

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Wright Elementary School District
<b>CDS Code:</b>	49 71035 0000000
<b>LEA Contact Information:</b>	Name: Adam Schaible Position: Superintendent Email: aschaible@wrightesd.org Phone: 707-542-0550
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$15,373,526
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$2,734,704
<b>All Other State Funds</b>	\$2,208,899
<b>All Local Funds</b>	\$1,242,198
<b>All federal funds</b>	\$2,512,192
<b>Total Projected Revenue</b>	\$21,336,815

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$21,744,371
<b>Total Budgeted Expenditures in the LCAP</b>	\$10,292,479
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$2,596,685
<b>Expenditures not in the LCAP</b>	\$8,855,207

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$1,526,012
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$2,353,271

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$-138,019
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$827,259

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	District did not include "Services, Other Operating Expenses" (which includes Special Education "encroachment"), Employee benefits are included in total cost of salary. Transportation, food service, and any classified positions not directly tied to an LCAP "action or service."
<b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF</b>	Due to a more focused approach to increasing and improving services for our students which requires fewer initiatives and due to a shortage of candidates to fill some of our open positions at this time, we anticipate

**supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.**

spending for the 21-22 school to be slightly less than the LCFF supplemental/concentration grants received.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wright Elementary School District

CDS Code: 49 71035 0000000

School Year: 2021-22

LEA contact information:

Adam Schaible

Superintendent

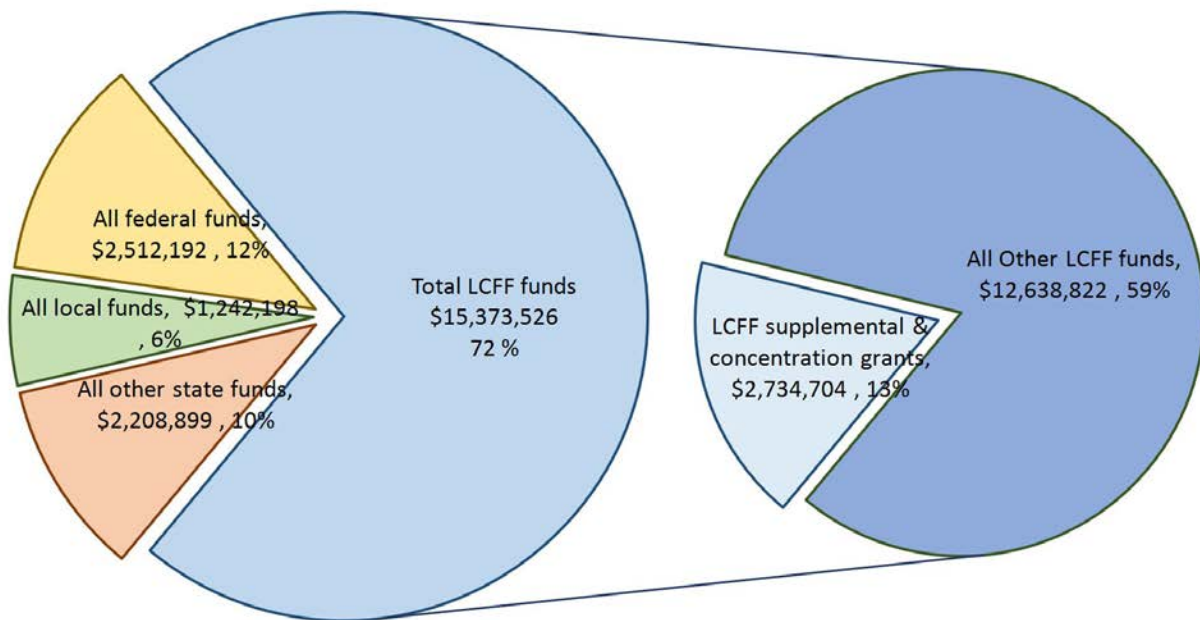
aschaible@wrightesd.org

707-542-0550

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



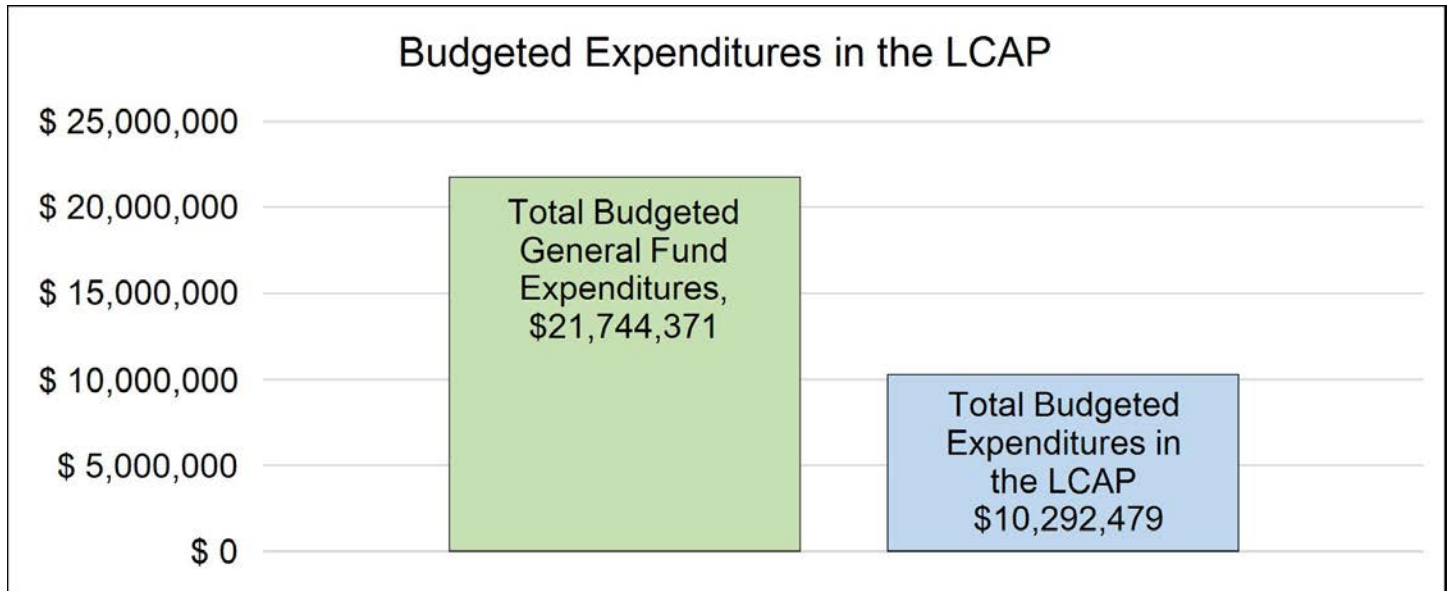
This chart shows the total general purpose revenue Wright Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Wright Elementary School District is \$21,336,815, of which \$15,373,526 is Local Control Funding Formula (LCFF), \$2,208,899 is other state funds, \$1,242,198 is local funds, and

\$2,512,192 is federal funds. Of the \$15,373,526 in LCFF Funds, \$2,734,704 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

Wright Elementary School District plans to spend \$21,744,371 for the 2021-22 school year. Of that amount, \$10,292,479 is tied to actions/services in the LCAP and \$8,855,207 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

District did not include "Services, Other Operating Expenses" (which includes Special Education "encroachment"), Employee benefits are included in total cost of salary. Transportation, food service, and any classified positions not directly tied to an LCAP "action or service."

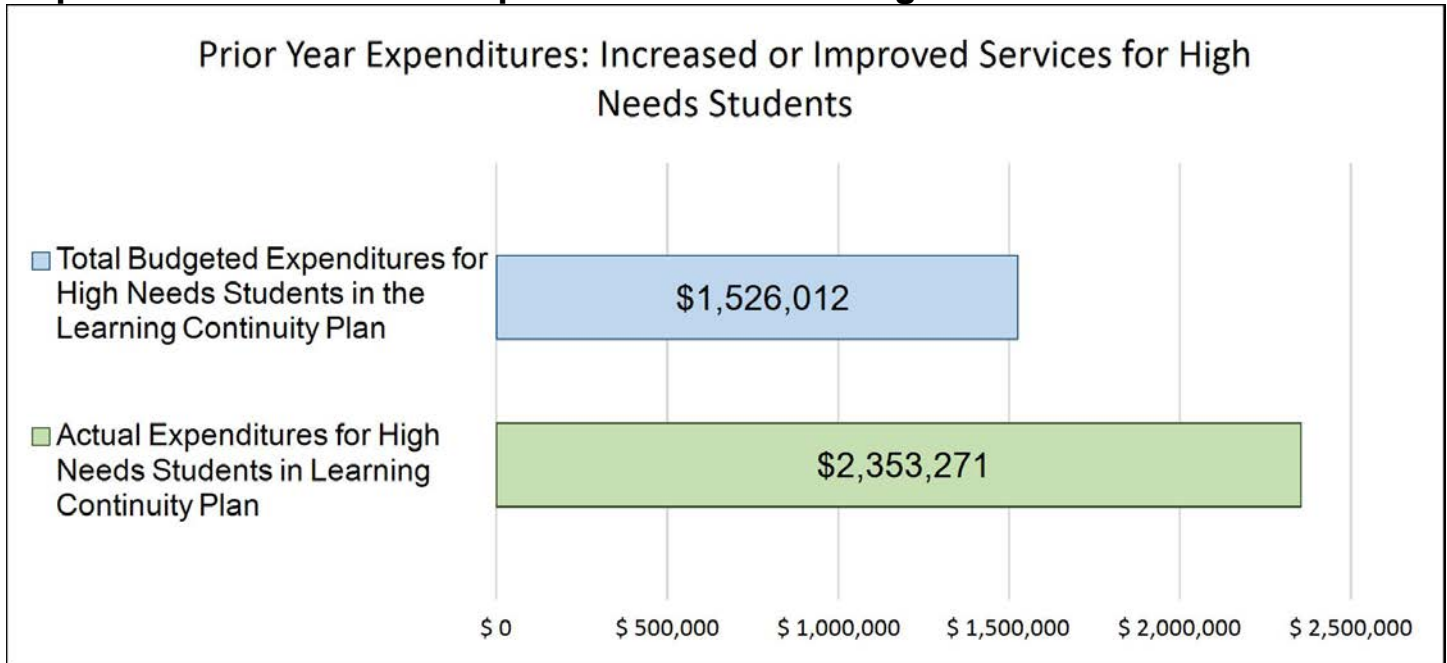
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Wright Elementary School District is projecting it will receive \$2,734,704 based on the enrollment of foster youth, English learner, and low-income students. Wright Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wright Elementary School District plans to spend \$2,596,685 towards meeting this requirement, as described in the LCAP.

Due to a more focused approach to increasing and improving services for our students which requires fewer initiatives and due to a shortage of candidates to fill some of our open positions at this time, we anticipate spending for the 21-22 school to be slightly less than the LCFF supplemental/concentration grants received.

# LCFF Budget Overview for Parents

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



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

In 2020-21, Wright Elementary School District's Learning Continuity Plan budgeted \$1,526,012 for planned actions to increase or improve services for high needs students. Wright Elementary School District actually spent \$2,353,271 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Wright Elementary School District	Adam Schaible Superintendent	aschaible@wrightesd.org 707-542-0550

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

# Goal 1

All students will show measurable academic growth as evidenced by an increase in assessment scores each year in English and math using multiple measures. All students will have access to common core standards aligned curriculum and materials in math and ELA. Metrics will include state and local standardized scores (SBAC) , as well as formative and interim assessments, including DIBELS, STAR 360, and other curriculum - based measures.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:



**Annual Measurable Outcomes**

Expected	Actual
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Expected	Actual
<b>Metric/Indicator</b> SBAC ELA Scores	The District does not have scores for the ELA or Math SBAC.
SBAC Math Scores	
DIBELS	DIBELS administration was not completed due to school transitioning to remote learning in March 2020.
STAR Reading	
	STAR Reading and Math were administered, however the results cannot be considered reliable. Far too few students took the test, and conditions at home could not be controlled for.
STAR Math	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 The district will continue to maintain a .5 Curriculum Coordinator to help oversee all areas of curriculum and instruction. The Director will also be responsible for our ELD program. That person will provide planning, training, data tracking, testing coordination, and related tasks for all students.</p>	<p>1.1 Curriculum Coordinator-Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,850</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$19,672</p>	<p>1.1 Curriculum Coordinator (.5) and Special Education Coordinator (1.0) were combined into one Student Services Director position. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$33,231</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,951</p>
<p>1.2 Professional development will be provided for all staff in high impact instructional practices, including ELD and NGSS.</p>	<p>1.2 a) for PD in integrated and dedicated ELD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$76,487</p> <p>1.2 a) for PD in integrated and dedicated ELD 3000-3999: Employee Benefits Supplemental and Concentration \$27,376</p>	<p>1.2 a) This action was implemented as planned. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,828</p> <p>1.2 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$23,110</p>
<p>1.3 The district will facilitate a single Curriculum Committee including upper and lower grade teachers from each site.</p>	<p>1.3 Curriculum Committee Stipends for teachers to attend monthly Curriculum Committee meetings. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,500</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$503</p>	<p>1.3 Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,433</p>
<p>1.4 The district will continue to administer DIBELS and STAR 360 assessments (in both Reading and Math) 3 times per year to all students, as well as formative and interim curriculum-based</p>	<p>1.4 DIBELS testing 1000-1999/2000-2999: Certificated and</p>	<p>1.4 DIBELS administration was halted in March when in-person learning was suspended. 1000-</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
assessments to monitor student achievement and academic progress in both ELA and Math.	Classified Personnel Salaries LCFF Base \$2,000  1.4 DIBELS testing 3000-3999: Employee Benefits LCFF Base \$402  1.4 DIBELS testing 4000-4999: Books And Supplies LCFF Base \$2,229	1999: Certificated Personnel Salaries LCFF Base 0.00  1.4 DIBELS 3000-3999: Employee Benefits LCFF Base 0.00  1.4 DIBELS 4000-4999: Books And Supplies LCFF Base \$1,338
1.5 The district will pilot Aeries gradebook and report card.	1.5 Aeries Training for Pilot Teachers (Report Card) 0000: Unrestricted LCFF Base \$750  5800: Professional/Consulting Services And Operating Expenditures LCFF Base	1.5 Action implemented as planned 0000: Unrestricted LCFF Base 0.00  5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0.00
1.6 The district will implement My Math curriculum in the 19-20 school year.	1.6 The district will continue to provide Math curriculum 4000-4999: Books And Supplies Lottery \$933	1.6 Action implemented as planned 4000-4999: Books And Supplies Lottery \$544
1.7 Ancillary consumable materials will be purchased for ELA curriculum.	1.7 CCSS ELA materials 4000-4999: Books And Supplies Lottery \$0	1.7 Action implemented as planned 4000-4999: Books And Supplies Lottery \$19,785
1.8 The district will continue to prioritize a stand alone TK classroom at each site if enough TK students enroll to warrant it.	1.8 Prioritize a stand alone TK classroom. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,087  1.8 Prioritize a stand alone TK classroom. 3000-3999: Employee Benefits Supplemental and Concentration \$27,056	1.8 Action implemented as planned. TK Class located at RLS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$86,799  1.8 Action implemented as planned. 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,932
1.9 The district will continue to support IXL as an instructional supplement for extra math support.	1.9 IXL software (to replace Front Row) 4000-4999: Books And	1.9 Action implemented as planned 4000-4999: Books And

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies LCFF Supplemental and Concentration \$7,400	Supplies LCFF Supplemental and Concentration \$11,200
1.10 Continue to ensure that students in TK through Third Grade benefit from a reduced class size of 24 pupils or less. This will provide increased academic support and individual assistance for students. Fund additional teachers as needed to support this.	<p>1.10 a) Keep/Add JXW Teachers as necessary to maintain class sizes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$255,503</p> <p>1.10 a) Keep/Add JXW Teachers as necessary to maintain class sizes 3000-3999: Employee Benefits Supplemental and Concentration \$99,720</p> <p>1.10 b) Keep/Add RLS Teachers as necessary to maintain class sizes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$253,175</p> <p>1.10 b) Keep/Add RLS Teachers as necessary to maintain class sizes 3000-3999: Employee Benefits Supplemental and Concentration \$99,313</p>	<p>1.10 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$181,797</p> <p>1.10 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$60,077</p> <p>1.10 b) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$266,177</p> <p>1.10 b) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$89,976</p>

## Goal Analysis

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

All budgeted funds were fully expended, though certain actions were not completed or were altered.

