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 Windsor Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Windsor Unified School District is $57,917,045, of which $36,841,952 is Local Control Funding Formula (LCFF), $12,323,374 is other state funds, $6,180,202 is local funds, and $2,571,516 is federal funds. Of the $36,841,952 in LCFF Funds, $3,360,701.00 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 Windsor Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Windsor Unified School District plans to spend $56,270,413 for the 2022-23 school year. Of that amount, $28,105,680.00 is tied to actions/services in the LCAP and $28,164,733.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational expenditures, salaries and benefits for admin, confidential, and some classified employees (bilingual community liaisons and bus drivers excepted), books and supplies.

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

In 2022-23, Windsor Unified School District is projecting it will receive $3,360,701.00 based on the enrollment of foster youth, English learner, and low-income students. Windsor Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Windsor Unified School District plans to spend $3,869,411.00 towards meeting this requirement, as described in the LCAP.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

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

The text description of the above chart is as follows: In 2021-22, Windsor Unified School District's LCAP budgeted $2,702,372.00 for planned actions to increase or improve services for high needs students. Windsor Unified School District actually spent $3,249,031.07 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-546,659.07 had the following impact on Windsor Unified School District’s ability to increase or improve services for high needs students:

In 2021-22, Windsor Unified School District's LCAP budgeted $2,702,372.00 for planned actions to increase or improve services for high needs students. Windsor Unified School District actually spent $3,249,031.07 for actions to increase or improve services for high needs students in 2021-22.
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>Windsor Unified School District</td>
<td>Jeremy Decker</td>
<td><a href="mailto:jdecker@wusd.org">jdecker@wusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>707.837.7700</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).

January 2021
LCAP CC:
Thursday, 1/28, 5:30-7:30
LCAP Core Committee,
• Review LCAP
(comprised of reps from process and timeline)
Board, DAT, DLT, School Site Councils, DELAC,
  • Review of 19/20 WDEA, & CSEA)
LCAP metrics
  • Review of ELOP Board adopted plan, and Educator Effectiveness
Board adopted plan.

February 2021
LCAP CC:
Thursday, 2/25, 5:30-7:30
LCAP Core Committee,
  • Review Survey (comprised of reps from Results
Board, DAT, DLT, School
  • Educational Partners
Site Councils, DELAC,
Engagement Activity: WDEA, & CSEA)
Begin to establish 21/22 priorities based on Survey Results

March 2021
LCAP CC:
Thursday, 3/18, 5:30- 7:30
Board, DAT, DLT, and LCAP
  • Review Needs
Core Committee, (comprised Assessment/
of reps from Board, DAT, Dashboard Data
DLT, School Site Councils,
  • Educational Partners
Engagement Activity:
Begin to establish 21/22 priorities based on Needs Assessment/ Dashboard results

April 2021
LCAP CC: Thursday, 4/29, 5:30- 7:30
Board, DAT, DLT, & LCAP
  • Review 2020/21 Core Committee i-Ready data for windows 1 & 2
  • Participate in LCAP educational partners engagement activity

May 2021
LCAP CC: Thursday, 5/20 5:30- 7:30- if needed
Board, DAT, DLT, & LCAP
  • Share out LCAP Core Committee educational partners ranking
(ranking share out may be completed electronically)

May/June 2021
Director of Ed Svcs
  • Translate priorities into 21/22 LCAP draft actions/services
    • Identify metrics

January 2022
LCAP CC: Thursday, 1/27, 5:30-7:30 LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, DELAC, WDEA, & CSEA)
• Review LCAP process and timeline
• Review Board goals
• Begin review of current (21/22) LCAP

February 2022
LCAP CC:
Thursday, 2/24, 5:30-7:30 Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, DELAC, WDEA, & CSEA)
  • Complete review current (21/22) LCAP
  • Review YT Survey results
  • Educational Partners Engagement Activity: Begin to establish 22/23 priorities based on YT Survey results

March 2022
LCAP CC:
Tuesday, 3/15, 5:30-7:30 Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, DELAC, WDEA, & CSEA)
  • Review i-Ready Window 2 results for reading and math
  • Educational Partners Engagement Activity: Continue to establish 22/23 priorities based on i-Ready Window 2 results for reading and math

April 2022
LCAP CC:
Wednesday, 4/20, 5:30-7:30 Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, DELAC, WDEA, & CSEA)
  • Review 2021/22 LCAP mid-year update
  • Educational Partners Engagement Activity: Continue to establish 22/23 priorities based on 2021/22 LCAP mid-year update

May 2022
LCAP CC:
Wednesday, 5/11, 5:30-7:30 Board, DAT, DLT, & LCAP Core Committee
  • Complete stakeholder engagement activity for 2021/22 mid-year update
  • Participate in LCAP Educational Partners ranking activity (based on priorities from survey, i-Ready, and Mid-year update data)
  • Translate priorities into 22/23 LCAP draft actions/services
  • Identify metrics

June 2022
  • UPK plan was presented to the Board
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.

Windsor Unified School District does not receive additional concentration grant add-on funding.

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.

January 2021
LCAP CC:
Thursday, 1/28, 5:30-7:30
LCAP Core Committee,
  • Review LCAP
(comprised of reps from
process and timeline
Board, DAT, DLT, School
Site Councils, DELAC,
  • Review of 19/20
WDEA, & CSEA)
LCAP metrics
  • Review of all COVID
related emergency funds.

February 2021
LCAP CC:
Thursday, 2/25, 5:30-7:30
LCAP Core Committee,
  • Review Survey
(comprised of reps from
Results
Board, DAT, DLT, School
  • Educational Partners
Site Councils, DELAC,
Engagement Activity:
March 2021
LCAP CC:
Thursday, 3/18, 5:30- 7:30
Board, DAT, DLT, and LCAP
• Review Needs
Core Committee, (comprised
of reps from Board, DAT,
Dashboard Data
DLT, School Site Councils,
• Educational Partners
DELAC, WDEA, & CSEA)
Engagement Activity:
Begin to establish
21/22 priorities based
on Needs
Assessment/
Dashboard results

April 2021
LCAP CC:
Thursday, 4/29, 5:30- 7:30
Board, DAT, DLT, & LCAP
• Review 2020/21
Core Committee
i-Ready data for
windows 1 & 2
• Participate in LCAP
educational partners engagement
activity

May 2021
LCAP CC: Thursday, 5/20 5:30- 7:30- if needed
Board, DAT, DLT, & LCAP
  • Share out LCAP
Core Committee
educational partners ranking
(ranking share out may be completed electronically)

May/June 2021
Director of Ed Svcs
  • Translate priorities into 21/22 LCAP draft actions/services
  • Identify metrics

January 2022
LCAP CC:
Thursday, 1/27, 5:30-7:30 LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, DELAC, WDEA, & CSEA)
  • Review LCAP process and timeline
  • Review of COVID Emergency Funds
  • Review Board goals
  • Begin review of current (21/22) LCAP

February 2022
LCAP CC:
Thursday, 2/24, 5:30-7:30 Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, DELAC, WDEA, & CSEA)
  • Complete review current (21/22) LCAP
  • Review YT Survey results
  • Educational Partners Engagement Activity: Begin to establish 22/23 priorities based on YT Survey results

March 2022
LCAP CC:
Tuesday, 3/15, 5:30- 7:30 Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, DELAC, WDEA, & CSEA)
  • Review i-Ready Window 2 results for reading and math
  • Educational Partners Engagement Activity: Continue to establish 22/23 priorities based on i-Ready Window 2 results for reading and math

April 2022
LCAP CC:
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.

COVID-19 Prevention Program (CPP)
Windsor Unified School District
This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.
Date: 02/01/2021

Authority and Responsibility
Jeremy Decker, Superintendent, has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards
We will implement the following in our workplace:

- Evaluate employees’ potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the Appendix B: COVID-19 Inspections form as needed to identify unhealthy
conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their authorized employees’ representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by:

District administration will post this CPP, and actively seek hazard identification by employees through a Survey Link that populates information to the Pandemic Coordinator.

COVID-19 Prevention Program Page 2 of 15

Employee Screening

We screen our employees by:

a. Employees will sign a certification form (via District Survey) acknowledging that they agree to perform a self assessment for CDC-recognized COVID-19 symptoms every day prior to reporting to the work site.
b. If an employee is exhibiting one or more symptoms consistent with COVID-19 they are expected to stay home (and work remotely if they are able, or use applicable leave if they are not).

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the Appendix B: COVID-19 Inspections form, and corrected in a timely manner based on the severity of the hazards, as follows:

All identified COVID-19 Hazards will be reported to the Pandemic Coordinator and Director of Human Resources. The Coordinator and Director will tabulate this data and effect timely corrections based on the District's COVID Response Handbook found on [https://www.wusd.org](https://www.wusd.org), and [https://docs.google.com/document/d/15gVzNrYhQri4nCEzBdmgQFPI8C1IZAmnkdnhDMt1eg/edit?usp=sharing](https://docs.google.com/document/d/15gVzNrYhQri4nCEzBdmgQFPI8C1IZAmnkdnhDMt1eg/edit?usp=sharing).

Controls of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

WUSD will establish physical distancing guidelines based on CDC guidelines, using the following tools and strategies at each worksite:

- Eliminate the need for workers to be in the workplace – e.g., telework or other remote work arrangements made whenever possible to reduce congestion
- Establish restricted entrance policies at each site to reduce the number of persons in an area at one time, including visitors.
- Install visual cues where practical, such as signs, to indicate where employees and others should be located and to maintain safe distancing.
- Establish at each site staggered arrival, departure, work, and break times to reduce the opportunities for individuals to be in close and/or prolonged contact.
- Establish adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.

COVID-19 Prevention Program Page 3 of 15

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be
Face Coverings
We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. Each workplace will be adequately supplied with ample face coverings so that they are available to all employees who need. The location and availability of these face coverings will be communicated regularly to staff members.

The following are exceptions to the use of face coverings in our workplace:
- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

Engineering controls
We implement the following measures for situations where we cannot maintain at least six feet between individuals:

Worksites have been equipped with plexiglass barriers in all locations where employees need to be closer than six feet from other employees or visitors. Supervisors have also reassigned workspaces to ensure that employees are properly distanced from each other and visitors.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Maintenance and Operations Department (M&O) has increased routine replacement of air handling filters to three times a year. They have also increased preventative maintenance of air handling equipment to reduce opportunities for equipment breakdown.
- M&O has also installed Dual 4-Stage True HEPA Air Purifiers in every classroom and common space throughout each campus and office structures.

Cleaning and disinfecting
We implement the following cleaning and disinfection measures for frequently touched surfaces:
- Provide adequate training on cleaning and sanitizing to custodial staff
- Provide adequate training on cleaning and sanitizing to all other staff
- Maintain daily door logs at each site to inform custodians' schedules of areas in need of routine cleaning and disinfecting
Direct custodial staff to conduct routine cleaning and disinfecting including “high-touch” surfaces, such as doorknobs, desks, photocopying machines, etc.
Ensure adequate supplies and adequate time for cleaning and sanitizing to be done properly.
Informing all employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:
- Covid Coordinator to ensure that affected areas are addressed, to include specific area(s), equipment, keyboard and/or workstation used by the employee and “high-touch” surfaces, such as doorknobs, desks, etc.
- M&O Director to ensure implementation of Deep Cleaning Protocol
- M&O Director to notify Supervisor when Deep Cleaning Protocol is complete and normal operations can resume

Shared tools, equipment and personal protective equipment (PPE)
PPE must not be shared, e.g., gloves, goggles and face shields.
Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by:
- Each workplace site will ensure that adequate cleaning and sanitizing is taking place by 1) Employing a custodial crew to do such work, and 2) Providing the employees with the materials and training to clean and sanitize areas themselves.
- Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

Hand sanitizing
In order to implement effective hand sanitizing procedures, we:
- Evaluating hand-washing facilities to ensure adequate coverage
- Determining the need for additional facilities.
- Encouraging and allowing time for employee handwashing
- Providing employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encouraging employees to wash their hands for at least 20 seconds each time.

Personal protective equipment (PPE) used to control employees’ exposure to COVID-19
We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.
When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. [reference section 3205(c)(E) for details on required respirator and eye protection use.]
We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Investigating and Responding to COVID-19 Cases
This will be accomplished by using the Appendix C: Investigating COVID-19 Cases form. Employees who had potential COVID-19 exposure in our workplace will be:
- Asked to get COVID-19 testing at their healthcare provider.
- Employees not eligible for insurance coverage will be offered COVID-19 testing at no cost during their working hours.

System for Communicating
Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:
- Who employees should report COVID-19 symptoms and possible hazards to, and how:
  - District will communicate that employees can report symptoms and hazards without fear of reprisal
  - District will provide a daily check-in portal for employees to report symptoms and hazards without fear of reprisal
- District will communicate our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- That employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing:
  - COVID-19 Prevention Program Page 6 of 15
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.

When employees are required to have COVID-19 testing, District will facilitate for individuals to get tested at no cost and during their work hours.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

The District will communicate regularly with employees through the Superintendent or designees through email and voice messaging.

Training and Instruction
We will provide effective training and instruction that includes:
- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose,
or mouth.

