LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wright Elementary School District and Wright Charter School
CDS Code: 49 71035 0000000
School Year: 2023-24
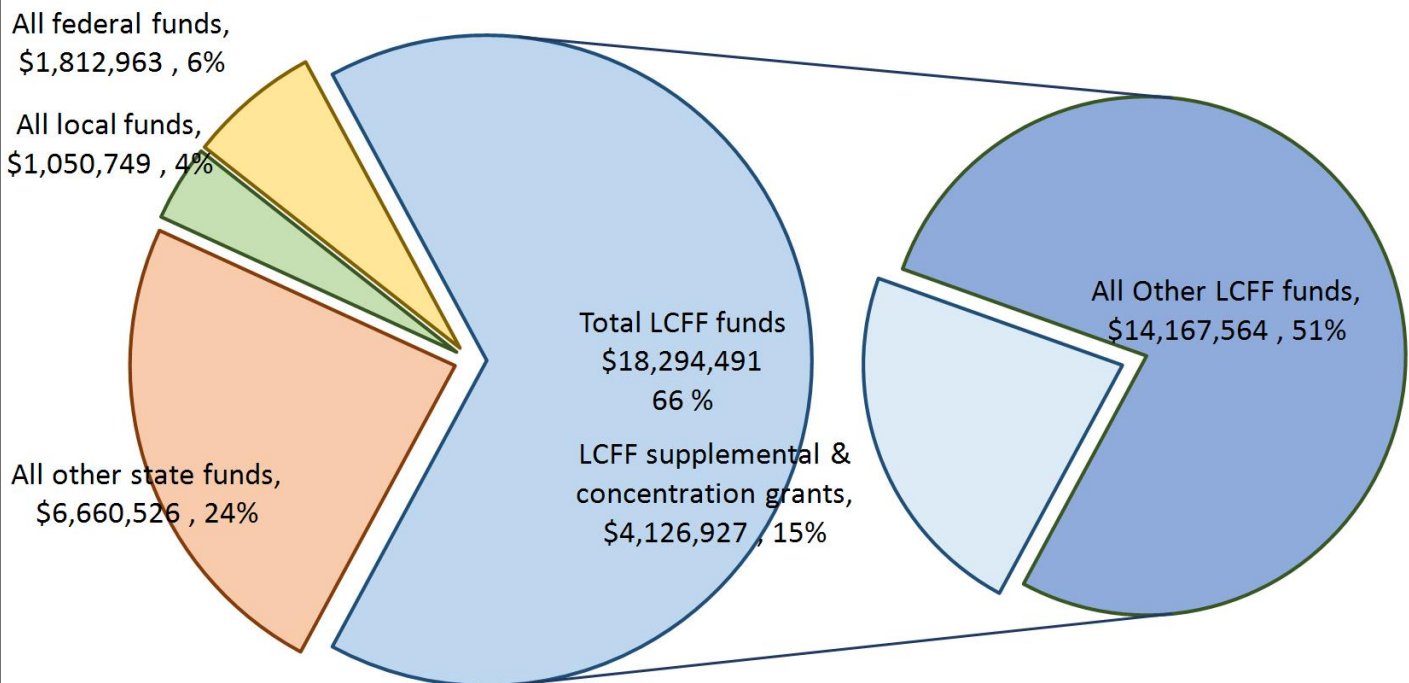LEA contact information:
Lisa Saxon
Superintendent
lsaxon@wrightesd.org
(707) 542-0550

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $1,812,963 , 6%

All local funds, $1,050,749 , 4%

All other state funds, $6,660,526 , 24%

Total LCFF funds $18,294,491 66 %

LCFF supplemental & concentration grants, $4,126,927 , 15%
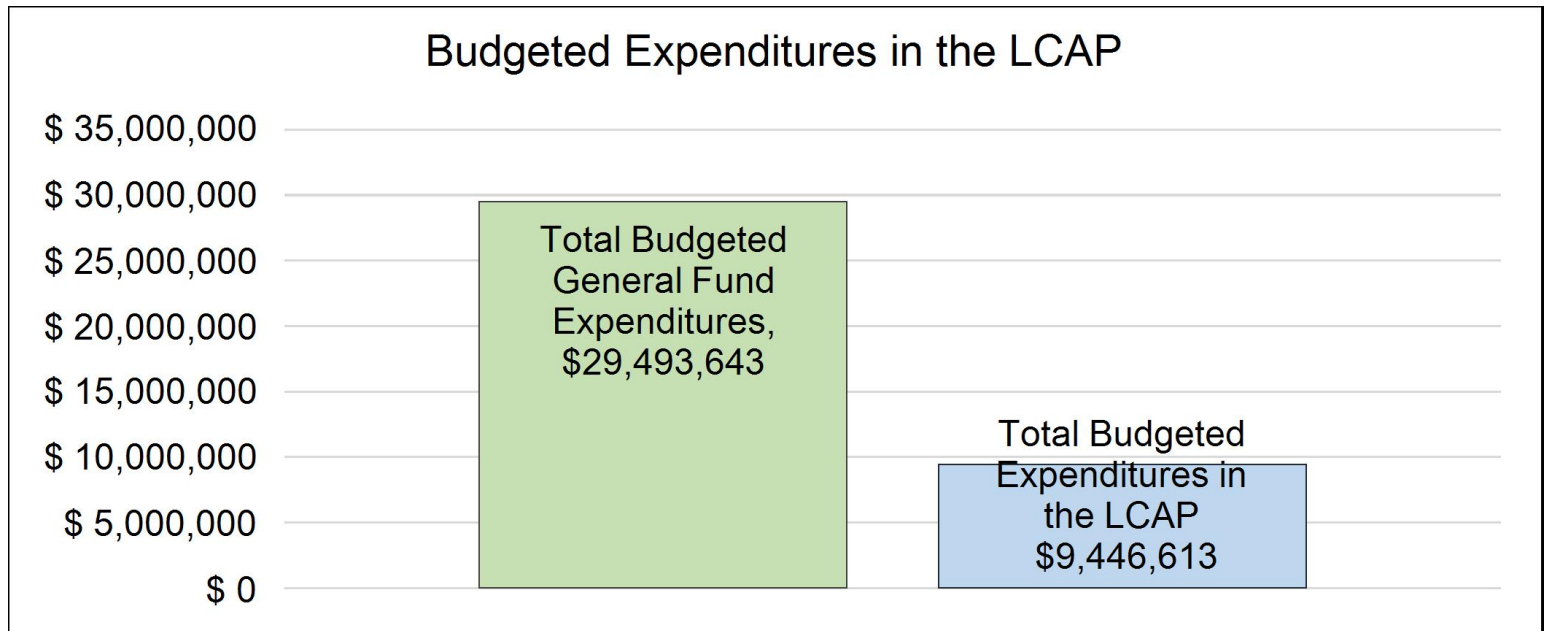
All Other LCFF funds, $14,167,564 , 51%

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

The text description for the above chart is as follows: The total revenue projected for Wright Elementary School District and Wright Charter School is $27,818,729, of which $18,294,491 is Local Control Funding Formula (LCFF), $6,660,526 is other state funds, $1,050,749 is local funds, and $1,812,963 is federal funds. Of the $18,294,491 in LCFF Funds, $4,126,927 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $29,493,643

