



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodville Union School District	Lou Saephan Superintendent	lsaephan@woodvilleschools.org 559-686-9712 Ext: 155

## Plan Summary [2021-22]

### General Information

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

Woodville Union School District is a small TK-8 grade rural school district in the middle of Tulare County. The majority of the community is populated by farm working families. According to the school district's free and reduce or Community Eligibility Provision (CEP) for the lunch program, 97% of Woodville students are classified as "Socially Economically Disadvantaged". The students who attend Woodville School often lack basic academic skills and historically have had a difficult time exiting the English Learner Language Program, and 62.8% are

identified as English Learners and .07% Foster Youth on the 2020 California School Dashboard reporting. However, local and state data is showing a decrease in EL's due to the progress of student achievement and high levels of language acquisition. Most currently, 43.1% of the district EL students are making progress towards English Language Proficiency.

Currently, there are 423 students enrolled in the district. Average Daily Attendance is 97%. Woodville Elementary School is the center of the community. Many parents walk their children to school. Parents are welcomed and encouraged to attend and participate in school activities. Also, all parents are encouraged to participate in the development of the LCAP. WUSD is in full implementation of the California Common Core State Standards, and teachers have received training on the Common Core State Standards. A new standards based report card was also implemented for grades K-5 in the fall of 2018/19 school year. In 2018/19, the district's main focus was the alignment of the LCAP Federal Addendum and the LCAP. Through these efforts, we believe Woodville Union School District can provide the best education possible for all students.

The challenge for Woodville students is not just English Language Acquisition, but the understanding and comprehension of how words and sentences are attached to cultural meanings. The school is focused on providing a Guaranteed and Viable Curriculum (GCV) and creating positive opportunities that will encourage students to see and experience the world outside of Woodville.

## Reflections: Successes

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

Woodville USD made progress on the school dashboard in 2018-2019. The district raised academic achievement for all students in both English Language Arts/Literacy and Mathematics. In the area of ELA/Literacy the district showed an increase from "RED to Orange" and in the area of Mathematics the district showed an increase from "Orange to Yellow". The district EL subgroup continues to show growth, out of 213 identified ELL, 43.1% are making progress towards English Language Proficiency. The district leadership team will continue to analyze the multiple measures of data including; the California Dashboards, the required LCAP metrics and other local measures at the district to determine student achievement. In addition, we focused on the implementation of our WUSD strategies (Professional Learning Communities, Great Initial First Teaching (GIFT), Multi-tiered Systems of Support and Woodville initiatives (Balanced Literacy and High School Readiness).

## 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.

In 2018-2019, Woodville Union Elementary School District was not in the "Red" for any of the State metrics on the CA School Dashboard. Mathematics was "Yellow" but the district was in the "Orange" for English Language Arts/ Literacy, Suspension Rate, and Chronic

Absenteeism for all the student groups. Local (DRA) data for reading indicates, near 85% of all students are reading below grade level. Due to the COVID-19 Pandemic, CAASPP administration in 2019-20 was NOT administered.

Also, the district analyzed the student groups for all dashboards. The following Student Groups listed below were labelled Orange in the listed Dashboards:

- English Learners: Chronic Absenteeism, Suspension, ELA Academics
- Socioeconomically disadvantaged: Chronic Absenteeism, Suspension, ELA Academics
- Hispanic: Chronic Absenteeism, Suspension, ELA Academics

Steps Taken to Address Needs:

\*Continue to provide a guaranteed and viable curriculum

\*Improve Great Initial First Teaching

\*Continue with the implementation of Professional Learning Communities (PLC).

\*Implement Universal Design for Learning- designed to provide access to all learners especially those on the margins as indicated in our student data, by setting clear goals as identified by the standards while providing students options and choice

\*Continue to focus on Academic Discourse in student discussion and lesson design, expand teacher and leadership capacity in implementing and monitoring Academic Discourse

\*Teachers continue to use and refine Effective instruction to improve student achievement

\*Professional development for new teachers and referred to teachers which focuses on best practices and effective instruction

\*Continue to implement, refine and expand the elements of Balanced Literacy program with direct support from Literacy Specialist Support from TCOE

\*Response to Intervention efforts in Literacy through fidelity of implementation checks, updating intervention curriculum, and continue collaboration between Intervention Teachers, Literacy Support, and Classroom Teachers

\*Professional Learning Communities utilize high leverage team actions to address instructional practices that analyze a unit (before, after and during) to improve student achievement

\*Multi Tiered Systems of Support (MTSS) improvement cycle process will be used for continual and consistent analysis and progress monitoring of student performance data

\*Supported MTSS improvement cycle process for targeted schools and/or student groups

\*Differentiated supports will be provided to schools based on identified areas of need

\*Continue to establish Writing support for students and teachers

\*Maximize time in general education classroom accessing core instruction through expansion of co-teaching and other embedded models of support.

\*RTI implemented with fidelity and utilizing a model that does not pull a student from core content to offer support.

\*Lesson study opportunities at sites

\*Math walks with COE consultant, administration, and teacher leaders supporting high quality math instruction using mathematical practices

\*Maximize time in general education classroom accessing core instruction through expansion of co-teaching and other embedded models of support.

\*Continued Professional Development on Designated( ELD) topics to build capacity of administration, coaches (e.g., EL Site Contacts), and

teachers which will improve effectiveness of site ELD implementation.

\*Refocus teachers on using Language Matrices aligned to ELD and CA standards for Speaking and Listening

\*Peer observations/instructional rounds to observe ELD strategies and academic discourse.

\*Differentiated supports will be provided to schools based on identified areas of need

\*Increase support in core content areas for Special Education Students

\*Include special education teacher in training aimed at unpacking standards and determination of essential standards.

## LCAP Highlights

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

Woodville Union School District will maintained a clear focus on the goals and initiatives of the district. The goals were established with the input of our stakeholders prior to the development of the LCAP in the spring 2018-2019. It will continue to be the foundation behind the clarity of leadership and stability from the WUSD school board, Superintendent, principal, teachers and classified staff. The three goals will continue drive our decision making process for 2020-2021:

1. Raise Academic Achievement for ALL Students
2. Close the Achievement and Opportunity Gap
3. Ensure a Safe Learning Environment

Through the review and analysis of the California School Dashboard and the local data we will continue to focus on the following actions:

\*Provide a Guarantee and Viable Curriculum

\*Continue to provide Great Initial First Teaching (GIFT)

\*ELL Support through Launch to Literacy

\*Academic Intervention and Support

\*Continue to provide elective programs for grades 6-8

\*Social-Emotional and Behavioral Support

\*Enrichment Programs (Co-curricular and Extra-curricular)

\*Career Technical Education (CTE) exposure, fully funded field grade level trips

\*Professional Learning Opportunities

\*Technology Implementation

\*Early Childhood Literacy

\*Library/Media Services

\*Class Size Reduction through Grade Span Adjustment

\*Facility Improvements

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NOT APPLICABLE

## Support for Identified Schools

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

NOT APPLICABLE

## Monitoring and Evaluating Effectiveness

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

NOT APPLICABLE

# Stakeholder Engagement

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

Stakeholders Meetings and Activities: Woodville Union School District outlined a series of planned activities to actively involve all stakeholders in the development of the WUSD Local Control Accountability Plan (LCAP). The involvement included but is not limited to these activities:

Communication and notification for stakeholders:

- Administrators Training at TCOE
- Teacher – ZOOM Site Presentation/Survey
- Classified – ZOOM Site LCFF Awareness Presentation/Survey
- Parent Advisory Committees – ZOOM SSC and ELAC Meeting, a majority of the SSC members make-up of unduplicated pupil parents
- District Staff Surveys - In-person presentation meeting
- Parent Community Meeting (PAC) - Zoom Meeting/Survey
- Student Survey
- School App, Website and Community News