An infectious person may have no symptoms.

- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Appendix D: COVID-19 Training Roster will be used to document this training.

Exclusion of COVID-19 Cases
Where we have a COVID-19 case in our workplace, we will limit transmission by:

COVID-19 Prevention Program Page 7 of 15

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee’s earnings, seniority, and all other employee rights and benefits whenever we’ve demonstrated that the COVID-19 exposure is work related. This will be accomplished by

Quarantined employees will given the following benefits while absent from work for quarantine:

- Consideration to work from home, as practical
- Sick Leave, until depleted
- Extended Illness Leave after sick leave is depleted

Pursuant to guidance from OSHA Emergency Temporary Standard Exclusion Pay and Benefits, you will receive your full pay after your sick leave is depleted.

- Up to 12 workweeks of leave pursuant to the Family and Medical Leave Act (FMLA) and the California Family Rights Act, if applicable.
- Up to 60 workdays of Worker’s Compensation / Industrial Accident Leave, if applicable.

- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
• Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
• Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
• Use the Appendix C: Investigating COVID-19 Cases form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria
• COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
  o At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
  o COVID-19 symptoms have improved.
  o At least 10 days have passed since COVID-19 symptoms first appeared.
• COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
• A negative COVID-19 test will not be required for an employee to return to work.

Jeremy Decker, Superintendent 02/01/2021

SUCCESSES:
- Positive labor relations and community collaboration while planning for the health and safety of students, educators, and other staff to ensure the continuity of services
- The Maintenance and Operations Department was able to install air purifiers and filters prior to the return of students and staff
- District communication was timely and consistent, thereby maintaining the trust of employees and families

CHALLENGES:
- The plan for contact tracing
- Attempting to prevent in school transmission of Covid
- The plan for students safely eating and playing outdoors, especially in inclement weather

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.
Maxim- supplemental staffing for COVID response and mitigation at school sites- 2021/22

Supplemental staffing to assist with COVID testing, contact tracing, quarantining, etc.

130,000.00

Student Advisor at BES- 2021/22

Assistance with yard supervision and restorative practices.

55,000.00

Hot spots for students on quarantine or Independent Study (2023/24)

Student Wi-Fi access

90,400.00

LCAP Goal 4, Action 2

Bloomz subscription (2021/22- 2023/24)

Online communication platform that provides a translation feature that allows English speaking staff to communicate with Spanish speaking families.

90,000.00

Secretary III for Human Resources Department (2022/23- 2023/24)

Additional assistance to onboard and manage all new COVID related hires.

80,000.00

Athletic Director (2022/23- 2023/24)

Create a full-time Athletic Director position to support lack of admin support at WHS due to transfer of one AP to COVID Management District position.
64,000.00
LCAP Goal 4, Action 4
Coordinator of District Communications (2022/2023-2023/24)
Full-time Coordinator of District Communications to manage all district and site communication including but not limited to COVID mitigation.

142,000.00
Coordinator of Child Development Services (2022/23-2023/24)
Full-time Coordinator of Child Development Services to design district sponsored preschool and extended childcare programs for Windsor Unified School District families beginning the 2022/23 school year.

190,000.00
LCAP Goal 1, Action 7
Edgenuity subscription 2021/22-2023/24
Learning Management System for Independent Study Program

138,375.00
LCAP Goal 1, Action 7
Independent Study Designated English Language Development for 2021/22
Edgenuity does not offer Designated ELD. Because there are ELs who opted for IS, we must offer it as a district.

10,000.00
LCAP Goal 1, Action 10
Zoom subscription for 2021/22, 2022/23, and 2023/24
Zoom subscription for Independent Study teachers and teachers/students on quarantine. Also for IEP/504 meetings for family convenience.

60,000.00

LCAP Goal 1, Action 13

After school homework lab 2021/22- 2023/24

Classified staff to provide after school supervised homework lab for students on each campus.

375,000.00

Leveled readers

Create a book room of leveled readers organized by Lexile for teachers to assist students with achieving grade level reading skills.

40,000.00

Intervention programs and teacher training

100,000.00

Substitute overage pay for 2021/22 and 2022/23

Overage pay for teachers to teach students not rostered to them when there is a lack of substitute coverage. (Per negotiated MOU).

150,000.00

Technology per new audit recommendations

Purchase of hardware, software, infrastructure, and IT personnel to keep up with technology needs for staff and students.

905,215.00

How Progress will be Monitored
Frequency of Progress Monitoring

Reading and Math

The District will utilize i-Ready as its primary universal screener for reading and math.

Students will be assessed three times per year, and will be grouped according to needs within their homeroom classes. In addition, intervention teachers will serve students most in need of Tier 2 academic intervention.

The District will utilize teacher and publisher made assessments to progress monitor students.

Sites will implement a continuous improvement cycle that includes data team meetings focused upon improving instructional strategies to increase student achievement.

The cycle will occur at least three times per year.

English Language Development

The District will utilize three local benchmark assessments in addition to ELPAC data to determine the language needs of elementary aged students, and two for 6th-12th grade students. English learners will receive instruction specific to their needs during their designated ELD time.

The three local benchmark assessments will be administered and analyzed at the end of each trimester at the TK-5 level, and at the end of each semester at the 6th-12th grade level.

Coordinated Services Requests

Students who are experiencing social/emotional/mental and/or behavioral challenges will be referred to a Coordinated Services Team who will make recommendations for support including but not limited to: providing professional development for staff who work with student(s) experiencing challenges, Student Study Team meeting referral, observation and recommendations for classroom based strategies by behavior specialist and/or psychologist, or referral to school SEL counselor.

Coordinated Services Teams meet weekly and biweekly depending upon site.
Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021
Local Control Accountability Plan

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

<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>Windsor Unified School District</td>
<td>Jeremy Decker</td>
<td><a href="mailto:jdecker@wusd.org">jdecker@wusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>707-837-7700</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.

The Windsor Unified School District, located in beautiful Windsor (home to 27,000, 70% of whom are white, and 30% Hispanic/Latino) in Sonoma County, California, serves approximately 3,440 students in grades TK-12, 36% of whom are white, and 57% Hispanic/Latino. Eleven percent of the District’s students are English Learners, with Spanish being the predominant language spoken in the home. Students with disabilities comprise 17% of the student population, and 51% are reported as being of low socio-economic status. The District schools model a cluster school arrangement, with all TK-2 students housed at Mattie Washburn Elementary, 3-5 students at Brooks Elementary, 6-8 students at Windsor Middle School, 9-12 students at Windsor High School, and K-12 students at alternative high school, North Bay Met Academy at Windsor (A Big Picture Learning School) and continuation high school students in grades 10th-12th at Windsor Oaks Academy. Cali Calmecac Language Academy is a locally funded TK-8 dual-immersion Spanish/English charter school in the Windsor Unified School
District with enrollment of an additional 1,156 students. The North County Consortium (NCC) is also part of the District, serving approximately 51 students with more severe disabilities in grades Kindergarten through twelve, with an additional 68 pre-school students, all who come from Windsor and neighboring Districts.

The attendance rate for 2021/22 was 92.8%. The District's chronic absenteeism rate in 2020/21 was 4% which was 12% lower than Sonoma County and 10% lower than the state. (The global pandemic along with distance learning began March 13, 2020. The Dashboard was subsequently suspended for 2020. The methodology for calculating attendance/engagement changed drastically and was not related to revenue for the 2020/21 school year when a combination of distance learning and in person instruction occurred. Regular school attendance is paramount to student success in school. This data will NOT be comparable to 2021/22 absenteeism rates, as the methodology reverted back to in person learning criteria).

Students in the Windsor Unified School District experience a highly engaging, Common Core standards-aligned curriculum that includes technology integration and 21st Century skills. There is also a strong Visual and Performing Arts integration program TK-5, and course offerings in grades 6-12 in art, drama/theatre, chorus, strings, and band. The global pandemic thrust the district into online learning which included transitioning to a 1:1 learning environment and massive professional development for teachers. Every student in the Windsor Unified School District now has been issued a Chromebook and a hot spot if they do not have internet access at their home. Every teacher has been issued a laptop. In person learning resumed in the 2021/22 school year, but with multiple changes in COVID protocols, which negatively affected student and staff attendance.

Social-emotional well-being and skill building are also part of the comprehensive program, with students in grades TK-5 participating in Responsive Classroom, Windsor High School students participating in Community Building Circles, and North Bay Met Academy and Windsor Oaks Academy students benefiting from the advisory model included as part of Big Picture Learning.

Windsor High School students experience a core system, choosing an area of interest to pursue in addition to the required course of study. Through California Partnership Academy and Carl Perkins grants, students are able to experience California Technical Education career pathways, as well as many other areas of interest that assist with preparing them to be college and career ready. Students at Windsor Oaks Academy experience a project-based learning environment, and North Bay Met Academy students benefit from project-based learning, as well as the ability to participate in Learning Through Interest (LTI) job shadow/internship experiences two days per week.

The Windsor Unified School District graduation rate for 2021 was 92.2%, which is 6.5% higher than Sonoma County and 4.5% higher than the state. When this data is disaggregated by subgroup, there is a need for focus on improvement with the following: English Learners (75%), homeless students (90.5%), students with disabilities (69.8%), and Hispanic/Latinx students (87.6%).

The District is also focused upon increasing the percentage of students who graduate "prepared" according to the College/Career Indicator (CCI). In 2021, 86% of students were "prepared" (this percentage may be duplicated as some students may have met criteria in more than one area). Related to the CCI Indicator, more WUSD students should be completing CTE pathways (29.1% in 2021), college credit courses (4.2% in 2021), A-G requirements (33% in 2021), and earning the State Seal of Biliteracy (9% in 2021). These areas will be a focus moving forward. In addition, the subgroups for focus on improvement moving forward are Hispanic/Latinx students (31% not prepared in 2021).
English Learners (80% not prepared in 2021), Socioeconomically disadvantaged students (31% not prepared in 2021), and students with disabilities (78% not prepared in 2021).

The Windsor Community and Sonoma County celebrates and supports Windsor students and schools. Business and community partnerships are abound, including The Windsor Educational Foundation, Windsor High School and Windsor Middle School Booster Clubs, Sonoma County Schools of Hope, and the John Jordan Foundation, to name a few. Windsor parents volunteer countless hours supporting students, teachers, coaches and schools. The pride Windsor shows its students and schools is palpable and present throughout the Windsor community.

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

Based upon all data points, the Windsor Unified School District is most proud of the following successes:

1. Continuing its focus on and implementation of social emotional learning (SEL) programs across the district.

2. The graduation rate (92.2% in 2021) is 6.5% higher than Sonoma County and 4.5% higher than the state. The homeless graduation rate for 2021 is 90.5%

3. The English Learner reclassification rate exceeded the state in 2020/21 at 13% (CA= 9%).

4. On the 2019 California Dashboard (the last full Dashboard available due to the global pandemic), Students with Disabilities, English Learners, and Hispanic/Latinx students exited Differentiated Assistance. This means they improved in academic achievement, suspension rate, and outcomes in a broad course of study.

5. The family response rate on the Youth Truth survey increased 5% from 2020-21 (38%) to 2021-22 (43%).

6. 43% of students in grades 2-12 met or exceeded standards in reading on the i-Ready assessment in January 2019 (pre-pandemic). The same percentage (43%) in grades 3-8 met or exceeded standards in reading in January 2021 and 40% of WHS students met or exceeded standards in reading in January 2021. This means that the feared learning loss (at least in reading and according to this assessment) was not realized.

7. Despite the challenges with COVID mitigation during the 2021-22 school year, 25 out of 31 LCAP actions and services were implemented, resulting in increasing and/or maintaining services to students.

8. Students continued to participate in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS.
9. 33% of students complete A-G requirements- (2021)

10. CTE pathway completion rate= 29.1% (2021)

11. A self-completed rubric monitors growth for continued CCSS implementation

12. All students, including students with exceptional needs and English Learners maintain access to the full course of study described in Education Code

13. 30% of English Learners scored 80% on benchmark #3 (2021/22)

14. 69% of Integrated Math 1 students scored proficient (70% or higher) on the 1st semester benchmark assessment (in fall 2021)

15. 86% of students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

16. 69% of Hispanic/Latinx students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

17. 20% of English Learners are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

18. 69% of socioeconomically disadvantaged students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

19. 22% of students with disabilities are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

20. 100% of homeless students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

21. 9% of 2021 cohort earned the State Seal of Biliteracy.

22. 4% of 2021 cohort completed college credit courses

23. All students have access to a broad course of study and curriculum aligned instructional materials.
24. 10% of 2021 cohort completed a-g and CTE pathway requirements

25. Student access to standards-aligned instructional materials is 100% in 2021.


27. The ratio of academic counselors at the high school level is 1/443. (2021/22)

28. The ratio of social emotional counselors at district schools is:
   MWE= 1/ 436
   BES= 1/ 497
   WMS= 1/ 736
   WHS/NBMA/WOA= 2/ 1618 (2021/22)

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.

The District qualified for Differentiated Assistance in 2019 for homeless students in the areas of academic achievement (priority 4) and chronic absenteeism (priority 5).