Total Budgeted Expenditures in the LCAP $9,446,613

This chart provides a quick summary of how much Wright Elementary School District and Wright Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wright Elementary School District and Wright Charter School plans to spend $29,493,643 for the 2023-24 school year. Of that amount, $9,446,613 is tied to actions/services in the LCAP and $20,047,030 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures that are not included in the LCAP are items including, but not limited to: operational expenditures, salaries and benefits for administrators, counselors, nurse, confidential, extra duty, some classified employees, and books and supplies.
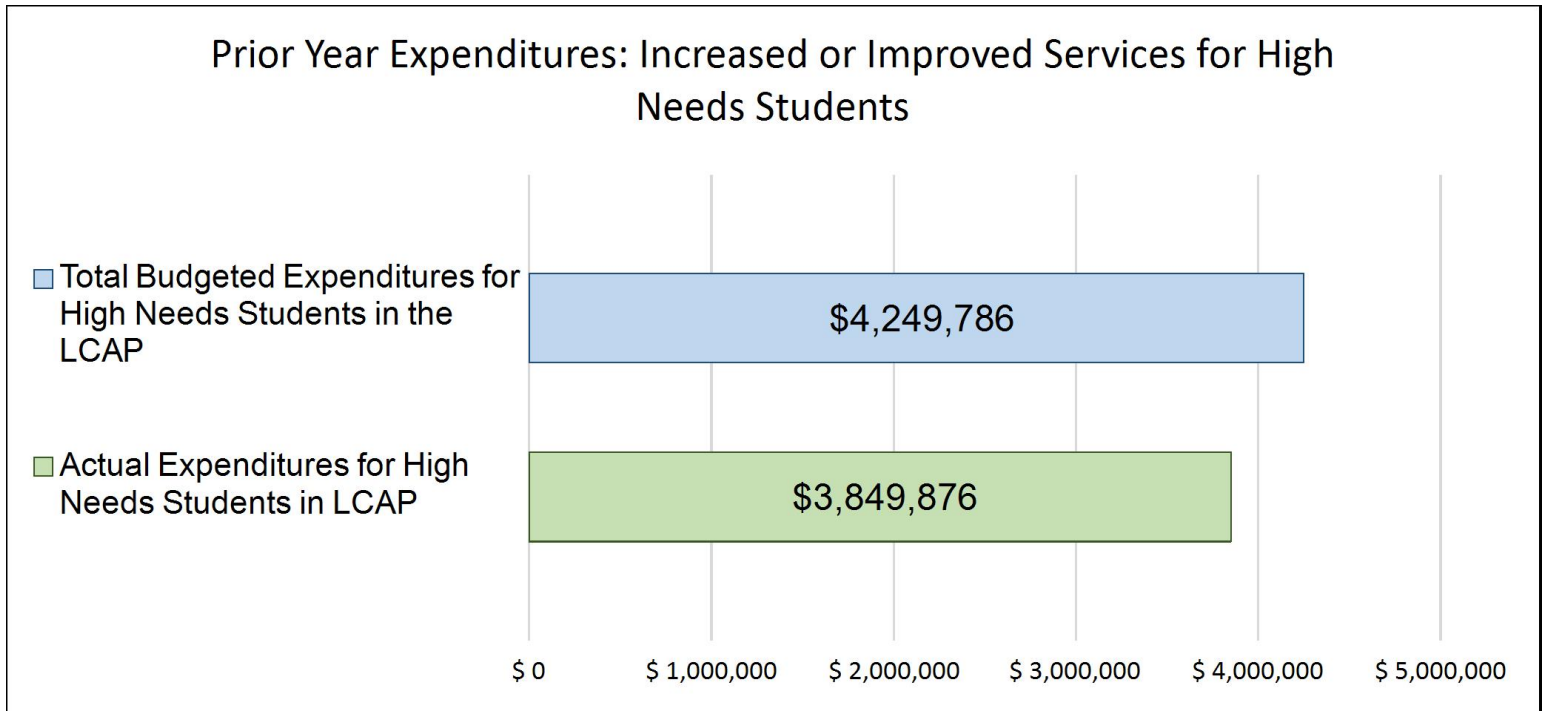
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Wright Elementary School District and Wright Charter School is projecting it will receive $4,126,927 based on the enrollment of foster youth, English learner, and low-income students. Wright Elementary School District and Wright Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Wright Elementary School District and Wright Charter School plans to spend $5,470,793 towards meeting this requirement, as described in the LCAP.

The amount budgeted to increase or improve services for high needs students in the 2023-24 LCAP is MORE than the projected revenue of LCFF supplemental and concentration grants for 2023-24.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$4,249,786
Actual Expenditures for High Needs Students in LCAP	$3,849,876

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

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

The text description of the above chart is as follows: In 2022-23, Wright Elementary School District and Wright Charter School's LCAP budgeted $4,249,786 for planned actions to increase or improve services for high needs students. Wright Elementary School District and Wright Charter School actually spent $3,849,876 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-399,910 had the following impact on Wright Elementary School District and Wright Charter School's ability to increase or improve services for high needs students:

Tutoring expenses were less than budgeted (Goal 2, Action 2). Due to continuing staffing challenges, the district was unable to provide as rich of an after-school tutoring program as originally plannd. Bussing was overbudgeted (Goal 2, Action 12). Designated and integrated ELD was overbudgeted (Goal 1, Action 3).

Local Control and 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 and Wright Charter School	Lisa Saxon Superintendent	lsaxon@wrightesd.org (707) 542-0550

Plan Summary [2023-24]

General Information

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

Wright Elementary School District was established in 1865. We are a TK-8 school district with approximately 1280 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. 71% of the students in the district are Socio-Economically Disadvantaged and 38% are English Learners. All three schools qualify for Supplemental/Concentration Grant and Title I funding due to high numbers of students who are English Learners, Foster Youth, or who are socioeconomically disadvantaged.

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.

2021-2022 Update:
For 2021-2022, end of year Dibels data shows an overall increase from last year, significant increases in many cases. In some grade levels,

this year's Dibels data approaches or exceeds pre-pandemic levels. This points to the early successes of WESD acceleration strategies including additional aide support, additional reading assistants, and acceleration blocks. STAR 360 data also showed significant increases over last year, in English Language Arts and Math.

2022-23 Update:
1) There are 12.7% fewer 5th grade ELL "At Risk 4-5 Years" Plus LTEL than in 2021-22.
2) The district administered the YouthTruth Survey in January 2023 for the first time. The participation rates were impressive, with 97% of 3rd- 8th graders responding, 100% of school staff responding, and 38% of families responding. This establishes a baseline for goal setting and progress monitoring in the years to come.
3) The YouthTruth Survey revealed some positive perceptions including:
 a) 45% of our elementary students agree that students in their classes treat teachers with respect. (50-74th)
 b) 85% of our families report that: (SoCo: 78%, Typical: 76%)
   - they regularly receive feedback about their child's progress
   - they receive info about what their child should learn and be able to do, and
   - teachers clearly communicate expectations for their child's progress
c) 92% of our staff think that staff and students care about each other. (SoCo: 93%, Typical: 91%)
4) The average daily attendance for students increased 2.16% for RLS & JXW and 3.34% for WCS.
5) On STAR 360 3rd grade Reading in March 2023, WCS improved 3% from 41% to 44% of 3rd graders reading at grade level.
6) On STAR 360 3rd grade Math in March 2023, JXW improved 3% (64 to 67%), RLS improved 9% (62 to 71%), and WCS improved 19% (47 to 66%) from March 2022 on the percentage of 3rd graders performing at grade level in math.
7) On Dibels 3rd grade mid-year 2023, WCS increased 18% over 2022, from 37 to 55% of 3rd graders performing at grade level.

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.

2021-2022 Update:
2021-2022 SBAC and CA Dashboard data has not been released at the time of Board Approval of the LCAP. Based on local assessment data, we know that disparities in growth between subgroups continue to be an area for improvement. In Dibels, English Learner scores overall declined over the course of the school year, while English only students showed increases. STAR 360 ELA results were more mixed. In some cases, EL's showed growth and others not, similar to "Redesigned Fluent English Proficient" students (RFEP's) and "English Only" students (EO's), though RFEP's and EO's did grow slightly more overall. In STAR 360 math, EL's showed much more progress over the course of the year than in ELA. Results in comparison to other subgroups were mixed. Strategies to support EL's will continue to be implemented including regular Designated and Integrated ELD instruction, professional development in that area of focus, additional aide support including a Reading Assistant at each site, implementation of the Benchmark Phonics program, and additional extended learning opportunities.

2022-23 Update:
1) The RFEP rate fell 14.3% from 25% to 10.7%. The timing of RFEPing is being recalibrated in the district so that the year to year data will become more comparable.

2) The 2022 Dashboard compared to the 2019 Dashboard (the last time students took the SBAC) revealed an overall drop in the number of points above standard students in grades 3-8 achieved in ELA and Math. As students, families, staff, schools, and communities continue to recover from COVID-19 and Distance Learning, these scores should begin an upward trend. In fact 2022 should be considered a new baseline year.
3) 3rd grade STAR Reading and Math and Dibels Scores also revealed an overall drop, with the exceptions noted above.
4) The retention rate at RLS improved from 3% in 2022 to 2% in 2023, but is still falling short of the 2023-24 goal of maintaining <1%. This is an area of further research and consideration in 2023-24. Conversations have already begun.
5) After school enrichment programs were not implemented in 2022-23, and a focus on academic intervention was in place instead. Re-introducing after school enrichment in 2023-24 is a goal.
6) Chronic absenteeism on the 2022 Dashboard was 46.5%, which is very high. Chronic absenteeism is defined as the percentage of students in grades K-8 who are absent 10 percent or more of the instructional days they were enrolled. Increasing attendance and school connectedness/belonging will be a significant area of focus in 2023-24.
7) Students with IEPs are Very High on the chronic absenteeism indicator and Very Low on the academic indicator for ELA and Math. Additional resources and training are being invested.
8) On the January 2023 YouthTruth Survey:
a) Only 28% of our students agree that they feel like are an important part their school. (25th-49th)
b) Only 57% of our students agree that their teacher(s) ask them to keep trying when the work gets hard. (0-24th)
c) Only 77% of our families report that they believe in their school's mission. (SoCo: 81%, Typical: 79%)
d) Only 69% of our staff think that their school sets high expectations for students. (0-24th)
As a result, goals around these metrics will be set, and additional inquiry into these areas as well as resources, focus, and training will be implemented.