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

Significant challenges included a) the Kincade Fire in October (school closed for 4 days) and b) school having to move online due to the COVID19 Pandemic. The move from in-person to online learning in a period of only weeks should be considered a towering achievement and a testament to the District's commitment to kids.



## Goal 2

The district will provide a comprehensive system of support for students in academics, behavior, and social emotional learning, based on identified student needs. This will include English learners, special education students, and other subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Disaggregated SBAC results, CELDT Scores/Redesignation Rate, Healthy Kids Survey Results</p> <p><b>19-20</b>            At least a 7% increase in the SBAC scores for both EL students and Socioeconomically disadvantaged students:</p> <p>An average of 52% of the EL students (in grades 3-6) will meet or exceed the standard on the SBAC in ELA and 46% will meet or exceed it in Math.; and an average of 73 % of the Economically Disadvantaged students will meet or exceed the standard in ELA and 56% will meet or exceed the standard in math.</p> <p>The re-designation rate will rise to 20%.</p> <p>On the 2019-20 California Healthy Kids Survey, at least 75% of the surveyed students will report feeling safe at school all the time, and 60% will report feeling safe most of the time.</p>	<p>SBAC was cancelled and the District's ELPAC scores were incomplete due to the closure of school in March and for the remainder of the year.</p> <p>ELD Students did not take the SBAC this year</p> <p>JXW and RLS both fell short of the 20% re-designation goal (see chart)</p> <p>The District was unable to administer the Health Kids Survey this year.</p>



Expected	Actual																							
<p><b>Baseline</b></p> <p>30.4% of the district's EL students in grades 3-6 met or exceeded the standard on the SBAC in ELA in 2016, and 24.28% met or exceeded the standard on the SBAC in Math.</p> <p>On the 2016 administration of the SBAC in ELA, 47.87% of the Economically Disadvantaged students met or exceeded the standard, and 34.87% met or exceeded the standard in Math. (On the state's School Dashboard the indicator for academic progress in Math was "yellow" for these students, while it was "green" for all students.)</p> <p>In the 2016-2017 administration of the CELDT, 65% of the EL students made at least 1 year's growth (the state's annual growth target for this measure is 63.5% this year. ) For EL students here less than 5 years, 34% of them scored well enough to attain English Language Proficiency status ( the state target was 26.7%,) and for those students here 5 or more years, 72.6% met English Proficiency standards (the state's target was 54.7%. ) This year, the district met all of the Annual Measurable Achievement Objectives (AMAOs.) The re-designation rate rose to 17.2%.</p> <p>The California Healthy Kids Survey was not administered this year, so the previous year's baseline metrics are being used: According to the 2015-16 California Healthy Kids Survey (district fifth graders only) , a total of 50% of the students feel safe at school all the time, and 32% feel safe most of the time</p>	<table><tr><td></td><td></td><td>20%</td><td>Actual reclass #</td></tr><tr><td><b>Total EL's</b></td><td>478</td><td>96</td><td>83</td></tr><tr><td>JX Total</td><td>128</td><td>26</td><td>23</td></tr><tr><td>RL Total</td><td>225</td><td>45</td><td>28</td></tr><tr><td>WCS Total</td><td>125</td><td>25</td><td>32</td></tr></table>						20%	Actual reclass #	<b>Total EL's</b>	478	96	83	JX Total	128	26	23	RL Total	225	45	28	WCS Total	125	25	32
		20%	Actual reclass #																					
<b>Total EL's</b>	478	96	83																					
JX Total	128	26	23																					
RL Total	225	45	28																					
WCS Total	125	25	32																					

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 a) Full time counselors will be maintained at each school. Counselor Certificated Salary	<p>2.1 a) Counselor Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,153</p> <p>2.1 a) Counselor Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$43,500</p> <p>2.1 a) 54% RL Counselor Certificated Salary 1000-1999: Certificated Personnel Salaries Special Education \$34,745</p> <p>2.1 a) 54% RL Counselor Certificated benefits 3000-3999: Employee Benefits Special Education \$15,285</p>	<p>2.1 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$94,725</p> <p>2.1 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$53,375</p> <p>2.1 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries Special Education \$33,070</p> <p>2.1 a) Action implemented as planned 3000-3999: Employee Benefits Special Education \$62,024</p>
2.2 The district will continue to provide full time Reading teachers at each site.	<p>2.2 a) Reading Teacher Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,906</p> <p>2.2 a) Reading Teacher certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,292</p> <p>2.2 a) RL Reading Teacher Certificated Salary 1000-1999: Certificated Personnel Salaries Title I \$128,085</p> <p>2.2 a) RL Reading Teacher certificated benefits 3000-3999: Employee Benefits Title I \$51,215</p>	<p>2.2 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$62,024</p> <p>2.2 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,750</p> <p>2.2 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries Title I \$144,351</p> <p>2.2 a) Action implemented as planned 3000-3999: Employee Benefits Title I \$61,240</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
2.3 The district will continue to provide intensive intervention for low income, EL students, foster youth, and others through various programs at each site, including before/after school IXL math intervention labs and Lexia reading intervention labs for identified students.	<p>2.3 a) Intervention Action Salary District 1000-1999/2000-2999: Certificated and Classified Personnel Salaries Supplemental and Concentration \$18,131</p> <p>2.3 a) Intervention Action Benefits District 3000-3999: Employee Benefits Supplemental and Concentration \$3,646</p> <p>2.3 b) RL (&amp; WCS) tutoring by CalServes \$36,000 / 2 = \$18,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$9,942</p>	<p>2.3 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28,209</p> <p>2.3 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,290</p> <p>2.3 a) Action implemented as planned 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,400</p>
2.4 The district will continue to provide behavior support, provided by School Psychologists, at an equivalent of .25 FTE, divided by the district and charter.	<p>2.4 Behavior Specialist Certificated Salary POS #7 1000-1999: Certificated Personnel Salaries Special Education \$31,080</p> <p>2.4 Behavior Specialist Certificated Benefits 3000-3999: Employee Benefits Special Education \$14,328</p>	<p>2.4 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries Special Education \$61,290</p> <p>2.4 a) Action implemented as planned 3000-3999: Employee Benefits Special Education \$26,234</p>
2.5 The district will maintain specific ELD support with a 1.0 FTE certificated ELD teacher and full time ELD aide at each site.	<p>2.5 a) ELD Teacher Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$123,758</p> <p>2.5 a) ELD Teacher Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$40,075</p> <p>2.5 a) ELD Teacher Certificated Salary 1000-1999: Certificated</p>	<p>2.5 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$78,280</p> <p>2.5 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$32,586</p> <p>2.5 a) Action implemented as planned 1000-1999: Certificated</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Personnel Salaries Title III \$30,939  2.5 a) ELD Teacher Certificated Benefits 3000-3999: Employee Benefits Title III \$19,548  2.5 b) ELD Aides Classified Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$87,191  2.5 b) ELD Aides Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,632	Personnel Salaries Title III \$74,625  2.5 a) Action implemented as planned 3000-3999: Employee Benefits Title III \$51,232  2.5 b) Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$86,076  2.5 b) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,366
2.6 Discontinued	2.6 This action will be discontinued 0.00	discontinued 0.00
2.7 The District will continue to provide targeted and individualized academic reading support in classrooms through the consistent implementation of the web-based Lexia Core 5 reading program.	2.7 3-year license for LEXIA 4000-4999: Books And Supplies Supplemental and Concentration \$55,900	2.7 a) Action implemented as planned 4000-4999: Books And Supplies Concentration \$39,109
2.8 Action was completed.	2.8 No cost to the district. 0.00	2.8 Action implemented as planned 0.00
2.9 The district will continue to provide classroom aides at each site.	2.9 a) Classroom aides salaries (mgmt code 97AT) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$227,108  2.9 b) Classroom aides benefits (mgmt code 97AT) 3000-3999: Employee Benefits Supplemental and Concentration \$78,771  2.9 c) POS #263,264 classroom aides salary 2000-2999: Classified	2.9 a) Action implemented as planned 2000-2999: Classified Personnel Salaries Concentration \$188,997  2.9 b) Action implemented as planned 3000-3999: Employee Benefits Concentration \$41,920  2.9 c) Action implemented as planned 2000-2999: Classified

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Personnel Salaries Supplemental and Concentration \$26,855 2.9 d) POS #263,264 classroom aides benefits 3000-3999: Employee Benefits Supplemental and Concentration \$8,148	Personnel Salaries Concentration \$34,244 2.9 d) Action implemented as planned 3000-3999: Employee Benefits Concentration \$20,100
2.10 This action is complete	2.10 English 3D books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$480	2.10 Action implemented as planned 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
2.11 The district will continue to provide the IXL math program for all students and for use in math intervention.	2.11 Combined with goal 1.9 4000-4999: Books And Supplies Supplemental and Concentration \$0	2.11 Action implemented as planned 4000-4999: Books And Supplies Concentration 0.00
The District will continue to maintain 100% access to Common Core, ELD Curriculum and ELD Standards.	0.00	0.00

## Goal Analysis

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

All actions were implemented

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

Successes and challenges are all related to overcoming obstacles presented by COVID restrictions, school closures and remote learning.

## Goal 3

Active parent involvement, participation and engagement in school functions and students' education will increase. The District will continue using new strategies to enhance communications with parents, including improving the district and individual school websites, expanding the use of electronic methods of communication (e.g. including email and text messaging) and ensuring that parents have adequate access to translations at all important school meetings. Our bilingual community liaisons will continue to contact families of at-risk students to increase engagement and communication. More parents will volunteer in classrooms and participate on district and site-level committees.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> ADA Rate	ADA was not reported for the 19/20 School year due to the pandemic.
Chronic absenteeism rate	
Number of parent volunteers	All students converted to Distance Learning from March through the end of the school year. It is not possible to compare in-person attendance with the data we have from Distance Learning.
Increase in parent participation at school and district meetings & events.	Schools were closed from March through the end of the school year - no volunteers were on campus.
Expulsion Rate	
Physical Fitness Testing	From March on our Bilingual Community Liaisons shifted their focus to supporting Distance Learning. This included many phone calls to parents to help them get online, access a Chromebook or obtain an internet connection. Many families required multiple calls after not showing up to online learning for a period of time.
Suspension Rate	There were no expulsions in 2019/20

Expected	Actual
<p><b>19-20</b> We will maintain an ADA rate of at least 96%.</p> <p>We should see an increase in attendance, with a .5% reduction in the chronic absenteeism rate, for all students and also for EL students, Special Ed. and Homeless students. Individual students identified as "at risk" for chronic absenteeism or truancy will show improvement in their attendance from year to year.</p> <p>We will see a 10% increase over the 16-17 school year in the number of parent volunteers per week, on average, coming in to work in the classrooms at each school.</p> <p>Our bilingual community liaisons will continue to support struggling families in getting students to school and on time, translating conferences, IEPs, and other meetings, and providing links to a variety of community resources which may include medical care, dental care, and accessing government agencies.</p> <p>The District will maintain the school and district websites, and continually update them with important information for parents and make it more interactive. Text messages, alerts, invitations and reminders will be sent out by the schools and district, in addition to phone and e-mail blasts.</p>	<p>Physical Fitness Testing was suspended in 2019/20 due to the pandemic.</p> <p>There were no suspensions in 2019/20.</p> <p>SBAC was cancelled and the District's ELPAC scores were incomplete due to the closure of school in March and for the remainder of the year.</p>



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 The district will maintain at least a 15 hour per week community liaison at each site.	<p>Community Liaison: Cost of Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$41,783</p> <p>3.1 Community Liaison: Cost of Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,456</p>	<p>Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$80,156</p> <p>3.1 Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$22,467</p>
3.2 All written parent communication from the district and schools, including student report cards, will be translated into Spanish. (no additional cost to district - see Goal 3.4)	3.2 No additional cost to district (cost included in Goal 3.4)	3.2 Action implemented as planned 0.00
3.3 The district will offer mini-classes on accessing digital school resources, local community resources, parenting skills, and ways to support their children's academic and social-emotional growth through ELAC and DELAC meetings and other venues.	3.3 Cost contract services/presenters 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500	3.3 Action implemented as planned 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00
3.4 The district will continue to provide translation services at all parent meetings, school conferences, SSTs and I.E.P.s	<p>3.4 Cost of certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$600</p> <p>3.4 Cost of benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,400</p> <p>3.4 Contracted cost for translations 3000-3999: Employee Benefits Supplemental and Concentration \$545</p>	<p>3.4 Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,200</p> <p>3.4 Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 1.00</p> <p>3.4 Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0.00</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.4 Contracted cost for translations 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000	3.4 Action implemented as planned 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$351

## Goal Analysis

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

All actions were implemented as planned.

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

All schools were closed by order of the Governor and Local Health Officer from March through the end of the school year. Despite this massive challenge all actions/services were completed with the exception of offering mini-classes to parents.