Educational Partner engagement conducted throughout the 2021-22 school year places an emphasis for the 2022/23 school year upon:

1. Continued focus upon student social-emotional well-being and the effective implementation of the SEL programs begun in 2016/17.

2. Continued focus upon increasing the percentage of students who graduate prepared based on the college/career indicator (CCI) on the Dashboard, especially Hispanic/Latinx, English Learners, Socioeconomically disadvantaged students, students with disabilities, and homeless students. Educating parents and students about the CCI indicator is also an identified need.

3. Continued focus upon increasing the percentage of students who score at the MET and EXCEEDED levels on the Summative Smarter Balance Assessment Consortium Assessment (SBAC) through best first instruction, a data-driven continuous improvement cycle based upon common formative and summative assessments with an emphasis on finding and implementing the most effective instructional strategies, and cutting edge professional development. Significant subgroups continue to be English learners, Hispanic/Latino students, Students with Disabilities, and homeless students.
4. Continued focus upon increasing English Learner Progress through monitoring Designated ELD benchmark assessments, as well as RFEP rates. The district will continue to contract with a consultant who provides teacher training. The District will also continue to utilize an in-house coach to assist all designated ELD teachers throughout the district in honing their program implementation skills.

5. Students with disabilities: specifically SBAC scores in 3rd-8th and 11th grades, suspension rates, graduation and CCI "prepared" rates, and decreased absenteeism.

6. Continued focus on positive adult-student relationships and ensuring that all students feel a strong connection to the school they attend. (Board goal)

7. Specific focus on 3rd graders meeting and exceeding ELA standards on the SBAC summative assessment and district benchmark assessment. (Board goal)

8. Specific focus on Integrated Math 1 students scoring proficient on the 1st semester benchmark assessment. (Board goal)

9. Develop and implement a comprehensive multi-tired system of support (MTSS) in all schools across the district. (Board goal)

10. Increase the percentage of parent perception that schools are safe and violence free.

11. Communicate consistently with the community regarding important district information by routinely updating the district website and social media accounts to adequately keep the community informed. (Board goal)

12. Continue to focus on increasing school attendance and achievement through effective engagement and motivation strategies.

**LCAP Highlights**

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

The 2022/23 LCAP will primarily focus upon continued MTSS planning and implementation. The major areas of focus in the LCAP will include:

1. Multi-Tiered Systems of Support (MTSS) for ALL students, and especially with Students with Disabilities, Multi-lingual learners, McKinney-Vento/Homeless, and Hispanic/Latino students
2. Student relationships with caring and trusted adults at school
3. Student Motivation/Engagement
4. Recruiting and retaining district employees who more closely reflect the student demographics
5. High School student understanding of College/Career Readiness
6. Parent perception regarding safe and violence free schools
### Comprehensive Support and Improvement
An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

<table>
<thead>
<tr>
<th><strong>Schools Identified</strong></th>
<th>A list of the schools in the LEA that are eligible for comprehensive support and improvement.</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Identified Schools</strong></th>
<th>A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.</th>
<th>N/A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Monitoring and Evaluating Effectiveness</strong></th>
<th>A description of how the LEA will monitor and evaluate the plan to support student and school improvement.</th>
<th>N/A</th>
</tr>
</thead>
</table>
### Engaging Educational Partners

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

<table>
<thead>
<tr>
<th>January 2022</th>
<th>LCAP CC:</th>
<th>Thursday, 1/27, 5:30-7:30</th>
<th>LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, LCAP Core Committee Student reps, DELAC, WDEA, &amp; CSEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Review LCAP process and timeline</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Review Board goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin review of current (21/22) LCAP</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February 2022</th>
<th>LCAP CC:</th>
<th>Thursday, 2/24, 5:30-7:30</th>
<th>Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, LCAP Core Committee Student reps, DELAC, WDEA, &amp; CSEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Complete review current (21/22) LCAP</td>
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<tr>
<td></td>
<td></td>
<td>Review Youth Truth Survey results</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Educational Partners Engagement Activity: Begin to establish 22/23 priorities based on YT Survey results</td>
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<table>
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<tr>
<th>March 2022</th>
<th>LCAP CC:</th>
<th>Tuesday, 3/15, 5:30-7:30</th>
<th>Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, LCAP Core Committee Student reps, DELAC, WDEA, &amp; CSEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Review i-Ready Window 2 results for reading and math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Partners Engagement Activity: Continue to establish 22/23 priorities based on i-Ready Window 2 results for reading and math</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April 2022</th>
<th>LCAP CC:</th>
<th>Wednesday, 4/20, 5:30-7:30</th>
<th>Board, DAT, DLT, and LCAP Core Committee, (comprised of reps from Board, DAT, DLT, School Site Councils, LCAP Core Committee Student reps, DELAC, WDEA, &amp; CSEA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Review 2021/22 LCAP mid-year update</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Partners Engagement Activity: Continue to establish 22/23 priorities based on 2021/22 LCAP mid-year update</td>
<td></td>
</tr>
</tbody>
</table>

| May 2022      | LCAP CC: | Wednesday, 5/11, 5:30-7:30 | Board, DAT, DLT, & LCAP Core Committee |
• Complete stakeholder engagement activity for 2021/22 mid-year update
• Participate in LCAP Educational Partners ranking activity (based on priorities from survey, i-Ready, and Mid-year update data)
• Translate priorities into 22/23 LCAP draft actions/services
• Identify metrics

In developing special education components of the LCAP, the district engaged collaboratively with the Sonoma County SELPA in aligning action steps to state indicators targeted for improvement. The district partnered with SELPA to provide relevant support in alternative dispute resolution, provision of workshops to aid parents in understanding parental rights and procedural safeguards in relation to special education, training to staff in behavior management, and the provision of substitute staff during shortages due to COVID. The district’s SELPA program specialist served as a resource for state and federal regulations, establishing “next steps,” and facilitating monthly director meetings.

LCAP Public Hearing
Thursday, June 16, 2022

Respond in writing to SSC and DELAC feedback
June 17- June 29, 2022

LCAP Adoption
Thursday, June 30, 2022

A summary of the feedback provided by specific educational partners.

SURVEY FEEDBACK:

HOW could WUSD increase parent perception in the area regarding: middle and high school English speaking parents disagree that they receive information about what their child should learn and be able to do and that teachers clearly communicate expectations for student progress?
More information shared via video and in writing
Post grade level expectations in content areas on the district website
Post information in one concise location for the district schools- consolidate to one platform- one stop shop
Communicate frequency with which the online gradebook will be updated so parents know what to expect

HOW could WUSD increase HS student understanding regarding: Why do more high school students not understand the steps they need to take to apply to college, figure out which careers match their interests and abilities, and have the career they want?
Expose younger grades to college and career information
Placement of college/career readiness center at the high school
Start interest survey and conversation earlier
Create venues and forums where CTE programs are showcased
All students take the JC 270 course - introduction to college
Provide students with an advisor block or person
Go beyond AVID presentations at the MS
Mandatory check in with counselors
HS staff that take a cohort of students
Alter schedule to include advisory period and give students consistent mentor

HOW could WUSD increase the parent perception that they are included in planning school activities and/or feel empowered to play a role in meaningful decision-making at their school?
Allowing parents back on campus- i.e. elementary parents being able to walk their kids to class- encourages human connection (parents don’t even know what their kids’ classrooms look like)
Encouraging more volunteering and parent participation.
Managing expectations around where input is needed and the proper avenue for that communication
One main avenue of communication

HOW could WUSD increase the students’ beliefs that their teachers’ expectations make them want to do their best?
How can teachers ensure the assignments are meaningful?
Set aside time for relationships and build student confidence
Has the delivery of information via technology impacted the relationship between the teacher and student?
Do teachers have an appropriate level of support (children, technology, classroom)?
Focus on building a climate of relationships and setting up the environment to engage students.
Rituals of connectedness and preparedness (playing music, opening the class with the news)
Build connections through Circles as a way to share ideas and express opinions on varying topics, creating a deep connection with teachers and peers.

HOW could WUSD increase the parent perception that schools are safe places to learn and students are safe from violence at school?
*proactive and immediate pre/post safety moments to let parents know they are ok and their kids are ok
*baselines of understanding, differentiating and establishing an aligned definition of “safe”
*parent perception is about communication regarding “safety” expectations–thus increasing communication

HOW could WUSD increase the student perception that there is an adult from school they can talk to if they’re feeling upset?
Clear, consistent, visual communication about when/where/which adults are available
Teachers can build time into the schedule for team building activities-build connections
Streamline expectations for teachers and other staff, to be more available, less overwhelmed.
Be present, patient to allow for students to communicate and prioritize the connection
Have healthy snacks available and easy to access
Teachers can increase communication with their students

i-READY FEEDBACK:

HOW can we close the achievement gap in reading and math for students in grades 3-8? Possible Solutions?
Teachers could/should have more one-on-one time with students, holds them accountable and motivates them, teacher can figure out what works best for the student
Variation in instructional strategies to meet the needs of all students, especially when one method is not working. More freedom for teachers to express content in a way that students understand
Material that is relevant, interesting, and reflects the demographics of the students. Student voice and choice in the selection of materials
Carving out time for students to read and interact with the material
Focus on skills of obtaining information/knowledge from reading, teach them how to get access prior knowledge

HOW can we close the achievement gap in reading and math for 3-8 Students with Disabilities? Possible Solutions?
Social emotional integration
Scaffolding/RTI
Teacher:student connection
Rewards (Positive)
Additional data showing development/progress
Common expertise among teachers
Team Teaching

HOW can we close the achievement gap in math and reading for 3-8 Multi-lingual learners? Possible Solutions?
Add a multilingual program, instruct in one language and a little of the second language. (Additional teachers/assistance to help in classroom alongside typical teacher)
Getting them to engage in language by making it personal to help them with the idea of learning
Making school intervention available or accessible
Tie in support of before and after school program (homework club, tutor teen volunteer hours)
Teacher engagement: being able to walk table to table to offer support/help on a problem without being embarrassed to raise hand or walk to their desk.

HOW can we close the achievement gap in math and reading for 3-8 Latinx students? Possible Solutions?
More family outreach-what can we do?
Invest financially in home visits/family nights (math nights) -fun, w/ food, inviting
Allowing teachers to have more collaboration time for best practices
Unpack our own biases as teachers
Smaller class sizes
Help teachers build small groups and differentiate
Uphold high expectations for students
Students want to feel liked and cared for by teachers
Build relationships
Be consistent
Develop methods to access funds of knowledge

HOW can we close the achievement gap in math and reading for 3-8 homeless students? Possible Solutions?
Collaborate together
Develop trust with the families to steer them to wrap around support services
Clear definition of what is homeless
Provide more on campus resources that do not stigmatize the students
Provide after school support systems with tutoring and a safe learning environment
Leverage our before and after school child development programs to support homeless students
Advisor and mentorship programs

HOW can we close the achievement gap in reading for WHS Students with Disabilities? Possible Solutions?
Professional development on how to use data to inform instruction and modify lessons to better meet the needs of all students
Having students understand what their scores mean and how to be an active part of their IEP plans and academic goal setting - empower them to become their own advocates.

HOW can we close the achievement gap in reading for WHS multi-lingual learners? Possible Solutions?
• Review of English language learner programs and their efficacy
• More supports for academic language in classes like math/science
• Providing opportunities for parents to learn the same way their children are learning, adult ED.
• Directing academic language to more career focused and support student pathways

HOW can we close the achievement gap in reading for WHS Latinx students? Possible Solutions?
• invest in culturally relevant curriculum and practices, sharing them campus wide
• training on explicit good reading instruction

LCAP ANNUAL UPDATE FEEDBACK:

HOW can we attract and retain employees, and especially employees who more closely represent the WUSD student demographics?
Prioritize PD centered around diversity.
Encourage teachers to celebrate culturalism
Dynamic messaging that is clear, succinct, and properly highlights the strengths of our district
*access to campus and experienced teachers
*highlight welcoming attitude
*Incentivize SSU student teachers to come
TikTok – students incentivized for views
Tap into parents to create more interest
Targeted recruitment of teachers from expensive areas
Student panel?
Raise salaries
Public employee housing
Admin attend at bay area recruiting events team
Wear WUSD gear everywhere
CTE Teaching Pathway
Tap the SCOE pipeline (teaching at intern program) of GMI (Global Majority Indigenous) teachers
Superintendent and student and teacher team traveling into the field (i.e. graduating teachers credential classes)
Intentionally seek out colleges who have diverse teacher prep programs (Humboldt, East Bay, S.F. State), present WUSD, recruit in Bay Area in person
Communicate via Naviance w/Alumni regarding employment opportunities
Advertise real benefits (example: loan forgiveness government funding for CTE program)
Reduce disparity/discrimination/disproportionality of our own students
Increase student performance of all students to increase college readiness
Grow sustainability within the community
Start with younger grades
CTE pathway in education careers
Recruit at a diverse colleges
Collaborate with college recruitment to build diversity in their programs
Housing cost as recruitment/hire incentives
Peer-tutoring program (lean teaching skills)
Market positions beyond Ed Join (a la Indeed, etc.)
Provide culture-education to existing staff
Referral incentives for staff to bring in applicants (hired)
Student led conversation/campaign re: what/who they want to see on campus
Flexible on job requirements/must have, may have
Job sharing among sites (diversity)
Talk with staff (why are you staying….plus exit interviews)
Flexibility to work from home
Recruit internationally and out of state
Career Day (include classified)
Training (include replacements)
Extra prep time for new teachers
Housing for teachers
A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner engagement conducted throughout the 2021/22 school year places an emphasis for the 2022/23 school year upon:

1. Continued focus upon student social-emotional well-being and the effective implementation of the SEL programs begun in 2016/17. (Survey input)

2. Continued focus upon increasing the percentage of students who graduate prepared based on the college/career indicator (CCI) on the Dashboard, especially Hispanic/Latinx, English Learners, Socioeconomically disadvantaged students, students with disabilities, and homeless students. Educating parents and students about the CCI indicator is also an identified need. (Dashboard, Survey and Board input)

3. Continued focus upon increasing the percentage of students who score at the MET and EXCEEDED levels on the Summative Smarter Balance Assessment Consortium Assessment (SBAC) through best first instruction, a data-driven continuous improvement cycle based upon common formative and summative assessments with an emphasis on finding and implementing the most effective instructional strategies, and cutting edge professional development. Significant subgroups continue to be English learners, Hispanic/Latino students, Students with Disabilities, and homeless students. (Local academic results and Board input)

4. Continued focus upon increasing English Learner Progress through monitoring Accelerated English benchmark assessments, as well as RFEP rates. The district will continue to contract with a consultant who provides teacher training. The District will also continue to utilize an in-house coach to assist all designated ELD teachers throughout the district in honing their program implementation skills. (Local assessment input)

5. Students with disabilities: specifically SBAC scores in 3rd-8th and 11th grades, suspension rates, graduation and CCI "prepared" rates, and decreased absenteeism. (Local academic results and Dashboard input)

6. Continued focus on positive adult-student relationships and ensuring that all students feel a strong connection to the school they attend. (Survey and Board input)

7. Specific focus on 3rd graders meeting and exceeding ELA standards on the SBAC summative assessment and district benchmark assessment. (Board input)
8. Specific focus on Integrated Math 1 students scoring proficient on the 1st semester benchmark assessment. (Board input)

9. Develop and implement a comprehensive multi-tiered system of support (MTSS) in all schools across the district. (Board and Local Assessment results input)

10. Increase the percentage of staff and parents reporting that the school is providing a safe and violence free school. (Board and Survey input)

11. Communicate consistently with the community regarding important district information by routinely updating the district website and social media accounts to adequately keep the community informed. (Board and survey input)

12. Continue to focus on increasing school attendance and achievement through effective engagement and motivation strategies. (Board & Survey input)

13. Provide equitable opportunities for all students, regardless of gender, race/ethnicity, language fluency, disability, and/or socioeconomic status to find success. (Survey, Local Assessment results, Dashboard, and Board and Educational partner input)
# Goals and Actions

## Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Broad Goal: Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The metrics and actions in Goal 1 directly address the LCAP Priority area requirements in Area 2- Implementation of CCSS for all students, including English Learners, Area 4- Student Achievement, including performance on standardized tests, score on academic performance index (though it's been discontinued), share of students that are college and career ready, share of ELs that become English proficient, EL reclassification rate, share of students that pass at least 2 Advanced Placement exams with 3 or higher, and share of students determined prepared for college by the Early Assessment Program (EAP), Area 7- Student access and enrollment in all required areas of study, and Area 8- other student outcomes, including performance on other exams. Due to analysis of the California Dashboard as well as local assessments, these areas have all been identified as areas in need of improvement. As such, this broad goal has been established to improve student outcomes.

## 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>Metrics: 1) Common assessments in ELA and Math are established TK-12</td>
<td>1) Students will continue to have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS</td>
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<td>1) Students will continue to have participated in at least three ELA and math common assessments as a means to monitor progress on mastery of the CCSS</td>
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<tr>
<td></td>
<td>2) DISCONTINUE 2021/22: LCAP survey data re: math help</td>
<td>2) DISCONTINUED-WUSD moved to YouthTruth survey</td>
<td>2) DISCONTINUED-WUSD moved to YouthTruth survey</td>
<td>2) DISCONTINUED-WUSD moved to YouthTruth survey</td>
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<tr>
<td></td>
<td>3) Dashboard A-G completion rate</td>
<td>36% and 33% of parents and students identified math as a subject students need more help (2020)</td>
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<tr>
<td>4) DISCONTINUE: Dashboard AP participation rate</td>
<td>3) 31% of students complete A-G requirements- (2020)</td>
<td>students identified math as a subject students need more help with-</td>
<td></td>
<td></td>
<td>4) DISCONTINUE:</td>
</tr>
<tr>
<td>4a) New 2021/22: Dashboard percentage of students earning a 3 or higher on at least 2 AP exams</td>
<td>4) 13% of students participated in AP exams- (2020)</td>
<td></td>
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<td></td>
<td>6% more, or 19% of students participate in AP exams.</td>
</tr>
<tr>
<td>5) Dashboard CTE pathway completion rate</td>
<td>5) CTE pathway completion rate= 10% (2020)</td>
<td></td>
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<td>4) DISCONTINUE:</td>
</tr>
<tr>
<td>6) Self-completed rubric for CCSS implementation reported on Dashboard Local Indicator report.</td>
<td>6)The Implementation of Academic Standards self-score rubric on the CA Dashboard will show progress in all areas:</td>
<td></td>
<td></td>
<td></td>
<td>6% more, or 19% of students participate in AP exams.</td>
</tr>
<tr>
<td>7) Dataquest English Learner reclassification rate</td>
<td>3) 33% of students complete A-G requirements- (2021)</td>
<td></td>
<td></td>
<td></td>
<td>4a) 16% of students will earn a 3 or higher on at least 2 AP exams</td>
</tr>
<tr>
<td>8) Master schedule analysis per school site</td>
<td>4) DISCONTINUE: 13% of students participated in AP exams- (2020)</td>
<td></td>
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<td></td>
<td>5) CTE pathway completion rate increase to 19% (goal exceeded in 2021-29.1%) New goal= 40%.</td>
</tr>
<tr>
<td>9) Common benchmark assessments reflective of the ELD/ELA CCSS in the</td>
<td>5) CTE pathway completion rate= 29.1% (2021)</td>
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<td></td>
<td>6) The Implementation of Academic Standards self-score rubric on the CA Dashboard was met in all areas.</td>
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<tr>
<td></td>
<td>6) The Implementation of Academic Standards self-score rubric on the CA Dashboard was met in all areas.</td>
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<td>7) 13% of English Learners reclassified combined, or 27% will identify math as the subject students need more help with.</td>
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<tr>
<td>Designated English Language Development program, including access to ELA/ELD standards.</td>
<td>receiving a score of 1 or above, with the ELD and Mathematics sections maintaining a score of 5</td>
<td>to FEP for 2020/21. (2021-22 Data is not yet available).</td>
<td>8) All students, including students with exceptional needs and English Learners maintain access to the full course of study described in Education Code</td>
<td>7) 18% of English Learners will reclassify to FEP (2020/21=13%)</td>
<td>7) 18% of English Learners will reclassify to FEP (2020/21=13%)</td>
</tr>
<tr>
<td>10) DISCONTINUED: Dataquest AP exam score of 3 or higher rate</td>
<td></td>
<td>8) All students, including students with exceptional needs and English Learners maintain access to the full course of study described in Education Code</td>
<td></td>
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</tr>
<tr>
<td>11) ELA SBAC summative assessment.</td>
<td></td>
<td>9) 30% of English Learners scored 80% on benchmark #3 (2021/22)</td>
<td></td>
<td>9) English Learners will demonstrate a 9% net increase, or 42% scoring 80% on benchmark #3 (2020/21= 33%)</td>
<td>9) English Learners will demonstrate a 9% net increase, or 42% scoring 80% on benchmark #3 (2020/21= 33%)</td>
</tr>
<tr>
<td>12) Mathematics SBAC summative assessment.</td>
<td></td>
<td>10) DISCONTINUE- (see 4a). 75% of students taking AP exams earned an AP exam score of 3 or higher (2020)</td>
<td></td>
<td>10) DISCONTINUE- (see 4a) 9% more of students, or 84% will earn an AP exam score of 3 or higher (2020= 75%)</td>
<td>10) DISCONTINUE- (see 4a) 9% more of students, or 84% will earn an AP exam score of 3 or higher (2020= 75%)</td>
</tr>
<tr>
<td>13) Local Integrated Math I benchmark assessment data collection</td>
<td>7) 13% of English Learners reclassified to FEP for 2020/21.</td>
<td>11) 48% of students in grades 3-8 and 11 MET or EXCEEDED standards on the ELA portion of the SBAC summative assessment (2019) (SBAC was not administered in 2020</td>
<td></td>
<td>11) 59% of students in grades 3-8 and 11 will MEET or EXCEED</td>
<td>11) 59% of students in grades 3-8 and 11 will MEET or EXCEED</td>
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<td>16) LCAP Survey data re: College/Career Readiness preparation (2021/22 changed to Youth Truth survey)</td>
<td>described in the Education Code</td>
<td>or 2021. 2021-22 data is not yet available</td>
<td>11a) 48% of 3rd graders MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment (2019) (SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available)</td>
<td>11a) 59% of 3rd graders will meet or exceed standards on the ELA portion of the SBAC summative assessment (2019= 48%)</td>
<td>11a) 59% of 3rd graders will meet or exceed standards on the ELA portion of the SBAC summative assessment (2019= 48%)</td>
</tr>
<tr>
<td>17) DISCONTINUED: LCAP Survey data re: VAPA meeting student needs</td>
<td></td>
<td></td>
<td>11b) 11% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2019= 11%)</td>
<td>11b) 18% of students with disabilities will meet or exceed standards on the ELA portion of the SBAC summative assessment. (2019= 11%)</td>
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</tr>
<tr>
<td>18) Dashboard State Seal of Biliteracy rate</td>
<td></td>
<td></td>
<td>11b) 11% of students with disabilities MET OR EXCEEDED standards on the ELA portion of the SBAC summative assessment. (2019= 11%)</td>
<td>11b) 18% of students with disabilities will meet or exceed standards on the ELA portion of the SBAC summative assessment. (2019= 11%)</td>
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</tr>
<tr>
<td>19) Dashboard College Credit Course completion rate</td>
<td></td>
<td></td>
<td>12) 35% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2019)</td>
<td>12) 46% of students in grades 3-8 and 11 will MEET or EXCEED standards on the mathematics portion of the SBAC summative assessment (2019= 35%)</td>
<td>12) 46% of students in grades 3-8 and 11 will MEET or EXCEED standards on the mathematics portion of the SBAC summative assessment (2019= 35%)</td>
</tr>
<tr>
<td>20) Local Indicator self-reflection tool regarding Access to a Broad Course of Study</td>
<td></td>
<td></td>
<td>12b) 11% of students with disabilities MET OR EXCEEDED standards on the mathematics portion of the SBAC summative assessment. (2019= 11%)</td>
<td>12a) 12% of students with disabilities will</td>
<td>12a) 12% of students with disabilities will</td>
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<td>summative assessment. (2019)</td>
<td></td>
<td>(SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available)</td>
<td>12a) 6% of students with disabilities MET or EXCEEDED standards on the math portion of the SBAC summative assessment. (2019) (SBAC was not administered in 2020 or 2021. 2021-22 data is not yet available)</td>
<td></td>
<td>meet or exceed standards on the math portion of the SBAC summative assessment. (2019= 6%)</td>
</tr>
<tr>
<td>12) 35% of students in grades 3-8 and 11 MET or EXCEEDED standards on the mathematics portion of the SBAC summative assessment (2019)</td>
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<td>12a) 6% of students with disabilities MET or EXCEEDED standards on the math portion of the SBAC summative assessment. (2019)</td>
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<td></td>
<td>13) 69% of Integrated Math 1 students scored proficient (70% or higher) on the 1st semester benchmark assessment (in fall 2021)</td>
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<td>13) 83% of Integrated Math 1 students will score proficient (70% or higher) on the 1st semester benchmark assessment (2020= 63%)</td>
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<td>13) 63% of Integrated Math 1 students scored proficient (70% or higher) on the 1st semester benchmark assessment (in fall 2020)</td>
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<td>14) 40.9% of students are prepared for college/career (2020)</td>
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<tr>
<td>14a) 35.7% of Hispanic/Latinx students are prepared</td>
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<td>14) 86% of students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)</td>
<td></td>
<td>14) 49.9% of students are prepared for college/career (2019= 40.9%) (goal exceeded in 2021- 86%) New goal= 90%.</td>
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<tr>
<td>14a) 44.7% of Hispanic/Latinx students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)</td>
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<td>14b) 9.3% of English Learners are prepared for college/career (2020= 3.3%)</td>
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<tr>
<td>for college/career (2020)</td>
<td></td>
<td>14a) 69% of Hispanic/Latinx students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)</td>
<td></td>
<td></td>
<td>(goal exceeded in 2021- 20%) New goal= 25%.</td>
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<tr>
<td>14b) 3.3% of English Learners are prepared for college/career (2020)</td>
<td></td>
<td>14b) 20% of English Learners are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)</td>
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<td>14c) 43.4% of socioeconomically disadvantaged students are prepared for college/career (2020= 34.4%) (goal exceeded in 2021- 69%) New goal= 75%.</td>
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<tr>
<td>14c) 34.4% of socioeconomically disadvantaged students are prepared for college/career (2020)</td>
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<td></td>
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<td>14d) 3.4% of students with disabilities are prepared for college/career (2020= 7.4%) (goal exceeded in 2021- 22%) New goal= 27%.</td>
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<tr>
<td>14d) 7.4% of students with disabilities are prepared for college/career (2020)</td>
<td></td>
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<td>14e) 37.3% of homeless students are prepared for college/career (2020= 31.3%) (goal exceeded in 2021- 100%) New goal= 100%.</td>
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<tr>
<td>14e) 31.3% of homeless students are prepared for college/career (2020)</td>
<td></td>
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<td>15) DISCONTINUE: 9% more (or 77%) of students will agree or strongly agree that the school is motivating them to learn. (2020)</td>
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<tr>
<td>15) 68% of students agreed or strongly agreed that the school is motivating them to learn. (2020)</td>
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<td>16) 28% of parents and 17% of students indicated they are unsure if schools are</td>
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<tr>
<td>1) Preparing students to be college/career ready. (2020)</td>
<td></td>
<td>prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)</td>
<td></td>
<td></td>
<td>school is motivating them to learn.</td>
</tr>
<tr>
<td>2) 100% of homeless students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)</td>
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<td></td>
<td>15a) NEW: 75% of students agreed or strongly agreed that their teachers' expectations make them want to do their best.</td>
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<tr>
<td>3) 68% of students agreed or strongly agreed that the school is motivating them to learn. (2020)</td>
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<td>16) DISCONTINUE: 5% fewer parents and students (or 8% and 0%) will indicate they are unsure if schools are preparing students to be college/career ready.</td>
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<td>4) 5% fewer parents and students (or 8% and 0%) will indicate they are unsure if schools are preparing students to be college/career ready.</td>
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<td>16a) NEW: 45% of high schools students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want.</td>
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<td>5) DISCONTINUE: 15% fewer parents, or 14% and 10% will indicate N/A or they are unsure</td>
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<td></td>
<td>17) DISCONTINUE:</td>
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<tr>
<td>completed a-g and CTE pathway requirements</td>
<td></td>
<td>17% of students indicated they are unsure if schools are preparing students to be college/career ready. (2020)</td>
<td>16a) NEW: 36% of high schools students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want. (2021)</td>
<td>17) DISCONTINUE: 29% and 25% of parents indicated N/A or they are unsure regarding Visual and Performing Arts programs meeting their child's needs. (2020= 29% and 25%)</td>
<td>18) 18% of students will earn the State Seal of Biliteracy. (2020= 9%)</td>
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<td></td>
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<td>18) 9% of 2021 cohort earned the State Seal of Biliteracy.</td>
<td>19) 4% of 2021 cohort completed college credit courses</td>
<td>20) All students will continue to have access to a broad course of study and curriculum aligned instructional materials.</td>
<td>19) 10% of students will complete college credit courses (2020= 1%)</td>
</tr>
<tr>
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<td></td>
<td>21) MODIFIED: 45% of students in grades TK-12 will score at or above grade level in math on the district universal screener on EOY 2024 assessment. 56% of students in grades TK-12 will score at or above</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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<td>20) All students have access to a broad course of study and curriculum aligned instructional materials.</td>
<td></td>
<td></td>
<td>grade level in reading on the district universal screener on EOY 2024 assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21) MODIFIED: i-Ready Window 2 for 2021/22 (grades 3-8) Math= 32% at or above grade level (grades 3-8) Reading= 43% at or above grade level</td>
<td></td>
<td></td>
<td>22) 15% of students will complete a-g and CTE pathway requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22) 10% of 2021 cohort completed a-g and CTE pathway requirements</td>
<td></td>
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</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>TK-8 ELA/ELD PD</td>
<td>1) TK-8 teachers will continue to implement adopted ELA/ELD materials and receive high quality professional development.</td>
<td>$15,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.2</td>
<td>Common Assessments and Data Team Meetings</td>
<td>2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress via a continuous improvement cycle.</td>
<td>$85,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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<td>Total Funds</td>
<td>Contributing</td>
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</tr>
<tr>
<td>1.3</td>
<td>Math PD</td>
<td>3) Teachers will continue to receive professional development and coaching support regarding the CCSS aligned adopted math materials implementation</td>
<td>$348,521.00</td>
<td>No</td>
</tr>
<tr>
<td>1.4</td>
<td>Standards Based Grading</td>
<td>4) Planning and release time/extra pay for transitioning 6th-12th grade to Standards Based Grading</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.5</td>
<td>Studer Continuous Improvement PD for Leadership</td>
<td>5) Continue work with Studer regarding Continuous Improvement PD for site and district leadership</td>
<td>$30,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.6</td>
<td>Designated and Integrated ELD</td>
<td>6) Julie Salcedo/ Designated and Integrated ELD program will continue, with training and in class coaching of teachers.</td>
<td>$869,584.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.7</td>
<td>Intervention and Online curriculum</td>
<td>7) Intervention FTE will be maintained to respond to and monitor and address students’ academic needs in ELA &amp; math in grades TK-12 when they are not making progress on district common assessments. In addition, an online curriculum will be purchased for use with new learning for independent study type learners and with credit recovery for credit deficient high school students.</td>
<td>$1,243,069.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.8</td>
<td>VAPA</td>
<td>8) Continue work with VAPA Integration strategic plan</td>
<td>$486,764.00</td>
<td>No</td>
</tr>
<tr>
<td>1.9</td>
<td>DISCONTINUE: Ed Tech Integration TOSAs</td>
<td>9) DISCONTINUE: 2.0 FTE Ed Tech Integration TOSAs are hired to continue momentum with Ed Tech Integration.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td>Replacement Chromebooks and</td>
<td>10) Replacement Chromebooks for student access will be purchased. Educational technology for continued focus and emphasis on 21st century learning will be purchased/renewed.</td>
<td>$1,520,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
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<td>Contributing</td>
</tr>
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<td>---------</td>
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</tr>
<tr>
<td>1.11</td>
<td>After School Tutoring</td>
<td>11) District to continue to provide after school tutoring support in grades TK-12, including transportation home</td>
<td>$30,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.13</td>
<td>DISCONTINUE: After school supervised homework lab</td>
<td>13) DISCONTINUE: District to provide supervised after school homework lab and library access to students in grades TK-8.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1.15</td>
<td>2 additional PD Days focused on MTSS and PLCs, including vertical articulation</td>
<td>15) District to continue to provide cutting-edge professional development around MTSS and PLCs in order to attract and retain high-quality teachers, and deliver the best possible educational program to students. (2 additional PD days)</td>
<td>$295,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.16</td>
<td>College/Career Readiness</td>
<td>16) Students are continued to be encouraged and counseled to meet the CCI requirements, including A-G to be college/career &quot;prepared&quot;.</td>
<td>$100,660.00</td>
<td>No</td>
</tr>
<tr>
<td>1.17</td>
<td>AP exam scholarships</td>
<td>17) Students enrolling in AP classes are continued to be encouraged to participate in the AP exams.</td>
<td>$10,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.18</td>
<td>CTE pathway completion</td>
<td>18) WMS, WHS, &amp; NBMA provide strong academy and pathway programs at grades 6-12 in an effort to increase the percentage of CTE pathway completers at WHS &amp; NBMA.</td>
<td>$1,323,361.00</td>
<td>No</td>
</tr>
<tr>
<td>1.19</td>
<td>AVID</td>
<td>19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program, including AVID Excel to better address the needs of Long Term English Learners.</td>
<td>$354,817.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.1-</td>
<td>was not implemented due to a lack of sub availability for release days for teachers.</td>
</tr>
<tr>
<td>1.9-</td>
<td>was not implemented due to a lack of teaching force.</td>
</tr>
<tr>
<td>1.11-</td>
<td>was not implemented due to a lack of teaching force.</td>
</tr>
<tr>
<td>1.13-</td>
<td>was not implemented due to a lack of work force.</td>
</tr>
</tbody>
</table>

