we will continue to offer translation for meetings and publications.

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

The Wilmar Union School District is required to increase or improve services for EL, Foster Youth, and Low Income students by 4.81% which is equal to $100,283 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage.

Goal 2 Action 1, 3, 9 Addressing Academic Achievement for English Learners
Goal 2 Action 2, 4, 5, 6 Addressing Academic Achievement for English Learners Foster Youth and Low Income students
Goal 4 Action 2 Addressing Parental Involvement for English learner students

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

N/A

<table>
<thead>
<tr>
<th><strong>Staff-to-student ratios by type of school and concentration of unduplicated students</strong></th>
<th><strong>Schools with a student concentration of 55 percent or less</strong></th>
<th><strong>Schools with a student concentration of greater than 55 percent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>1:15</td>
<td>N/A</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>1:15</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
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<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
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<th>Total Non-personnel</th>
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### 2022-23 Contributing Actions Table

<table>
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<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover — Percentage from Prior Year</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
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<tbody>
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<td>2086383</td>
<td>$100,283</td>
<td>4.81%</td>
<td>0.15%</td>
<td>4.95%</td>
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<td>6.03%</td>
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<td>$125,908.00</td>
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</table>

#### Totals by Type
- **LEA-wide Total:** $106,773.00
- **Limited Total:** $22,888.00
- **Schoolwide Total:** $106,773.00

#### Goal 1

**1.1** Social-Emotional Support through counseling

<table>
<thead>
<tr>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>LEA-wide Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$43,927.00</td>
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</tbody>
</table>

#### Goal 2

**2.1** ELD teacher-coordinator

<table>
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<tr>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>LEA-wide Schoolwide</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
<td>$25,858.00</td>
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**2.2** Virtual Summer Academic Program K-6

<table>
<thead>
<tr>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>LEA-wide Schoolwide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
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**2.3** Instructional Support for EL students

<table>
<thead>
<tr>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Limited to Unduplicated Student Group(s)</td>
<td>English Learners Low Income</td>
<td>All Schools</td>
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**2.4** Instructional aide support

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<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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**2.5** Intervention Teacher 1.0 FTE

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<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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</thead>
<tbody>
<tr>
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<td>LEA-wide Schoolwide</td>
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<td>Action #</td>
<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
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<td>Intervention Teacher 0.4 FTE</td>
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<td>Professional Development for EL Staff</td>
<td>Yes</td>
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<td>Translation for meetings and publications</td>
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## 2021-22 Annual Update Table

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<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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<td>$25,867.00</td>
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<td>Estimated Actual Expenditures (Input Total Funds)</td>
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<td>Prior Action/Service Title</td>
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<td>4.4</td>
<td>Site Council</td>
<td>No</td>
<td>$100.00</td>
<td>$100</td>
</tr>
</tbody>
</table>
## 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2.1</td>
<td>ELD teacher-coordinator</td>
<td>Yes</td>
<td>$25,867.00</td>
<td>$25,867</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Before and/or after school interventions</td>
<td>Yes</td>
<td>$10,613.00</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Instructional Support for EL students</td>
<td>Yes</td>
<td>$18,192.00</td>
<td>$18,192</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Instructional aide support</td>
<td>Yes</td>
<td>$20,079.00</td>
<td>$28,097</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Intervention Teacher 1.0 FTE</td>
<td>Yes</td>
<td>$5,668.00</td>
<td>$5,226</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Intervention Teacher 0.4 FTE</td>
<td>Yes</td>
<td>$22,407.00</td>
<td>$23,568</td>
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<tr>
<td>2</td>
<td>2.9</td>
<td>Professional Development for EL Staff</td>
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<td>0.00%</td>
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<tr>
<td>4</td>
<td>4.2</td>
<td>Translation for meetings and publications</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Notes:
- **Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)**
- **Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)**
### 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,996,251</td>
<td>105,163</td>
<td>0</td>
<td>5.27%</td>
<td>$102,250.00</td>
<td>0.00%</td>
<td>5.12%</td>
<td>$2,913.00</td>
<td>0.15%</td>
</tr>
</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance**: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

**Plan Summary**

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

Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**
Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

**Goals and Actions**

**Purpose**

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

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

**Requirements and Instructions**

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

**Goal Analysis**:

Enter the LCAP Year.

<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 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>
Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

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

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

#### Purpose

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

#### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent)***: Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
Table 2: Contributing Actions Table (for the coming LCAP Year)

Table 3: Annual Update Table (for the current LCAP Year)

Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —
Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action’s number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  
  - **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

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

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

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

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

• Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

• 5. Total Planned Percentage of Improved Services (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o This amount is the total of the Estimated Actual Percentage of Improved Services column

• Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

• 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

• 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

• 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
13. LCFF Carryover — Percentage (12 divided by 9)

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

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