## Goal 4

The District will develop student and staff technological literacy. The District will maintain 1:1 Chromebooks at grades 2-8 and approximately 1:2 iPads at grades K-1. The District will provide training for staff and students and develop an instructional plan for teaching students to be proficient and safe users of the machines for school work and research. The District will measure student proficiency by administering a student survey at the end of the year, asking students to rate themselves in their knowledge of specific tech. terms, tools, and skills.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Student Tech. Survey Results <b>19-20</b> Teachers will implement the "Digital Literacy Scope and Sequence" in their classrooms, and student surveys at the end of the year will ask students to rate their knowledge of skills taught. <b>Baseline</b> Some teachers spend time teaching digital literacy using curriculum available through "Common Sense Media," but not all teachers are using it. The District Tech. Plan and the embedded "Digital Literacy Scope and Sequence," (which spells out which tech. skills and abilities are to be addressed at each grade level) has been provided to teachers at the end of the 2016-17 school year.	Implementation of the Digital Literacy Scope and Sequence was put on hold after the transition to Distance Learning. Instead, teachers focused on setting up Google Classrooms and learning how to use Zoom to deliver instruction to students.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 A list of free, online programs for keyboarding and digital literacy (such as Common Sense Media) will be provided for teachers to access.	Lottery \$0	4.1 Action implemented as planned
4.2 The district will implement an instructional plan for teaching all students the safe and productive use of instructional technology and the internet.	no cost to the charter	4.2 Action implemented as planned
4.3 The District will replace all "2nd Generation" Lenovo Chromebooks at the end of the SY 19/20 (This expenditure will be budgeted at 1st Interim).	4.3 Cost of replacing teacher laptops, iPads, and student Chromebooks and iPads will be budgeted at 1st Interim. 4000-4999: Books And Supplies LCFF Base \$0	4.3 Action implemented as planned 4000-4999: Books And Supplies Federal Funds 256737
4.4 The district will maintain a technology assistant to assist in the educational use of iPads and Chromebooks. Tech Assistant Classified Salary	<p>Tech Assistant Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,092</p> <p>4.4 Tech Assistant Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$33,687</p> <p>Tech Assistant Classified Salary 2000-2999: Classified Personnel Salaries Federal Funds \$11,308</p> <p>4.4 Tech Assistant Classified Benefits 3000-3999: Employee Benefits Federal Funds \$24,953</p>	<p>4.4 Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>4.4 Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>4.4 Action implemented as planned 2000-2999: Classified Personnel Salaries Federal Funds 19093</p> <p>4.4 Action implemented as planned 3000-3999: Employee Benefits Federal Funds 5120</p>
Action Discontinued		
4.6 The district will provide all staff members with professional development in technology integration.	Cost of in-house trainings. 5800: Professional/Consulting Services	4.6 Action implemented as planned 5800: Professional/Consulting Services

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	And Operating Expenditures Title II \$2,064	And Operating Expenditures Title III 0

## Goal Analysis

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

The Tech Assistant position was vacant for an extended period of time while the District looked for a replacement.

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

All actions/services in Goal 4 were complete with the exception of 4.6. instead of technology integration, District teachers learned how use Zoom and Google Classroom.

## Goal 5

The District will assure that all students, including unduplicated students and students with exceptional needs, have access to a broad course of study that includes instruction in math, ELA, Science, social science, health, PE, music, and the arts. The District will provide a variety of enrichment activities during and after the school day. The District will continue to offer PE and Music instruction, team sports, and other classes and supports to be identified.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Percentage of students who successfully matriculate from one grade to the next.	All students successfully matriculated from one grade to the next.
	All students had access to a full range of courses, though from March on this was all online. Because to the move to distance learning, students had less access to Music and PE.
	All teachers were fully credentialed.
	All of the facilities were deemed "adequate" on the annual FIT survey.
Number of fully-credentialed teachers	
Annual District Fit Reports	

Expected	Actual
<p><b>19-20</b> Grade level retention rate will remain less than 1%.</p> <p>All students , including unduplicated students and students with exceptional needs, will have access to a full range of courses. We will see a 10% increase in the number of students participating in enrichment activities and classes both during the school day and after school. We will maintain 100% of students attending PE and Music classes. Students will have appropriately credentialed teachers and adequate facilities to support their education. All teachers will be 100% appropriately credentialed and all facilities will be adequate based on the annual FIT survey.</p> <p><b>Baseline</b> Grade level retention rates are less than 1% at each school site. (.4 % at J.X. and .7% at RLS.)</p> <p>All students have access to the full range of courses offered at all of the schools, including P.E. and Music taught by credentialed P.E. and Music teachers. Three after-school team sports continued to be offered at each of the schools.</p> <p>All but two (Special Ed.) teachers are fully credentialed, with those two teaching on a waiver this year while they finish up their specialist programs.</p> <p>All of the district's school facilities were judged to be adequate on the annual FIT survey.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 The district will maintain two full time PE teachers and two full time music teachers.	<p>5.1 a) Music Teachers salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$92,517</p> <p>5.1 a) Music Teachers benefits 3000-3999: Employee Benefits Supplemental and Concentration \$38,732</p> <p>5.1 b) PE Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,027</p> <p>5.1 b) PE Teacher benefits 3000-3999: Employee Benefits Supplemental and Concentration \$34,224</p>	<p>5.1 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>5.1 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>5.1 b) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>5.1 b) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p>
5.2 The district will provide funding for instruments, equipment and materials for music and PE.	<p>5.2 a) Music Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$5,000</p> <p>5.2 b) PE Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>5.2 a) Action implemented as planned 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>5.2 b) Action implemented as planned 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>
5.3 The district will provide funding per site in order to offer more after school enrichment.	<p>5.3 Enrichment (after school)</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>	<p>5.3 Action implemented as planned 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
5.4 The district will continue to provide at least 2-3 after school sports at each site.	<p>5.4 Cost of coaching stipends 1000-1999: Certificated Personnel Salaries Base \$1,600</p> <p>5.4 Coaching stipend benefits 3000-3999: Employee Benefits Base \$315</p>	<p>5.4 Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Base 0</p> <p>5.4 Action implemented as planned 3000-3999: Employee Benefits LCFF Base 0</p>
5.5 The district will maintain the same custodial services as in the 15-16 school year.	<p>5.5 a) Cost of custodial salaries 2000-2999: Classified Personnel Salaries Base \$165,256</p> <p>5.5 a) Cost of custodial benefits 3000-3999: Employee Benefits Base \$106,519</p> <p>5.5 b) Cost of Groundskeeper salary 2000-2999: Classified Personnel Salaries Base \$44,041</p> <p>5.5 b) Cost of Groundskeeper benefits 3000-3999: Employee Benefits Base \$33,884</p> <p>5.5 c) Contracted custodial services</p> <p>5000-5999: Services And Other Operating Expenditures Base \$0</p>	<p>5.5 a) Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Base 188740</p> <p>5.5 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Base 109207</p> <p>5.5 b) Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Base 45831</p> <p>5.5 b) Action implemented as planned 3000-3999: Employee Benefits LCFF Base 35111</p> <p>Custodial Services Contracted 5000-5999: Services And Other Operating Expenditures LCFF Base 1425</p>
5.6 recruit and retain 100% fully qualified and credentialed teachers and support staff by providing a competitive salary and benefits package.	<p>5.6 Cost of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$2,960,904</p> <p>5.6 Cost of teacher benefits 3000-3999: Employee Benefits Base \$1,204,067</p>	<p>5.6 Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Base 3360914</p> <p>5.6 Action implemented as planned 3000-3999: Employee Benefits LCFF Base 1473887</p>



## Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were repurposed to support distance learning, including purchasing "Hot Spots," and Chromebooks. The District had cut Music and PE in order to balance the budget for 20/21. These positions were selected because they did not "transmit" well in the online learning environment.

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

Due to the pandemic, many enrichment activities and after school sports were cancelled.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Counselors supporting students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	\$142,884	135884	Yes
ELD teachers support classroom teachers in planning for Integrated and Designated ELD, administering ELPAC testing and working with small groups of ELS (including newcomers)	\$293,459	301430	Yes
Classroom Aides, librarians and other available classified staff assist teachers by working with small groups online.	\$75,228	60117	Yes
Parent Liaison to support families who speak Spanish and to work with students whose primary language is Spanish.	\$91,069	89509	Yes
Office Assistants to support families who speak Spanish and to work with students whose primary language is Spanish	\$67,217	70120	Yes
All Classroom equipped with soap dispensers, hand sanitizer and touches thermometers	\$7,000	14208	Yes
Purchase high efficiency disinfection system for each campus (foggers)	\$3,733	3618	No
Post a daily cleaning/disinfection punch list for custodial staff to sign each day after completing.	N/C	N/C	No
Provide training to custodial/maintenance staff to support increase cleaning and disinfection requirements.	\$2,000	1220	No
Purchase and install plexiglass barriers for the offices and for one-one sessions between students and staff	\$2,933	16001	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Physical guides, such as floor markings and signs on walls, to remind students to remain at least six feet apart in lines and at other times.	\$60	71	No
Check all ventilation systems to ensure proper operation and increase circulation of outdoor air as much as safely possible	\$3,333	2890	No
WESD staff will conduct wellness self-check before coming to school. Parents/guardians will be required to conduct a wellness check on their children before sending them to school.	N/C	N/C	No
Students will have their temperature taken upon arrival to campus.	\$4,000	2719	No
Each WESD campus will have designated routes for entry, exit, drop-off and pickup in order to minimize contact between students, staff, and families.	N/C	N/C	No
In an effort to minimize the risk of virus transmission, all visitors to school campuses, including parents/guardians, will be limited to essential business only. Visitors conducting essential business will need to sign in at the school office.	N/C	N/C	No
Director of Student Services to coordinate ELPAC testing and Delivery of ELD Services.	\$44,148	43456	Yes
ELD Aides work with ELD and Classroom teachers to assist in delivery of ELD services	\$0	0.00	Yes
Site supply budgets	\$6,000	6000	No

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

There were no substantive differences between planned actions and budgeted expenditures of in person instruction. Plexiglass costs were somewhat higher than predicted when the budget was created.

## Analysis of In-Person Instructional Offerings

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

Sonoma County did not exit the "Purple Tier" March of 2021, which at the time prohibited in-person instruction. Even after exiting the Purple Tier, the 95407 zip code case-rate remained more than double that of the rest of the Sonoma County. Once the County moved

into the Orange Tier, the District survey parents about the return to in-person instruction. Close to 50% reported they either did not feel safe, or would wait until local rules allowed for the the full return of students. Once the Distancing rules in classrooms was changed from 6' to 3', the following challenges remained:

- The State still required that we offer Distance Learning to any family that requests it.
- About 50% of our families have opted to remain in Distance Learning.
- We did not have enough teachers to increase the amount of time on campus without cutting off the families that continued to opt for Distance Learning
- Our survey data indicated that most families opting to stay on Distance Learning would not return until we were able to offer a full-day schedule.
- The cafeteria social-distancing rules (6') prevented us from having kids eat on campus, rendering a full-day schedule unworkable.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two School Psychologists will be shared between the four schools to support our students and parents.	\$161,008	178201	Yes
Additional chromebooks, hot spots, headphones purchased to allow for educational access to all students.	\$16,133	23001	Yes
Virtual platforms/programs purchased to support Distance Learning and learning of all students.	\$73,518	93010	Yes
Staff training to better serve all populations of our school.	\$76,523	77621	Yes
Provide Tech Assistant and IT Coordinator to support Distance Learning.	\$64,762	63998	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures.

## Analysis of the Distance Learning Program

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

Due to Social Distancing requirements, many families opted to postpone Special Education assessments. In many of these cases, file reviews were conducted by the School Psychologists. Chromebooks and hot spots were in high demand across the country and, indeed, the world. A great deal of research and work went into obtaining both and were able to provide every student who wanted one with a Chromebook. We were also able to provide every family that didn't have an internet connection with a hot spot. Virtual platforms were standardized district-wide (Google Classroom, Class-Dojo, Lexia, IXL and STAR 360) and the staff was trained on each as well as working with the social/emotional needs of kids while in Distance Learning. Actual contributing factors to high need students are reflected. Two Psychologists served high need students; therefore, have been updated as "contributing".

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Support Instructional Assistants supporting students with exceptional needs, Foster Youth, Homeless and socio-economically disadvantaged students.	\$149,423	135009	Yes
Director of Student Services monitoring IEP's and working with teachers to ensure students meet their goals.	\$44,148	44190	Yes
Speech Pathologists and "Presence Learning" (online speech vendor) to meet the needs of students on an IEP for speech.	\$189,968	224000	Yes
Reading teachers provide intensive reading intervention	\$0	0.00	Yes
ELD teachers supporting teachers in the delivery of ELD and working with small groups for ELD Intervention.	N/C	N/C	Yes
Provide each teacher with an up to date MacBook Air for delivering Wright At Home services.	\$45,241	45241	No
Purchase Zoom Licenses for all Certificated Staff.	\$3,550	5103	No

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

There were no substantive differences between budgeted expenditures and implemented actions. Some actions

## Analysis of Pupil Learning Loss

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

All Instructional Aides were provided with the technology to work remotely with students and were deployed in the manner best suited to their grade level range and student needs. The Director of Student serves attended regular SELPA Directors update meetings and Legal Update trainings and passed along the relevant information to the SPED staff in monthly meetings. Presence Learning was able to accommodate family schedules and keep up with therapy, while Reading Teachers administered DIBELS assessments online to identify students who were falling behind. Reading Teachers then worked with school principals and teachers to design intervention

schedules to work with struggling students. For a while MacBooks were hard to come by, but the District was eventually able to purchase new MacBooks for teachers. Our I.T. team then scheduled meetings with individual teachers to facilitate the transfer of data to the new machine and make sure that all peripherals were functioning correctly (document cameras, printing, etc).

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

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

We began the year with RLS Counselor Carmen Wandel produced and presented training for teachers on recognizing trauma and addressing the emotional needs of students while in the isolation of the pandemic. While unable to meet in person, counselors at each site continued to see students and take referrals from teachers.

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

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

At the beginning of the school year the District, after feedback from parents about there being too many programs, standardized it's communication and learning platforms around Class Dojo and Google Classroom. We continued to use Blackboard for District mass communications by Email and Text as well. We did not use Voice, as well over 50% of parents hang up before the end of the message. Instead, we used short text messages (with links for those who want more information) and email. Parents received District "Family Updates" about every 2 weeks, with principals and teacher following up on the most important announcements and topics using Class DoJo. ELAC, and DELAC meetings continued on schedule (though through Zoom) and Site Councils and PTOs met, though with less frequency than in a norma school year.

## **Analysis of School Nutrition**

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

Each site continued to provide school lunches in a "grab and go" format, with parents driving through twice per week. In certain situations, the cooks delivered meals to homes and efforts were made to make the bags fun and celebrate health eating. When the District returned to in-person "hybrid" instruction, it was necessary to scale back to a once-per-week pickup (that included 5 days worth of meals). All meals were provided at no cost to all families that wanted them.



## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nurse to communicate any nutritional needs with our families with students who are diabetic or food allergies.	N/C		No
School Nutrition	Cafeteria Staff packaging and serving lunches.	363,000	367790	No

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

All schools were closed by order of the Governor and Local Health Officer from March through the end of the school year. Despite this massive challenge all actions/services were completed with the exception of offering mini-classes to parents.

### Overall Analysis

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

One important lesson learned is that it is not possible to reliably assess student learning remotely. There are too many potential distractions or other conditions that might impede standardization and skew results. As a result, assessment plays an important role in Goal #2 "Accelerated Learning" in our 21-24 LCAP. Having students back on campus part time has also taught us how much time it will take to reorient students to being back on campus full time in 2021.

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

The District will use its standard assessments (STAR 360, DIBELS) and will add new assessments for Math and ELD. The District has also considered using a universal screener for social emotional needs. Considerations in using a universal screener for social emotional needs include whether or not there will be time to implement, and obtaining parent permission.

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

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

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

We know very little about the actual student outcomes due to the lack of reliable, standardized data from our usual sources throughout the year. Grades, STAR 360 and (to a lesser degree) DIBELS could each be considered assessments less of student achievement and more of the level of parental support at home. Anecdotal evidence and attenuate data both suggest that, for many students, Distance Learning was a successful model. Clearly though, for many students, this was not the case.

Throughout the development of next year's LCAP, which came largely out of ELAC, DELAC, Curriculum Committee, and an Equity Board Sub-Committee and our Technology Committee, discussion has focused on what we think kids need when they return.

Parents have focused a great deal on what the schools can do to help their kids "catch up." This includes Summer School opportunities and after school activities.

In our Curriculum Committee, and a smaller Curriculum Sub-Committee on Accelerated Learning, many hours have been dedicated to finding the most appropriate path forward to support when they return next year. Among the topics and services discussed were: increased use of assessment, improved scheduling to make more efficient use of support services, improving our use of data to inform instruction and intervention, adding to Benchmark Advance in the lower grades to address deficiencies in phonics instruction and focusing our professional development attention on improved "Tier I" instruction through PD and coaching. Additionally, we have discussed and are looking at ways to increase the number of adults working with kids - through tutoring (Americorps, Instructional Aides, etc) lower classes, adding counseling time (at WCS) and Reading Aides.

In our Race and Equity Committees (Leading for Equity, Coaching for Equity and Board Subcommittee) members coalesced around a common "equity challenge." The Challenge that was named by the committee was: "Many teachers in the District do not see Designated ELD as Core Instruction". The work of this committee will continue in the coming year as it expands and formulates plans for building momentum around improving ELD instruction for our kids. The committee's work also led to a new Goal in the District LCAP - Goal #1 Provide a high-quality education that meets the needs of all students, with special attention to our English learners, and embraces their ethnicity, culture and language. Our Technology Committee worked through the various Tech needs we anticipate as we return to full time in-person learning and their suggestions were largely incorporated into the new LCAP.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

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

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

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

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

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





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

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	7,177,143.00	7,817,935.00
	0.00	0.00
Base	4,516,586.00	0.00
Concentration	0.00	324,370.00
Federal Funds	36,261.00	280,950.00
LCFF Base	5,381.00	5,216,453.00
LCFF Supplemental and Concentration	116,645.00	1,461,767.00
Lottery	933.00	20,329.00
Special Education	95,438.00	182,618.00
Supplemental and Concentration	2,174,048.00	0.00
Title I	179,300.00	205,591.00
Title II	2,064.00	0.00
Title III	50,487.00	125,857.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	7,177,143.00	7,817,935.00
	0.00	0.00
0000: Unrestricted	750.00	0.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	20,131.00	0.00
1000-1999: Certificated Personnel Salaries	4,324,916.00	4,608,630.00
2000-2999: Classified Personnel Salaries	645,034.00	643,138.00
3000-3999: Employee Benefits	2,075,864.00	2,228,278.00
4000-4999: Books And Supplies	73,942.00	328,713.00
5000-5999: Services And Other Operating Expenditures	12,500.00	1,425.00
5800: Professional/Consulting Services And Operating Expenditures	24,006.00	7,751.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	7,177,143.00	7,817,935.00
		0.00	0.00
	Lottery	0.00	0.00
0000: Unrestricted	LCFF Base	750.00	0.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	LCFF Base	2,000.00	0.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	Supplemental and Concentration	18,131.00	0.00
1000-1999: Certificated Personnel Salaries	Base	2,962,504.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	3,360,914.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	934,380.00
1000-1999: Certificated Personnel Salaries	Special Education	65,825.00	94,360.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,137,563.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	128,085.00	144,351.00
1000-1999: Certificated Personnel Salaries	Title III	30,939.00	74,625.00
2000-2999: Classified Personnel Salaries	Base	209,297.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	223,241.00
2000-2999: Classified Personnel Salaries	Federal Funds	11,308.00	19,093.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	234,571.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	87,191.00	166,233.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	337,238.00	0.00
3000-3999: Employee Benefits	Base	1,344,785.00	0.00
3000-3999: Employee Benefits	Concentration	0.00	62,020.00
3000-3999: Employee Benefits	Federal Funds	24,953.00	5,120.00
3000-3999: Employee Benefits	LCFF Base	402.00	1,618,205.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	11,632.00	342,203.00
3000-3999: Employee Benefits	Special Education	29,613.00	88,258.00
3000-3999: Employee Benefits	Supplemental and Concentration	593,716.00	0.00
3000-3999: Employee Benefits	Title I	51,215.00	61,240.00
3000-3999: Employee Benefits	Title III	19,548.00	51,232.00
4000-4999: Books And Supplies	Concentration	0.00	39,109.00
4000-4999: Books And Supplies	Federal Funds	0.00	256,737.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
4000-4999: Books And Supplies	LCFF Base	2,229.00	1,338.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	7,880.00	11,200.00
4000-4999: Books And Supplies	Lottery	933.00	20,329.00
4000-4999: Books And Supplies	Supplemental and Concentration	62,900.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	1,425.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	12,500.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	9,942.00	7,751.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	12,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	2,064.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	998,956.00	897,178.00
Goal 2	1,225,713.00	1,320,517.00
Goal 3	78,284.00	104,175.00
Goal 4	112,104.00	280,950.00
Goal 5	4,762,086.00	5,215,115.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$743,064.00	\$747,243.00
Distance Learning Program	\$391,944.00	\$435,831.00
Pupil Learning Loss	\$432,330.00	\$453,543.00
Additional Actions and Plan Requirements	\$363,000.00	\$367,790.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,930,338.00	\$2,004,407.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$22,059.00	\$32,519.00
Distance Learning Program		
Pupil Learning Loss	\$48,791.00	\$50,344.00
Additional Actions and Plan Requirements	\$363,000.00	\$367,790.00
All Expenditures in Learning Continuity and Attendance Plan	\$433,850.00	\$450,653.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$721,005.00	\$714,724.00
Distance Learning Program	\$391,944.00	\$435,831.00
Pupil Learning Loss	\$383,539.00	\$403,199.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,496,488.00	\$1,553,754.00

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Wright Charter School	Adam Schaible Superintendent	aschaible@wrightesd.org 707-542-0550

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

# Goal 1

All students will show measurable academic growth as evidenced by an increase in assessment scores each year in English and math using multiple measures. All students will have access to common core standards aligned curriculum and materials in math and ELA. Metrics will include state and local standardized scores (SBAC), as well as formative and interim assessments, including DIBELS, STAR 360, and other curriculum-based measures.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> SBAC ELA Scores, SBAC Math Scores, DIBELS, STAR Reading, STAR Math	<p>The Charter does not have scores for the ELA or Math SBAC due to the pandemic</p> <p>The Charter does not have scores for the ELA or Math SBAC due to the pandemic</p> <p>DIBELS administration was incomplete due to school transitioning to remote learning in March 2020.</p>



Expected	Actual
<p><b>19-20</b> At least 65% of the students in grades 3-6 will meet the proficiency standard on the SBAC in ELA.</p> <p>At least 50% of the students in grades 3-6 will meet the proficiency standard in math, a growth of 5%. We anticipate 5% growth by grade level as well.</p> <p>On the DIBELS battery of literacy assessments administered to students in K-3 district-wide, we will see 75% with a Composite score at grade level, 76% will meet the fluency goal and 75% will meet the accuracy goals for their grade levels by the end of the year.</p> <p>On the STAR 360 assessments we would like all grade levels to show an average of at least 1.0 year's growth over the year, from August - May, in both Reading and Math.</p>	<p>STAR Reading and Math were administered, however the results cannot be considered reliable. Far too few students took the test, and conditions at home could not be controlled for.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>On the SBAC ELA assessments administered in the Spring of 2016, these were the percentage of charter school students who met or exceeded standards by grade level:  30% of the 3rd graders, 23% of the 4th graders, 35% of the 5th graders, 37% of the 6th graders, 44% of the 7th graders and 53% of the 8th graders. Overall, the average rate was 37% who "met" or exceeded" standards.</p> <p>On the 2016 SBAC Math Assessments 28% of the 3rd graders, 18% of the 4th graders, 8% of the 5th graders, 2% of the 6th graders, 29% of the 7th graders and 21% of the 8th graders. Overall, the average rate was 18%.</p> <p>The DIBELS battery of literacy assessments was administered to students in grades K-3 this year. On the DIBELS assessment battery that was administered at the end of the 2nd trimester, 56.25% of the K-3 charter school students had a Composite Score at or above the proficiency benchmark, 63% met the fluency goal for their grade level, and 53.3% met the accuracy goal.</p> <p>On the STAR Reading Assessment for grades 2-6, students made an average of .52 growth in grade equivalent (across the grade levels) by the end of the 2nd trimester (Aug. - March), with a grade level breakdown as follows:  2nd Grade: .47  3rd Grade: .60  4th Grade: .65  5th Grade: .40  6th Grade: .60  7th Grade: .50  8th Grade: .50</p> <p>On the STAR Math Assessments, the average growth was .66 year's growth by the end of the 2nd trimester. The grade level breakdown is as follows:  2nd Grade: .90  3rd Grade: .80</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 The charter will maintain a .5 FTE Director of Curriculum to oversee all areas of curriculum and instruction. The Director will also be responsible for our ELD program. That person will provide planning, training, data tracking, testing coordination, and related tasks for all students.	<p>1.1 Curriculum Coordinator-Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,850</p> <p>1.1 Curriculum Coordinator-Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,672</p>	<p>1.1 Curriculum Coordinator-Certificated Salary 1000-1999: Certificated Personnel Salaries Concentration 21,554</p> <p>1.1 Curriculum Coordinator-Certificated Benefits 3000-3999: Employee Benefits Concentration 7688</p>
1.2 Professional development will be provided for all staff in high impact instructional practices, including ELD and NGSS.	<p>1.2 a) for PD in integrated and dedicated ELD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$375</p> <p>1.2 a) for PD in integrated and dedicated ELD 3000-3999: Employee Benefits Supplemental and Concentration \$7,187</p> <p>1.2 b) This action has been discontinued \$0</p> <p>This action has been discontinued</p> <p>This action has been discontinued</p>	<p>1.2 a) for PD in integrated and dedicated ELD 1000-1999: Certificated Personnel Salaries Concentration 19989</p> <p>1.2 a) for PD in integrated and dedicated ELD 3000-3999: Employee Benefits Concentration 4330</p> <p>0.00</p> <p>0.00</p> <p>0.00</p>
1.3 The charter will facilitate a single Curriculum Committee including upper and lower grade teachers from each site.	<p>1.3 Curriculum Committee Stipends for teachers to attend monthly Curriculum Committee meetings. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500</p> <p>1.3 Curriculum Committee Stipends for teachers to attend</p>	<p>1.3 Curriculum Committee Stipends for teachers to attend monthly Curriculum Committee meetings. 1000-1999: Certificated Personnel Salaries Concentration 1750</p> <p>1.3 Curriculum Committee Stipends for teachers to attend</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	monthly Curriculum Committee meetings. 3000-3999: Employee Benefits Supplemental and Concentration \$302	monthly Curriculum Committee meetings. 3000-3999: Employee Benefits Concentration 355
1.4 The charter will continue to administer DIBELS and STAR 360 assessments (in both Reading and Math) 3 times per year to all students, as well as formative and interim curriculum-based assessments to monitor student achievement and academic progress in both ELA and Math.	<p>1.4 DIBELS testing 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$263</p> <p>1.4 DIBELS testing 3000-3999: Employee Benefits Supplemental and Concentration \$52</p> <p>1.4 DISTRICT COST ONLY 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>	<p>1.4 DIBELS testing 1000-1999: Certificated Personnel Salaries Concentration 196</p> <p>1.4 DIBELS testing 3000-3999: Employee Benefits Concentration 57</p> <p>0.00</p>
1.5 The district will pilot Aeries gradebook and report card.	1.5 No extra cost 0000: Unrestricted Base 0	0.00
1.6 Action discontinued: Completed in 2018-2019	1.6 Charter will continue to provide math materials 4000-4999: Books And Supplies Lottery \$0	0.00
1.7 Ancillary consumable materials will be purchased for ELA curriculum.	1.7 ELA materials 4000-4999: Books And Supplies Lottery \$0	0.00
1.8 The district will continue to prioritize a stand alone TK classroom at each site if enough TK students enroll to warrant it.	<p>1.8 Prioritize a stand alone TK classroom salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>1.8 Prioritize a stand alone TK classroom benefits 3000-3999: Employee Benefits Supplemental and Concentration \$0</p>	<p>0.00</p> <p>0.00</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1.9 The charter school will continue to implement IXL as an instructional supplement for math support.	1.9 Purchase IXL software (to replace Front Row) 4000-4999: Books And Supplies Supplemental and Concentration \$3,800	1.9 Purchase IXL software (to replace Front Row) 4000-4999: Books And Supplies Concentration 3800
1.10 Continue to ensure that students in TK through Third Grade benefit from a reduced class size of 24 pupils or less. This will provide increased academic support and individual assistance for students. Fund additional teachers as needed to support this.	<p>1.10 a) Salary to keep/add teachers as necessary to maintain class sizes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$130,574</p> <p>1.10 a) Benefits to keep/add teachers as necessary to maintain class sizes 3000-3999: Employee Benefits Supplemental and Concentration \$69,299</p>	<p>1.10 a) Salary to keep/add teachers as necessary to maintain class sizes 1000-1999: Certificated Personnel Salaries Concentration 126381</p> <p>1.10 a) Benefits to keep/add teachers as necessary to maintain class sizes 3000-3999: Employee Benefits Concentration 68650</p>

## Goal Analysis

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

All budgeted funds were fully expended, though certain actions were not completed or were altered.