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.

Material differences are for 1.1, 1.9, 1.11, and 1.13. The actions were not implemented, as stated above.

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

1) Students continued to participate in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS
3) 33% of students complete A-G requirements- (2021)
5) CTE pathway completion rate= 29.1% (2021)
6) A self-completed rubric monitors growth for continued CCSS implementation
8) All students, including students with exceptional needs and English Learners maintain access to the full course of study described in Education Code
9) 30% of English Learners scored 80% on benchmark #3 (2021/22)
13) 69% of Integrated Math 1 students scored proficient (70% or higher) on the 1st semester benchmark assessment (in fall 2021)
14) 86% of students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)
14a) 69% of Hispanic/Latinx students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)
14b) 20% of English Learners are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

14c) 69% of socioeconomically disadvantaged students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

14d) 22% of students with disabilities are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

14e) 100% of homeless students are prepared for college/career (2021) (this percentage may be inflated as some students may have met criteria in more than one area)

18) 9% of 2021 cohort earned the State Seal of Biliteracy.

19) 4% of 2021 cohort completed college credit courses

20) All students have access to a broad course of study and curriculum aligned instructional materials.

22) 10% of 2021 cohort completed a-g and CTE pathway requirements

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.

METRIC CHANGES:
2) DISCONTINUED- WUSD moved to YouthTruth survey 36% and 33% of parents and students identified math as a subject students need more help with-

4) DISCONTINUED: 13% of students participated in AP exams- (2020)
4a) New Dashboard Metric and baseline for 2021: 12% of students earned a 3 or higher on at least 2 AP exams

10) DISCONTINUED- (see 4a). 75% of students taking AP exams earned an AP exam score of 3 or higher (2020)

15) DISCONTINUED: 68% of students agreed or strongly agreed that the school is motivating them to learn. (2020)
15A) NEW: 65% of students agreed or strongly agreed that their teachers’ expectations make them want to do their best.

16) DISCONTINUED: 28% of parents and 17% of students indicated they are unsure if schools are preparing students to be college/career ready. (2020)
16a) NEW: 36% of high schools students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want.

17) DISCONTINUED: 29% and 25% of parents indicated N/A or they are unsure regarding Visual and Performing Arts programs meeting their child's needs.
21) MODIFIED: i-Ready Window 2 for 2021/22 (grades 3-8) Math= 32% at or above grade level (grades 3-8) Reading= 43% at or above grade level

DESIRED OUTCOME CHANGES:
2) DISCONTINUED- WUSD moved to YouthTruth survey 9% fewer Students, parents, and staff combined, or 27% will identify math as the subject students need more help with
4) DISCONTINUED: 6% more, or 19% of students participate in AP exams.
5) CTE pathway completion rate increase to 19% (goal exceeded in 2021- 29.1%) New goal= 40%.
10) DISCONTINUED- (see 4a) 9% more of students, or 84% will earn an AP exam score of 3 or higher (2020= 75%)
14) 49.9% of students are prepared for college/career (2019= 40.9%) (goal exceeded in 2021- 86%) New goal= 90%.
14a) 44.7% of Hispanic/Latinx students are prepared for college/career (2020= 35.7%) (goal exceeded in 2021- 69%) New goal= 75%.
14b) 9.3% of English Learners are prepared for college/career (2020= 3.3%) (goal exceeded in 2021- 20%) New goal= 25%.
14c) 43.4% of socioeconomically disadvantaged students are prepared for college/career (2020= 34.4%) (goal exceeded in 2021- 69%) New goal= 75%.
14d) 3.4% of students with disabilities are prepared for college/career (2020= 7.4%) (goal exceeded in 2021- 22%) New goal= 27%.
14e) 37.3% of homeless students are prepared for college/career (2020= 31.3%) (goal exceeded in 2021- 100%) New goal= 100%.
15) DISCONTINUED: 9% more (or 77%) of students will agree or strongly agree that the school is motivating them to learn.
15a) NEW: 75% of students agreed or strongly agreed that their teachers' expectations make them want to do their best.
16) DISCONTINUED: 5% fewer parents and students (or 8% and 0%) will indicate they are unsure if schools are preparing students to be college/career ready.
16a) NEW: 45% of high schools students agree or strongly agree that their school has helped them understand the steps they need to take in order to have the career that they want.
17) DISCONTINUED: 15% fewer parents, or 14% and 10% will indicate N/A or they are unsure regarding Visual and Performing Arts programs meeting their child's needs. (2020= 29% and 25%)
21) MODIFIED: 45% of students in grades TK-12 will score at or above grade level in math on the district universal screener on EOY 2024 assessment. (2020/21= 31%).
56% of students in grades TK-12 will score at or above grade level in reading on the district universal screener on EOY 2024 assessment. (2020/21= 41%).