\*Meeting with SWD Parents

Due to COVID-19 Pandemic, the 2020-21 LCAP was suspended. In its place, was the Learning Continuity and Attendance Plan. That plan was approved by the Governing Board in 2020. Our community of parents, students and employees were informed of the District's adoption of the LCP through a district-wide phone call to homes and zoom meetings. Stakeholders were invited to submit ongoing suggestions and feedback for the current plan and other potential needs for consideration on the district website in the form of surveys to mitigate health and safety concerns. Development of the 2021-2024 LCAP took place throughout the school year. Woodville USD administration team continues to work diligently towards best serving the community of Woodville by generating high quality involvement with all stakeholders. The timely process used to involve and develop our stakeholders in the development of the LCAP includes administration training with TCOE Administrative Services Consultation, meetings held at beginning in November of 2020-2021 with parent groups and English Language Advisory Committee: School Site Council, and board meetings. Administration also met with other staff members, and board members. In these meetings, administration explained and reviewed funding process of the Local Control Funding Formula (LCFF) as well as how the Local Control Accountability Plan (LCAP) is directly tied to the LCFF. Administration team expressed the importance of having stakeholders involved in the process of developing, reviewing, and implementing the LCAP. Again, Surveys were offer after every meeting to the above mentioned groups to start the engagement process of the LCAP. In order for the above groups to resourcefully participate in the survey, district data was presented over a 5 year period in regards to attendance rates, academic performance dashboard as determined by the CAASPP/SBAC, demographic data, suspension rates, and results of the English Language Proficiency Assessments for California (ELPAC). In these meetings the following information was also shared to inform the LCAP goal setting with the stakeholders:

## A summary of the feedback provided by specific stakeholder groups.

Three key areas have emerged as a common trend for the new three LCAP. The first is address the learning loss due to the pandemic. Students, staff, and parents would like to see additional academic support for struggling students. In the 20-21 survey, intervention for struggling students was the number one key finding. WUSD should prioritize developing a system of resources and interventions for struggling students. Nearly half of the parents and staff mentioned this as a top priority due to the pandemic.

The second action that emerged on the LCAP Survey is a focus on College and Career and Career Technical Education. Overwhelmingly student, staff, and parent felt that students at Woodville School is NOT College and Career ready. Student would like to experience more real world course offering related to Career Technical Education. In 2021-2022 LCAP survey, a top recommendation was to emphasize skills development as part of its College and Career Readiness efforts. A recommendation from the 20-21 survey suggested SUSD work with students to ensure they are provided with adequate college and career preparation. The survey suggested WUSD increase opportunities for Career and Technical Education.

The third action that emerged was access to a rigorous curriculum and learning that's aligned to the California Common Core State Standard. Students, staff and parents highlighted that it's is not that the level of rigor for learning is across the board.

With input from all stakeholders WUSD has made it a priority to return in the fall of 2021 with some new actions/services and also offer some of the same type of offerings and supports to students and families. These meetings affirmed the actions and services in place and brainstormed other ways that services could be extended. Listed below are some additional feedback we received at both our LCAP parent advisory night and through the site feedback meetings.

### English Learner Services:

- More staffing to support EL students and families
- Assign an EL staff to be on special assignment and work closely with EL students
- Provide more individualized services to EL students
- Provide devices and high-quality audio materials to improve communication
- Provide translated materials

### Academic Support:

- Continue with student access of the California Common Core Standard (CCSS)
- Increase access to teachers
- Expand services to include technology and EL
- Increase staffing
- Provide more informational texts/e-books
- AVID program
- Advance course offering

### Technology Access and Engagement:

- Increase technological supports student and staff
- Improve quality of devices provided to students
- Invest in online engagement programs to help keep students engaged
- Continue providing hotspots and devices as needed to needy students no matter the learning format

Intervention:

- Increase staffing, tutors, IA's, part-time reading intervention teachers to mitigate learning loss
- One-on-one intervention for students, offer before and after school along with during school breaks
- Mid-day Response to Intervention
- Offer more enrichment course offerings
- Provide trainings on COVID-related traumas for both student and educator support

Additional Survey Inputs:

- Increase mental health supports for students
- Continue student outreach and increase parent contact
- Better food
- Increase safety perimeter and security staff to promote student and staff confidence
- Increase parent involvement and education
- Offer more extra and co-curricular programs/activities
- Expand Career Technical Education (CTE) opportunities
- Continue to regularly clean and sanitize classroom and walkways
- Offer a science lab for hands-on projects and activities
- Continue to offer PPE for health and safety
- Add additional Bus Stop for pick-up and drop-off

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

Throughout the engagement process, it was apparent that our English Learner, Low Income and Foster Parents/guardians are supportive of the District's current intervention and engagement efforts, and when the LCAP initially adopted. While supporting the actions and services in place within the District currently, feedback was received related to areas that could benefit from additional, concerted efforts by educators in order to maximize achievement and success for all students.

Services that help address the barriers with the use of the past 3 year trend state reported student achievement data during all of our presentation with all stakeholder, additional survey results and feedback. Woodville Union School District received lots different ideas for LCFF investment, we have concluded that it is unnecessary to revise our LCAP goals with the exception we need more focus on closing the achievement gap between EL's and EO's.

1. More professional development is needed in the area(s) of Great Initial First Teaching for all core subject areas.
2. Continue to promote and support English Language Development for all grades levels.
3. Continue building the best technological school with high speed internet, new hardware and software and the latest e-readers and learning devices.
4. Focus on developing academic English and expand our efforts to support staff.
5. Provide more afterschool resources and academic support for students meeting the state standards and expanding their participation in the fine arts and county-wide academic competitions.
6. Promote students participation in sports and other extra-curricular activities.
7. Double our efforts to have parents attend and participate in all aspects of our educational process.
8. Initiate a systematic process to upgrade/replace and modernize our facilities.

In analyzing our goals and actions we decided to make the changes listed below.

1. Continue to implement California Common Core State Standards, rigorous lesson design, and assessment development to drive instruction.
2. Focus on Professional Learning Communities (PLC) and Instructional Rounds (IR) to enhance and improve teacher collaboration.
3. Continue with academic support of our EL students, a focus on Designated and Strategic ELD instruction(s).
4. Increase our technological capacity, use technology to engage and enhance learning and NOT use technology as substitute or entertainment.
5. Increase our efforts to take the students "out" of their small community and "see" the world through field trips related to Career Technical Education (CTE) pathways.
6. Increase our efforts to provide MTSS and RtI to support students in need of additional help in closing the achievement gap(s).
7. Create an environment where physical activity and health eating is a priority.
8. Increase the district's efforts in improving parent involvement.

9. Improve the facilities to promote school pride, community involvement and self-worth.

# Goals and Actions

## Goal

Goal #	Description
1	STUDENT ACHIEVEMENT: The district will commit to a guaranteed and viable curriculum to develop a high quality sustainable education system to raise the academic achievement for ALL students.

An explanation of why the LEA has developed this goal.

Woodville USD made growth on the 2019 CA Dashboard but does not currently have a high percent of students meeting or exceeding standards on the SBAC in the area of English Language Arts and Mathematics. We want to provide Woodville students a guaranteed and viable curriculum promoting a rigorous learning environment that will empower every student to become critical thinkers, creative problem solvers, effective communicators, and strong collaborators working together to reach a common goal. Our mission is to provide learners with an education that afford them limitless opportunities to be prepared for high school, college, and a globally competitive twenty-first century economy.