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 in spring 2021 to begin a new LCAP cycle for 2021-22 that incorporates Wright Charter School with the rest of the district and focuses on new and more relevant 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 is focused on meeting the academic needs of students by accelerating their learning via additional multi-tiered systems of support.

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.

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, P.E., music, and arts.

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

Engaging Educational Partners

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

A series of engagement opportunities with educational partners, including: meetings with Certificated and Classified Staff, Administration, DELAC and families, as well as implementing the YouthTruth Survey with all Families/Students/Site Staffs. SELPA was also consulted. Ideas from these groups, generated over the course of several meetings and the survey were collected by the superintendent and applied to existing Goals and Actions in the LCAP.

January 2023:
Youth Truth Survey to all students in grades 3-8, all families, and all site staff revealed:
- A need to help students feel more welcome at their schools and feel an increased sense of belonging
- A need for schools to increase expectations for students

Spring 2023:
WESD Technology Committee: Need parent education and increased usage of ParentSquare, the District communication platform.
Special Education Committee: Need more devices for students with IEPs and voice amplification devices for teachers.
Certificated Staff: Need more PD regarding student behavioral needs, social emotional learning needs, and continuing to improve effective instructional strategies with English Learners and Students with IEPs.
DELAC: Need more parent education regarding bullying and Extended Learning Opportunities for students.
Staff LCAP meeting: Need ways to increase attendance/decrease chronic absenteeism.
Curriculum Committee: Need to focus on ways to increase math achievement.
June 22, 2023: Public Hearing and LCAP draft presented to Parent Advisory Committee. No feedback was received that required a written response.
June 29, 2023: LCAP and budget adoption

A summary of the feedback provided by specific educational partners.

January 2023:
Youth Truth Survey to all students in grades 3-8, all families, and all site staff revealed:
- A need to help students feel more welcome at their schools and feel an increased sense of belonging
- A need for schools to increase expectations for students

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DELAC: Need more parent education regarding bullying and Extended Learning Opportunities for students.
Staff LCAP meeting: Need ways to increase attendance/decrease chronic absenteeism.
Curriculum Committee: Need to focus on ways to increase math achievement.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input was collected from educational partner groups (listed in detail above) and was then integrated and applied throughout the LCAP where appropriate.

January 2023:
Youth Truth Survey to all students in grades 3-8, all families, and all site staff revealed:
- A need to help students feel more welcome at their schools and feel an increased sense of belonging (Goal 1, Action 13- Power of Being Seen)
- A need for schools to increase expectations for students (Goal 2, Action 15, Goal 2, Action 6, Goal 4, Action 7- Professional Development)

Spring 2023:
WESD Technology Committee: Need parent education and increased usage of ParentSquare, the District communication platform. (Goal 1, Action 2- Bilingual Community Liaisons)
Special Education Committee: Need more devices for students with IEPs and voice amplification devices for teachers. (Goal 2, Action 11- Technology)
Certificated Staff: Need more PD regarding student behavioral needs, social emotional learning needs, and continuing to improve effective instructional strategies with English Learners and Students with IEPs. (Goal 2, Action 15, Goal 2, Action 6, Goal 4, Action 7- Professional Development)
DELAC: Need more parent education regarding bullying and Extended Learning Opportunities for students. (Goal 1, Action 11- ELO-P Coordinator)
Staff LCAP meeting: Need ways to increase attendance/decrease chronic absenteeism. (Goal 3, Action 3- Attendance Action)
Curriculum Committee: Need to focus on ways to increase math achievement. (Goal 2, Action 15, Goal 2, Action 6, Goal 4, Action 7 Monthly Wednesday Professional Development)

Goals and Actions

Goal

Goal #	Description
1	Provide a high-quality education that embraces and meets the needs of all students' ethnicities, cultures, and languages, especially students of color, English learners and Students with Disabilities.

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. 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
1) Number of Bilingual Staff Members (Local data collection)	1) Bilingual Staff (from Current Translator List): 27	1) 26 Bilingual Staff - Certificated: 8, Classified 18 NOT MET	1) 23 bilingual staff Certificated: 9 Classified: 14 NOT MET		1) 33
2) Number of Parents of ELs volunteering in classrooms (Local data collection)	2) EL Parent Volunteers 2020-21: 0	2) EL Parent Volunteers 2021-22: 0 NOT MET	2) Parents of ELs volunteering in classrooms in 2022-23: 280 MET		2) 15
3) Number of observed	3) Designated ELD lesson observations: 0	3) Designated ELD Lesson Observations: 26	3) Number of administrator		3) 160

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Designated ELD lessons observed by administrators (Local data collection)		PARTIALLY MET	observed Designated ELD lessons: 203 MET		
4) ELPAC Scores (Dashboard)	4) Percentage of students making progress (State Dashboard - Average of Three Sites) - 40.56%	4) Not available	4) Percentage of English Learners district wide making progress toward English Language Proficiency (2022 CA Dashboard): 55.4% NOT MET		4) 100%
5) Percent of 5th Grade ELL "At Risk 4-5 Years" Plus LTEL (Dataquest)	5) 2019-20: 16.5%	5) 2020-21: 36.3% NOT MET	5) 2022-23: 23.6% MET		5) 10%
6) Student Access to Instructional Materials- Dashboard Local Indicator- as measured by rubric.	6) All students have access to Instructional Materials	6) All students continue to have access to instructional materials. MET	6) All students continue to have access to instructional materials. MET		6) All students continue to have access to instructional materials.
7) Implementation of State Academic Standards- Dashboard Local Indicator- as measured by rubric.	7) State Academic Standards are implemented	7) State Academic Standards are implemented	7) State Academic Standards are implemented MET		7) State Academic Standards continue to be implemented
8) Attendance at Educational Partnership Meetings	8) N/A	8) Feedback provided by ELAC/DELAC and ELO-P family survey	8) YouthTruth Survey administered Jan 2023 to encourage		8) Add one additional method to encourage parent input and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(DELAC/ELAC) and ELO-P family survey (Local data collection). Parent input in decision-making.			parent input and participation, especially in programs for Students with IEPs. MET		decision-making and promoting parental participation in programs for Students with IEPs.
9) RFEP rate (Dataquest)	9) 2020-21: 22.6%	9) 2021-22: 25% PARTIALLY MET	9) 2022-23: 10.7% NOT MET		9) 5% increase each year over baseline
10) Suspension Rate (Dataquest)	10) 2020-21: 0% (Students were at home on Distance Learning)	10) 2021-22: 2.1% MET	10) 2022-23: Not available- will be reported in 2023-24 when Dataquest is updated		10) Suspension rate to remain <3% annually
11) Expulsion Rate (Dataquest)	11) 2020-21: 0% (Students were at home on Distance Learning)	11) 2021-22: 0% MET	11) 2022-23: 0% MET		11) Expulsion rate to remain <1% annually
12) Student, Parent, and Staff perception of school safety and connectedness. Parent input and decision-making.	12) TBD	12) N/A	12) Youth Truth 2023 positive response percentages-baseline: Student safety & belonging: a) 57%: Do you feel safe at school? b) 28%: Do you feel like an important part of your school? Families safety and input/decision making:		12) 3% increase annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			a) 80%: My child's learning environment is safe. b) 63%: My child is safe from bullying during school. c) 67%: Families engaged in their school and empowered to influence decision making. Staff safety: a) 70%: Students are safe from violence at my school. b) 79%: I feel safe from harm while at my school.		
13) Chronic Absenteeism Rate (Dashboard)	13) 2020-21: 15% The criteria to calculate Chronic Absenteeism during Distance Learning was different than 2021-22. WCS: 22% RLS: 14% JXW: 8%	13) N/A	13) 2022 Dashboard new baseline: 46.5%		13) 3% district average decrease annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
14) Attendance Rate (P2 ADA- Aeries local data)	14) 2020-21: N/A The criteria to calculate Attendance during Distance Learning was different than 2021-22.	14) 2021-22: WCS: 89.32% RLS & JXW: 88.48%	14) 2022-23: WCS: 92.66% (+3.34%) RLS & JXW: 90.64% (+2.16%) MET		14) Increase ADA attendance rate by 2% annually from 2021-22 to 2023-24
15) WCS Middle School Dropout Rate (Dataquest)	15) 2016-17: 0%	15) 2021-22: 0% MET	15) 0% MET		15) Maintain 0% middle school dropout rate at WCS.
16) Staff expectations of students (YouthTruth Survey)			16) Youth Truth 2023 positive response percentages-baseline: 57% of students agree that their teachers ask them to keep trying when the work gets hard. 69% of our staff think that their school sets high expectations for students.		16) 3% increase annually
17) Power of Being Seen (local data)			17) Establish baseline for the percentage of students for whom 4 criteria have been met: • Name/Face • Something Personal		17) 100% of students will have all 4 criteria met by May 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			• Personal/Family Story • Academic Standing		
18) ParentSquare app usage			18) Establish a baseline for the percentage of families who have the ParentSquare app downloaded on their device with push notifications turned on.		18) 95% of families will have the ParentSquare app downloaded on their device with push notifications turned on.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit & Retain a Diverse and Bilingual Staff (DISCONTINUED 2022)			
1.2	Increase outreach to parents of English Learners	Maintain Bilingual Community Liaisons at 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.	$229,866.00	Yes
1.3	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.	$1,986,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Continue to address equity	The district identified "Embracing Designated ELD as Core Instruction" as an "Equity Challenge."	$10,000.00	Yes
1.5	Provide ELD assistant time at each site.	Provide 6 hour ELD assistant to each site for continued support of English learners.	$108,462.00	Yes
1.6	Translation Services	Improve translation services for languages other than Spanish	$10,000.00	Yes
1.7	EL Mentor (DISCONTINUED 2022)		$0.00	
1.8	Author/Subject Diversity (Discontinued-completed 2023)	DISCONTINUED- completed 2023- Increase Author/Subject Racial Diversity in Libraries	$0.00	
1.9	Explore GLAD Training (DISCONTINUED-2022)		$0.00	
1.10	ELPAC Testing (DISCONTINUED-2022)		$0.00	
1.11	Expand Before/After School Learning Opportunities	District will add 1.0 Administrative FTE to develop and oversee Expanded Learning Opportunities Program (ELO-P)	$149,065.00	No
1.12	Nutrition	In order to ensure that all unduplicated students receive adequate nutrition during the school day (breakfast, brunch, and lunch) to be prepared for learning, the district has prioritized preparing meals onsite and using as many fresh ingredients as possible in order to reduce the amount of processed foods students consume.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Power of Being Seen	In order to increase students' sense of connection and belonging to their schools, each school staff will establish a baseline and track the percentage of students for whom 4 criteria have been met with a goal of having 100% of students having all 4 criteria met by May of each school year: • Name/Face • Something Personal • Personal/Family Story • Academic Standing	$0.00	No