ACTION CHANGES:
1.8- MODIFIED to reflect 6-12 VAPA certificated salaries
1.9- DISCONTINUED due to lack of teaching force
1.13- DISCONTINUED due to implementation of new Before and After School Program (BAASP)
1.18- MODIFIED to reflect 6-12 CTE certificated salaries
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>Broad Goal: Students will be engaged in their learning in order to be successful.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Regular attendance is critical for student success in school. Graduation from high school is an important first marker of continued success in college and career. Attendance, chronic absenteeism, middle school and high school drop out rates and high school graduation rates are all required data for LCAP under Priority 5, Student Engagement. In addition, California Dashboard data as well as local data analysis revealed a need for improvement in the area of student engagement, particularly with regard to attendance, chronic absenteeism, and the high school graduation rate. This is why Goal 2 was established.

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>1) District reported P2 attendance percentage in SIS</td>
<td>1) The school attendance rate (ADA) for 2019/20 is 95.3%</td>
<td>1) The school attendance rate (ADA) for 2021/22 is 92.8% (Criteria for 2020/21 ADA was different than 2019-20 and 2021-22, so was not used).</td>
<td>1) MODIFIED: The school attendance rate (ADA) will increase to 96%.</td>
<td></td>
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</tr>
<tr>
<td>2) Dashboard chronic absenteeism rate.</td>
<td>2) The chronic absenteeism rate for 2018/19 is 12%.</td>
<td>2) The chronic absenteeism rate for 2020/21 is 4.3%. (Not comparable to 2019/20 or 2021/22 due to different criteria used during DL)</td>
<td>2) The chronic absenteeism rate will reduce to 9%.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Dataquest reported middle school drop out rate</td>
<td>3) The middle school drop out rate for 2019/20 is &lt;1%.</td>
<td>3) The middle school drop out rate will continue to be &lt;1%.</td>
<td>3) The middle school drop out rate will continue to be &lt;1%.</td>
<td></td>
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</tr>
<tr>
<td>4) Dataquest reported high school drop out rate</td>
<td>4) The high school drop out rate for 2019/20 is 4%.</td>
<td>4) The high school drop out rate will be 2%.</td>
<td>4) The high school drop out rate will be 2%.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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</tr>
<tr>
<td>graduation rate indicator</td>
<td>5) The high school graduation rate for 2020 is 90.1%. The Hispanic/Latino graduation rate for 2020 is 89.2%. The English Learner graduation rate for 2020 is 80%. The Students with Disabilities graduation rate for 2020 is 73.5%. The homeless graduation rate for 2020 is 87.5%.</td>
<td>3) The middle school drop out rate for 2020/21 is &lt;1%. 4) The high school drop out rate for 2020/21 is 4%. 5) The high school graduation rate for 2021 is 92.2%. The Hispanic/Latino graduation rate for 2021 is 87.6%. The English Learner graduation rate for 2021 is 75%. The Students with Disabilities graduation rate for 2021 is 69.8%. The homeless graduation rate for 2021 is 90.5%.</td>
<td></td>
<td></td>
<td>5) The high school graduation rate will increase to 93%. The Hispanic/Latino graduation rate will increase to 93%. The English Learner graduation rate will increase to 83%. The Students with Disabilities graduation rate will increase to 76.5%. The homeless graduation rate will increase to 90.5%. (Goal met in 2021) New goal= 92%.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
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<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>SARB</td>
<td>1) Hold SARB hearings monthly, and continue to systematize SARB process at each site.</td>
<td>$20,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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</tr>
<tr>
<td>2.2</td>
<td>Transportation for unduplicated students</td>
<td>District to provide home-to-school transportation.</td>
<td>$861,096.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.4</td>
<td>HS Summer School</td>
<td>4) Provide summer school to credit deficient high school students</td>
<td>$40,000.00</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.

There were no substantive differences in the planned actions and actual implementation of these actions.

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 between budgeted expenditures and estimated actual expenditures.

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

2) The chronic absenteeism rate for 2020/21 is 4.3%. (Not comparable to 2019/20 or 2021/22 due to different criteria used during DL)

3) The middle school drop out rate for 2020/21 is <1%.

4) The high school drop out rate for 2020/21 is 4%.

5) The high school graduation rate for 2020/21 is 4%.

The homeless graduation rate for 2021 is 90.5%.

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

**DESIRED OUTCOME CHANGE:**
The homeless graduation rate will increase to 90.5%. (Goal met in 2021) New goal= 92%.
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

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Broad Goal: Create and maintain optimum learning and working environments for students and staff.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The metrics and actions in Goal 3 address the required LCAP Priority Areas of 1- Basic Services, including rate of teacher misassignment, student access to standards-aligned instructional materials, and facilities in good repair, and 6- School Climate, including student suspension rates, student expulsion rates, school learning environment, and other local measures. Data analysis based on the California Dashboard and other local data indicated the need for this broad goal.

### Measuring and Reporting Results

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1) CalSASS.</td>
<td>1) The rate of teacher misassignment is &lt;1% in 2020.</td>
<td>1) The rate of teacher misassignment is 16% in 2021.</td>
<td>1) MODIFY: The rate of teacher misassignment will be &lt;1%.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) District report from Ed Svcs.</td>
<td>2) Student access to standards-aligned instructional materials is 100% in 2020.</td>
<td>2) Student access to standards-aligned instructional materials is 100% in 2021.</td>
<td>2) Student access to standards-aligned instructional materials will continue to be 100%.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Facility Inspection Tool (FIT) Report</td>
<td>3) Facility Inspection Tool (FIT) Report is 93.7% GOOD in 2020.</td>
<td>3) Facility Inspection Tool (FIT) Report is 93.7% GOOD in 2021.</td>
<td>3) Facility Inspection Tool (FIT) Report will continue to maintain overall good condition- MET (93.7%- GOOD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Dataquest reported student suspension rate. Dashboard suspension rate indicator.</td>
<td>4) The student suspension rate is 3% in 2019/20.</td>
<td>4) The student suspension rate is 1% in 2020/21. (This data should not be compared to 2019/20 or 2021/22 because</td>
<td></td>
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</tr>
<tr>
<td>5) Dataquest reported student expulsion rate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>6) LCAP survey results- parents and staff (2021/22 changed to Youth Truth survey)</td>
<td>5) The student expulsion rate is &lt;1% in 2019/20.</td>
<td>students were on Distance Learning for a majority of the 2020/21 school year and not on campuses).</td>
<td>5) The student expulsion rate is 0% in 2020/21. (This data should not be compared to 2019/20 or 2021/22 because students were on Distance Learning for a majority of the 2020/21 school year and not on campuses).</td>
<td>4) The student suspension rate will be 3%.</td>
<td>5) The student expulsion rate will be &lt;1%.</td>
</tr>
<tr>
<td>7) WHS Academic Counseling ratio: Information Day enrollment at WHS divided by Counseling FTE.</td>
<td>6) The school learning environment is 83%, which is to say the 83% of parent and staff survey responses indicated that the school is providing a safe and positive learning environment (2020/21)</td>
<td>7) The ratio of academic counselors at the high school level is 1/443. (2020/21)</td>
<td>6) DISCONTINUE: The school learning environment will increase to 93% which is to say that 93% of parent and staff survey responses will indicate that the school is providing a safe and positive learning environment.</td>
<td>6A) New YT outcome: 80% of elementary school families, 75% of middle school families, and 75% of high school families agree or strongly agree that their school is a safe place to learn.</td>
<td></td>
</tr>
<tr>
<td>8) WUSD SEL counseling ratio: information day enrollment by site divided by counseling FTE.</td>
<td>7) The ratio of academic counselors at the high school level is 1/443. (2020/21)</td>
<td>6) DISCONTINUE: The school learning environment is 83%, which is to say the 83% of parent and staff survey responses indicated that the school is providing a safe and positive learning environment (2020/21)</td>
<td>6A) New YT outcome: 80% of elementary school families, 75% of middle school families, and 75% of high school families agree or strongly agree that their school is a safe place to learn.</td>
<td>7) The ratio of academic counselors at the high school</td>
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<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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<tr>
<td>10) 84% of 5th-12th grade students agreed or strongly agreed that the school has adults who really care about them. (2020/21)</td>
<td>families, 64% of middle school families, and 58% of high school families agree or strongly agree that their school is a safe place to learn. (2020/21)</td>
<td>7) The ratio of academic counselors at the high school level is 1/443. (2021/22)</td>
<td>8) The ratio of social emotional counselors at district schools is: MWE= 1/436 BES= 1/497 WMS= 1/736 WHS/NBMA/WOA= 2/1618 (2021/22)</td>
<td>9) DISCONTINUE: 6% more or 80% of 5th-12th grade students will agree or strongly agree that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21= 74%).</td>
<td>level will maintain at 1/443. 8) The rate of social emotional counselors at district schools will improve or maintain as follows: MWE= 1/448 (improvement of .5 FTE) BES= 1/531 (improvement of .5 FTE) WMS= 1/771 (Maintain) WHS/NBMA/WOA= 2/1682 (Improvement of .5 FTE)</td>
</tr>
<tr>
<td>7) The ratio of academic counselors at the high school level is 1/443. (2021/22)</td>
<td>8) The ratio of social emotional counselors at district schools is: MWE= 1/436 BES= 1/497 WMS= 1/736 WHS/NBMA/WOA= 2/1618 (2021/22)</td>
<td>9) DISCONTINUE: 74% of 5th-12th grade students agreed or strongly agreed that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21)</td>
<td>9a) New YT outcome: 60% of elementary students, 50% of</td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
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<td>Desired Outcome for 2023–24</td>
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<tr>
<td>9a) New YT baseline metric: 54% of elementary students, 38% of middle school students, and 39% of high school students agree or strongly agree that there is an adult from school they can talk to if they're feeling upset, stressed, or are having problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>middle school students, and 50% of high school students agree or strongly agree that there is an adult from school they can talk to if they're feeling upset, stressed, or are having problems.</td>
</tr>
<tr>
<td>10) DISCONTINUE: 84% of 5th-12th grade students agreed or strongly agreed that the school has adults who really care about them. (2020/21)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10) DISCONTINUE: 6% more or 90% of 5th-12th grade students will agree or strongly agree that the school has adults who really care about them.</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>3.1</td>
<td>FIT Report</td>
<td>1) The District’s maintenance department continues to remedy the findings in the FIT Report so all schools meet the criteria for “good” condition by generating work orders directly from the FIT report findings.</td>
<td>$7,500.00</td>
<td>No</td>
</tr>
<tr>
<td>3.2</td>
<td>SEL Counselors</td>
<td>2) The maintenance of 5 social/emotional counselors improves services to students in the areas of social skills/ conflict resolution</td>
<td>$773,396.00</td>
<td>Yes</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>
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</tr>
<tr>
<td>3.3</td>
<td>SEL Programs</td>
<td>3) The District will continue with providing professional development for new staff in the identified social-emotional learning approaches &quot;Responsive Classroom&quot; for grades TK-5, &quot;Restorative Resources Community Building Circles&quot; in grades 9-12, and Big Picture Learning in grades TK-12 at NBMA &amp; 10-12 at WOA to emphasize the importance of regular school attendance and build up each student's sense of belonging to the learning community. A new CASEL recommended SEL program for WMS will be identified.</td>
<td>$30,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.4</td>
<td>Certificated Staff Salaries</td>
<td>4) The district continues to recruit and retain highly qualified and dynamic certificated staff who reflect the student demographics.</td>
<td>$19,108,412.00</td>
<td>No</td>
</tr>
<tr>
<td>3.5</td>
<td>DISCONTINUED (Incorporated into L303): Safe &amp; Positive Learning Environment</td>
<td>DISCONTINUED (Incorporated into L303): District will create intentional, planned, scheduled, and structured opportunities for staff and students to bond.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>DISCONTINUED (Incorporated into L115): Equity PD</td>
<td>DISCONTINUED (Incorporated into L115): District will provide PD to staff regarding equity, including cultural bias and cultural differences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Portrait of a Graduate: Student Motivation &amp; Engagement</td>
<td>Through the WUSD creation of a Portrait of a Graduate, District to provide process and structure to explore ways to learn about and incorporate student voice and choice into their learning.</td>
<td>$15,000.00</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.

| 3.5 was not implemented and instead is being incorporated into L303 |
| 3.6 was not implemented and instead is being incorporated into L115 |
| 3.7 was not implemented due to initiative fatigue and unanticipated year long focus on COVID mitigation. |

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.

| 3.5, 3.6, & 3.7 were not implemented as stated above. |

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

| 2) Student access to standards-aligned instructional materials is 100% in 2021. |
| 3) Facility Inspection Tool (FIT) Report is 93.7% GOOD in 2021. |
| 4) The student suspension rate is 1% in 2020/21. (This data should not be compared to 2019/20 or 2021/22 because students were on Distance Learning for a majority of the 2020/21 school year and not on campuses). |
| 5) The student expulsion rate is 0% in 2020/21. (This data should not be compared to 2019/20 or 2021/22 because students were on Distance Learning for a majority of the 2020/21 school year and not on campuses). |
| 7) The ratio of academic counselors at the high school level is 1/443. (2021/22) |
| 8) The ratio of social emotional counselors at district schools is: |
  | MWE= 1/ 436 |
  | BES= 1/ 497 |
  | WMS= 1/ 736 |
  | WHS/NBMA/WOA= 2/ 1618 (2021/22) |
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.