All students in grades 3rd-8th are identified as Very Low (Orange) for ELA/Literacy and Low (Yellow) for Mathematics, over (75%) of all students are below standards. CAASPP assessments indicated that only 19% of all students in grades 3rd-8th “Met the Standards” in ELA (English Language Arts) and 21% of all students "Met the Standard" in Mathematics. Review of SBAC data test results for 2017-2018 indicate that only 11.35% of all English Learners have made gradual progress on English Arts and 11.89% for Mathematics. However, in 2019 on the CA Dashboard indicated 41% of our English Learners are showing progress towards English Language Proficiency. Clearly, a continued focus on early reading and mathematics interventions must be maintained for grades K-3. There is also a need for reading and writing intervention (Rtl) for grades 4th-8th. The monitoring of the English Language Development Program is also an area of need to ensure English Learners are receiving proper instruction. Professional Development for teachers is necessary with the focus on reading, writing, and math instructional strategies - specifically targeting 4th – 8th grade students. Students with special needs must also have access to intervention opportunities afforded to all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners Scoring Level 3 or higher on ELPAC	Data Year: 2019-20 CAASPP Data Source: % of English Learners scoring 3 or				60% of English Learners will be scoring 3 or higher on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	higher on the ELPAC (44%)				
English Learner Reclassification Rate	2018-2019 - Percent of English Learner Reclassification - (9%) total students eligible for reclassification				25% Percent of English Learner will be Reclassified.
English Learner Making Progress Toward English Proficiency	2018-2019 ELPAC Reported Result: 41% of all English Learner Subgroup are making progress towards English Proficiency.				Percent of English Learner making progress towards English Proficiency will be 60%.
Smarter Balance Assessment (SBAC): English Language Arts	2018-2019 English Language Arts/Literacy Reported Result: 19.26% Met or Exceeded State Standards				Percent of Students who Met or Exceeded Standard on SBAC ELA/Literacy will be 45%.
Smarter Balance Assessment (SBAC): Mathematics	2018-2019 Mathematics Reported Result: 21.21% Met or Exceeded State Standards				Percent of Students who Met or Exceeded Standard on CAASPP Mathematics will be 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA NGSS/Science	2018-2019 NGSS/Science Reported Result: Grade 5 - 6% Met Standards Grade 8 - 2% Met Standards				Percent of Students who Met or Exceeded Standard for NGSS Science: Grade 5 - (25%) Grade 8 - (25%)
LOCAL ASSESSMENTS:  STAR Reading STAR Mathematic	2021 LOCAL ASSESSMENTS:  STAR Reading: 15% on or above grade level STAR Mathematic: 31% on or above grade level				LOCAL ASSESSMENTS:  STAR Reading: +30% improve to 45% on or above grade level STAR Mathematic: +19% improve to 50% on or above grade
Middle School Dropout Rate	Data Year: 2019-20 Data Source: CALPADS Fall 1 (0%)				Middle School Dropout Rate will be (0%)
All teachers are appropriately assigned and fully credentialed	2020-2021 All teachers are appropriately assigned.  90% of teachers are fully credentialed				All teachers will be appropriately assigned.  All teachers will be fully credentialed.
Provide students standards-aligned instructional materials	2020-2021 100% of students have access to				100% of students will have access to standards aligned materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards aligned materials				
Implementation of academic content and performance standards for all students including English Learners	Implementation Status: ELA - Full ELD - Full Math - Full NGSS - Full History/Social Science - Full				Implementation Status: ELA - Full ELD - Full Math - Full NGSS - Full History/Social Science - Full
To provide parent meetings and training	2019-2020 Three (3) parent training and three (3) informational meetings including special need parents.				Maintain at three (3) parent training and three (3) informational meetings including special need parents.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic Services:	<p>Base Services - Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; Low-income, English Learners and Foster Youth have access to standards-aligned Instructional materials. Provide additional support for new teachers:</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Professional Learning Opportunities (PLO)</li> <li>2. Clear Credential Support</li> <li>3. Highly Qualified Teacher (HQT)</li> <li>4. New Teacher Materials and Supplies</li> <li>5. BTSA Support Provider</li> </ol>	\$26,729.00	No

Action #	Title	Description	Total Funds	Contributing
2	Instructional Materials:	<p>Access to State Adopted CCSS Instructional Material - Purchased new CORE adoptions ( English Language Arts, Mathematics, NGSS, Social Science, and ELD supplemental materials; replace lost or damaged Core Instructional/Supplemental materials to increase access state standards for Low-income, English Learners and Foster Youth.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Maintain site instructional budget allocations for materials &amp; supplies.</li> <li>2. Maintain additional funding for classroom library books to promote reading and literacy.</li> <li>3. Purchase supplemental instructional materials aligned to New California Standards and Next Generation Science Standards</li> </ol>	\$6,000.00	Yes
3	Parent and Family Engagement:	<p>Increase parent participation by offering parent education and training, support resources, and stakeholder engagement opportunities in the decision making process regarding for our Low-income students, English Learners and Foster Youth.</p> <p>Activities include but not limited to: (Title I supplemental funds)</p> <ol style="list-style-type: none"> <li>1. Parent Education Course Offering - Parent Institute for Quality Education ( PIQE), No Parents Left Behind (NPLB), Parent University, and Parent Literacy.</li> <li>2. Parent Nights: Father and Daughter Dance, Grandparent Night, Family Puzzle Night, Mothers Day Event, Christmas Event, and Etc...</li> <li>3. Provide childcare for parent education and meetings.</li> <li>4. Parent Communication Tools: Parent Caller, District App, Social Media, Materials and Supplies, devices for zoom remote meetings, and Install a new school marquee for parent information updates.</li> </ol>	\$12,246.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>5. Provide incentives to entice parents to be engaged in the school community.</p> <p>6. Translation services to engage parents</p> <p>7. Parent transportation for meetings.</p>		
4	Professional Learning Opportunities (PLO):	<p>Provide professional development for Common Core State Standards Content Mastery for teachers in the area of ELA and Mathematics, newly adopted Social Science Framework, Science and Rigorous Lesson Design.</p> <p>Professional Development will be provided for all TK-8th grade teachers to build their capacity in educational pedagogy and assessment. Professional learning goals will meet the needs for all students especially Low-income students, English learners, and foster youth. The topics of the PD will be centered on our district's initiatives of high achievement for all students and closing the achievement gap.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Tulare County offices of Education (TCOE) Service Plans for ELA and Mathematics</li> <li>2. DataWorks - Consultant contract for Language Acquisition Development; Title I supplemental funds)</li> <li>4. Instructional Rounds Training</li> <li>5. Materials and Supplies</li> <li>6. Add 2 additional In-Service Days for professional training to the Instructional Calendar (To be negotiated with WTA)</li> <li>7. Classified Staff - Provide Instructional Aides (IA) professional learning opportunities in the areas of common core standards training, instructional pedagogy/best practice and student services to support teachers in the classroom. (Title I supplemental funds)</li> </ol>	\$93,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	English Learner Language Acquisition Needs:	<p>Continue to support English Learner students with Designated and Strategic ELD programs.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Training and Support from TCOE to increase the achievement of EL's on the ELPAC Assessment.</li> <li>2. Contract Services with DataWorks.</li> <li>3. TCOE ELPAC Training for Instructional Aides to support annual assessment administration.</li> <li>4. Additional Hours for Classified Support Staff in the administration of the ELPAC State Assessment</li> <li>5. CLASSIFIED STAFF - Instructional Aides; Salaries and Benefits (TITLE I Funds) to support teachers in the classroom. Add one EL Resource (60% FTE) to support ELPAC and EL Learners Assessments (Title III Funds).</li> <li>6. Provide English workshop for all identified English Learners.</li> <li>7. Develop data tracking and analysis model to inform decisions.</li> <li>8. Train staff on EL process, procedures, and best practices.</li> <li>9. Purchase supplemental curriculum and materials for identified English Learners.</li> </ol>	\$301,152.00	Yes
6	Increased Instructional Minutes	Maintain added additional instructional minutes from 2013-2014 to increase the instructional day to improve or enhance student access to the standard for our Low-income, English Learners and Foster Youth.	\$139,940.00	Yes
7	Literacy Development:	Literacy Development, continue to increase DRA reading scores for low income and EL students with the implementation of Guided Reading strategies. Contract services with Tulare County Office of Education (TCOE) to provide a Literacy Coach (LC) for ongoing training for teachers for coaching and support in evidenced-based practices that increase opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. (LC) will support the use of Universal Design for Learning strategies that are designed to create	\$48,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Guided Reading TK-3 (TCOE Service Contract) - Guided reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.</li> <li>2. Purchase high interest books for the library. Focus on Phonics , Comprehension, Vocabulary, Reading Fluency, and Guided Writing.</li> <li>3. Purchased Level Readers (AR).</li> <li>4. Purchase additional expository texts to align with CCSS Anchor Standards recommendation.</li> <li>5. Renaissance STAR Reading Program for the grades 4-8.</li> <li>6. Expand literacy curriculum</li> <li>7. Performance tasks implementation</li> <li>8. Literacy intervention programs and strategies</li> </ol>		
8	Competitive Substitute Pay Rate	<p>Maintain competitive substitute pay rate with surrounding school districts in Tulare County to promote teacher collaboration time for the implementation of PLC, Instruction Rounds and absenteeism.</p> <p>Activities Include:</p> <ol style="list-style-type: none"> <li>1. Teacher professional development school business day(s)</li> <li>2. PLC collaboration</li> <li>3. Cover staff absenteeism</li> <li>4. Instructional Rounds classroom visit/pedagogy data collection observations</li> </ol>	\$6,370.00	Yes
9	Instructional and Operational Technology Needs:	Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and	\$223,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>employees have access to effective technology to support the District's goals.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Routine Maintenance &amp; Infrastructure</li> <li>2. Instructional Programs</li> <li>3. Student Devices and Hotspots</li> <li>4. Classroom Technology Supplies</li> <li>5. Supplies: Single Item, \$500 or more Travel &amp; Conferences</li> <li>6. Instructional Library, Media &amp; Tech: Services &amp; Operating Expenditures</li> <li>7. Full-time Classified Technology Support Staff</li> </ol>		
10	Broad Course of Study Access:	<p>In order to provide LI, EL, FY, and Homeless students, access to the District's performing arts program and other VAPA programs to increase engagement in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. STEM - (Science, Technology, Engineering, Arts, and Math) - New Science Lab, Material and Supplies</li> <li>2. Art - Material and Supplies</li> <li>3. Robotics Programming and Coding - Material and Supplies</li> <li>4. Digital Video Production - Material and Supplies</li> <li>5. Journalism/School Newspaper - Material and Supplies</li> <li>6. Yearbook Production and Photography - Material and Supplies</li> <li>7. Computers - Material and Supplies</li> <li>8. Music/Band - (1 FTE) Certificated Salary &amp; Benefit, Competition Fees, Material and Supplies</li> <li>9. PE Teacher/Athletic Director - (1 FTE) Certificated Salary &amp; Benefit, AD Stipend</li> <li>9. Leadership Class - Material and Supplies</li> <li>10. Spanish 1A/Spanish 1B - Material and Supplies</li> <li>11. AVID Program - Material and Supplies</li> </ol>	\$235,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
		12. TCOE competitions - Material, Supplies, travel, conference expenses, and staff stipends		
11	Site Administrative Services:	<p>Provide a site administrator to support student services, teacher development, teacher evaluation/coaching, and leading teacher collaboration. This person will provide services to close student learning gap for the unduplicated pupils (LI, EL, Foster Youth, and Homeless) by collecting achievement data, making data driven decisions addressing the four critical questions of a PLC, "What do we want all students to know and be able to do?, How will we know if they learn it?, How will we respond when some students do not learn?, How will we extend the learning for students who are already proficient?".</p> <ul style="list-style-type: none"> <li>*Making innovative pedagogy changes to the classroom Instruction.</li> <li>*Supporting students through transitions.</li> <li>*Connecting families to school and school activities.</li> <li>*Maximizing use of community resources.</li> <li>*Recognizing crisis assistance and prevention.</li> <li>*Improving links to external mental health and behavioral services.</li> </ul>	\$178,489.00	Yes
12	Grade Span Adjustment (GSR):	<p>Reduce class sizes in grades TK--3 with an emphasis on our school with the highest percentage of target students. Services will be principally directed towards LI, EL and FY/Homeless students. The target is 24:1. The unduplicated student population are some of the lowest performing student groups on state and local assessments.</p> <p>Activities include but not limited to:  1. Reducing TK-third grade class size well in advance of the state requirement allows for increased focus on redesignation and reading by third grade for unduplicated students.</p>	\$292,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Add an additional 5th grade teacher to maintained a manageable class (due to COVID-19/Social Distancing) and to increase or enhance a conducive learning environment.		
13	Early Childhood Education/Community Hub:	<p>Provide early learning support for 0-5 years of age to enable them to enter school ready to learn, including English Learners, LI, Foster Youth, and Homeless students. Provide preschool for all (1 additional classroom) and expanded TK staffing (1 teacher) for students turning 5 in December and January of each school year to attend school from the start of the school year.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Modernization of the old Woodville Fire Station to New Pre-School/Community Hub</li> <li>2. Provide Transportation</li> <li>3. Material and Supplies</li> <li>4. Technology Infrastructure</li> </ol>	\$70,709.00	Yes
14	Advance Course Offering:	<p>Provide enrichment for English Learners, LI, Foster Youth, and Homeless students identified as advance learners.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Auxiliary hours for advance learners</li> <li>2. Materials and supplies</li> <li>3. Funded field trips and activities</li> </ol>	\$5,000.00	Yes
15	Culture of Collaboration:	Provide Professional Learning Communities (PLC) - A professional learning community is a method to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups of practice-based professional learning.	\$9,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Big Ideas of a PLC: Ensuring That Students Learn, A Culture of Collaboration and A Focus on Results</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Certificated release time out of classroom training &amp; Substitute costs.</li> <li>2. Purchase/develop mechanism to capture course specific performance data.</li> <li>3. Purchase/develop school-wide formative assessment program.</li> <li>4. PLC release time for all teachers to develop formative assessments and to analyze data.</li> <li>5. Administer quarterly SBAC practice assessments in ELA/math courses.</li> <li>6. PLC training for all staff.</li> </ol>		
16	Special Education:	<p>The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. WUSD will continue to use Supplemental funds (Title 1) for new programs to serve our special education students at the elementary school. This action will help close the achievement gap for these students.</li> <li>2. Offer PLO for staff to increase awareness on IDEA, program services, and strategies for SWD.</li> <li>3. Additional Materials and Supplies and electronic programs.</li> <li>4. Provide one certificated staff member for extended year learning for SWD (Salary and Benefit).</li> </ol>	\$2,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	CLOSE ACHIEVEMENT AND OPPORTUNITY GAP: The district will provide a multi-tiered system of support (MTSS) to narrow the achievement and opportunity gap for ALL students.