Goal Analysis [2022-23]

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.

G103: ELD teachers spent more time serving students. The 20% coaching model did not get off the ground. A clear definition of the model and professional development will take place in 2023-24.

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

G103: Estimated expenditures were over budgeted.

G104: Estimated expenditures were over budgeted.

G105: Vacancies went unfilled.

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

G103: Increased specific ELD professional development and administrator observed designated ELD lessons resulted in increased performance for English Learners on local assessments.

G105: Continuing to provide six hour per day ELD assistants to provide support for English Learners resulted in increased performance for English Learners making progress toward English Language Proficiency on the 2022 CA Dashboard.

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.

January 2023 YouthTruth Survey data revealed that students are not feeling a sense of connectedness and belonging to their schools. Additional metrics and actions have been added for 2023-24 to address this area.

The YouthTruth data also revealed that students and staff do not perceive that teachers and schools have high expectations for students. Additional metrics and actions have been added for 2023-24 to address this area.

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

Goals and Actions

Goal

Goal #	Description
2	Accelerate learning to meet the needs of students via providing additional multi-tiered systems of support.

An explanation of why the LEA has developed this goal.

This goal was initially intended to be a 21-22 year goal, only. Due to the many COVID related disruptions in the school year, staffing shortages, and unusually high absenteeism, the goal will be extended for 2022-23 and 2023-24.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) SBAC ELA Scores	1) 2019 ELA - JXW - 9.7 Points Above Standard RLS - 19 Points Above Standard WCS - 12.3 Points Above Standard*	1) 2022 SBAC Data Preliminary Results not available at time of Board Approval	1) 2022 Dashboard ELA: JXW: 3.7 points above standard (-6 points) RLS: 5.3 points above standard (-13.7points) WCS: 12.1 points below standard* *Includes Grades 7 & 8 (-.2 points) NOT MET		1) SBAC ELA: 10% increase in students scoring at or above standard each year.
2) SBAC Math Scores	2) 2019 Math - JXW - 17.2 Points Below Standard RLS - 9 Points Below Standard WCS - 54.8 Points Below Standard*	2) 2022 SBAC Data Preliminary Results not available at time of Board Approval	2) 2022 Dashboard Math: JXW: 38.4 points below standard (-21.2 points)		2) SBAC Math: 10% increase in students scoring at or above standard each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Includes Grades 7 and 8		RLS: 30.2 points below standard (-21.2 points) WCS: 66 points below standard* *Includes Grades 7 & 8 (-11.2 points) NOT MET		
3) STAR Reading (3rd Grade)	3) 2020 STAR Reading, 3rd Grade, March 2020 - JXW - 50% at Grade Level RLS - 45% at Grade Level WCS - 56% at Grade Level	3) STAR Reading (3rd grade) - March 2022 JXW- 57% at Grade Level (+7%) PARTIALLY MET RLS - 51% at Grade Level (+6%) PARTIALLY MET WCS - 41% at Grade Level (-15%) NOT MET	3) STAR Reading (3rd grade)- March 2023 JXW: 47% at Grade Level (-10%) NOT MET RLS: 51% at Grade Level (no change) NOT MET WCS: 44% at Grade Level (+3%) PARTIALLY MET		3) STAR Reading: 10% increase in students scoring at or above grade level each year.
4) STAR Math (3rd Grade)	4) 2020 STAR Math, 3rd Grade, March 2020 - JXW - 71% at Grade Level RLS - 64% at Grade Level WCS - 61% at Grade Level	4) STAR Math (3rd grade) - March 2022 JXW - 64% at Grade Level (-7%) NOT MET RLS - 62% at Grade Level (-2%) NOT MET WCS - 47% at Grade Level (-14%)	4) STAR Math (3rd grade)- March 2023 JXW: 67% at Grade Level (+3%) PARTIALLY MET RLS - 71% at Grade Level (+9%) PARTIALLY MET WCS - 66% at Grade Level (+19%)		4) STAR Math: 10% increase in students scoring at or above grade level each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		NOT MET	MET		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CAPTURED IN G103: High Quality Designated and Integrated ELD PD	CAPTURED IN G103: Provide PD focused on high quality delivery of Designated and Integrated ELD.	$0.00	Yes
2.2	Tutoring	Increase the number of Americorps Tutors to 3 per site to work with students during the day, after school, and to support positive and peaceful playgrounds.	$63,000.00	Yes
2.3	Reading Assistants (RIPAs)	Reading Assistants (RIPAs) (6 hours each) at each site.	$124,108.00	Yes
2.4	Afterschool Intervention	Add aide time to SSIA Schedules to provide small group intervention after school.	$0.00	Yes
2.5	Additional Aide Support (Discontinue 2022)		$0.00	
2.6	TOSA- Instructional Coaching	Add a Teacher on Special Assignment (TOSA) for one year to address the needs of a large number of incoming new teachers and assist in supporting high quality "Tier I" instruction. ADDED 2022: In years two and three this role is expanded to include ELD instructional coaching for all teachers.	$145,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Acceleration	Develop a "Learning Acceleration" schedule, in 30-40 minute blocks, targeting goals based on assessment results. Final schedule spreads out blocks so everyone doesn't need specialist support at the same time.	$0.00	Yes
2.8	Assessment (Discontinued 2022)	Purchase and implement assessments as needed to identify learning needs from the Pandemic.	$0.00	
2.9	Social-Emotional Counseling	Maintain one counselor at each site.	$357,242.00	Yes
2.10	SSIAs: Student Support Instructional Assistants	Each RSP Teacher will have an SSIA to support Unduplicated students (English Learner, socio economically disadvantaged, and Foster Youth). In addition, beginning 2023-24, three additional SSIA positions will be created and filled to support additional academic intervention and meet the needs of the new blended strategic and intensive students.	$454,036.00	Yes
2.11	Educational Technology	Based on the 2022-23 SCOE technology audit as well as District needs, the District will purchase/install: • Audio/Visual Multipurpose room Installation (District-wide): ~$120,000 • Security Camera installation (District-wide): ~$110,000 • Backup 48 port switch: ~$5,000 • Sentinel One (Cybersecurity) Subscription for School District: ~$1,000 • Miscellaneous items: ~$14,000	$250,000.00	No
2.12	Bussing	Provide bussing for Wright Charter School and, if there is sufficient need, add a bus to transport students home from after school intervention and enrichment programs.	$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	DISCONTINUED 2022-23 ONLY. Class Size	DISCONTINUED 2022-23 ONLY. As classroom space and funding allows, reduce class sizes. Allow for increased individualized attention for unduplicated students.	$0.00	
2.14	School Psychologist (DISCONTINUED 2022)		$0.00	
2.15	Social-Emotional support training	District will continue to provide training for new Certificated Staff and all Classified Staff on trauma-informed practices.	$10,000.00	No
2.16	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. Transportation will be provided (added in 2022)	$115,000.00	Yes
2.17	Administering programs for unduplicated students	In order to effectively plan and implement programs to increase the achievement of unduplicated students, administrative time is necessary.	$137,259.00	Yes
2.18	Data Management System	Research and purchase a district data management system to house all student assessment data.	$10,000.00	Yes

Goal Analysis [2022-23]

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.