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

Significant challenges included a) the Kincade Fire in October (school closed for 4 days) and b) school having to move online due to the COVID19 Pandemic. The move from in-person to online learning in a period of only weeks should be considered a towering achievement and a testament to the District's commitment to kids.

## Goal 2

The Charter will provide a comprehensive system of support for students in academics, behavior, and social emotional learning, based on identified student needs. This will include English learners, special education students, and other subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Disaggregated SBAC results, CELDT Scores/Redesignation Rate, Healthy Kids Survey Results	SBAC was cancelled and the District's ELPAC scores were incomplete due to the closure of school in March and for the remainder of the year.  ELD Students did not take the SBAC this year  Wright Charter School reached this goal.  The School was unable to administer the California Health Kids Survey

Expected	Actual
<p><b>19-20</b> At least a 7% increase in the SBAC scores for both EL students and Socioeconomically disadvantaged students:</p> <p>An average of 52% of the EL students (in grades 3-6) will meet or exceed the standard on the SBAC in ELA and 46% will meet or exceed it in Math.; and an average of 73 % of the Economically Disadvantaged students will meet or exceed the standard in ELA and 56% will meet or exceed the standard in math.</p> <p>The Re-designation rate will rise to 20%</p> <p>On the 2019-20 California Healthy Kids Survey, at least 75% of the surveyed students will report feeling safe at school all the time, and 60% will report feeling safe most of the time.</p>	

Expected	Actual
<p><b>Baseline</b>  7.2% of the charter school's EL students met or exceeded the standard on the SBAC in ELA in 2016, and 6.4% met or exceeded the standard on the SBAC in Math.</p> <p>On the 2016 administration of the SBAC in ELA, 32% of the Economically Disadvantaged students met or exceeded the standard, and 14% met or exceeded the standard in Math.</p> <p>In the 2016-2017 administration of the CELDT, 63.5% of the EL students made at least 1 year's growth (the state's annual growth target for this measure is 63.5% this year. ) For EL students here less than 5 years, 36% of them scored well enough to attain English Language Proficiency status ( the state target was 26.7%,) and for those students here 5 or more years, 61.3% met English Proficiency standards (the state's target was 54.7%.) This year, the charter school met all of the Annual Measurable Achievement Objectives (AMAOs.)</p> <p>The California Healthy Kids Survey was not administered this year, so the previous year's baseline metrics are being used: According to the 2015-16 California Healthy Kids Survey (district fifth graders only) , a total of 50% of the students feel safe at school all the time, and 32% feel safe most of the time</p>	



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Full time and part time counselors will be maintained	<p>2.1 a) Counselor Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,867</p> <p>2.1 a) Counselor Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$27,566</p>	<p>2.1 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 53375</p> <p>2.1 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 24933</p>
2.2 The charter will continue to provide a full time Reading teacher at the site.	<p>2.2 a) Reading Teacher Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,272</p> <p>2.2 a) Reading Teacher certificated benefits 3000-3999: Employee Benefits Supplemental and Concentration \$8,530</p> <p>2.2 a) Reading Teacher Certificated Salary 2000-2999: Classified Personnel Salaries Title I \$63,816</p> <p>2.2 a) Reading Teacher certificated benefits 3000-3999: Employee Benefits Title I \$29,768</p>	<p>2.2 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 58439</p> <p>2.2 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 23336</p> <p>2.2 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries Title I 27501</p> <p>2.2 a) Action implemented as planned 3000-3999: Employee Benefits Title I 10982</p>
2.3 The charter will continue to provide intensive intervention for low income, EL students, foster youth, and others through various programs at each site,including before/after school IXL math intervention labs and Lexia reading intervention labs for identified students	<p>2.3 a) Intervention Action Salary District 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,184</p> <p>2.3 a) Intervention Action Benefits District 3000-3999: Employee</p>	<p>2.3 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1540</p> <p>2.3 a) Action implemented as planned 3000-3999: Employee</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits Supplemental and Concentration \$1,646  2.3 b) WCS) tutoring by CalServes \$22,500 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$8,640	Benefits LCFF Supplemental and Concentration 313  2.3 a) Action implemented as planned 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 8640
2.4 The charter will continue to provide behavior support at an equivalent of .50, divided by the district and charter.	2.4 Behavior Specialist Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$11,319  2.4 Behavior Specialist Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$7,657	2.4 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries Special Education 22859  2.4 a) Action implemented as planned 3000-3999: Employee Benefits Special Education 9993
2.5 The charter will maintain specific ELD support with a 1.0 FTE certificated ELD teacher and full time ELD aide at each site.	2.5 a) ELD Teacher Certificated Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$47,938  2.5 a) ELD Teacher Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$31,162  2.5 a) ELD Teacher Certificated Salary 2000-2999: Classified Personnel Salaries Federal Funds \$11,985  2.5 a) ELD Teacher Certificated Benefits 3000-3999: Employee Benefits Federal Funds \$9,073  2.5 b) ELD Aides Classified Salary 2000-2999: Classified Personnel	2.5 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF 48402  2.5 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 26953  2.5 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries Title III 12100  2.5 a) Action implemented as planned 3000-3999: Employee Benefits Title III 6738  2.5 b) Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Salaries LCFF Supplemental and Concentration \$23,295  2.5 b) ELD Aides Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$14,291	Supplemental and Concentration 20562  2.5 b) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12058
2.6 Discontinued	2.6 This action will be discontinued  2.6 This action will be discontinued \$0	0.00  0.00
2.7 The charter will continue to provide targeted and individualized academic reading support in classrooms through the consistent implementation of the web-based Lexia Core 5 reading program.	2.7 3-year license for LEXIA 4000-4999: Books And Supplies Supplemental and Concentration \$27,950	2.7 a) Action implemented as planned 4000-4999: Books And Supplies Concentration \$27,950
2.8 Action completed.	2.8 No cost to the district.	0.00
2.9 The charter will continue to provide classroom aides at each site.	2.9 Classroom aides salaries (mgmt code 97AT) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$127,286  2.9 Classroom aides benefits (mgmt code 97AT) 3000-3999: Employee Benefits Supplemental and Concentration \$38,622  2.9 b) Instructional Aide Classified Salary (Pos #265)(Fleming) .46875 FTE  1000-1999/2000-2999: Certificated and Classified Personnel Salaries Supplemental and Concentration \$15,921	2.9 a) Action implemented as planned 2000-2999: Classified Personnel Salaries Concentration 95710  2.9 b) Action implemented as planned 3000-3999: Employee Benefits Concentration 14029  2.9 b) Action implemented as planned 1000-1999/2000-2999: Certificated and Classified Personnel Salaries Concentration 16077

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2.9 b) Instructional Aide Classified Benefits (Pos #265)(Fleming) .46875 FTE  3000-3999: Employee Benefits Supplemental and Concentration \$4,831	2.9 b) Action implemented as planned 3000-3999: Employee Benefits Concentration 4659
2.10 This action is complete		

## Goal Analysis

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

All actions were implemented

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

Intervention, Aide support for students and counseling were all challenging to implement in the online environment. In each case district employees worked with families and teachers to create space in the day for support activities. Among the most challenging was counseling as it was particularly difficult to create a safe place where confidential conversations could take place. Families who chose to do so made frequent use of Lexia, including over the summer. District computers were allowed to stay with families over the summer to use for Lexia and other district programs.

## Goal 3

Active parent involvement, participation and engagement in school functions and students' education will increase. The District will continue using new strategies to enhance communications with parents, including improving the district and individual school websites, expanding the use of electronic methods of communication (e.g. including email and text messaging) and ensuring that parents have adequate access to translations at all important school meetings. Our bilingual community liaisons will continue to contact families of at-risk students to increase engagement and communication. More parents will volunteer in classrooms and participate on district and site-level committees.

State and/or Local Priorities addressed by this goal:

**State Priorities:**

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

### Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> ADA Rate, Chronic absenteeism rate, Number of parent volunteers, Increase in parent participation at school and district meetings & events.	<p>ADA was not reported for the 19/20 School year due to the pandemic.</p> <p>All students converted to Distance Learning from March through the end of the school year. It is not possible to compare in-person attendance with the data we have from Distance Learning.</p> <p>Schools were closed from March through the end of the school year - no volunteers were on campus.</p>

Expected	Actual
<p><b>19-20</b> We will maintain an ADA rate of at least 96%.</p> <p>We should see an increase in attendance, with a .5% reduction in the chronic absenteeism rate, for all students and also for EL students, Special Ed. and Homeless students. Individual students identified as "at risk" for chronic absenteeism or truancy will show improvement in their attendance from year to year.</p> <p>We will see a 10% increase over the 16-17 school year in the number of parent volunteers per week, on average, coming in to work in the classrooms at each school.</p> <p>The bilingual community liaison will continue to support struggling families in getting students to school and on time, translating conferences, IEPs, and other meetings, and providing links to a variety of community resources which may include medical care, dental care, and accessing government agencies.</p> <p>The District will maintain the school and district websites, and continually update them with important information for parents and make it more interactive. Text messages, alerts, invitations and reminders will be sent out by the schools and district, in addition to phone and e-mail blasts.</p> <p>The number of parents on district and site committees will increase by 10% over the 16-17 school year.</p>	<p>From March on our Bilingual Community Liaisons shifted their focus to supporting Distance Learning. This included many phone calls to parents to help them get online, access a Chromebook or obtain an internet connection. Many families required multiple calls after not showing up to online learning for a period of time.</p> <p>The District sent our weekly updates to families with updates as to the status of the pandemic and school.</p> <p>ELAC attendance grew over the previous year, as parents found it easier to attend meetings on Zoom than in person.</p>

Expected	Actual
<p data-bbox="111 175 239 207"><b>Baseline</b></p> <p data-bbox="111 212 894 245">ADA rate for the charter school in 2016-2017 was 94%.</p> <p data-bbox="111 321 966 505">The charter school's chronic absenteeism rates for 2016-17: 10.5% Overall, 10.9% for EL students 9.7% for Special Ed. students 25.6% for Homeless students</p> <p data-bbox="111 911 999 1016">There were an average of 20 volunteers working in the schools per week. We were not able to increase parent participation on charter school and district committees.</p> <p data-bbox="111 1166 1031 1312">The Bilingual Community Liaison works 15 hrs. per week and she provides a critical link between school and families. They made an average of 500 parent contacts, either by phone or in person, over the year.</p> <p data-bbox="111 1349 1024 1624">Results from the first district "Parent Feedback Survey", put out at the end of 2016-2017, showed that 95% of the parents who responded feel that their involvement in their child's education is valued, and 98% of the parents said they are invited to meetings so that they can both learn about and participate in what is going on in the school and district. Parents cite work duties and responsibilities as the main barrier to attending more meetings at school</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 The charter will maintain at least a 15 hour per week community liaison at each site.	<p>3.1 Community Liaison: Cost of Classified Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,771</p> <p>3.1 Community Liaison: Cost of Classified Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$11,220</p>	<p>.31 Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7239</p> <p>3.1 Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3475</p>
3.2 All written parent communication from the charter, including student report cards, will be translated into Spanish. (no additional cost - see Goal 3.4)	3.2 No additional(cost included in Goal 3.4)	3.2 Action implemented as planned 0.00
3.3 The district will offer mini-classes on accessing digital school resources, local community resources, parenting skills, and ways to support their children's academic and social-emotional growth through ELAC and DELAC meetings and other venues.	<p>3.3 Cost contract services/presenters NO COST TO CHARTER 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	3.3 Action implemented as planned 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00
3.4 The charter will continue to provide translation services at all parent meetings, school conferences, SSTs and I.E.P.s	<p>3.4 Cost of certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$300</p> <p>3.4 Cost of classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000</p> <p>3.4 Cost of benefits 3000-3999: Employee Benefits Supplemental and Concentration \$303</p>	<p>3.4 Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 513</p> <p>3.4 Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 650</p> <p>3.4 Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 246</p>



## Goal Analysis

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

All actions were implemented.

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

All schools were closed by order of the Governor and Local Health Officer from March through the end of the school year. Despite this massive challenge all actions/services were completed with the exception of offering mini-classes to parents.

## Goal 4

The charter will develop student and staff technological literacy. The District will maintain 1:1 Chromebooks at grades 2-8 and approximately 1:2 iPads at grades K-2. The charter will provide training for staff and students and develop an instructional plan for teaching students to be proficient and safe users of the machines for school work and research. The charter will measure student proficiency by administering a student survey at the end of the year, asking students to rate themselves in their knowledge of specific tech. terms, tools, and skills.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Student Tech. Survey Results</p> <p><b>19-20</b> Teachers will implement the "Digital Literacy Scope and Sequence" in their classrooms, and student surveys at the end of the year will ask students to rate their knowledge of skills taught.</p> <p><b>Baseline</b> Some teachers spend time teaching digital literacy using curriculum available through "Common Sense Media," but not all teachers are using it. The District Tech. Plan and the embedded "Digital Literacy Scope and Sequence," (which spells out which tech. skills and abilities are to be addressed at each grade level) has been provided to teachers at the end of the 2016-17 school year.</p>	<p>Implementation of the Digital Literacy Scope and Sequence was put on hold after the transition to Distance Learning. Instead, teachers focused on setting up Google Classrooms and learning how to use Zoom to deliver instruction to students.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 A list of free, online programs for keyboarding and digital literacy (such as Common Sense Media) will be provided for teachers to access.	no cost to the charter \$0	0.00
4.2 The charter will implement an instructional plan for teaching all students the safe and productive use of instructional technology and the internet.	no cost to the charter \$0	0.00
4.3 The charter will provide replacement iPads and Chromebooks for up to 1/3 of the machines.	4.3 Cost of replacing teacher laptops, iPads, and student Chromebooks and iPads. 4000-4999: Books And Supplies Base \$0	4.3 Action implemented as planned 4000-4999: Books And Supplies LCFF Base 0
4.4 The charter will maintain a technology assistant to assist in the educational use of iPads and Chromebooks.	4.4 Tech Assistant Classified Salary DISTRICT COST ONLY 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0  4.4 Tech Assistant Classified Benefits DISTRICT COST ONLY 3000-3999: Employee Benefits Supplemental and Concentration \$0	4.4 Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF Base 0  4.4 Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
4.5 The district will continue to provide a program for 7th and 8th grade teachers to monitor what their students are doing on Chromebooks. (Hapara)	4.5 Provide software or app to allow teachers to monitor student activity on machines in class 4000-4999: Books And Supplies Base \$737	4.5 Provide software or app to allow teachers to monitor student activity on machines in class 4000-4999: Books And Supplies LCFF Base 737
4.6 The district will continue to provide staff development focused on the effective use of technology in the classroom.	Cost of in-house trainings. 1000-1999/2000-2999: Certificated and Classified Personnel Salaries Title II \$0	Cost of in-house trainings. 1000-1999: Certificated Personnel Salaries Title II 0

## Goal Analysis

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

All actions were implemented as planned.

