LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Elementary School
CDS Code: 10-62539-6112387
School Year: 2022-23
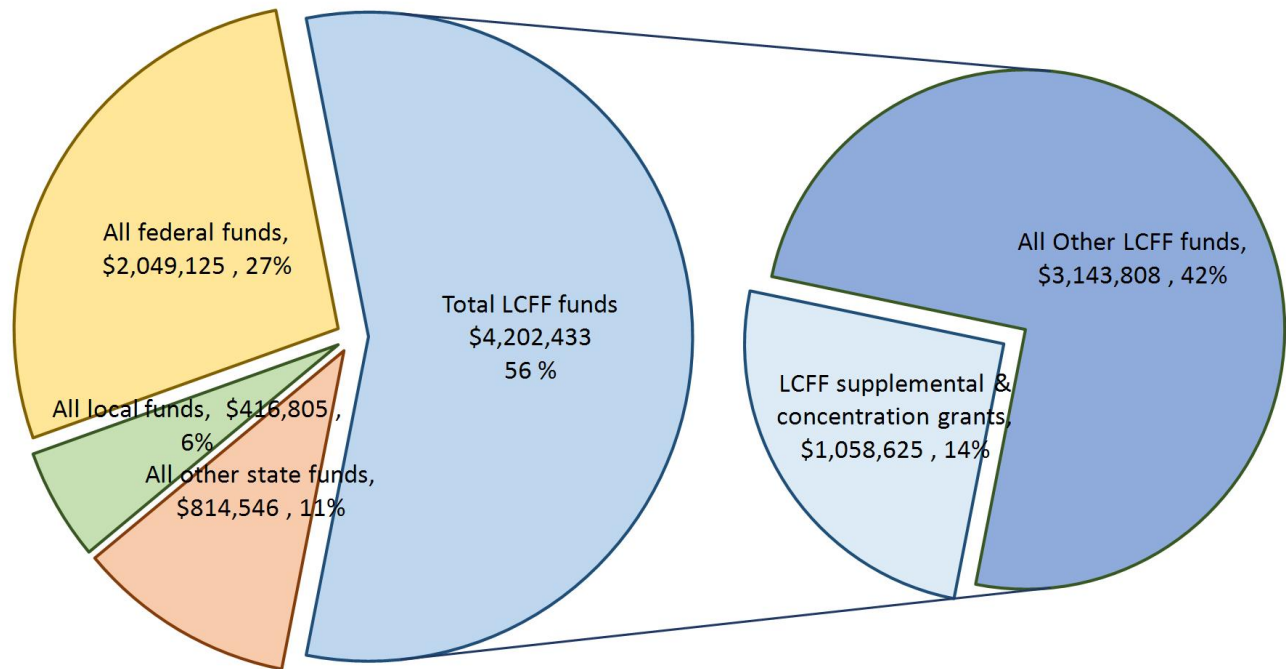LEA contact information:
Darrell Yates
Acting Superintendent

(559)233-6501

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $2,049,125 , 27%

All local funds, $416,805 , 6%

All other state funds, $814,546 , 11%

Total LCFF funds $4,202,433 56 %

All Other LCFF funds, $3,143,808 , 42%

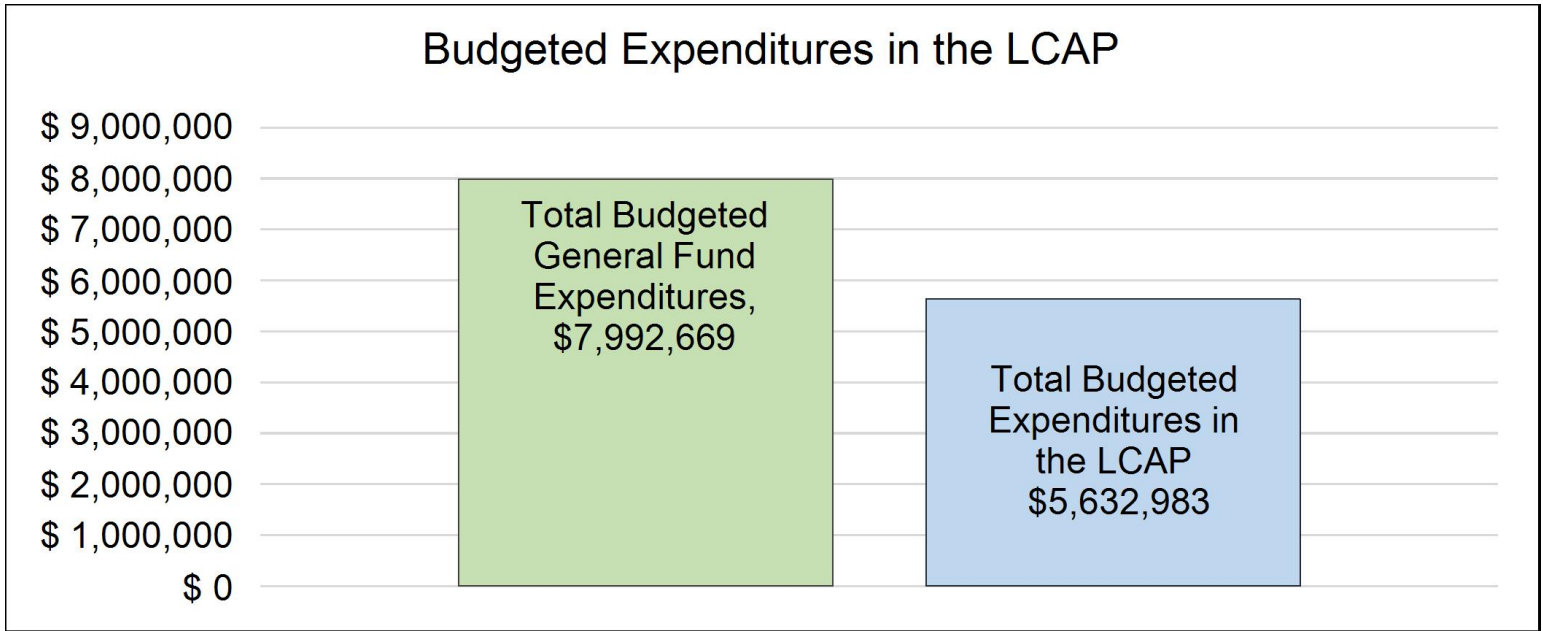LCFF supplemental & concentration grants, $1,058,625 , 14%