An explanation of why the LEA has developed this goal.

Woodville students has an achievement gap and opportunity for at risk students, including English Learners, Foster Youth and Low Income subgroups.

Many of Woodville students do not have the opportunity to experience or access the world outside of Woodville. Also, there are limited resources available for Woodville students such as transportation for co-curricula and extra-curricular activities, and after school programs. There is a high need for activities such as STEM, fine arts, after-school academic intervention, and CTE programs that instill positive self-esteem and promotes citizenship . These programs should include guest speakers presenting information on suicide prevention, anti-bullying, and career planning. As a feeder K-8 district, the district needs to establish a partnership with surrounding high school districts to better prepare our students for high school.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2020-2021 Attendance Rate: 97.01%				Maintain 97% or higher Average Daily Attendance.
Chronic Absenteeism	2018-2019 Chronic Absenteeism Rate: 10.7%				Decrease Chronic Absenteeism Rate from 10.7% to 7.0% (-3.7%)
Suspension Rate	2018-2019 Suspension Rate: 17.6 %				Decrease Rate from 17.6 % to 10% (-7.6%)
Expulsion Rate	2018-2019 Expulsion Rate: 0%				Maintain Expulsion Rate at 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	2018-2019 Drop Rate: 0%				Maintain Drop Rate at 0%
Access to a Broad Course of Study	Access to a Broad Course of Study: PE - 100% of all students enrolled have access to broad course of study				Maintain Access to a Broad Course of Study: 100% of all students enrolled
Extra and Co-Curricular Activities	Extra-Curricular/Co-Curricular Activities: 100% all students exposed or enrolled in some type of extra and co-curricular actives.				Extra-Curricular/Co-Curricular Activities: Maintain 100% all students exposed or enrolled in some type of extra and co-curricular actives

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tier System of Support (MTSS):	<p>Tiered support is an approach to working with students to academic goals. Tiered support is student centered and meets individual students' needs using differentiated instruction. The resources below provide additional information on various approaches to tiered support. Provide multi-tiered systems of support services that are designed to meet the unique needs of English Learners including Migrant, Low-Income, and Foster Youth.students. To enhance supports for English Learners additional push-in services will be added to content courses to bridge language as the barrier to learning.</p> <p>DIFFERENTIATED INSTRUCTION MODULES:            Differentiated Instruction: Maximizing the Learning of All Students:            Focus on the importance of differentiating three aspects of instruction: content, process (instructional methods), and product (assessment). It</p>	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>also explores the student traits readiness level, interest, and learning profile that influence learning. *Differentiated Professional Development for teachers.</p> <p>UNIVERSAL DESIGN for LEARNING (UDL): Creating a Learning Environment that Challenges and Engages All Students: Focus on three principles of Universal Design for Learning (UDL) and discusses how to apply these principles to the four curricular components (i.e., goals, instructional materials, instructional methods, and assessments). * UDL professional development for teachers.</p> <p>RESPONSE TO INTERVENTION: Provide, Response to Intervention (RTI) training and support on processes and procedures. This action is designed to increase the capacity of staff to better identify and serve those struggling in reading and math, provide supplemental curriculum and materials as needed. Evidenced- based instructional strategies, designed specifically to target the unique language needs for English-learners, as well as additional risk-factors faced by low-socioeconomic, Homeless and Foster Youth are used to support RTI programming and services. This specific action/service is principally directed towards and effective in, increasing and improving outcomes for low income, English Learners, and Foster and Homeless Youth.</p> <p>Activities include but not limited to: 1. Provide enrichment for mid-day intervention deployment. 2. Provide professional development on effective use of Rtl for staff. 3. Materials and supplies for Rtl deployments.</p> <p>*The achievement of Low-income and English Learners students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push-in" to K--6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing English Learners, Low-income, and Foster Youth. It is WUSD's experience that English Learners, Low-income, and Foster Youth</p>		