### METRIC CHANGES:
1) CalSASS.
6) LCAP survey results- parents and staff (2021/22 changed to Youth Truth survey)
9) LCAP Survey re: trusted adults (2021/22 changed to Youth Truth survey)
10) DISCONTINUED 2021/22: LCAP Survey re: caring adults

### DESIRED OUTCOME CHANGES:
1) MODIFY: The rate of teacher misassignment will be <1%.
4) The student suspension rate will be 3%.
5) The student expulsion rate will be <1%.
6) DISCONTINUE: The school learning environment will increase to 93% which is to say that 93% of parent and staff survey responses will indicate that the school is providing a safe and positive learning environment.
6A) New YT outcome: 80% of elementary school families, 75% of middle school families, and 75% of high school families agree or strongly agree that their school is a safe place to learn.
9) DISCONTINUE: 6% more or 80% of 5th-12th grade students will agree or strongly agree that there is at least one trusted adult at school whom they will seek out if they have a problem. (2020/21= 74%).
9a) New YT outcome: 60% of elementary students, 50% of middle school students, and 50% of high school students agree or strongly agree that there is an adult from school they can talk to if they're feeling stressed, or are having problems.
10) DISCONTINUE: 6% more or 90% of 5th-12th grade students will agree or strongly agree that the school has adults who really care about them.

### ACTION CHANGES:
L304: Certificated salary and benefits (minus those captured in L103, L106, L107, L108, L118, & L119)
L305: Incorporated into L303
L306: Incorporated into L115

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>Broad Goal: Build effective and relevant family partnerships to increase student achievement and engagement in school</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The metrics and actions in Goal 4 address the LCAP required priority area 3- Parental Involvement, including efforts to seek input and promotion of parental participation. Youth Truth survey analysis indicates a need for this broad goal.

### 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>1) Parent input and participation- LCAP survey results</td>
<td>1) 72% of parents responding to survey indicate that the schools regularly seek parent input and participation (2020/21).</td>
<td>1) 52% of elementary families, 51% of middle school families, and 49% of high school families agreed or strongly agreed that they are included in planning school activities. (YT 2021-22)</td>
<td>1) DISCONTINUE: 85% (or an increase of 13%) of parents responding to survey will indicate that the schools regularly seek parent input and participation. New: 57% of elementary families, 56% of middle school families, and 54% of high school families agreed or strongly agreed that they are included in planning school activities.</td>
<td></td>
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</tr>
<tr>
<td>2) The percent of parents who respond to the LCAP survey</td>
<td>2) The response rate for parents on the 2020/21 survey was 38%. The percentage of Hispanic/Latinx parents who responded to the 2020/21 survey was 32% (Hispanic/Latinx students comprise 56% of district enrollment).</td>
<td>1a) 38% of elementary families, 38% of middle school families, and 30% of high school families agree or strongly agree that they feel empowered to play a meaningful role in decision-making a</td>
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<tr>
<td>DISCONTINUE: The percent of Hispanic/Latinx parents who respond to the LCAP survey</td>
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<tr>
<td>The percent of parents of English Learners who respond to the LCAP survey</td>
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<tr>
<td>Metric</td>
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<tr>
<td>The percent of socioeconomically disadvantaged parents who respond to the LCAP survey</td>
<td>The percentage of parents of English Learners who responded to the 2020/21 survey was 3%. (English Learners comprise 16% of district enrollment). The percentage of socially disadvantaged students comprise 51% of district enrollment). The percentage of parents of students with exceptional needs who responded to the 2020/21 survey was 13%. (Students with exceptional needs comprise 16% of district enrollment).</td>
<td>their school. (YT 2021-22) 2) The response rate for parents on the 2021/22 YT survey was 43%. DISCONTINUE: The percentage of Hispanic/Latinx parents who responded to the 2020/21 survey was 25% (Hispanic/Latinx students comprise 56% of district enrollment). The percentage of parents of English Learners who responded to the 2020/21 survey was 3%. (English Learners comprise 16% of district enrollment). The percentage of socioeconomically disadvantaged parents who responded to the 2020/21 survey was 3%. (Socioeconomically disadvantaged students comprise 51% of district enrollment).</td>
<td></td>
<td>43% of middle school families, and 35% of high school families agree or strongly agree that they feel empowered to play a meaningful role in decision-making at their school. 2) The response rate for parents on the LCAP survey will increase by 5% to 43%. (Goal met on YT survey. New goal= 48%) DISCONTINUE: The percentage of Hispanic/Latinx parents who respond to the LCAP survey will increase by 10% to 42%. The percentage of parents of English Learners who respond to the LCAP survey will increase by 3% to 6%. The percentage of socioeconomically disadvantaged parents who respond</td>
<td></td>
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<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>communication platform is useful to me as a communication tool regarding school and district information is 78% (2020/21).</td>
<td>students comprise 51% of district enrollment. The percentage of parents of students with exceptional needs who responded to the 2020/21 survey was 13%. (Students with exceptional needs comprise 16% of district enrollment).</td>
<td>3) DISCONTINUE: The percentage of parents who indicated they agree or strongly agree that &quot;Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information is 78% (2020/21).</td>
<td></td>
<td></td>
<td>to the LCAP survey will increase by 15% to 40%. (Socioeconomically disadvantaged students comprise 51% of district enrollment). The percentage of students with exceptional needs who respond to the LCAP survey will increase by 2% to 15%. (Students with exceptional needs comprise 16% of district enrollment).</td>
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<td>3) DISCONTINUE: The percentage of parents who indicate they agree or strongly agree that &quot;Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information will increase by 5% to 83%.</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>4.1</td>
<td>Bilingual Community Liaisons</td>
<td>1) Bilingual community liaisons continue to work at each site to provide a bridge between Spanish speaking parents and English speaking staff.</td>
<td>$320,000.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>DISCONTINUE Bloomz, REPLACE with Parent Square</td>
<td>DISCONTINUE subscription to Bloomz, REPLACE with Parent Square, an online communication platform that provides a translation feature which allows English speaking staff to communicate with non-English speaking families.</td>
<td>$25,000.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Coordinator of District Communication</td>
<td>District to recruit and hire a Coordinator of District Communication to assist with district communication needs and increase the online presence of WUSD.</td>
<td>$170,000.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>DELAC/ELAC</td>
<td>5) ELAC/DELAC meetings will continue to be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness &amp; Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. EL Site Coordinators and site administrators will continue to attend.</td>
<td>$1,500.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>DISCONTINUE with fade plan: Apptegy</td>
<td>6) DISCONTINUE/FADE Apptegy program as the district's communication platform- Apptegy includes website, phone, text, push notifications, Facebook and Twitter, and a smart phone app all used as a means to communicate with families. Parent Square will be new program.</td>
<td>$12,000.00</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the 2021-22 planned actions and actual implementation of the actions.

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 between budgeted and estimated actual expenditures.

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

2) The response rate for parents on the 2021/22 YT survey was 43%.

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.

GOAL CHANGE:
Youth Truth survey data will be used from 2021-22 on.

METRIC CHANGES:
1) Parent input and participation- LCAP survey results (2021/22 changed to Youth Truth survey)
2) The percent of parents who respond to the LCAP survey (2021/22 changed to Youth Truth survey)
DISCONTINUE: The percent of Hispanic/Latinx parents who respond to the LCAP survey
The percent of parents of English Learners who respond to the LCAP survey
The percent of socioeconomically disadvantaged parents who respond to the LCAP survey
The percent of parents of Students with exceptional needs who respond to the LCAP survey
3) DISCONTINUE: Parent satisfaction with Apptegy- LCAP survey results

DESIRABLE OUTCOME CHANGES:
1) DISCONTINUE: 85% (or an increase of 13%) of parents responding to survey will indicate that the schools regularly seek parent input and participation.
New: 57% of elementary families, 56% of middle school families, and 54% of high school families agreed or strongly agreed that they are included in planning school activities.
1a) 43% of elementary families, 43% of middle school families, and 35% of high school families agree or strongly agree that they feel empowered to play a meaningful role in decision-making a their school.
2) The response rate for parents on the LCAP survey will increase by 5% to 43%. (Goal met on YT survey. New goal= 48%)
DISCONTINUE: The percentage of Hispanic/Latinx parents who respond to the LCAP survey will increase by 10% to 42%.
The percentage of parents of English Learners who respond to the LCAP survey will increase by 3% to 6%.
The percentage of socioeconomically disadvantaged parents who respond to the LCAP survey will increase by 15% to 40%.
(Socioeconomically disadvantaged students comprise 51% of district enrollment).
The percentage of students with exceptional needs who respond to the LCAP survey will increase by 2% to 15%. (Students with exceptional needs comprise 16% of district enrollment).
3) DISCONTINUE: The percentage of parents who indicate they agree or strongly agree that "Apptegy, the district's communication platform is useful to me as a communication tool regarding school and district information will increase by 5% to 83%.

ACTION CHANGES:
L402: Discontinue Bloomz and replace with Parent Square
L406: Discontinue/fade Apptegy and replace with Parent Square

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>$3,360,701</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>10.18%</td>
<td>0.12%</td>
<td>$40,345.93</td>
<td>10.30%</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.

The needs of foster youth, English learners, and low-income students are considered each time data are collected and disaggregated by subgroup. When a disparity is discovered, a root cause analysis is completed and research based solutions are identified, implemented, and monitored.

Windsor Unified School District (unduplicated count is 51%) is receiving $3,360,701 in supplemental grant funds. The majority of this funding supports Academic Intervention and ELD teacher salaries, as well as consultant fees for training, coaching, and specialized program materials. The district is focusing its improvement efforts in on a TK-12 ELD program with a curriculum in its 9th year of implementation, and focused professional development, as well as in-class coaching. In order to keep on track with meeting English Learner Dashboard targets, it is necessary to utilize the supplemental grant funds to ensure that our English Learners become proficient in English as quickly as possible. As English Learners make up a significant portion of our unduplicated count, the services provided are meeting the needs of the targeted student population. Our RFEP rates continue to grow as a result of the program implementation, exceeding the state rate, and our RFEP students are performing close to district wide levels in ELA, and are growing in math.

Designated and Integrated English Language Development and math Summer school will be offered to English Learners in the elementary grades to continue to assist them through the summer months in getting closer to English proficiency.
Inside the school day Tier 2 academic intervention and after school tutoring will also principally benefit the needs of unduplicated count students by addressing the needs of students who are performing below grade level in English language arts and Mathematics.

The District will continue to provide AVID to MS and HS students to support them in college/career readiness. AVID's research based practices are yielding success with our students, as an average of 85% of Windsor High School AVID seniors have been accepted to CSU and UC colleges for the past three years, many of whom will be first generation college students in their families.

The district’s prior year Supplemental grant expenditure was $3,249,031.07 and the MPP percentage was 9.96%. The district’s estimated Supplemental Grant Funding is $3,360,701 and the district's Minimum Proportionality Percentage is 10.18%. The district will continue to spend its supplemental grant funding to principally benefit English learners, low-income students, and foster youth.

All actions/services being funded by the supplemental grant in the 2022/23 LCAP are as follows:

ENGLISH LANGUAGE DEVELOPMENT: teacher salaries, program coordinator salary, consultant (training/coaching) salary, release time for training/coaching, and integrated ELD training/coaching for core subject teachers. All of these items directly support English Learners in the district. These actions and services will be effective in meeting goals as research indicates and the standards dictate that English Learners must participate in designated and integrated ELD instruction. By becoming proficient in English as rapidly as possible, students will be more able to successfully access the the curriculum and achieve at (or surpass) the level of their English only peers, thereby maximizing their progress and achievement.

RESEARCH TO SUPPORT ENGLISH LANGUAGE DEVELOPMENT:

Improving the Opportunities and Outcomes of California’s Students Learning English: Findings from School District-University Collaborative Partnerships
This policy brief (2015), by Ilana M. Umansky, Sean F. Reardon, Kenji Hakuta, Karen D. Thompson, Peggy Estrada, Katherine Hayes, Hilda Maldonado, Susan Tandberg, and Claude Goldenberg, offers recommendations on changes to policy and practice to improve opportunities for English learners.

National Evaluation of Title III Implementation Supplementary Report—Exploring Approaches to Setting English Language Proficiency Performance Criteria and Monitoring English Learner Progress (PDF)
This report (2012), prepared by Gary Cook, Robert Linquanti, Marjorie Chinen, and Hyekyung Jung, discusses proficiency criteria and monitoring EL progress.

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
This practice guide (2014), prepared for the What Works Clearinghouse by Instructional Research Group, provides four recommendations that address what works for English learners during reading and content area instruction.
Exploring Improvement Science in Education: Promoting College Access in Fresno Unified School District
This policy analysis (2017), by Jorge Aguilar, Michelle Nayfack, and Susan Bush-Mecenas, discusses how the Fresno Unified School District partnered with the University of California, Merced to develop and utilize its data dashboard and the principles of Improvement Science to increase college access for their students.