G202: Tutoring vacancies went unfilled.

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

G201: Funds were captured in G103.

G202: Tutoring vacancies went unfilled.

G211: Estimated expenditures were overbudgeted.

G212: Estimated expenditures were overbudgeted due to lack of tutoring and bus drivers.

G216: Vacancies went unfilled.

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

G203: Continuing to provide six hour per day Reading Assistants resulted in Wright Charter School improving their 3rd grade reading scores from 41% to 44%.

G206: Providing a TOSA to provide ELD instructional coaching resulted in increased performance for English Learners on local assessments.

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

The unfilled vacancies in 2022-23 prompted the district to begin a salary study of comparative districts in Sonoma County.

The social emotional and behavioral needs of students is prompting additional professional development in these areas for staff in 2023-24.

The ongoing need for immediate access to student achievement data has prompted the district to research and purchase a data management system in 2023-24.

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

Goals and Actions

Goal

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. Research shows a positive correlation with positive academic outcomes when a child is able to read at grade level by third grade. These two factors made Goal 3 a priority for the District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dibels (Local data)	2019 Dibels, 3rd Grade, Mid Year: JXW - 64% at Grade Level RLS - 45% at Grade Level WCS - 64% at Grade Level	2022 Dibels, 3rd Grade, Mid Year: JXW: 63% at Grade Level (-1%) NOT MET RLS: 49% at Grade Level (+4%) PARTIALLY MET WCS: 37% at Grade Level (-27%) NOT MET 2022 Dibels, 3rd Grade, Year End: JXW: 66% at Grade Level RLS: 54% at Grade Level	2023 Dibels, 3rd grade, mid year: JXW: 54% at Grade Level (-9%) NOT MET RLS: 41% at Grade Level (-8%) NOT MET WCS: 55% at Grade Level (+18%) MET 2023 Dibels, 3rd grade, Year End: JXW: 59% at Grade Level RLS: 53% at Grade Level		10% increase each year of students scoring at grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		WCS: 41% at Grade Level	WCS: 57% at Grade Level		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	DISCONTINUED-COMPLETED 2022. Foundational Reading Skills	DISCONTINUED- COMPLETED 2022. 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.	$0.00	
3.2	Reading Intervention	The District will provide one, full-time reading intervention teacher (for a total of 3.0 FTE) per site. The focus will be on helping students master foundational reading skills.	$436,888.00	Yes
3.3	Positive Attendance	In order to increase attendance rates, the district will implement a positive attendance program.	$10,000.00	No

Goal Analysis [2022-23]

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.

G303: The SARB process was improved. The goal for 2023-24 is to focus more resources on building a positive attendance program.

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

G303: Estimated expenditures were over budgeted. The SARB process was improved and was a no cost item.

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

G302: Continuing with reading intervention teachers resulted in increased reading scores for 3rd graders at Wright Charter School.

G303: Modifying the SARB hearing process to be more of an informal partnership resulted in increased attendance and ADA.

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.

Due to the ongoing concern regarding chronic absenteeism, staff will focus more resources on a positive attendance program in 2023-24.

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

Goals and Actions

Goal

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
1) Retention Rate	1) Grade level retention rates are less than 3% at each school site.* * Number Impacted by Pandemic	1) Grade Level Retention by Site: RLS: 3% JXW: 0% WCS: <1% District: <1%	1) Grade Level Retention by Site: RLS: 2% JXW: 0% WCS: <1% MET		1) Maintain <1% retention rate district wide
2) Student enrollment in enrichment programs	2) Data not available	2) COVID outbreak during the course of the school year limited the District's ability to offer enrichment opportunities.	2) N/A: District focus for 2022-23 was enrollment in after school academic intervention NOT MET		2) 70% of students are enrolled in enrichment programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3) Number of fully-credentialed teachers	3) All but one (Special Ed.) teacher is fully credentialed.	3) The District employed one teacher (a long term sub) who was not fully credentialed.	3) The District employed one teacher (a long term sub) who was not fully credentialed. NOT MET		3) 100% Fully Credentialed Teachers
4) Annual District FIT Reports	4) All of the district's school facilities meet the "GOOD" criteria on the annual FIT report.	4) All of the district's school facilities meet the "GOOD" criteria on the annual FIT report.	4) All of the district's school facilities meet the "NOT IN GOOD REPAIR" criteria on the annual FIT report. RLS: 89.87% WCS: 88.33% JXW: 86.80% NOT MET		4) Maintain 100% "GOOD" or "EXCEPTIONAL" (90-100%)
5) Local Data- Aeries enrollment	5) All students, including unduplicated students and individuals with exceptional needs have access to a broad course of study, including Designated and Integrated ELD for English Learners and supports to ensure students with exceptional needs meet or exceed their IEP goals.	5) All students, including unduplicated students and individuals with exceptional needs have access to a broad course of study, including Designated and Integrated ELD for English Learners and supports to ensure students with exceptional needs meet or exceed their IEP goals.	5) All students, including unduplicated students and students with IEPs have access to a broad course of study, including Designated and Integrated ELD for English Learners and supports to ensure students with IEPs meet or exceed their IEP goals. MET		5) All students, including unduplicated students and individuals with exceptional needs continue to have access to a broad course of study, including Designated and Integrated ELD for English Learners and supports to ensure students with exceptional needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					meet or exceed their IEP goals.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Music and P.E. teachers	The district will maintain a full-time PE teacher and a full-time music teacher.	$286,441.00	No
4.2	FIT report	District will prioritize Preventive Maintenance tasks in order to improve site FIT reports scoring in the "good and exceptional" ranges.	$0.00	No
4.3	Certificated teaching staff	The district will recruit and retain diverse, bilingual, and high quality teaching staff by offering competitive salaries and effective professional development.	$3,026,345.00	No
4.4	Site Maintenance (DISCONTINUED 2022)			
4.5	Academic Leadership	Leadership and support: Provide the district and school site leadership necessary to support student achievement including: planning professional development, facilitating accelerated learning blocks, monitoring students progress, overseeing implementation of action plans and supporting English Learning progress through in-classroom coaching, student data chats, EL focused trainings etc. (Salary and benefits are captured in G103).	$0.00	Yes
4.6	UTK Instructional Assistants	Provide a 5.8 hour UTK Instructional Assistant for each class serving TK students.	$208,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Certificated Teaching Staff	The district will recruit and retain diverse, bilingual, and high quality teaching staff by offering effective professional development to principally benefit English Learners, Foster Youth, and Socioeconomically Disadvantaged Youth, which comprise 71% of the total district enrollment. Examples that principally benefit unduplicated students include but are not limited to: The district will invest in early release days weekly to provide professional development that principally benefits unduplicated students, additional teaching staff at the TK-3 level to reduce class sizes below the statutory requirement and reduce the number of combination classes to provide the best start for unduplicated students, professional development days that address the needs of unduplicated students including implicit bias, Integrated and Designated English Language Development, and evidence based strategies to assist teachers with providing safe, stable, and nurturing environments to unduplicated students, which is the #1 way to build resilience and battle toxic stress and adverse childhood experiences.	$1,018,900.00	Yes

Goal Analysis [2022-23]

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.

No substantive differences noted.

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

No material differences noted.

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

Conducting a teacher salary study of comparative districts in Sonoma County afforded the district necessary information to negotiate a salary increase which will assist with recruiting high quality teaching staff.

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.

Due to one time funding expiring and Proposition 28 funding coming in lower than anticipated, the district will not fill its current music opening. It will continue to fund one music teacher and one P.E. teacher for 2023-24.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$4,126,927.00	$470,255.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.21%	10.14%	$1,316,801.81	41.35%

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

Required Descriptions

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

Through the disaggregation of academic, behavioral, and social emotional data, the needs English Learners, socio economically disadvantaged students, and Foster Youth were considered first in providing supports and interventions. Academic and social emotional learning supports have been identified as areas of need for unduplicated students.

(2)High Quality Tier One Instruction - Virtually every instructional strategy used to support "acceleration" in the classroom is also used to support English Learners, Foster Youth and socioeconomically disadvantaged students. 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, Foster Youth and socioeconomically disadvantaged students, for example, having intentional and flexible options for students to demonstrate knowledge as opposed to only written submissions.