Action #	Title	Description	Total Funds	Contributing
		students are at greater risk of not achieving grade level standard, not progressing toward proficiency.		
2	Learning Loss Mitigation:	<p>Provide direct support for pupil academic achievement and mitigate learning loss related to COVID-19 school closures:</p> <p>Summer School/Extended Year: Offer Summer School for remediation, intervention, enrichment course offerings principally directed towards at-risk, low income, English Learners, Foster Youth students. Our expectation is that these services will result in increased performance of students on CAASPP over the next three years.</p> <p>Activities include but not limited to::</p> <ol style="list-style-type: none"> <li>1. Extended Day <ul style="list-style-type: none"> <li>• Increase Teacher Hourly Rate of Pay from \$40.00 to \$50.00 incentivizing or entice teachers to teach intervention after school. (To be negotiated with WTA).</li> </ul> </li> <li>2. Summer Learning (Summer School) <ul style="list-style-type: none"> <li>• Certificated and Classified Salary and benefits - Title I</li> <li>• Materials and Supplies</li> <li>• CORE Intervention Consultant Contract(s)</li> <li>• Enrichment Consultant Contract(s)</li> </ul> </li> </ol> <p>The achievement of Low-income and English Learners students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards English Learners, Low-income, and Foster Youth and all students at-risk of not progressing toward proficiency. It is WUSD's experience that English Learners, Low-income, and Foster Youth students are at greater risk of not achieving grade level standard, not progressing towards proficiency, and are underrepresented in college. This action will help close the achievement gap for these students.</p>	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Social Emotional Learning (SEL):	<p>The district is adding social-emotional support personnel (expansion of psychological support services), principally directed, to support the social emotional health of at-risk students including; low income, English learner, and foster youth. SEL personnel train at-risk and trauma affected youth, to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</p> <p>Activities includes but not limited to:  1. COE Behavioral Health Support (BHS) Counselor/Special Services Contract.  2. Increase BHS Counselor Service Days by adding an additional day per week.</p>	\$15,000.00	Yes
4	Positive Behavior Intervention and Supports (PBIS):	<p>Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education TK--8 settings in Woodville USD. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards LI, EL, FY, and Homeless students.</p> <p>Activities include but not limited to:  1. Tulare County Office of Education (TCOE) Service Plan  2. Student Incentives:  3. Breakfast or lunch with the principal  4. Name on the announcements and/or "wall of fame"  5. Incentive giveaways/Student Store  6. Special field trips.  7. Classroom freebies  8. \$5 fast food gift card  9. PBIS program implementation</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		10.Conference attendance for administration and workshop teachers		
<b>5</b>	Student Engagement:	<p>Career Technical Education (CTE) Exposure - Fully Funded Field Trips, all students TK-8 will have the opportunity to participate in at least one educational field trip that is aligned to College and Career Readiness (CCR).</p> <p>Activities includes but not limited to:</p> <ol style="list-style-type: none"> <li>1. Grade level fields trips (vendor fees)</li> <li>2. Transportation Cost</li> <li>3. Purchase Transport Vehicle(s)</li> <li>4. SCICON - TCOE contract (Grades 5 and 6)</li> <li>5. Special Education - provide additional supplemental program(s) and activities for our SWD students.</li> <li>6. Academic Awards Night - Material and Supplies</li> <li>7. Provide motivational guess speakers from different career industries.</li> <li>8. Clubs - Materials - Supplies</li> <li>9. College visitations</li> <li>10. Career Day - Materials - Supplies - Presenter Fees</li> </ol>	\$46,695.00	Yes
<b>6</b>	Attendance Need (All students will stay in school)	<p>Woodville USD is currently in the "Orange" on the California School Dashboard for attendance. The District is committed to providing quality education to its students; and student school attendance is vital to a student's academic success.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Chronic Absenteeism - Provide SARB Coordination (Service Contract), keeping parents inform of state laws regarding school attendance and conducting SARB hearings.</li> <li>2. School Community Liaison - A part-time employee who will coordinate directly with the school attendance clerk, SARB</li> </ol>	\$26,602.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>coordinator, and Principal and making home visits to determine and verify reason for student absent.</p> <p>3. Provide attendance incentives to entice daily student attendance.</p> <p>4. Provide end-of-trimester incentive trips to promote perfect attendance.</p> <p>5. Continue to implement and develop the Truancy Intervention Plan (T.I.P.) program.</p> <p>6. Student rewards and ceremonies for perfect attendance.</p> <p>7. Workshop teacher training and monthly truancy discussions during grade level and PLC meetings.</p>		
7	Student Suspension	<p>Suspension rates and chronic absenteeism of LI, FY, and EL students is higher than all students. Student suspensions continue to be an issue. Suspensions are associated with a variety of negative student outcomes, such as lower academic performance and higher failure rates. With an action plan aligned to strategic goals and diligent, focused progress monitoring systems, the district can reduce discipline incidents and keep more students in class actively learning. Here are four steps to make that happen analyze historical data, apply the 80 percent rule (80% or better students behavioral activities are positive, set strategic goals, and plan for action.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Restorative Justice training for all staff.</li> <li>2. Material and supplies for PBIS and time to teach</li> <li>3. Provide digital/remote learning for suspended students.</li> <li>4. Provide Staff for in-school suspension - materials - supplies - transition room</li> <li>5. Pay for staff for after school detention or Saturday school</li> </ol>	\$5,000.00	Yes
8	Extra and Co-Curricular Activities	The unduplicated pupils at Woodville Elementary School have the least exposure to the communities outside of Woodville; have the least	\$29,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities to participate in a variety of visual and performing arts and sports programs, and these circumstances affect school culture and climate. Knowing this, the district has decided to provide increased opportunities for all unduplicated students to experience:</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Extended Day Sports Programs (Sherriff TCOE Shared PAL Program)</li> <li>2. A variety of Visual and Performing Arts programs and services (drama, fine arts, music, art and attend sporting events).</li> <li>3. Continue to modernize and improve athletic fields.</li> <li>4. Replace old and dated sports uniforms.</li> <li>5. Sports Tournament Fees</li> <li>6. Mid-day intramural Sports Activities - Coaching Stipend, Material and Supplies</li> </ol>		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	ENSURE A SAFE AND CONDUCTIVE LEARNING ENVIRONMENT- The district will operate with the highest efficiency and effectiveness in all areas of operation promoting a safe and conducive learning environment for All students and staff.

An explanation of why the LEA has developed this goal.

Student learns best in a clean and safe facility. Research and study shows that a clean and safe school improves Student Academic Performance, students remain healthy and better attendance. Woodville USD is in need of updating and improving the aesthetic of the school and improving the safety of the athletic facilities.

1. Basketball and Volleyball courts modernization completed in 2020-2021 but (football and baseball/softball fields have not been upgraded in 30 years), it was NOT completed in 2018-2019.
2. Parts of school is in need of a new roof, this need was not completed, it will be pushed to 2021-2022 school year.
3. The entire school is in need of painting. Painting was partially completed, other wings still need new paint.
4. Continue to maintain and upgrade security cameras on all school buses, this need has NOT been completed. The district will evaluate and upgrade security cameras in 2021-2022 .