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

All actions/services in Goal 4 were complete with the exception of 4.6. instead of technology integration, District teachers learned how use Zoom and Google Classroom.

## Goal 5

The District will assure that all students, including unduplicated students and students with exceptional needs, have access to a broad course of study that includes instruction in math, ELA, Science, social science, health, PE, music, and the arts. The District will provide a variety of enrichment activities during and after the school day. The District will continue to offer PE and Music instruction, team sports, and other classes and supports to be identified.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Percentage of students who successfully matriculate from one grade to the next. Student Survey results regarding access to enrichment opportunities. Number of fully-credentialed teachers</p> <p>Annual District Fit Reports</p> <p><b>19-20</b></p> <p>All students , including unduplicated students and students with exceptional needs, will have access to a full range of courses. We will see a 10% increase in the number of students participating in enrichment activities and classes both during the school day and after school. We will maintain 100% of students attending PE and Music classes. Students will have appropriately credentialed teachers and adequate facilities to support their education. All teachers will be 100% appropriately credentialed and all facilities will be adequate based on the annual FIT survey.</p>	<p>All students successfully matriculated from one grade to the next.</p> <p>All students had access to a full range of courses, though from March on this was all online. Because to the move to distance learning, students had less access to Music and PE.</p> <p>All teachers were fully credentialed.</p> <p>All of the facilities were deemed "adequate" on the annual FIT survey.</p>

Expected	Actual
<p><b>Baseline</b> Grade level retention rates are less than 1% at the charter school.</p> <p>All students have access to the full range of courses offered at all of the schools, including P.E. and Music taught by credentialed P.E. and Music teachers. Three after-school team sports continued to be offered at each of the schools.</p> <p>All but one (Special Ed.) teacher is fully credentialed, with those two teaching on a waiver this year while they finish up their specialist programs.</p> <p>The charter school's I facilities were judged to be adequate on the annual FIT survey.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 The Charter will maintain a full-time PE teacher and will share 2 music teachers with the District Schools.	<p>5.1 a) Music Teachers salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$45,568</p> <p>5.1 a) Music Teachers benefits 3000-3999: Employee Benefits Supplemental and Concentration \$19,077</p> <p>5.1 b) PE Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,620</p>	<p>5.1 a) Action implemented as planned 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 46054</p> <p>5.1 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 23547</p> <p>5.1 b) Action implemented as planned 1000-1999/2000-2999: Certificated and Classified Personnel Salaries LCFF</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	5.1 b) PE Teacher benefits 3000-3999: Employee Benefits Supplemental and Concentration \$39,343	Supplemental and Concentration 89486  5.1 b) Action implemented as planned 3000-3999: Employee Benefits LCFF Supplemental and Concentration 30210
5.2 The charter will provide funding for instruments, equipment and materials for music and PE.	5.2 Music/PE Equipment provided by the District - NO COST TO CHARTER \$0	0.00
5.3 The district will continue to provide funding to the charter school in order to offer more after school enrichment.	5.3 Enrichment (after school) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000	5.3 Action reduced due to start of pandemic 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5000
5.4 The charter will continue to provide at least 2-3 after school sports at each site.	5.4 Cost of coaching stipends 1000-1999: Certificated Personnel Salaries Base \$4,320  5.4 Coaching stipend benefits 3000-3999: Employee Benefits Base \$869	5.4 Action reduced due to start of pandemic 1000-1999: Certificated Personnel Salaries LCFF Base 1600  5.4 Action reduced due to start of pandemic 3000-3999: Employee Benefits LCFF Base 325
5.5 The district will maintain the same custodial services as in the 15-16 school year.	5.5 Cost of custodial salaries 2000-2999: Classified Personnel Salaries Base \$68,126  5.5 Cost of custodial benefits 3000-3999: Employee Benefits Base \$52,204	5.5 a) Action implemented as planned 2000-2999: Classified Personnel Salaries LCFF 69126  5.5 a) Action implemented as planned 3000-3999: Employee Benefits LCFF Base 56404
5.6 Recruit and retain 100% fully qualified and credentialed teachers and support staff by providing a competitive salary and benefits package.	5.6 Cost of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$779,225	5.6 Action implemented as planned 1000-1999/2000-2999: Certificated and Classified Personnel Salaries LCFF Base 1148744

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5.6 Cost of teacher benefits 3000-3999: Employee Benefits Base \$305,773	5.6 Action implemented as planned 3000-3999: Employee Benefits LCFF Base 507334

## Goal Analysis

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

Funds budgeted for Actions/Services that were not implemented were repurposed to support distance learning, including purchasing "Hot Spots," and Chromebooks.

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

Due to the pandemic, many enrichment activities and after school sports were cancelled.



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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Counselors supporting students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	\$68,963	71330	Yes
ELD teachers support classroom teachers in planning for Integrated and Designated ELD, administering ELPAC testing and working with small groups of ELS (including newcomers)	\$135,796	72771	Yes
Classroom Aides, librarians and other available classified staff assist teachers by working with small groups online.	\$25,785	27615	Yes
Parent Liaison to support families who speak Spanish and to work with students whose primary language is Spanish.	\$21,352	18487	Yes
Office Assistants to support families who speak Spanish and to work with students whose primary language is Spanish	\$32,300	19020	Yes
All Classroom equipped with soap dispensers, hand sanitizer and touches thermometers	\$3,000	3700	Yes
Purchase high efficiency disinfection system for each campus (foggers)	\$1,867	1867	No
Post a daily cleaning/disinfection punch list for custodial staff to sign each day after completing.	N/C	N/C	No
Provide training to custodial/maintenance staff to support increase cleaning and disinfection requirements.	\$1,000	1000	No
Purchase and install plexiglass barriers for the offices and for one-one sessions between students and staff	\$1,467	5660	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Physical guides, such as floor markings and signs on walls, to remind students to remain at least six feet apart in lines and at other times.	\$40	40	No
Check all ventilation systems to ensure proper operation and increase circulation of outdoor air as much as safely possible	\$1,667	1667	No
WESD staff will conduct wellness self-check before coming to school. Parents/guardians will be required to conduct a wellness check on their children before sending them to school.	N/C		No
Students will have their temperature taken upon arrival to campus.	\$2,000	2000	No
Each WESD campus will have designated routes for entry, exit, drop-off and pickup in order to minimize contact between students, staff, and families.	N/C	N/C	No
In an effort to minimize the risk of virus transmission, all visitors to school campuses, including parents/guardians, will be limited to essential business only. Visitors conducting essential business will need to sign in at the school office.	N/C	N/C	No
Director of Student Services to coordinate ELPAC testing and Delivery of ELD Services.	\$22,074	26347	Yes
ELD Aides work with ELD and Classroom teachers to assist in delivery of ELD services	\$0	0.00	
Site supply budgets	\$3,000	3000	No

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

There were no substantive differences between planned actions and budgeted expenditures of in person instruction. Plexiglass costs were somewhat higher than predicted when the budget was created.

## Analysis of In-Person Instructional Offerings

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

Sonoma County did not exit the "Purple Tier" March of 2021, which at the time prohibited in-person instruction. Even after exiting the Purple Tier, the 95407 zip code case-rate remained more than double that of the rest of the Sonoma County. Once the County moved

into the Orange Tier, the District survey parents about the return to in-person instruction. Close to 50% reported they either did not feel safe, or would wait until local rules allowed for the the full return of students. Once the Distancing rules in classrooms was changed from 6' to 3', the following challenges remained:

- The State still required that we offer Distance Learning to any family that requests it.
- About 50% of our families have opted to remain in Distance Learning.
- We did not have enough teachers to increase the amount of time on campus without cutting off the families that continued to opt for Distance Learning
- Our survey data indicated that most families opting to stay on Distance Learning would not return until we were able to offer a full-day schedule.
- The cafeteria social-distancing rules (6') prevented us from having kids eat on campus, rendering a full-day schedule unworkable.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two School Psychologists will be shared between the four schools to support our students and parents.	\$80,504	82465	Yes
Additional Chromebooks, hot spots, headphones purchased to allow for educational access to all students.	\$8,067	137998	Yes
Virtual platforms/programs purchased to support Distance Learning and learning of all students.	\$36,760	36760	Yes
Staff training to better serve all populations of our school.	\$38,262	38262	Yes
Provide Tech Assistant and IT Coordinator to support Distance Learning.	\$32,381	79046	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures.

## Analysis of the Distance Learning Program

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

Due to Social Distancing requirements, many families opted to postpone Special Education assessments. In many of these cases, file reviews were conducted by the School Psychologists. Chromebooks and hot spots were in high demand across the country and, indeed, the world. A great deal of research and work went into obtaining both and were able to provide every student who wanted one with a Chromebook. We were also able to provide every family that didn't have an internet connection with a hot spot. Virtual platforms were standardized district-wide (Google Classroom, Class-Dojo, Lexia, IXL and STAR 360) and the staff was trained on each as well as working with the social/emotional needs of kids while in Distance Learning. The update reflects the actual contributing factors (Two Psychologists) were not included as contributing but did actually contribute; therefore, this is a substantive change to increased services for high need students.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Support Instructional Assistants supporting students with exceptional needs, Foster Youth, Homeless and socio-economically disadvantaged students.	\$61,362	60000	Yes
Director of Student Services monitoring IEP's and working with teachers to ensure students meet their goals.	\$22,074	26347	Yes
Speech Pathologists and "Presence Learning" (online speech vendor) to meet the needs of students on an IEP for speech.	\$94,984	75000	Yes
Reading teachers provide intensive reading intervention	\$0	0.00	Yes
ELD teachers supporting teachers in the delivery of ELD and working with small groups for ELD Intervention.	N/C	N/C	Yes
Provide each teacher with an up to date MacBook Air for delivering Wright At Home services.	\$22,620	22594	Yes
Purchase Zoom Licenses for all Certificated Staff.	\$1775	1775	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures. Teachers at Wright At Home services contributed to high need students. Zoom licenses were needed to provide services to high need students- both are :contributing" factors, so the change is reflected.

## Analysis of Pupil Learning Loss

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

All Instructional Aides were provided with the technology to work remotely with students and were deployed in the manner best suited to their grade level range and student needs. The Director of Student serves attended regular SELPA Directors update meetings and Legal Update trainings and passed along the relevant information to the SPED staff in monthly meetings. Presence Learning was able

to accommodate family schedules and keep up with therapy, while Reading Teachers administered DIBELS assessments online to identify students who were falling behind. Reading Teachers then worked with school principals and teachers to design intervention schedules to work with struggling students. For a while MacBooks were hard to come by, but the District was eventually able to purchase new MacBooks for teachers. Our I.T. team then scheduled meetings with individual teachers to facilitate the transfer of data to the new machine and make sure that all peripherals were functioning correctly (document cameras, printing, etc).

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

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

We began the year with RLS Counselor Carmen Wandel produced and presented training for teachers on recognizing trauma and addressing the emotional needs of students while in the isolation of the pandemic. While unable to meet in person, counselors at each site continued to see students and take referrals from teachers.

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

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

At the beginning of the school year the District, after feedback from parents about there being too many programs, standardized it's communication and learning platforms around Class Dojo and Google Classroom. We continued to use Blackboard for District mass communications by Email and Text as well. We did not use Voice, as well over 50% of parents hang up before the end of the message. Instead, we used short text messages (with links for those who want more information) and email. Parents received District "Family Updates" about every 2 weeks, with principals and teacher following up on the most important announcements and topics using Class DoJo. ELAC, and DELAC meetings continued on schedule (though through Zoom) and Site Councils and PTOs met, though with less frequency than in a norma school year.

## **Analysis of School Nutrition**

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

WCS continued to provide school lunches in a "grab and go" format, with parents driving through twice per week. In certain situations, the cooks delivered meals to homes and efforts were made to make the bags fun and celebrate health eating. When the District returned to in-person "hybrid" instruction, it was necessary to scale back to a once-per-week pickup (that included 5 days worth of meals). All meals were provided at no cost to all families that wanted them.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nurse to communicate any nutritional needs with our families with students who are diabetic or food allergies.	N/C	N/C	No
School Nutrition	Cafeteria Staff packaging and serving lunches.	181,500	156082	No

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

There were no substantive differences between the planned actions and budgeted expenditures.

### Overall Analysis

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

One important lesson learned is that it is not possible to reliably assess student learning remotely. There are too many potential distractions or other conditions that might impede standardization and skew results. As a result, assessment plays an important role in Goal #2 "Accelerated Learning" in our 21-24 LCAP. Having students back on campus part time has also taught us how much time it will take to reorient students to being back on campus full time in 2021.

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

The District will use its standard assessments (STAR 360, DIBELS) and will add new assessments for Math and ELD. The District has also considered using a universal screener for social emotional needs. Considerations in using a universal screener for social emotional needs include whether or not there will be time to implement, and obtaining parent permission.

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





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

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

We know very little about the actual student outcomes due to the lack of reliable, standardized data from our usual sources throughout the year. Grades, STAR 360 and (to a lesser degree) DIBELS could each be considered assessments less of student achievement and more of the level of parental support at home. Anecdotal evidence and attenuate data both suggest that, for many students, Distance Learning was a successful model. Clearly though, for many students, this was not the case.

Throughout the development of next year's LCAP, which came largely out of ELAC, DELAC, Curriculum Committee, and an Equity Board Sub-Committee and our Technology Committee, discussion has focused on what we think kids need when they return.

Parents have focused a great deal on what the schools can do to help their kids "catch up." This includes Summer School opportunities and after school activities.

In our Curriculum Committee, and a smaller Curriculum Sub-Committee on Accelerated Learning, many hours have been dedicated to finding the most appropriate path forward to support when they return next year. Among the topics and services discussed were: increased use of assessment, improved scheduling to make more efficient use of support services, improving our use of data to inform instruction and intervention, adding to Benchmark Advance in the lower grades to address deficiencies in phonics instruction and focusing our professional development attention on improved "Tier I" instruction through PD and coaching. Additionally, we have discussed and are looking at ways to increase the number of adults working with kids - through tutoring (Americorps, Instructional Aides, etc) lower classes, adding counseling time (at WCS) and Reading Aides.