(2)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).

(2)Reading Intervention teachers and 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 Elementary School District.

(2)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).

(2)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 quality 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.

(2)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 quality 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.

(1&2) Nutrition- Low income families can struggle to meet the basic needs of their children. By serving high quality breakfast, brunch, and lunch to students at school that includes fresh ingredients and reduces the use of processed foods, students are able to be properly nourished and therefore, prepared for learning. (A. Sorhaindo; L. Feinstein, 2006).

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

(2) Bilingual Community Liaisons are placed at each site to assist with bridging the communication gap between English only speaking staff and Spanish only speaking families.

(2) English Language Development (ELD). Teachers will provide daily Designated ELD to English Learners in their classes. A Teacher on Special Assignment (TOSA) will coach and assist teachers in the implementation of designated and integrated ELD. ELD assistants are placed at each site to provide additional assistance to English Learners. Professional Development in the implementation of designated and integrated ELD will be provided to teachers during early release days in the 2023-24 school year.

(2) Parent Square has been purchased and serves as a district communication platform for families. A translation feature allows for all families whose home language is other than English to receive communication in their home language.

(2) The Board and district will continue to work with a consultant to address Equity work.

(2) Home to school transportation will be provided to Wright Charter School students (80% SED), as well as transportation for the after school intervention/tutoring/ and enrichment programs.

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

Wright Elementary School District received a supplemental allocation of $1,394,187.00. Wright Charter School received a supplemental allocation of $694,968.00.

Wright Elementary School District received a concentration allocation of $1,364,916.00. Wright Charter School received a concentration allocation of $672,856.00.

Wright Elementary School District's Minimum Proportionality Percentage is 31.15%. Wright Charter School's Minimum Proportionality Percentage is 31.33%. The combined Minimum Proportionality Percentage for Wright Elementary School District and Wright Charter School is 31.21%.

The district will continue to spend its supplemental grant funding to principally benefit English learners, low-income students, and foster youth.

In addition to the actions above, the District also directs resources to attract and retain and diverse staff, provide Bilingual Community Liaisons full-time, offer ELD support to students and classroom teachers through our ELD teacher positions, increase the amount of ELD Aide Support; create an "ELD Teacher Mentor" position, provide professional development in the implementation of designated and integrated ELD during early release days, recruit additional teaching staff to reduce class sizes and combination classes, and maintain Author/Subject Racial Diversity in our libraries.

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

Each of our schools exceed the 55% threshold for Concentration Grant funding. The add-on funding is used for two purposes: 1) Add Student Support Instructional Assistants so that they are assigned to each Mild/Mod Special Education teacher and 2) Add Universal TK Instructional Assistants at each site to serve all 4 year olds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:43

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:17

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,497,138.00	$399,738.00		$549,737.00	$9,446,613.00	$8,733,613.00	$713,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruit & Retain a Diverse and Bilingual Staff (DISCONTINUED 2022)						
1	1.2	Increase outreach to parents of English Learners	English Learners	$229,866.00				$229,866.00
1	1.3	Fully implement Designated and Integrated ELD	English Learners	$1,986,554.00				$1,986,554.00
1	1.4	Continue to address equity	English Learners	$10,000.00				$10,000.00
1	1.5	Provide ELD assistant time at each site.	English Learners	$108,462.00				$108,462.00
1	1.6	Translation Services	English Learners	$10,000.00				$10,000.00
1	1.7	EL Mentor (DISCONTINUED 2022)		$0.00				$0.00
1	1.8	Author/Subject Diversity (Discontinued-completed 2023)		$0.00				$0.00
1	1.9	Explore GLAD Training (DISCONTINUED-2022)		$0.00				$0.00
1	1.10	ELPAC Testing (DISCONTINUED-2022)		$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Expand Before/After School Learning Opportunities	All		$119,252.00		$29,813.00	$149,065.00
1	1.12	Nutrition	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.13	Power of Being Seen	All	$0.00				$0.00
2	2.1	CAPTURED IN G103: High Quality Designated and Integrated ELD PD	English Learners	$0.00				$0.00
2	2.2	Tutoring	English Learners Foster Youth Low Income	$63,000.00				$63,000.00
2	2.3	Reading Assistants (RIPAs)	English Learners Foster Youth Low Income	$124,108.00				$124,108.00
2	2.4	Afterschool Intervention	English Learners Foster Youth Low Income	$0.00				$0.00
2	2.5	Additional Aide Support (Discontinue 2022)		$0.00				$0.00
2	2.6	TOSA- Instructional Coaching	English Learners Foster Youth Low Income	$145,070.00				$145,070.00
2	2.7	Acceleration	English Learners Foster Youth Low Income	$0.00				$0.00
2	2.8	Assessment (Discontinued 2022)		$0.00				$0.00
2	2.9	Social-Emotional Counseling	English Learners Foster Youth Low Income	$357,242.00				$357,242.00
2	2.10	SSIAs: Student Support Instructional Assistants	English Learners Foster Youth Low Income	$345,067.00			$108,969.00	$454,036.00
2	2.11	Educational Technology	All				$250,000.00	$250,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Bussing	English Learners Foster Youth Low Income	$250,000.00	$20,000.00			$270,000.00
2	2.13	DISCONTINUED 2022-23 ONLY. Class Size		$0.00				$0.00
2	2.14	School Psychologist (DISCONTINUED 2022)		$0.00				$0.00
2	2.15	Social-Emotional support training	All				$10,000.00	$10,000.00
2	2.16	Summer School	English Learners Foster Youth Low Income		$115,000.00			$115,000.00
2	2.17	Administering programs for unduplicated students	English Learners Foster Youth Low Income	$137,259.00				$137,259.00
2	2.18	Data Management System	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.1	DISCONTINUED-COMPLETED 2022. Foundational Reading Skills		$0.00				$0.00
3	3.2	Reading Intervention	English Learners Foster Youth Low Income	$436,888.00				$436,888.00
3	3.3	Positive Attendance	All				$10,000.00	$10,000.00
4	4.1	Music and P.E. teachers	All		$145,486.00		$140,955.00	$286,441.00
4	4.2	FIT report	All	$0.00				$0.00
4	4.3	Certificated teaching staff	All	$3,026,345.00				$3,026,345.00
4	4.4	Site Maintenance (DISCONTINUED 2022)						
4	4.5	Academic Leadership	English Learners Foster Youth Low Income	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.6**	UTK Instructional Assistants	English Learners Foster Youth Low Income	$208,377.00				$208,377.00
4	**4.7**	Certificated Teaching Staff	English Learners Foster Youth Low Income	$1,018,900.00				$1,018,900.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,222,412.00	$4,126,927.00	31.21%	10.14%	41.35%	$5,470,793.00	0.00%	41.38 %	**Total:**	$5,470,793.00
								LEA-wide Total:	$5,470,793.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Increase outreach to parents of English Learners	Yes	LEA-wide	English Learners	All Schools	$229,866.00	
1	1.3	Fully implement Designated and Integrated ELD	Yes	LEA-wide	English Learners	All Schools	$1,986,554.00	
1	1.4	Continue to address equity	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
1	1.5	Provide ELD assistant time at each site.	Yes	LEA-wide	English Learners	All Schools	$108,462.00	
1	1.6	Translation Services	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
1	1.12	Nutrition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.1	CAPTURED IN G103: High Quality Designated and Integrated ELD PD	Yes	LEA-wide	English Learners	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,000.00	
2	2.3	Reading Assistants (RIPAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,108.00	
2	2.4	Afterschool Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.6	TOSA- Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,070.00	
2	2.7	Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.9	Social-Emotional Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$357,242.00	
2	2.10	SSIAs: Student Support Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,067.00	
2	2.12	Bussing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
2	2.16	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.17	Administering programs for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,259.00	
2	2.18	Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$436,888.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Academic Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.6	UTK Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools UTK	$208,377.00	
4	4.7	Certificated Teaching Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,018,900.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,276,605.00	$9,387,880.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Recruit & Retain a Diverse and Bilingual Staff (DISCONTINUED 2022)			$0.00
1	1.2	Increase outreach to parents of English Learners	Yes	$226,904.00	$228,228.00
1	1.3	Fully implement Designated and Integrated ELD	Yes	$1,933,371.00	$1,700,510.00
1	1.4	Continue to address equity	Yes	$10,000.00	$5,688.00
1	1.5	Provide ELD assistant time at each site.	Yes	$126,884.00	$96,051.00
1	1.6	Translation Services	Yes	$10,000.00	$13,986.00
1	1.7	EL Mentor (DISCONTINUED 2022)		$0.00	$0.00
1	1.8	Author/Subject Diversity	No	$9,000.00	$11,250.00
1	1.9	Explore GLAD Training (DISCONTINUED- 2022)		$0.00	$0.00
1	1.10	ELPAC Testing (DISCONTINUED- 2022)		$0.00	$0.00
1	1.11	Expand Before/After School Learning Opportunities	No	$146,572.00	$147,143.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Nutrition	Yes	$122,387.00	$122,387.00
2	2.1	High Quality Designated and Integrated ELD PD	Yes	$50,000.00	$0.00
2	2.2	Tutoring	Yes	$200,000.00	$42,000.00
2	2.3	Reading Assistants (RIPAs)	Yes	$113,841.00	$120,299.00
2	2.4	Afterschool Intervention	Yes	$50,000.00	$0.00
2	2.5	Additional Aide Support (Discontinue 2022)		$0.00	$0.00
2	2.6	TOSA- Instructional Coaching	Yes	$132,498.00	$132,713.00
2	2.7	Acceleration	Yes	$0.00	$0.00
2	2.8	Assessment (Discontinued 2022)		$0.00	$0.00
2	2.9	Social-Emotional Counseling	Yes	$375,913.00	$377,266.00
2	2.10	SSIAs: Student Support Instructional Assistants	No	$300,399.00	$339,311.00
2	2.11	Educational Technology	No	$200,000.00	$114,360.00
2	2.12	Bussing	Yes	$315,000.00	$250,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Class Size	Yes	$158,560.00	$161,946.00
2	2.14	School Psychologist (DISCONTINUED 2022)		$0.00	$0.00
2	2.15	Social-Emotional support training	No	$0.00	$0.00
2	2.16	Summer School	Yes	$115,000.00	$50,023.00
2	2.17	Administering programs for unduplicated students	Yes	$134,858.00	$139,122.00
3	3.1	Foundational Reading Skills	No	$20,000.00	$18,791.00
3	3.2	Reading Intervention	Yes	$409,570.00	$409,657.00
3	3.3	Positive Attendance	No	$10,000.00	$0.00
4	4.1	Music and P.E. teachers	No	$343,906.00	$343,906.00
4	4.2	FIT report	No	$0.00	$0.00
4	4.3	Certificated teaching staff	No	$4,761,942.00	$4,563,243.00
4	4.4	Site Maintenance (DISCONTINUED 2022)		$0.00	$0.00
4	4.5	Academic Leadership	Yes	$0.00	$0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,035,602.00	$4,249,786.00	$3,849,876.00	$399,910.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Increase outreach to parents of English Learners	Yes	$226,904.00	$228,228.00		
1	1.3	Fully implement Designated and Integrated ELD	Yes	$1,933,371.00	$1,700,510.00		
1	1.4	Continue to address equity	Yes	$10,000.00	$5,688.00		
1	1.5	Provide ELD assistant time at each site.	Yes	$126,884.00	$96,051.00		
1	1.6	Translation Services	Yes	$10,000.00	$13,986.00		
1	1.12	Nutrition	Yes	$122,387.00	$122,387.00		
2	2.1	High Quality Designated and Integrated ELD PD	Yes				
2	2.2	Tutoring	Yes	$200,000.00	$42,000.00		
2	2.3	Reading Assistants (RIPAs)	Yes	$113,841.00	$120,299.00		
2	2.4	Afterschool Intervention	Yes				
2	2.6	TOSA- Instructional Coaching	Yes	$132,498.00	$132,713.00		
2	2.7	Acceleration	Yes	$0.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Social-Emotional Counseling	Yes	$375,913.00	$377,266.00		
2	2.12	Bussing	Yes	$295,000.00	$250,000.00		
2	2.13	Class Size	Yes	$158,560.00	$161,946.00		
2	2.16	Summer School	Yes		$50,023.00		
2	2.17	Administering programs for unduplicated students	Yes	$134,858.00	$139,122.00		
3	3.2	Reading Intervention	Yes	$409,570.00	$409,657.00		
4	4.5	Academic Leadership	Yes	$0.00	$0.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$12,985,945.00	$4,035,602.00	8.71%	39.79%	$3,849,876.00	0.00%	29.65%	$1,316,801.81	10.14%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