It has been determined that all actions/services for the needs listed above would be completed in phases over a three year period.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Facility Inspection Rating	Williams Facility Inspections Rating: "Good Repair"				Maintain Facility Inspection Tool (FIT) Rating at "Good Repair"
Healthy Kids Survey	2018-2019 Healthy Kids Survey:  1. SUPPORT and ENGAGEMENT: 73% of student reported				Healthy Kids Survey:  1. SUPPORT and ENGAGEMENT: 80% of student will report having a high level of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>having a high level of connectedness at school.</p> <p>2. LOW VIOLENCE: 71% of students reported a Low Violence Perpetration, 69% reported Low Violence Victimization.</p> <p>3.SCHOOL CLIMATE: 81% of students reported the school is Fair.</p>				<p>connectedness at school.</p> <p>2. LOW VIOLENCE: 80% of students will report a Low Violence Perpetration, 80% report Low Violence Victimization.</p> <p>3.SCHOOL CLIMATE: Maintain 81% or better of students will report the school is Fair.</p>
Staff Climate Survey	2020-2021 Staff Safety Survey: 83% of staff reported that they perceived school as being safe.				Staff Safety Survey: Maintained 83% of staff reported that they perceived school as being safe.
Parent Climate Survey	2020-2021 Parent Climate Survey: Better than 90% of parents reporting that they perceived school to be safe for their child.				Parent Climate Survey: Maintained Better than 90% of parents reporting that they perceived school to be safe for their child.
Percent of Staff Trained in Positive Behavior Intervention and Support:	2019-2020 Percent of Staff Trained in Positive Behavior Intervention and Support was 15%				Percent of Staff Trained in Positive Behavior Intervention and Support will be 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Maintenance Contribution	<p>Routine Maintenance (RRMA) - Increase services beyond the general contribution for facility repairs per Williams Settlement when the building systems and equipment require major repair or replacement.</p> <p>Activities include but not limited to:</p> <ul style="list-style-type: none"> <li>• Floor covering and paving</li> <li>• Painting</li> <li>• Electrical</li> <li>• Heating and Air Condition Systems</li> <li>• Roofing</li> <li>• Plumbing</li> <li>• Hazard abatement</li> <li>• Upgrade and maintain facility as needed</li> <li>• Safe Playgrounds</li> <li>• Provide professional development for MOT Director in the area of Master Facility Planning</li> </ul> <p>Ongoing maintenance and repair, restore or renovate school property school facilities to ensure quality learning environments for Low-income, English Learners and staff.</p>	\$101,500.00	Yes
2	Cleaning and Sanitation	<p>School facilities are maintained in good repair. Metric: School Accountability Report Cards (SARC).</p> <p>Activities Include but not limited:</p> <ol style="list-style-type: none"> <li>1. Provide (1) additional substitute custodians support staff as needed to maintain, clean and sanitize learning facilities.</li> <li>2. Continue to provide PPE supplies as needed to mitigate health risks.</li> <li>3. Purchased cleaning supplies for MOT.</li> <li>4. Ongoing training for MOT staff regarding sanitation and cleaning</li> </ol>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Safety and Security	<p>Update and upgrade school security systems across the district.</p> <p>Activities Include but not limited:</p> <ol style="list-style-type: none"> <li>1. Maintained and upgrade safety audio equipments (Walkie-Talkies)</li> <li>2. Security Cameras</li> <li>3. Telecommunication System</li> <li>4. Ongoing Safety Professional Learning Opportunities for readiness in response to intruder(s) on campus.</li> <li>5. Secure school perimeter (fencing)</li> <li>6. Student Drop-off (Parent/Bus drop zone)</li> <li>7. Safety Signage</li> <li>8. Install security cameras for ALL the buses</li> </ol>	\$101,500.00	Yes
4	Health and Wellness Support:	<p>All staff will be provided with the necessary training to promote and improve the overall health and wellness for our LI, EL FY, and Homeless students.</p> <p>Activities include but not limited to:</p> <ol style="list-style-type: none"> <li>1. Provide additional 10 days for nursing services with TCOE to work at the school site with higher percentage of targeted students. Services will be principally directed towards LI, EL FY, and Homeless students. It is WUSD's experience that LI, EL FY, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.</li> <li>2. Offer training for staff on health and safety protocols and education.</li> </ol>	\$10,000.00	Yes
5	Crisis Professional Development:	<p>Crisis intervention and mental support staff will provide strong guidance and support to meet the social, emotional and behavioral needs of students. Training will be provided to address the needs of the targeted LI, EI Learners, and Foster Youth.</p> <p>Activities include but not limited to:</p>	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Contract services with TCOE (Behavioral Health Services). 2. Material and Supplies. 3. Active shooter training for ALL staff on how to respond during a crisis situation.		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
41.51%	1,692,587.00

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

## Required Descriptions

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

An essential part of Woodville Union School District’s mission to ensure equity for all students and stakeholders by reducing barriers for success. Therefore the needs, conditions and circumstances of our Foster Youth, English learners, and Low-income students were considered first and foremost as WUSD embarked on writing the 2021-2024 LCAP. The district estimates that the level of Unduplicated Pupils for the LCAP year 2021-22 will be 97.4%. In order to best serve these students we have developed LEA-Wide goals and actions that will address both academic and opportunity gaps, and work to increase and/or improve our unduplicated students’ educational experience by 41.51% or more as required. Based on 2018-19 California Dashboard and local indicators for 19-20, the following high priority gaps have been identified for WUSD:

- Mathematics performance for Low-income, English Learners and Students with Disabilities
- English Language Arts/Reading performance for Low-income, English Learners and Students with Disabilities
- English learner progress towards reclassification

2019 State Metrics or the Unduplicated Pupil:

ELA/Reading Met or Exceeded- School-wide: 19.26%; English Learners (11 %), Low-income (18%), Foster Youth (0%)

Mathematics Met or Exceeded: 21.21% 19.26%; English Learners (11 %), Low-income (21%), Foster Youth (0%)

ELPAC: Only 41.3% making progress towards English language proficiency

Through a cycle of inquiry with district administrative team using state and local data for the unduplicated pupils, performance data was analyzed at and reviewed with all stakeholders (School Site Council, Bargaining Groups, ELAC/DELAC and Student Leaders). It was determined that the actions listed below would provide the greatest benefit for our foster youth, English learners, and low-income students

as measured by the state metrics. With the analysis of the state and local data and comparing the performance of our Unduplicated pupils to general population, there are significant learning and opportunities gaps.

With these priorities as a focus, our LCAP goals and actions target Foster Youth, English learning and Low-income students in a variety of ways so as to meet their differing needs, and offer a continuity of services.

**CONTRIBUTING LEA-WIDE ACTIONS:** Woodville Union School District's Low income, Foster Youth and English learner students are demonstrating achievement below standard, in English Language Arts and Mathematics, as measured by the CAASPP, with only slight gains made across the past three years. The actions and services provided in Goal One prioritize a targeted approach that will supply high quality teaching and learning to increase achievement for our unduplicated pupils. **GOAL 1: THE DISTRICT WILL COMMIT TO A GUARANTEED AND VIABLE CURRICULUM TO DEVELOP A HIGH QUALITY SUSTAINABLE EDUCATION SYSTEM TO RAISE THE ACADEMIC ACHIEVEMENT FOR ALL STUDENTS.**

**Goal 1-Action 2: (Access to State Adopted CCSS Instructional Material) Supplemental Math Materials-** Current core materials not meeting the need of SED based on SBAC assessment data from 2019-2021. Additional standards aligned materials are necessary to provide more aligned instruction with assessments that the students will take in the Spring of 2022. SBAC results in the Spring of 2022 will be used to analyze the success of materials. Taking into consideration the needs, conditions and circumstances of our Foster Youth, Low income and English Learners, this action will provide for Tier 1 (universal) instructional materials and educational programs for unduplicated students. Unduplicated students in the district have chronically underperformed on the CAASPP in both math and language arts for the last three years.

**Goal #1, Action 3: Parent/Guardian Engagement/Communication-** The District want to provide greater access to communication to and from school personnel to ensure that all students and their parents have access to school personnel in English or their native language. This is especially true for our unduplicated students. Survey results from unduplicated parents have indicated they are not connected to school events and information. Parent caller and the school app are tools that can be operated from the parent's phone not requiring a high speed connection which many of our families are lacking. Ultimately, better communication with parents equates to greater engagement and achievement for our unduplicated students.

**Goal #1, Action #4: Professional Development-** This action allows the District to differentiate professional development to meet the needs of its unduplicated students, most notably our EL and SED students. Based on the Spring 2021 SBAC data, our unduplicated students are not achieving at the same level as the overall population. The District is partnering with TCOE and other consultants to provide targeted professional development to staff for the purpose of closing this achievement gap.

**Goal 1-Action 5: English Learner Language Acquisition Needs-** Continue to support English Learner students with Designated and Strategic ELD programs. Students with the highest need are EL and SED based upon SBAC assessment data from the Spring of 2019. Paraprofessionals will provide additional services to EL and SED students. They are being specifically trained in research based instructional programs to support the academic growth of our neediest students. Short term monitoring assessments will be used to gage growth in the programs.

Goal 1-Action 6: Increased Instructional Minutes- Maintain added additional instructional minutes from 2013-2014 to increase the instructional day to improve or enhance student access to the standard for our Low-income, English Learners and Foster Youth.