In our Race and Equity Committees (Leading for Equity, Coaching for Equity and Board Subcommittee) members coalesced around a common "equity challenge." The Challenge that was named by the committee was: "Many teachers in the District do not see Designated ELD as Core Instruction". The work of this committee will continue in the coming year as it expands and formulates plans for building momentum around improving ELD instruction for our kids. The committee's work also led to a new Goal in the District LCAP - Goal #1 Provide a high-quality education that meets the needs of all students, with special attention to our English learners, and embraces their ethnicity, culture and language. Our Technology Committee worked through the various Tech needs we anticipate as we return to full time in-person learning and their suggestions were largely incorporated into the new LCAP.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

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

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

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

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

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



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

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,301,949.00	2,772,589.00
	0.00	0.00
Base	1,211,254.00	0.00
Concentration	0.00	413,175.00
Federal Funds	21,058.00	0.00
LCFF	0.00	117,528.00
LCFF Base	0.00	1,715,144.00
LCFF Supplemental and Concentration	46,226.00	436,569.00
Lottery	0.00	0.00
Special Education	0.00	32,852.00
Supplemental and Concentration	929,827.00	0.00
Title I	93,584.00	38,483.00
Title II	0.00	0.00
Title III	0.00	18,838.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,301,949.00	2,772,589.00
	0.00	0.00
0000: Unrestricted	0.00	0.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	15,921.00	1,254,307.00
1000-1999: Certificated Personnel Salaries	1,177,974.00	442,253.00
2000-2999: Classified Personnel Salaries	363,480.00	193,287.00
3000-3999: Employee Benefits	698,447.00	836,615.00
4000-4999: Books And Supplies	32,487.00	32,487.00
5000-5999: Services And Other Operating Expenditures	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,640.00	8,640.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,301,949.00	2,772,589.00
		0.00	0.00
0000: Unrestricted	Base	0.00	0.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	Concentration	0.00	16,077.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	LCFF Base	0.00	1,148,744.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	89,486.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	Supplemental and Concentration	15,921.00	0.00
1000-1999/2000-2999: Certificated and Classified Personnel Salaries	Title II	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	783,545.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	169,870.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	48,402.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,600.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	159,921.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	22,859.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	394,429.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	27,501.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	12,100.00
2000-2999: Classified Personnel Salaries	Base	68,126.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	95,710.00
2000-2999: Classified Personnel Salaries	Federal Funds	11,985.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	69,126.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	23,295.00	28,451.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	196,258.00	0.00
2000-2999: Classified Personnel Salaries	Title I	63,816.00	0.00
3000-3999: Employee Benefits	Base	358,846.00	0.00
3000-3999: Employee Benefits	Concentration	0.00	99,768.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
3000-3999: Employee Benefits	Federal Funds	9,073.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	564,063.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	14,291.00	145,071.00
3000-3999: Employee Benefits	Special Education	0.00	9,993.00
3000-3999: Employee Benefits	Supplemental and Concentration	286,469.00	0.00
3000-3999: Employee Benefits	Title I	29,768.00	10,982.00
3000-3999: Employee Benefits	Title III	0.00	6,738.00
4000-4999: Books And Supplies	Base	737.00	0.00
4000-4999: Books And Supplies	Concentration	0.00	31,750.00
4000-4999: Books And Supplies	LCFF Base	0.00	737.00
4000-4999: Books And Supplies	Lottery	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	31,750.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	5,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	8,640.00	8,640.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	271,874.00	254,750.00
Goal 2	593,619.00	527,149.00
Goal 3	32,594.00	12,123.00
Goal 4	737.00	737.00
Goal 5	1,403,125.00	1,977,830.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$320,311.00	\$254,504.00
Distance Learning Program	\$195,974.00	\$374,531.00
Pupil Learning Loss	\$202,815.00	\$185,716.00
Additional Actions and Plan Requirements	\$181,500.00	\$156,082.00
All Expenditures in Learning Continuity and Attendance Plan	\$900,600.00	\$970,833.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,041.00	\$15,234.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$181,500.00	\$156,082.00
All Expenditures in Learning Continuity and Attendance Plan	\$192,541.00	\$171,316.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$309,270.00	\$239,270.00
Distance Learning Program	\$195,974.00	\$374,531.00
Pupil Learning Loss	\$202,815.00	\$185,716.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$708,059.00	\$799,517.00

# 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
Wright Elementary School District	Adam Schaible Superintendent	aschaible@wrightesd.org 707-542-0550

## Plan Summary [2021-22]

### General Information

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

Wright Elementary School District was established in 1865. We are a K-8 school district with approximately 1400 students enrolled. There are three elementary schools: JX Wilson, RL Stevens and Wright Charter School, and they serve the West Santa Rosa area bordering on Sebastopol. 75% of the students in the district are Socio-economically Disadvantaged and 44% are English Learners. All three schools qualify for Concentration Grant funding due to high numbers (approximately 80%) of students who are English Learners, or who are eligible for Free or Reduced lunches at each school.

In 2017 the District added a Pre-K program called the "Wright Start" preschool. Wright Start is a collaborative effort with the local non-profit "4-C's" to provide much-needed local, subsidized pre-school care and "full-immersion" special education services for our preschool-age students.

### Reflections: Successes

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

From 2017 to 2019, the last year we had valid data, we have seen many areas of success. In ELA overall, we increased from 4.6 points above standard to 13.3 points above standard. In math, we improved from 20.7 points below standard, to 14.4 points below standard. In regards to equity, in 2017 for ELA there were only 2 student groups in green; in 2019, there were 4. In math in 2017, there was 1 student group in green; in 2019 there were 5. All of these increases were steady over the 3 years, indicating that we are on the right path. Chronic absenteeism has also improved as a result of various district wide efforts, resulting in a shift from orange to green on the dashboard.

Durning the 2020/21 school year the District did not test students using the State Assessment. Instead, we opted to use local assessments, including STAR 360 and DIBELS.

It should be considered a success that we able to get enough data to estimate areas of need, though District leaders caution against relying too heavily on the results. Teachers and other assessors had little to no control over the environment in which many of the assessments were taken, meaning that the testing itself is in now way "standardized."

## 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 ELA, though we have increased the number of subgroups in green, we know that we need to continue working on the opportunities we provide students in our various subgroups. While Asian, English Learners (ELs), Hispanic, Socio-economically Disadvantaged (SED), and White subgroups were all in green, in reality there are still disparities in their levels of achievement. While Asian and White students performed at over 20 points above standard, our EL's, Hispanic, and SED students were only about 5 points above standard. There is an even greater discrepancy for students with disabilities, with that subgroup scoring at 61 points below standard. Another area of need is in the achievement of the language classification subgroups. While our English Only students scored 22 points above standard, and our Reclassified (RFEP) students scored 50 points above standard, our EL's scored 33 points below standard. Our EL's have not shown improvement from 2017, when they were 19 points below standard. On the other hand, our English only students have shown improved success from 7 points above standard in 2017, to 19 points above in 2018, to 22 points above in 2019.

Patterns in math are similar, with White and Asian students scoring slightly above standard, but Hispanic, EL, and SED about 20 points below. Students with Disabilities scored almost 80 points below standard. Patterns for language classification were similar for math as ELA, with EL's scoring significantly lower than RFEP's or EO's. However, scores for all 3 language groups were significantly lower in math than ELA, and math in general is an area of need. Again, scores for EO's maintained or increased each year, while scores for EL's declined from 2017 to 2108, and from 2018 to 2019.

Based on this data the District has prioritized ELLs for Summer School, is increasing ELD Aide time, and Bilingual Community Liaison time. A portion of ELD Teacher time will be dedicated to coaching classroom teachers on the deliver of Designated ELD. Tutoring through the Cool School program will be increased at WCS and RLS to include a total 4 Americorps Tutors per site. The Cool School program will also be added at JX Wilson.

Overall, local assessments (STAR 360 and DIBELS) show a 10% - 20% decline from the previous year (in Reading and Math). It should be noted that we did not have any control over the home environments in which these tests were taken, so the results should not be considered reliable.

Based on this decline, the District will add a variety of assessments and analyze the data early in the school year. A Reading Assistant will be hired for each site, as well as additional Aide support for regular ed and Special Education.

The Admin team noted a need for additional and more targeted data and a process for using data to inform and improve instruction. Additionally, the District needs a "management system" where all of the different data points are collected in one place.

Lastly, the Admin team noted the need to improve translated communication into languages other than Spanish.

## LCAP Highlights

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

In response to the pandemic, as well as committee input, the decision was made to create begin the new LCAP cycle with entirely new goals.

Goal Number One is a new "Race and Equity" goal. This goal grew out of the District's work the National Equity Project (funded by the Education to End Hate grant from CDE). This is a new goal for the District and will focus on ensuring that all students have equitable access to learning.

Goal Number Two, also new this year, is a "Focus Goal." It is the District's intention to drop this "Accelerated Learning Goal" at the end of 21/22. Actions and services that proved successful will be moved to Goal Number Three for 22/23.

Goal Number Three, also new this year, is Broad Goal for the next three years: All students will read at grade level by the end of Third Grade. Actions and services from Focus Goal Number two will be shifted to this Broad Goal at the end of 21/22.

Goal Number Four, is a "Maintenance of Progress" goal, developed to maintain momentum and monitor continued success for the duration of the 3-year LCAP term. It ensures that all students including unduplicated students and students with exceptional needs have access to a range of instruction in math, ELA, social science, health, PD, music, and arts.

Lastly, for the first time since the LCAP was introduced, all three schools are included under the same LCAP. Previously, the Charter had its own LCAP. This separation led to confusion among parents and other stakeholders.



# Comprehensive Support and Improvement

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

## Schools Identified

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

No schools are eligible for comprehensive support and improvement

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

In a normal year the stakeholder engagement process would have started in early February. However this year everyone in the district, from Admin to Teacher to Classified staff was wholly occupied in the myriad details involved in planning for reopening. Once the schools had opened up (in April) we were able to begin engagement meetings and discussing the new LCAP in District committees. Ideas about actions and services came largely out of three committees: Race and Equity, Curriculum, and Technology. Ideas from these committees, generated over the course of several meetings in April and May were collected by the superintendent and organized into Goals supported by Actions and Services. District Counselors also had a meeting to contribute, among other things, their thoughts about the social and emotional well being of students returning to campus after a year of Distance Learning. At site meetings, including ELAC, DELAC and PTC, parents were asked three questions:

Student Achievement - What does your child need to be able to learn the skills and knowledge for their grade level?

Student Engagement - What does your child need to feel more connected and to participate at school, with staff and their peers?

School Climate - What does your child need to feel safe, welcome, and cared for at school?

Parental Involvement - What do you need to be able to be involved in your child's education?

Feedback from parents was incorporated into the new goals, actions, and services.

The new Goals, Actions and Services, still in draft form, were presented to each Certificated Staff in a series of engagement meetings in mid-May, as was a meeting with Classified staff. Ideas from these meetings were incorporated into the LCAP prior to it being presented, again in draft form, to the board for discussion on May 20th.

A summary of the feedback provided by specific stakeholder groups.

Many hours were spent in committees discussing the most appropriate and high-leverage strategies to help students who may have been adversely impaired by a year of Distance Learning. There are no good models for something like this (though some attention was paid to how New Orleans schools recovered after Hurricane Katrina) so everything has to be built from the ground up. Curriculum Committee, and a smaller Curriculum sub-committee, focused their efforts on "accelerated learning," through high-quality "tier one" instruction, intervention, assessment, and curriculum needs for next year. The technology committee focused on our tech needs for returning to campus. Counselors feedback focused largely on social and emotional supports for returning students. Parents groups were asked a common set of questions in various committee meetings (see above).

We engaged in conversations and coordinated with the SELPA Program Specialist on an improvement plan which tied into the LCAP.

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

Every area of this LCAP was influenced by specific stakeholder input. Input was collected from stakeholder groups (listed in detail above) on a shared document. The specific input was then distilled and organized into goals, which were shared districtwide for additional discussion.

# Goals and Actions

## Goal

Goal #	Description
1	Provide a high-quality education that meets the needs of all students, including students of color, with special attention to our English learners, and embraces their ethnicity, culture and language.

An explanation of why the LEA has developed this goal.

In September 2020, the Wright ESD Board (after observing national events and local data) directed the superintendent to begin a process for examining District programs through an equity lens and addressing race and equity. During that board meeting, Jaime Mata the CBO helped the School Board expand their thoughts about the issues of equity when he asked, "When is it not the time to consider equity in everything the district does?" This led to a discussion which resulted in the action. District Ed Services Director Gloria Estavillo then applied for and was awarded an "End To Hate" grant through CDE. The grant-funded training with the non-profit "National Equity Project" in "Leading for Equity," "Coaching for Equity," and "implicit bias." Volunteers from Certificated, Classified, Administration and Board participated in training and a School Board Subcommittee received reports and helped steer the process. Goal Number One in this LCAP reflects the work of these committees, with ideas gathered over the course of a year. Late 2019, WESD had received national attention in an article published by the Washington Post, "America's schools are more diverse than ever. But the teachers are still mostly white."

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Bilingual Staff Members	Bilingual Staff (from Current Translator List): 27				33
Number of Parents of ELs volunteering in classrooms	EL Parent Volunteers 20/21: 0				15
Number of observed dELD lessons observed by administrators	dELD lesson observations: 0				160

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Race and Equity Student Survey	Survey to be developed for 2021/22 school year				TBD after initial survey results are produced.
ELPAC Scores	Percentage of students making progress (State Dashboard - Average of Three Sites) - 40.56%				100%
Percent of 5th Grade ELL "At Risk 4-5 Years" Plus LTEL (Dataquest)	16.5%				10%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit & Retain a Diverse and Bilingual Staff	Attract and retain a diverse and bilingual staff through enhanced recruiting efforts, developing student teaching relationships with local colleges and offering stipends to bilingual staff.	\$30,010.00	Yes
2	Increase outreach to parents of English Learners	Increase Bilingual Community Liaisons to full-time to improve communication and outreach to parents, including recruitment and support to increase the number of parents of ELL students volunteering in classrooms.	\$196,834.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Fully implement Designated and Integrated ELD	20% of ELD teacher time will be committed to ELD Coaching; PD for classroom teachers. We will also bring in an additional coach (consultant) as necessary based on workload, availability of consultant, and availability of Funding (Federal, ESSER II, or III)	\$454,377.00	Yes
4	Continue to address the District's "equity challenges"	In 2021 the Board Subcommittee, working with the Leading for Equity Committee and Coaching for Equity Committee identified "Embracing Designated ELD as Core Instruction" an "Equity Challenge" in our District. To support the District's ongoing work in this area, we will continue to work with National Equity Project NEP beyond the scope of the current grant CDE grant (Education to End Hate grant). We will expand participation in the project as well as explore and remove obstacles to ELD implementation.	\$10,000.00	Yes
5	Equitably distribute ELD Assistant time	Make ELD assistant time proportional to number of students on each site by adding time to RL Stevens. Each site will continue to have at least 1 ELD Assistant.	\$107,882.00	Yes
6	Translation Services	Improve translation services for languages other than Spanish	\$10,000.00	Yes
7	EL Mentor	Create a stipend for teachers to take on a "caseload" of EL students to mentor and support.	\$7,299.00	Yes
8	Author/Subject Diversity	Increase Author/Subject Racial Diversity in Libraries	\$6,000.00	No
9	Explore GLAD Training	Be GLAD® is staff training for language acquisition. Teachers are trained to modify the delivery of student instruction to promote	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic language and literacy. The District will explore GLAD as a source of ongoing Professional Development.		
10	ELPAC Testing	District will contract for testing coordination to reduce the amount of time ELD teachers spend working on ELPAC	\$5,000.00	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	Accelerate learning to meet the needs of students most impacted by the year of Distance Learning.