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

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

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

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022

2023-24 Local Control Accountability Plan (LCAP)
Summary of Actions & Services

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wright Elementary School District and Wright Charter School	Lisa Saxon Superintendent	lsaxon@wrightesd.org (707) 542-0550

Goal 1

Provide a high-quality education that embraces and meets the needs of all students' ethnicities, cultures, and languages, especially students of color, English learners and Students with Disabilities.

Rationale

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. 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."

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Internal Notes
1.1	**Recruit & Retain a Diverse and Bilingual Staff (DISCONTINUED 2022)**								
1.2	**Increase outreach to parents of English Learners** Maintain Bilingual Community Liaisons at 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.	2021-2024	Yes	LCFF	$229,866.00			$229,866.00	0400: $229,866.00 (salaries & benefits)
1.3	**Fully implement Designated and Integrated ELD** 20% of ELD teacher time will be committed to ELD	2021-2024	Yes	LCFF	$1,936,554.00	LCFF	$50,000.00	$1,986,554.00	0400: 20% of salaries and benefits for teachers ($1,471,950)

2022-23 Local Control Accountability Plan for Wright Elementary School District and Wright Charter School
Summary of Actions & Services

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Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Internal Notes
	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.								0400: 50% of Director of Ed Svcs salary ($104,025) 0400: 3.0 FTE ELD Teacher salaries ($360,579) 0400: Consultant ($50,000)
1.4	**Continue to address equity** The district identified "Embracing Designated ELD as Core Instruction" as an "Equity Challenge."	2021-2024	Yes			LCFF	$10,000	$10,000.00	0400: Consultant ($10,000)
1.5	**Provide ELD assistant time at each site.** Provide 6 hour ELD assistant to each site for continued support of English learners.	2021-2024	Yes	LCFF	$108,462.00			$108,462.00	0400: $108,462.00 (3 six hour ELD assistant salaries and benefits)
1.6	**Translation Services** Improve translation services for languages other than Spanish	2021-2024	Yes			LCFF	$10,000.00	$10,000.00	0400: Outside translation services ($10,000)
1.7	**EL Mentor (DISCONTINUED 2022)**	2021-2022				LCFF	$0.00	$0.00	Discontinued in 2022
1.8	**Author/Subject Diversity (Discontinued- completed 2023)** DISCONTINUED- completed 2023- Increase Author/Subject Racial Diversity in Libraries	2022-23				LCFF	$0.00	$0.00	
1.9	**Explore GLAD Training (DISCONTINUED- 2022)**	2021-2022				LCFF	$0.00	$0.00	
1.10	**ELPAC Testing (DISCONTINUED- 2022)**					LCFF	$0.00	$0.00	
1.11	**Expand Before/After School Learning Opportunities**	2022-2024	No	Other State Federal	$119,252.00 $29,813.00			$149,065.00	2600: ELO-P Coordinator (80%= $119,252)

2022-23 Local Control Accountability Plan for Wright Elementary School District and Wright Charter School Summary of Actions & Services

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Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Internal Notes
	District will add 1.0 Administrative FTE to develop and oversee Expanded Learning Opportunities Program (ELO-P)								3213: Special Projects Coordinator (20%= $29,813)
1.12	**Nutrition** In order to ensure that all unduplicated students receive adequate nutrition during the school day (breakfast, brunch, and lunch) to be prepared for learning, the district has prioritized preparing meals onsite and using as many fresh ingredients as possible in order to reduce the amount of processed foods students consume.	2021-24	Yes			LCFF	$30,000.00	$30,000.00	Fund 13, 0000: Nutrition adjustment to Fund 13 fund balance ($30,000)
1.13	**Power of Being Seen** In order to increase students' sense of connection and belonging to their schools, each school staff will establish a baseline and track the percentage of students for whom 4 criteria have been met with a goal of having 100% of students having all 4 criteria met by May of each school year: • Name/Face • Something Personal • Personal/Family Story • Academic Standing	2023-24	No	LCFF	0.00	LCFF	0.00	$0.00	No cost item

Goal 2

Accelerate learning to meet the needs of students via providing additional multi-tiered systems of support.