Goal 1-Action 7: Literacy Development: Literacy Development, continue to increase DRA reading scores for low income and EL students with the implementation of Guided Reading strategies. Contract services with Tulare County Office of Education (TCOE) to provide a Literacy Coach (LC) for ongoing training for teachers for coaching and support in evidenced-based practices that increase opportunities for English-learners and Low-Income students to access and participate in a balanced literacy learning environment. (LC) will support the use of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

Goal 1-Action 9: Instructional and Operational Technology Needs- WUSD's unduplicated students often lack access to technology based on survey data from parents, as well as data collected during the COVID-19 pandemic. Many of these families lack access to reliable internet and a device to access and complete their work. This action ensures that the school's unduplicated students have equitable access to technology so they can access the core instructional program both at school and remotely.

Goal 1-Action 10: Broad Course of Study Access- In order to provide LI, EL, FY, and Homeless students, access to the District's performing arts program and other VAPA programs to increase engagement in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them. WUSD promotes real-world learning experiences for Foster Youth, Low income and English learners via our Career Technical Education (CTE) programs. When addressing the needs, conditions and circumstances of persistence and positive attendance in school, WUSD notes that the Brookings Institute report (2021) states that, "CTE can motivate students to attend school more frequently and be more engaged, and therefore improve core academic skills. The district will continue to design and expand Career Technical Education (CTE) Programs to promote college, career, and world readiness through the ongoing partnership with Porterville Unified School District. WUSD plans to offer additional class sections, real-world experiences, and foster student leadership over the next three years.

Goal 1-Action 11: Site Administrative Services- Analysis of WUSDs SBAC data shows an achievement gap exists between our unduplicated students and our overall population. The site administrator will provide differentiated support to teachers on best meeting the needs of these students based on research based strategies. Site administrator to support student services, teacher development, teacher evaluation/coaching, and leading teacher collaboration. This person will provide services to close student learning gap for the unduplicated pupils (LI, EL, Foster Youth, and Homeless) by collecting achievement data, making data driven decisions addressing the four critical questions of a PLC, "What do we want all students to know and be able to do?, How will we know if they learn it?, How will we respond when some students do not learn?, How will we extend the learning for students who are already proficient?".

Goal 1-Action 12: Grade Span Adjustment (GSR)- Continue to reduce class sizes in grades TK--3 with an emphasis on our school with the highest percentage of target students. Services will be principally directed towards LI, EL and FY/Homeless students. The target is 24:1. The unduplicated student population are some of the lowest performing student groups on state and local assessments.

Goal 1-Action 13: Provide early learning support for 0-5 years of age to enable them to enter school ready to learn, including English Learners, LI, Foster Youth, and Homeless students. Provide preschool for all (1 additional classroom) and expanded TK staffing (1 teacher)

for students turning 5 in December and January of each school year to attend school from the start of the school year. Unduplicated student populations often start out behind in their schooling due to the absence of a preschool experience (Calif. Dept. of Ed, 2009). For our most vulnerable youth who are ages four and five, WUSD will provide these unduplicated students with increased and expanded preschool opportunities to build a strong academic and social-emotional foundation. We expect the outcomes to be increases in language acquisition for preschool Spanish speakers by 3% to 5% on district assessments, and a 3% average or better growth on scores for unduplicated students that will measure from preschool entry to incoming kindergarten skills including inventories/assessments for social emotional health and literacy and numeracy.

Goal 1-Action 14: Advance Course Offering: Provide enrichment for English Learners, LI, Foster Youth, and Homeless students identified as advance learners. Foster Youth, Low-income and English learners particularly struggle to meet the prerequisites for AP in high school at Porterville USD. The district will address this disproportionality by decreasing the opportunity gap, and increasing rigorous course offering for unduplicated student groups by providing additional support in Advanced Placement courses. More entries into advanced Placement courses will also provide greater equity and increased AP placement preparation for Foster Youth, English learners and Low income students.

Goal 1-Action 15: Culture of Collaboration- In assessing the needs, conditions and circumstances of our Low-income students, Foster Youth and English Learners, and by reviewing the research-based evidence, Woodville Union School District has determined that teachers are the most important variable affecting student achievement that schools have within their control (Rivkin, Hanushek & Kain, 1998; Sanders and Rivers, 1996). To address the need for high quality instruction for unduplicated students, we have placed an intentional focus on increasing teacher pedagogy, and providing planning time and other supports to further develop teacher instructional practices particularly in math and language arts. Planning time for teachers to work collaboratively on progress monitoring will involve the Cycle of Inquiry and a shared leadership model. (Continuing and Determined, effective as expected with over 21 teachers planning and collaborating across the district each week, with a focus on connecting to each other and creating new innovative instructional strategies to engage unduplicated students in an online learning environment.)

Goal 2-Action 1, 2 &3: Response to Intervention/MTSS- Students with the highest need are EL and SED. These students are targeted first and it meets the needs and goals of these students. WUSD will Provide Tier 2 and 3 supports that meet students at their current levels and promote their growth. Because Foster Youth, Low-income and English learners score below the “All Students” average in math and language arts on the CAASPP test, it is essential that WUSD expand after-school and summer learning programs for unduplicated and at-risk students. Additional instructional time for unduplicated students will help build and strengthen foundational skills in literacy and math through small group and one-on-one tutoring. Expanding learning time for elementary and middle school students can also accelerate progress, and/or close learning gaps will help to increase achievement scores as well as student social emotional health.

Goal 2-Action 4: Positive Behavior Intervention and Supports (PBIS)- Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education TK--8 settings in Woodville USD. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards LI, EL, FY, and Homeless students. PBIS program provides behavioral support to students and school sites by assigning behavioral assistants to work with Foster Youth, Low-income and English learners who need

interventions to help de-escalate situations at school that may be disruptive. WUSD will continue to provide behavioral support in this manner which will also include observations and risk assessments for unduplicated students that may lead to referrals for counseling.

Goal 2-Action 5: Student Engagement- Career Technical Education (CTE) Exposure - Fully Funded Field Trips, all students TK-8 will have the opportunity to participate in at least one educational field trip that is aligned to College and Career Readiness (CCR). Foster Youth, English learners and Low-income students need to be represented more equitably in Career Technical Education. Support for the WUSD Career Technical Education (CTE) plan and additional areas of professional development to be offered to educators around CTE will broaden curriculum options for unduplicated students and provide greater opportunities for school engagement.

Goal 2-Action 6: Attendance Need (All students will stay in school/Student Suspension - Woodville USD is currently in the "Orange" on the California School Dashboard for attendance. The District is committed to providing quality education to its students; and student school attendance is vital to a student's academic success. The needs, conditions and circumstances of our unduplicated students reveal that chronic absenteeism rates and suspension rates are much higher for Foster Youth, Low-income and English learners (particularly students of color) as compared to other students, and the disproportionality is not being addressed with substantive programs and services. A Multi-tiered Systems of Support (MTSS) approach that provides first best instruction and focused intervention is planned to move the dial for our unduplicated students on achievement and behavior. Within the MTSS infrastructure, WUSD will integrate culturally responsive instruction training, Restorative Practices, Social Emotional Learning, Positive Behavior Intervention Supports, and trauma informed practices to positively impact our Foster Youth, Low-income students and English learners.

Goal 2-Action 7: Student Suspension - Suspension rates and chronic absenteeism of LI, FY, and EL students is higher than all students. Student suspensions continue to be an issue. Suspensions are associated with a variety of negative student outcomes, such as lower academic performance and higher failure rates. With an action plan aligned to strategic goals and diligent, focused progress monitoring systems, the district can reduce discipline incidents and keep more students in class actively learning. Here are four steps to make that happen analyze historical data, apply the 80 percent rule (80%) or better students behavioral activities are positive, set strategic goals, and plan for action.

Goal 2-Action 7: Extra and Co-Curricular Activities -The unduplicated pupils at Woodville Elementary School have the least exposure to the communities outside of Woodville; have the least opportunities to participate in a variety of visual and performing arts and sports programs, and these circumstances affect school culture and climate. Knowing this, the district has decided to provide increased opportunities for all unduplicated students to experience. Providing co-curricular and extracurricular activities to connect our unduplicated students to school and school-sponsored events is a crucial component to school success. Since current research has proven that Low income, Foster Youth and English learner students can benefit from multiple means of engagement, WUSD will monitor the participation of our Foster Youth, Low-income and English learners in school-sponsored events as part of the district's "School-initiative."