An explanation of why the LEA has developed this goal.

Goal Number Two is a "Focus Goal," developed to support students after a year of Distance Learning on Zoom. It is the District's intention drop this "Accelerated Learning Goal" at the end of 21/22 and add the Actions and services that proved successful to Goal Number Three for 22/23.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA Scores	2019 ELA - JXW - 9.7 Points Above Standard RLS - 19 Points Above Standard WCS - 12.3 Points Above Standard*				SBAC ELA: "All students" 10% increase in students at or above standard each year.
SBAC Math Scores	2019 Math - JXW - 17.2 Points Below Standard RLS - 9 Points Below Standard WCS - 54.8 Points Below Standard*  *Includes Grades 7 and 8				SBAC Math: "All students" at standard or better.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading (3rd Grade)	2019 STAR Reading, 3rd Grade, March 2019 -  JXW - 50% at Grade Level RLS - 45% at Grade Level WCS - 56% at Grade Level				STAR Reading: "All students" at grade level or better.
STAR Math (3rd Grade)	2019 STAR Math, 3rd Grade, March 2019 -  JXW - 71% at Grade Level RLS - 64% at Grade Level WCS - 61% at Grade Level				STAR Math: "All students" at grade level or better.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Tier One Instruction	Provide PD focused on "scaffolding" instruction. The district will also limit the total number of standards to support the deeper exploration of fewer standards. New "priority standards" and pacing guides will be provided to teachers. The cost includes teachers' participation, presenter, and materials.	\$86,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	Tutoring	Increase the number of Americorps Tutors to 4 per site to work with students during the day, after school, and to support positive and peaceful playgrounds.	\$200,000.00	Yes
<b>3</b>	Reading Assistants	Add Reading Aides (RIPA) at WCS and RL	\$72,911.00	Yes
<b>4</b>	Afternoon Intervention	Add aide time in the afternoon to lead small group intervention	\$45,570.00	Yes
<b>5</b>	Additional Aide Support	Provide one additional aide per site to support the lower grade students who have been out of the classroom for 14 months and have little school experience.	\$45,570.00	Yes
<b>6</b>	Instructional Coaching	Add a Teacher on Special Assignment for one year to address the needs of a large number of incoming new teachers and assist in supporting high quality "Tier I" instruction.	\$108,383.00	Yes
<b>7</b>	Acceleration	Develop a "Learning Acceleration" schedule, in 30-40 minute blocs, targeting goals based on assessment. Final schedule spreads out blocks so everyone doesn't need specialist support at the same time		No
<b>8</b>	Assessment	Purchase and implement assessments as needed to identify learning needs from the Pandemic.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>9</b>	Counseling	Maintain one counselor at each site and Add .5 counselor to serve the unique needs of the WCS Middle School students as they return from 14 months of Distance learning.	\$287,276.00	Yes
<b>10</b>	Student Support Instructional Assistants	Each RSP Teacher will have an assistant to work with students and hours will be added to their schedules to offer intervention time on Wednesday afternoons after school.	\$198,778.00	No
<b>11</b>	Educational Technology	The District will subscribe to Hapara to improve classroom technology management, add 6 iPads per classroom in K-1, replace aging Apple TVs, and add classroom amplification systems for those teachers who do not have one.	\$150,000.00	Yes
<b>12</b>	Bussing	If there is sufficient need, add a bus to transport kids home from after school intervention and enrichment programs.	\$20,000.00	Yes
<b>13</b>	Class Size	As classroom space and funding allows, reduce class sizes/eliminate combos	\$278,703.00	Yes
<b>14</b>	School Psychologist	The District will bring on a School Psychologist intern to assist in completing assessments and the needs of students recovering from the trauma of the pandemic and recent fires.	\$30,000.00	Yes
<b>15</b>	Social/Emotional support training	District will provide training for new Certificated Staff and all Classified Staff on trauma-informed practices.		Yes

Action #	Title	Description	Total Funds	Contributing
16	Summer School	The District will offer summer school to as many students as possible given the availability of teachers and support staff. Priority will be given to Level One and Two (ELPAC) English Learners.	\$60,759.00	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
3	All students will read at grade level by the end of Third Grade.

An explanation of why the LEA has developed this goal.

Distance learning had a far greater negative impact on the lower than on the upper grades. It is also true that nothing has a more positive correlation with positive academic outcomes than when a child is able to read at grade level by Third Grade. These two factors made Goal Number Three a priority for the District. It is the District's intention to move successful actions and services from Goal Number Two into Goal Number Three at the end of 2021/22.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dibels	2019 Dibels, 3rd Grade, Mid Year -  JXW - 64% at Grade Level RLS - 45% at Grade Level WCS - 64% at Grade Level				All Students at Grade Level

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Foundational Reading Skills	The District Curriculum Committee has identified foundational skills in Benchmark to be lacking. The District will identify and purchase curriculum to address the weakness in the District's adopted curriculum.	\$20,000.00	No
2	Reading Program	The District will provide one, full-time reading teacher per site. The focus will be on phonics to low-income students.	\$379,607.00	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
4	The District will assure that all students, including unduplicated students and students with exceptional needs, have access to a broad course of study that includes instruction in math, ELA, ELD, Science, social science, health, PE, music, and the arts. The District will provide a variety of enrichment activities during and after the school day. The District will continue to offer PE and Music instruction, team sports, and other classes and supports to be identified.

An explanation of why the LEA has developed this goal.

This is a "Maintenance of Progress" goal, developed to maintain momentum and monitor continued success for the duration of the 3-year LCAP term.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who successfully matriculate from one grade to the next.	Grade level retention rates are less than 3% at each school site.*  * Number Impacted by Pandemic				Less than 1% retention
Student Survey results regarding access to enrichment opportunities.	Survey data not available				80% of Students reports access to enrichment opportunities
Number of fully-credentialed teachers	All but one (Special Ed.) teacher is fully credentialed.				100% Fully Credentialed Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual District Fit Reports	All of the district's school facilities are judged to be adequate on the annual FIT survey.				Maintain 100% "Adequate"

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Music and P.E.	The district will maintain a full time PE teacher and two full time music teachers.	\$348,139.00	No
2	Site Cleanliness	The district will maintain the same custodial services at 2 per site.	\$395,960.00	No
3	Credentialed teachers.	The district will have 100% fully credentialed teachers.	\$6,491,515.00	No
4	Site Maintenance	District will maintain sufficient personnel to maintain each site.	\$235,402.00	No



# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
District: 23.10% Charter 23.28%	District: \$1918950 Charter: 815754

**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.

High Quality Tier One Instruction - Virtually every instructional strategy used to support “acceleration” in the classroom is also used to support English Learners. We take a universal design for learning approach in our tier one instruction which supports the learning of all students and is rooted in numerous instructional strategies that are directed at English Learners, for example, having intentional and flexible options for students to demonstrate knowledge as opposed to only written submissions.

Tutoring - Tutoring will primarily serve SED and ELD students. Students who do not fit these descriptions can and will be served as time is available. One-to-one or small group intensive intervention is a strong approach to helping students who we seek to accelerate their learning. There is a tremendous amount of research that concludes that tutoring is an effective approach to intervention for students. (Elbaum, B., Vaughn, S., Hughes, M. T., and Moody, S.W. (2000)) & Cohen, P.A., Kulik, J.A., & Kulik, C.L.C. (1982).

Reading Assistants - Reading teachers and reading assistants primarily serve SED students, however, students who do not fit these descriptions can and will be served as time is available. Similar to the benefits of one-to-one or small group tutoring, having reading assistants will allow our English Learners to have dedicated support that is targeted to their needs in English language acquisition. Reading assistants have been a staple in ensuring that our English learners continue to grow in their language acquisition through their years in the Wright school district.

Summer School - Summer school will prioritize English Learners, however other students will have access as space allows. Without continued exposure to rich text and learning experiences “Students’ achievement scores declined over summer vacation by one month’s worth of school-year learning” (Quinn & Polikoff, 2017).

Counseling - Counselors do not distinguish between students based on their background. However, given the high percentage of UPC in WESD schools, counselors spend the vast majority of their time with students who qualify as either EL. Low-income or Foster Youth. WESD students and families have endured much trauma over the last few years here in Sonoma County, evacuations from wildfires, smoke

creating poor air quality, floods and most recently the COVID-19 pandemic which caused most students to engage in distance learning for much of the 20-21 school year. In a recent Youth Truth report, Sonoma youth overwhelmingly reported that they felt “depressed, stressed, or anxious”. Counseling services can help students cope with these feelings and help them not be barriers to their learning.

**School Psychologist** - Psychologists do not distinguish between students based on their background. However, given the high percentage of UPC in WESD schools, counselors spend the vast majority of their time with students who qualify as either EL, Low-income or Foster Youth. Similar to the approach of ensuring counselors are available to students, school psychologists can help students with more severe trauma and who need more support than a school counselor can provide.

**Class Size** - Reducing class sizes supports effective implementation of Designated ELD. Similar to the benefits of small group tutoring, smaller class sizes is supported by various studies. Studies such as the Tennessee STAR experiment demonstrate high academic gains for students in smaller class sizes. Because teachers can provide more intensive support to students throughout each school day, students were able to increase their understanding of educational concepts at a much higher rate than students in a classroom with a larger student to teacher ratio.

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

In addition the actions above, the District also directs resources to attract and retain and diverse staff, increase Bilingual Community Liaisons to full-time, offer ELD support to students and classroom teachers through our ELD teacher positions, increasing the amount of ELD Aide Support; creating an "ELD Mentor" position, and increasing the Author/Subject Racial Diversity in our libraries.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,424,171.00			\$1,868,308.00	\$10,292,479.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$9,971,479.00	\$321,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	Recruit & Retain a Diverse and Bilingual Staff	\$30,010.00				\$30,010.00
1	2	English Learners	Increase outreach to parents of English Learners	\$196,834.00				\$196,834.00
1	3	English Learners	Fully implement Designated and Integrated ELD	\$394,377.00			\$60,000.00	\$454,377.00
1	4	English Learners	Continue to address the District's "equity challenges"				\$10,000.00	\$10,000.00
1	5	English Learners	Equitably distribute ELD Assistant time	\$107,882.00				\$107,882.00
1	6	English Learners	Translation Services	\$10,000.00				\$10,000.00
1	7	English Learners	EL Mentor				\$7,299.00	\$7,299.00
1	8	All	Author/Subject Diversity				\$6,000.00	\$6,000.00
1	9	English Learners	Explore GLAD Training					\$0.00
1	10	English Learners	ELPAC Testing	\$5,000.00				\$5,000.00
2	1	English Learners Foster Youth Low Income	High Quality Tier One Instruction	\$86,504.00				\$86,504.00
2	2	English Learners Foster Youth Low Income	Tutoring				\$200,000.00	\$200,000.00
2	3	English Learners Foster Youth Low Income	Reading Assistants				\$72,911.00	\$72,911.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth	Afternoon Intervention				\$45,570.00	\$45,570.00
2	5		Additional Aide Support				\$45,570.00	\$45,570.00
2	6	English Learners Foster Youth Low Income	Instructional Coaching				\$108,383.00	\$108,383.00
2	7	All	Acceleration					
2	8	English Learners Foster Youth Low Income	Assessment				\$10,000.00	\$10,000.00
2	9	English Learners Foster Youth Low Income	Counseling	\$287,276.00				\$287,276.00
2	10	Students with Disabilities	Student Support Instructional Assistants				\$198,778.00	\$198,778.00
2	11	English Learners Foster Youth Low Income	Educational Technology				\$150,000.00	\$150,000.00
2	12	Low Income	Bussing				\$20,000.00	\$20,000.00
2	13	English Learners Foster Youth Low Income	Class Size	\$61,937.00			\$216,766.00	\$278,703.00
2	14	English Learners Foster Youth Low Income	School Psychologist				\$30,000.00	\$30,000.00
2	15	English Learners Foster Youth Low Income	Social/Emotional support training					
2	16	English Learners Foster Youth Low Income	Summer School				\$60,759.00	\$60,759.00
3	1	All	Foundational Reading Skills				\$20,000.00	\$20,000.00
3	2	Low Income	Reading Program	\$121,474.00			\$258,133.00	\$379,607.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	All	Music and P.E.				\$348,139.00	\$348,139.00
4	2	All	Site Cleanliness	\$395,960.00				\$395,960.00
4	3	All	Credentialed teachers.	\$6,491,515.00				\$6,491,515.00
4	4	All	Site Maintenance	\$235,402.00				\$235,402.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,301,294.00	\$2,596,685.00
<b>LEA-wide Total:</b>	\$1,301,294.00	\$2,596,685.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Recruit & Retain a Diverse and Bilingual Staff	LEA-wide	English Learners	All Schools	\$30,010.00	\$30,010.00
1	2	Increase outreach to parents of English Learners	LEA-wide	English Learners	All Schools	\$196,834.00	\$196,834.00
1	3	Fully implement Designated and Integrated ELD	LEA-wide	English Learners	All Schools	\$394,377.00	\$454,377.00
1	4	Continue to address the District's "equity challenges"	LEA-wide	English Learners	All Schools		\$10,000.00
1	5	Equitably distribute ELD Assistant time	LEA-wide	English Learners	All Schools	\$107,882.00	\$107,882.00
1	6	Translation Services	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00
1	7	EL Mentor	LEA-wide	English Learners	All Schools		\$7,299.00
1	9	Explore GLAD Training	LEA-wide	English Learners	All Schools		\$0.00
1	10	ELPAC Testing	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00
2	1	High Quality Tier One Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,504.00	\$86,504.00
2	2	Tutoring	LEA-wide	English Learners Foster Youth	All Schools		\$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	3	Reading Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$72,911.00
2	4	Afternoon Intervention	LEA-wide	English Learners Foster Youth	All Schools		\$45,570.00
2	5	Additional Aide Support	LEA-wide		K-3		\$45,570.00
2	6	Instructional Coaching	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$108,383.00
2	8	Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00
2	9	Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$287,276.00	\$287,276.00
2	11	Educational Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$150,000.00
2	12	Bussing	LEA-wide	Low Income	All Schools		\$20,000.00
2	13	Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,937.00	\$278,703.00
2	14	School Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$30,000.00
2	15	Social/Emotional support training	LEA-wide	English Learners Foster Youth Low Income			
2	16	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$60,759.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Reading Program	LEA-wide	Low Income		\$121,474.00	\$379,607.00

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
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

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*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.