2022-23 Local Control Accountability Plan for Wright Elementary School District and Wright Charter School
Summary of Actions & Services

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Rationale

This goal was initially intended to be a 21-22 year goal, only. Due to the many COVID related disruptions in the school year, staffing shortages, and unusually high absenteeism, the goal will be extended for 2022-23 and 2023-24.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Internal Notes
2.1	**CAPTURED IN G103: High Quality Designated and Integrated ELD PD** CAPTURED IN G103: Provide PD focused on high quality delivery of Designated and Integrated ELD.	2022-24	Yes			LCFF	$0.00	$0.00	
2.2	**Tutoring** Increase the number of Americorps Tutors to 3 per site to work with students during the day, after school, and to support positive and peaceful playgrounds.	2021-24	Yes			LCFF	$63,000.00	$63,000.00	2600: (3 Americorps tutors per site for a total of 9)
2.3	**Reading Assistants (RIPAs)** Reading Assistants (RIPAs) (6 hours each) at each site.	2021-24	Yes	LCFF	$124,108.00			$124,108.00	0400: 3 six-hour RIPAs ($113,841.00)
2.4	**Afterschool Intervention** Add aide time to SSIA Schedules to provide small group intervention after school.	2022-2024	Yes	LCFF	0.00	LCFF	0.00	$0.00	Cost captured in G210
2.5	**Additional Aide Support (Discontinue 2022)**					LCFF	$0.00	$0.00	
2.6	**TOSA- Instructional Coaching** Add a Teacher on Special Assignment (TOSA) for one year to address the needs of a large number of incoming new teachers and assist in supporting high quality "Tier I" instruction. ADDED 2022: In years two and three this role is expanded to include ELD	2021-24	Yes	LCFF	$145,070.00			$145,070.00	0400: $145,070- TOSA salary and benefits

2022-23 Local Control Accountability Plan for Wright Elementary School District and Wright Charter School
Summary of Actions & Services

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Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Internal Notes
	instructional coaching for all teachers.								
2.7	**Acceleration** Develop a "Learning Acceleration" schedule, in 30-40 minute blocks, targeting goals based on assessment results. Final schedule spreads out blocks so everyone doesn't need specialist support at the same time.	2021-24	Yes			LCFF	$0.00	$0.00	No cost
2.8	**Assessment (Discontinued 2022)** Purchase and implement assessments as needed to identify learning needs from the Pandemic.					LCFF	$0.00	$0.00	
2.9	**Social-Emotional Counseling** Maintain one counselor at each site.	2021-2024	Yes	LCFF	$357,242.00			$357,242.00	0400: $357,242.00 (salaries and benefits for 3.0 FTE social-emotional counselors)
2.10	**SSIAs: Student Support Instructional Assistants** Each RSP Teacher will have an SSIA to support Unduplicated students (English Learner, socio economically disadvantaged, and Foster Youth). In addition, beginning 2023-24, three additional SSIA positions will be created and filled to support additional academic intervention and meet the needs of the new blended strategic and intensive students.	2022-24	Yes	LCFF Federal	$345,067.00 $108,969.00			$454,036.00	3310 (26%): $108,969.00 (salary and benefits) 0400 (74%): $345,067.00 (salary and benefits) (15 six hour SSIA positions) WCS: 6 JXW: 3 RLS: 3 DO: 3
2.11	**Educational Technology** Based on the 2022-23 SCOE technology audit as well as District needs, the District will purchase/install:	2022-2024	No			Federal	$250,000.00	$250,000.00	3213, 3216, 3217, & : See above tech upgrades

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Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Internal Notes
	• Audio/Visual Multipurpose room Installation (District-wide): ~$120,000 • Security Camera installation (District-wide): ~$110,000 • Backup 48 port switch: ~$5,000 • Sentinel One (Cybersecurity) Subscription for School District: ~$1,000 • Miscellaneous items: ~$14,000							
2.12	**Bussing** Provide bussing for Wright Charter School and, if there is sufficient need, add a bus to transport students home from after school intervention and enrichment programs.	2021-24	Yes		LCFF $250,000.00 Other State $20,000.00		$270,000.00	2600: $20,000 (BAASP transportation) 0400: $250,000 (home to school transportation)
2.13	**DISCONTINUED 2022-23 ONLY. Class Size** DISCONTINUED 2022-23 ONLY. As classroom space and funding allows, reduce class sizes. Allow for increased individualized attention for unduplicated students.				LCFF $0.00		$0.00	
2.14	**School Psychologist (DISCONTINUED 2022)**				LCFF $0.00		$0.00	
2.15	**Social-Emotional support training**	2021-24	No		Federal $10,000.00		$10,000.00	3214: SEL Consultant ($10,000)

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Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes
	District will continue to provide training for new Certificated Staff and all Classified Staff on trauma-informed practices.						
2.16	**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. Transportation will be provided (added in 2022)	2021-2024	Yes	Other State $115,000.00		$115,000.00	2600: $115,000.00 (Staff salary)
2.17	**Administering programs for unduplicated students** In order to effectively plan and implement programs to increase the achievement of unduplicated students, administrative time is necessary.	2021-24	Yes	LCFF $137,259.00		$137,259.00	0400: $134,858.00 (25% of principal salaries and benefits).
2.18	**Data Management System** Research and purchase a district data management system to house all student assessment data.	2023-24	Yes		LCFF $10,000.00	$10,000.00	0400: Data Mgmt System ($10,000)

Goal 3

All students will read at grade level by the end of third grade.

Rationale

Distance learning had a far greater negative impact on the lower than on the upper grades. Research shows a positive correlation with positive academic outcomes when a child is able to read at grade level by third grade. These two factors made Goal 3 a priority for the District.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Internal Notes
3.1	**DISCONTINUED-COMPLETED 2022. Foundational Reading Skills** DISCONTINUED-COMPLETED 2022. 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.					LCFF	$0.00	$0.00	
3.2	**Reading Intervention** The District will provide one, full-time reading intervention teacher (for a total of 3.0 FTE) per site. The focus will be on helping students master foundational reading skills.	2021-24	Yes	LCFF	$436,888.00			$436,888.00	0400: $436,888.00 (3.0 FTE reading intervention teacher salary & benefits)
3.3	**Positive Attendance** In order to increase attendance rates, the district will implement a positive attendance program.	2023-24	No			Federal	$10,000.00	$10,000.00	3214: $10,000.00 (positive attendance program materials)

Goal 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.

Rationale

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

2022-23 Local Control Accountability Plan for Wright Elementary School District and Wright Charter School
Summary of Actions & Services

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Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Internal Notes
4.1	**Music and P.E. teachers** The district will maintain a full-time PE teacher and a full-time music teacher.	2021-24	No	Other State Federal	$145,486.00 $140,955.00			$286,441.00	3214: 1.0 P.E. teacher salary & benefits-$140,955 Prop 28 resource when available: 1.0 Music teacher- Boyd salary and benefits-$145,486
4.2	**FIT report** District will prioritize Preventive Maintenance tasks in order to improve site FIT reports scoring in the "good and exceptional" ranges.	2021-24	No			LCFF	$0.00	$0.00	
4.3	**Certificated teaching staff** The district will recruit and retain diverse, bilingual, and high quality teaching staff by offering competitive salaries and effective professional development.	2021-24	No	LCFF	3,026,345.00			$3,026,345.00	Various resources: $3,026,345.00 (45% of teacher salaries and benefits minus any charged to other LCAP actions, including: - Reading Intervention teachers - ELD teachers 20% dELD time - PE teacher - Music teacher - TOSA)
4.4	**Site Maintenance (DISCONTINUED 2022)**								
4.5	**Academic Leadership** Leadership and support: Provide the district and school site leadership necessary to support student achievement	2021-24	Yes	LCFF	$0.00			$0.00	

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Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Internal Notes
	including: planning professional development, facilitating accelerated learning blocks, monitoring students progress, overseeing implementation of action plans and supporting English Learning progress through in-classroom coaching, student data chats, EL focused trainings etc. (Salary and benefits are captured in G103).							
4.6	**UTK Instructional Assistants** Provide a 5.8 hour UTK Instructional Assistant for each class serving TK students.	2023-24	Yes	LCFF	$208,377.00		$208,377.00	0400: Salaries and benefits for five 5.8 hour UTK Instructional Assistants JXW: 2 RLS: 2 WCS: 1
4.7	**Certificated Teaching Staff** The district will recruit and retain diverse, bilingual, and high quality teaching staff by offering effective professional development to principally benefit English Learners, Foster Youth, and Socioeconomically Disadvantaged Youth, which comprise 71% of the total district enrollment. Examples that principally benefit unduplicated students include but are not limited to: The district will invest in early release days weekly to provide professional development that principally benefits unduplicated students, additional teaching staff at the TK-3 level to reduce class sizes below the	2023-24	Yes	LCFF	$1,018,900.00		$1,018,900.00	0400: $1,018,900.00 (teacher salaries and benefits for PD, lower TK-3 class size, and fewer combination classes, minus any charged to other LCAP actions, including: - Reading Intervention teachers - ELD teachers 20% dELD time - PE teacher - Music teacher - TOSA)

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Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes
	statutory requirement and reduce the number of combination classes to provide the best start for unduplicated students, professional development days that address the needs of unduplicated students including implicit bias, Integrated and Designated English Language Development, and evidence based strategies to assist teachers with providing safe, stable, and nurturing environments to unduplicated students, which is the #1 way to build resilience and battle toxic stress and adverse childhood experiences.						

Goal 5

Rationale

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes

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