ACADEMIC INTERVENTION: teacher salaries and Online software subscription- teachers working specifically with students who are achieving below grade level in English and/or math benefit from additional academic intervention. The funds are principally directed toward English Learner, Low socio-economic status students, and foster youth. The intervention is effective in assisting students with closing the achievement gap and increasing their academic achievement as well as high school graduation rates through additional opportunities for learning in a one on one or small group environment with research-based instructional strategies and materials.

RESEARCH TO SUPPORT INTERVENTIONS:
http://core.ecu.edu/psyc/rileytillmant/rileytillman.html
http://www.k8accesscenter.org/training_resources/programsandpractices.asp
http://www.k8accesscenter.org/training_resources/universal_design.asp
http://www.k8accesscenter.org/training_resources/default.asp
http://research.nichcy.org/subject.asp?SubID_x10x
Recognizing Interventions Supported by Research http://www.rtinetwork.org
Scientific Research-Based Interventions Handbook SRBI/ https://www.norwalkps.org
Evidence-based practice educational intervention studies: https://bmcmededuc.biomedcentral.com › articles

AFTER SCHOOL TUTORING: salaries for teachers and classified staff (including transportation) provides a research supported extended school day for students who principally are English learners and of low socio-economic status. Through tutoring in English Language Arts and math by teachers, students are able to further get assistance and more rapidly close the achievement gap when they are struggling. This access and assistance, including transportation home, places unduplicated students in a more advantageous position to close the achievement gap.

RESEARCH TO SUPPORT AFTER SCHOOL TUTORING:
Building effective afterschool programs. OS Fashola - 2002 - ERIC
academia.edu
After-school tutoring increases academic performance
B Allen - Journal of Teaching, Learning, and Scholarship, 2016 - academia.edu

AP EXAM SCHOLARSHIPS FOR LOW INCOME STUDENTS are principally directed toward low socio-economic status students who are
enrolled in AP classes, but cannot afford the cost of taking the AP exams. This is effective in meeting district goals as more students are now taking the AP exams and therefore the district rate is increasing.

RESEARCH TO SUPPORT AP EXAM PARTICIPATION:


AVID LICENSE RENEWAL/TRAINING/SUBSCRIPTION FEES AND SALARIES FOR AVID TEACHERS principally is directed toward unduplicated count students who benefit tremendously from participation in the AVID program by gaining assistance with study skills, organization, college applications, visitations and admission, etc. The AVID program is extremely effective in helping students meet district goals by giving them the support and skills they need to increase their academic achievement and be college/career ready at the end of their high school careers. UC/CSU completion rates are increasing as a result of this program being implemented.

RESEARCH TO SUPPORT AVID:

• Evidence of the Need for AVID – Research Base (1992)
• Michael Fullan—Motion Leadership: The Skinny on Becoming Change Savvy (2009)
• Robert Marzano, Debra Pickering, and Jane Pollock—Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement (2004)
  * Bobbi DePorter, Mark Reardon, and Sarah Singer-Nourie—Quantum Teaching: Orchestrating Student Success (1998)
• Jonathan Kozol—The Shame of the Nation: The Restoration of Apartheid Schooling in America (2005)
• Clifford Adelman—Answers in the Toolbox: Academic Integrity, Attendance Patterns, and Bachelor’s Degree Attainment (1999) and The Toolbox Revisited: Paths to Degree Completion From High School Through College (2006)
• Jay Mathews—Class Struggle: What’s Wrong (and Right) with America’s Best Public High Schools (1999)
• P21.org—Partnership for 21st Century Skills

SOCIAL EMOTIONAL COUNSELING- disadvantaged (unduplicated) students' social/emotional needs are being better met with counseling being provided at school. When students' social/emotional issues are being addressed, they can better attend to their academic program, thereby increasing their well-being and overall achievement, which is effective in meeting district goals for these students.
RESEARCH TO SUPPORT SCHOOL COUNSELORS:

Created by Dr. Carey Dimmitt for the Evidence-Based School Counseling Conference
See the Ronald H. Fredrikson Center for School Counseling Outcome Research and Evaluation website for additional resources:
http://www.umass.edu/schoolcounseling/resources-for-counselors.php

School Counseling Outcome Research:
American School Counseling Association www.schoolcounselor.org
American Counseling Association: www.counseling.org/
Education Trust: http://www.edtrust.org/
Center for School Counseling Outcome Research and Evaluation: www.cscor.org

Evidence-Based Practices
Collaborative for Academic, Social, and Emotional Learning (CASEL): http://www.casel.org/
This page in CASEL lists all of the social emotional curriculum programs they have determined to be evidence-based (wide range of ages, prices, scope and sequence), http://www.casel.org/programs/selecting.php

SPANISH SPEAKING PARENT ACCESS AND INVOLVEMENT VIA BILINGUAL COMMUNITY LIAISONS contribute to bridging the communication gap between Spanish speaking parents and English speaking staff, as well as educating parents and encouraging and inviting their involvement and participation in the education of their children. These actions and services all effectively contribute to the district's goal of building effective and relevant family partnerships to increase student achievement and engagement in school.

PARENT ACCESS AND INVOLVEMENT IN CHILDREN'S EDUCATION RESEARCH CITES:
Access Quality Education: School Funding Litigation. Website follows school funding litigation in all 50 states.

TRANSPORTATION SERVICES - Provide Transportation services principally to increase attendance rates for low-income, foster youth, and English learning students.
RESEARCH TO SUPPORT TRANSPORTATION SERVICES INCREASING ATTENDANCE:

Ed Source Data Research:

John Hopkins University Research:
https://education.jhu.edu/2015/11/study-examine-public-transportation-student-attendance/

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

Windson Unified School District (unduplicated count is 51%) is receiving $3,360,701 in supplemental grant funds. The majority of this funding supports ELD teacher salaries, as well as consultant fees for training, coaching, and specialized program materials. The district is focusing its improvement efforts in on a TK-12 ELD program with a curriculum in its 9th year of implementation, and focused professional development, as well as in-class coaching. As English Learners make up a significant portion of our unduplicated count, the services provided are meeting the needs of the targeted student population. Not only are there already signs of improvement, we are also experiencing a reduction in the FTE needed to teach English Language Development, as our students redesignate as Fluent English Proficient and exit the program. RFEP rates for 2020/21 exceeded the state by 4 percentage points (13% vs 9%).

Inside the school day Tier 2 academic intervention and after school tutoring will also principally benefit the needs of unduplicated count students by addressing the needs of students who are performing below grade level in English language arts and Mathematics. Local reading and math data collected pre and post intervention supports this strategy.

The District will continue to provide AVID to MS and HS students to support them in college/career readiness. AVID's research based practices are yielding success with our students, as 85% of the Windsor High School senior class was accepted to CSU and UC colleges, many of whom will be first generation college students in their families.

On the 2019 California Dashboard (the last full Dashboard available due to the global pandemic), Students with Disabilities, English Learners, and Hispanic/Latinx students exited Differentiated Assistance. This means they improved in academic achievement, suspension rate, and outcomes in access to a broad course of study.

The graduation rate (92.2% in 2021) is 4.5% higher than the state and 6.5% higher than Sonoma County.

Actions in the Local Control Accountability Plan:

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

Goal 1, Action 6: Addressing academic achievement for English Learners
Goal 1, Action 7: Addressing the academic achievement for English Learners, Foster Youth, and Low Income students

Goal 1, Action 11: Addressing the academic achievement for English Learners, Foster Youth, and Low Income students

Goal 1, Action 17: Addressing the academic achievement for Foster Youth and Low Income students

Goal 1, Action 19: Addressing the academic achievement for English Learners, Foster Youth, and Low Income students

Goal 2, Action 2: Addressing the academic achievement for English Learners, Foster Youth, and Low Income students

Goal 3, Action 2: Addressing the social and emotional well-being of English Learners, Foster Youth, and Low Income students

Goal 4, Action 1: Addressing the academic achievement and engagement of English Learners.

Goal 4, Action 2: Addressing the academic achievement and engagement of English Learners.

Goal 4, Action 5: Addressing the academic achievement and engagement of English Learners.

Goal 4, Action 19: Addressing the academic achievement for English Learners, Foster Youth, and Low Income students

The district's prior year Supplemental grant expenditure was $3,249,031.07 and the MPP percentage was 9.96%. The district's estimated Supplemental Grant Funding is $3,360,701 and the district's Minimum Proportionality Percentage is 10.18%. The district will continue to spend its supplemental grant funding to principally benefit English learners, low-income students, and foster youth.

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.

Windsor Unified School District does not receive concentration grant funding.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
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<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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<td>Staff-to-student ratios by type of school and concentration of unduplicated students</td>
<td>Schools with a student concentration of 55 percent or less</td>
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<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
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<th>Total Personnel</th>
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### 2022-23 Contributing Actions Table

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<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<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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<td>English Learners, Foster Youth, Low Income</td>
<td>All Schools</td>
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### Totals by Type

- **Total**: $3,869,411.00
- **LEA-wide Total**: $3,859,411.00
- **Limited Total**: $0.00
- **Schoolwide Total**: $10,000.00
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<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3.2</td>
<td>SEL Counselors</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$773,396.00</td>
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<tr>
<td>4</td>
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<td>Bilingual Community Liaisons</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$320,000.00</td>
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</tr>
<tr>
<td>4</td>
<td>4.2</td>
<td>DISCONTINUE Bloomz, REPLACE with Parent Square</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$25,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>DELAC/ELAC</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners</td>
<td>All Schools</td>
<td>$1,500.00</td>
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## 2021-22 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>Contributed to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
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<tr>
<td>1</td>
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<td>ELA/ELD PD</td>
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<td>Common Assessments and Data Team Meetings</td>
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<td>Studer Continuous Improvement PD for Leadership</td>
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<td>Designated and Integrated ELD</td>
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<td>1.7</td>
<td>Intervention and Online curriculum</td>
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<td>1,298,908.00</td>
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<td>1</td>
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Totals

<table>
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<tr>
<th>Totals</th>
<th>Total Planned Expenditures (Total Funds)</th>
<th>Total Estimated Expenditures (Total Funds)</th>
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<tr>
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<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>After School Tutoring</td>
</tr>
<tr>
<td>1</td>
<td>1.13</td>
<td>After school supervised homework lab</td>
</tr>
<tr>
<td>1</td>
<td>1.15</td>
<td>4 PD Days focused on MTSS and PLCs, including vertical articulation</td>
</tr>
<tr>
<td>1</td>
<td>1.16</td>
<td>College/Career Readiness</td>
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<tr>
<td>1</td>
<td>1.17</td>
<td>AP exam scholarships</td>
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<td>1.18</td>
<td>CTE pathway completion</td>
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<td>AVID</td>
</tr>
<tr>
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<td>SARB</td>
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<td>HS Summer School</td>
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<td>3.1</td>
<td>FIT Report</td>
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<tr>
<td>3</td>
<td>3.2</td>
<td>SEL Counselors</td>
</tr>
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<td>3.3</td>
<td>SEL Programs</td>
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<td>Certificated Staff Salaries</td>
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<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>3</td>
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<td>Safe &amp; Positive Learning Environment</td>
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<td>3</td>
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<td>Equity PD</td>
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<td>3.7</td>
<td>Student Motivation &amp; Engagement</td>
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<tr>
<td>4</td>
<td>4.1</td>
<td>Bilingual Community Liaisons</td>
</tr>
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<td>4</td>
<td>4.2</td>
<td>Bloomz</td>
</tr>
<tr>
<td>4</td>
<td>4.4</td>
<td>Coordinator of District Communication</td>
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<tr>
<td>4</td>
<td>4.5</td>
<td>DELAC/ELAC</td>
</tr>
<tr>
<td>4</td>
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<td>Apptegy</td>
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### 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>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.6</td>
<td>Designated and Integrated ELD</td>
<td>Yes</td>
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<tr>
<td>1</td>
<td>1.7</td>
<td>Intervention and Online curriculum</td>
<td>Yes</td>
<td>$1,179,700.36</td>
<td>$1,298,078.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>After School Tutoring</td>
<td>Yes</td>
<td>$30,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>1</td>
<td>1.17</td>
<td>AP exam scholarships</td>
<td>Yes</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>Bloomz</td>
<td>Yes</td>
<td>$30,000.00</td>
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<td>0.00</td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
<td>DELAC/ELAC</td>
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### 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 Estimated LCFF Carryover — 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>32,632,720.00</td>
<td>$3,289,377.00</td>
<td>0%</td>
<td>10.08%</td>
<td>$3,249,031.07</td>
<td>0.00%</td>
<td>9.96%</td>
<td>$40,345.93</td>
<td>0.12%</td>
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</tbody>
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**Introductions 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**

2022-23 Local Control Accountability Plan for Windsor Unified School District
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.
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/](https://www.cde.ca.gov/fg/aa/lc/).

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

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

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

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

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

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

Complete the table as follows:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.
<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>

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

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

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

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

**Goal Analysis:**

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

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

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

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

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

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

#### Purpose

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

#### Requirements and Instructions

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **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.

  o 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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