Goal 3-Actions 1, 2 &3: Additional Maintenance Contribution & Cleaning and Sanitation - Research has shown that many underserved/unduplicated students do not have access to the same high quality environment as peers in other settings. In addition, the classroom environment contributes to the engagement of students which translates to increased academic achievement. Our state standards require a high level of collaboration and critical thinking. By providing a clean and conducive learning environment, students will feel safer and promote conversations and collaborations between peers. Modernizing and upgrading the school facility and purchasing new

furniture for our unduplicated students ensures they will feel a sense of belonging and connectedness to school. This action is targeted principally at Unduplicated Pupils based upon stakeholder feedback desiring to have campuses that are safe and visually appealing for our Unduplicated pupils. Ensuring this ensures that unduplicated pupils who only have access to school grounds for recreation have safe facilities to use. This will lead to grounds and facilities being maintained and safe for student use. Impact will be measured by the Facility Inspection Tool (FIT).

Goal 3-Actions 4: Health and Wellness Support: This action is targeted principally at Unduplicated Pupils based upon feedback from stakeholders and internal data showing that Unduplicated Pupils were needing additional health care staff to supports in the management of various health related concerns. Unduplicated Pupils generally are underserved in the area of health and wellness in a community like Woodville. The health care staff will work with families and students to not only ensure student adequate health, but also access outside medical resources through their professional connections and knowledge. Hopefully, it will increased our daily attendance rates of Unduplicated Pupils.

Goal 3-Actions 5: Crisis Professional Development - Crisis intervention and mental support staff will provide strong guidance and support to meet the social-emotional and behavioral needs of students. Training will be provided to address the needs of the targeted LI, EI Learners, and Foster Youth. WUSD and TCOE Mental Wellness Services provided over 300 mental health/risk assessments and over 300 social emotional therapy sessions for unduplicated students in 2020-21. With improved social emotional support including individual and group counseling, individual observations, intervention and monitoring by the WUSD Student Assistance Program/Behavior Health Specialist(s) (BHS) who are licensed clinicians, Foster Youth, English learners and Low-income students can feel safe and productive in a school environment. The district will continue to provide social and emotional support including individual and group counseling, check-ins and classroom lessons through the implementation and monitoring of the Student Assistance Program.

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

Using the calculation tool provided by the state, WUSD has calculated that it will receive \$1,692,587.00 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 41.51%. Woodville Union School District with a comprehensive LCAP needs assessment process of identifying the needs of Unduplicated Students developed Actions that increase or improve services for these students. Based on information gained through the needs assessment process, inclusive of strong input from Stakeholders, these Actions were developed with the intent to mitigate or eliminate the performance gaps experienced by Unduplicated Students by providing supports necessary to increase the achievement and success outcomes of these students. Woodville Union School District also assessed all options and resources available to address the identified needs of Unduplicated Students. These included support resources such as personnel, facilities and condition, instructional materials utilized, curriculum, support for parents, and funding. This helped drive Action Development such as 21st Century Technology and Access, Supports for MTSS Interventions, Parent Engagement, Mental Health Counseling Services, Broad Course of Study Access, and many more. All Actions (marked Yes as Contributing) and components within each Action, whether implemented district/schoolwide or specifically targeted to serve Unduplicated Students were developed to positively impact students. Through these Actions, Woodville Union School District is

meeting and exceeding this requirement to increase or improve services by the Minimum Proportionality Percentage over services provided for all students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,498,398.00	\$155,923.00		\$400,059.00	\$2,054,380.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,401,533.00	\$652,847.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Basic Services:				\$26,729.00	\$26,729.00
1	2	English Learners Foster Youth Low Income	Instructional Materials:	\$6,000.00				\$6,000.00
1	3	English Learners Foster Youth Low Income	Parent and Family Engagement:	\$12,246.00				\$12,246.00
1	4	English Learners Foster Youth Low Income	Professional Learning Opportunities (PLO):	\$93,550.00				\$93,550.00
1	5	English Learners	English Learner Language Acquisition Needs:	\$10,822.00			\$290,330.00	\$301,152.00
1	6	English Learners Foster Youth Low Income	Increased Instructional Minutes	\$139,940.00				\$139,940.00
1	7	English Learners Foster Youth Low Income	Literacy Development:	\$15,000.00			\$33,000.00	\$48,000.00
1	8	English Learners Foster Youth Low Income	Competitive Substitute Pay Rate	\$6,370.00				\$6,370.00
1	9	English Learners Foster Youth Low Income	Instructional and Operational Technology Needs:	\$173,730.00			\$50,000.00	\$223,730.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Broad Course of Study Access:	\$235,580.00				\$235,580.00
1	11	English Learners Foster Youth Low Income	Site Administrative Services:	\$178,489.00				\$178,489.00
1	12	English Learners Foster Youth Low Income	Grade Span Adjustment (GSR):	\$136,350.00	\$155,923.00			\$292,273.00
1	13	English Learners Foster Youth Low Income	Early Childhood Education/Community Hub:	\$70,709.00				\$70,709.00
1	14	English Learners Foster Youth Low Income	Advance Course Offering:	\$5,000.00				\$5,000.00
1	15	English Learners Foster Youth Low Income	Culture of Collaboration:	\$9,070.00				\$9,070.00
1	16	English Learners Foster Youth Low Income	Special Education:	\$2,000.00				\$2,000.00
2	1	English Learners Foster Youth Low Income	Multi-Tier System of Support (MTSS):	\$4,000.00				\$4,000.00
2	2	English Learners Foster Youth Low Income	Learning Loss Mitigation:	\$35,000.00				\$35,000.00
2	3	English Learners Foster Youth Low Income	Social Emotional Learning (SEL):	\$15,000.00				\$15,000.00
2	4	English Learners Foster Youth Low Income	Positive Behavior Intervention and Supports (PBIS):	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Student Engagement:	\$46,695.00				\$46,695.00
2	6	English Learners Foster Youth Low Income	Attendance Need (All students will stay in school)	\$26,602.00				\$26,602.00
2	7	English Learners Foster Youth Low Income	Student Suspension	\$5,000.00				\$5,000.00
2	8	English Learners Foster Youth Low Income	Extra and Co-Curricular Activities	\$29,245.00				\$29,245.00
3	1	English Learners Foster Youth Low Income	Additional Maintenance Contribution	\$101,500.00				\$101,500.00
3	2	English Learners Foster Youth Low Income	Cleaning and Sanitation	\$15,000.00				\$15,000.00
3	3	English Learners Foster Youth Low Income	Safety and Security	\$101,500.00				\$101,500.00
3	4	English Learners Foster Youth Low Income	Health and Wellness Support:	\$10,000.00				\$10,000.00
3	5	English Learners Foster Youth Low Income	Crisis Professional Development:	\$4,000.00				\$4,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,498,398.00	\$2,027,651.00
<b>LEA-wide Total:</b>	\$1,487,576.00	\$1,726,499.00
<b>Limited Total:</b>	\$10,822.00	\$301,152.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Instructional Materials:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
1	3	Parent and Family Engagement:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,246.00	\$12,246.00
1	4	Professional Learning Opportunities (PLO):	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,550.00	\$93,550.00
1	5	English Learner Language Acquisition Needs:	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,822.00	\$301,152.00
1	6	Increased Instructional Minutes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$139,940.00	\$139,940.00
1	7	Literacy Development:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$48,000.00
1	8	Competitive Substitute Pay Rate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,370.00	\$6,370.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Instructional and Operational Technology Needs:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$173,730.00	\$223,730.00
1	10	Broad Course of Study Access:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$235,580.00	\$235,580.00
1	11	Site Administrative Services:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$178,489.00	\$178,489.00
1	12	Grade Span Adjustment (GSR):	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$136,350.00	\$292,273.00
1	13	Early Childhood Education/Community Hub:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,709.00	\$70,709.00
1	14	Advance Course Offering:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	15	Culture of Collaboration:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,070.00	\$9,070.00
1	16	Special Education:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	1	Multi-Tier System of Support (MTSS):	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$4,000.00
2	2	Learning Loss Mitigation:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
2	3	Social Emotional Learning (SEL):	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Positive Behavior Intervention and Supports (PBIS):	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	5	Student Engagement:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,695.00	\$46,695.00
2	6	Attendance Need (All students will stay in school)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,602.00	\$26,602.00
2	7	Student Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	8	Extra and Co-Curricular Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,245.00	\$29,245.00
3	1	Additional Maintenance Contribution	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,500.00	\$101,500.00
3	2	Cleaning and Sanitation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
3	3	Safety and Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,500.00	\$101,500.00
3	4	Health and Wellness Support:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	5	Crisis Professional Development:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$4,000.00

**Annual Update Table Year 1 [2021-22]**

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

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

<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

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

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.