This chart shows the total general purpose revenue West Park Elementary 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 West Park Elementary School is $6,925,384, of which $4,202,433 is Local Control Funding Formula (LCFF), $814,546 is other state funds, $416,805 is local funds, and $2,049,125 is federal funds. Of the $4,202,433 in LCFF Funds, $1,058,625 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, $7,992,669

Total Budgeted Expenditures in the LCAP $5,632,983

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

The text description of the above chart is as follows: West Park Elementary School plans to spend $7,992,669 for the 2022-23 school year. Of that amount, $5,632,983 is tied to actions/services in the LCAP and $2,359,686 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Those funds will be used for the general operating expenses of the district, such as maintenance and operations, general administration, etc.

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

In 2022-23, West Park Elementary School is projecting it will receive $1,058,625 based on the enrollment of foster youth, English learner, and low-income students. West Park Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Elementary School plans to spend $1,854,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22
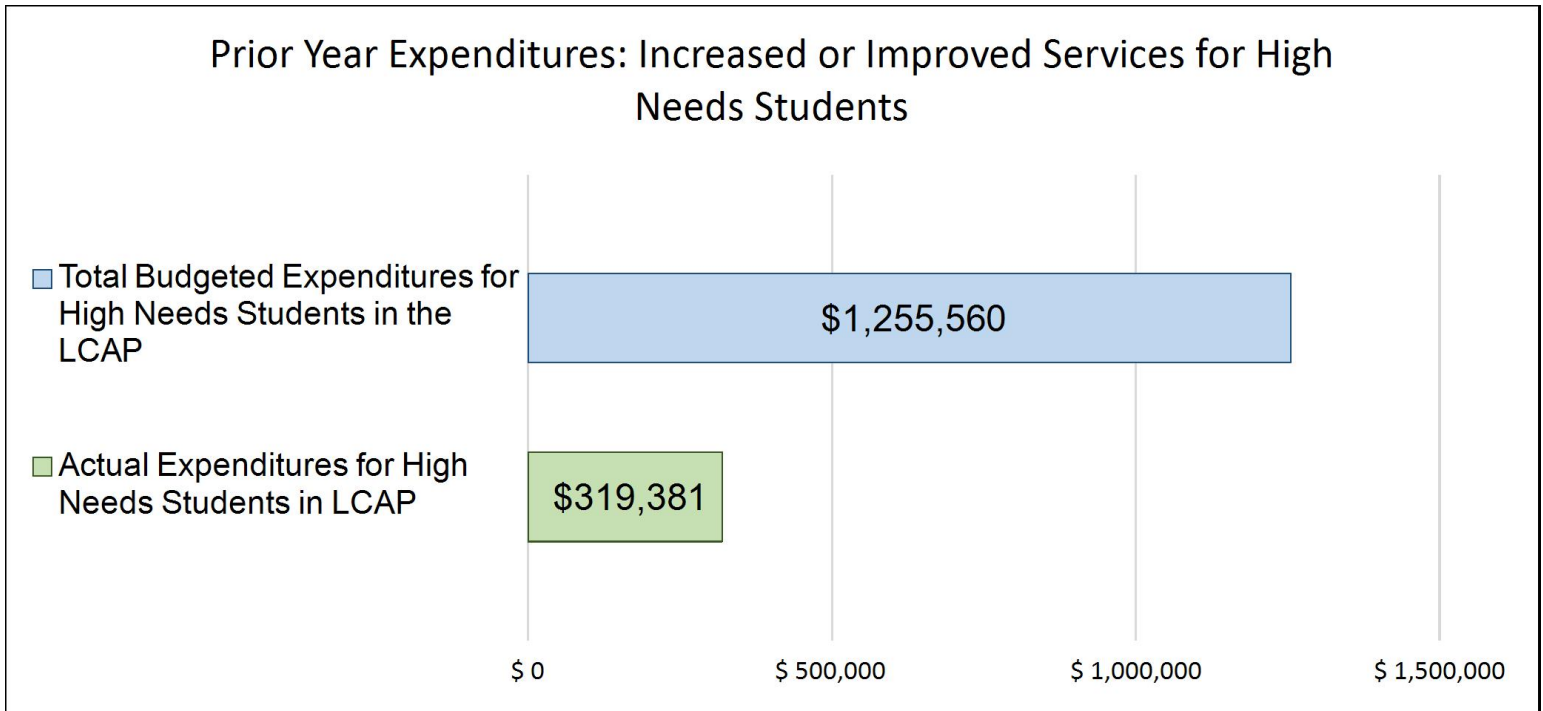
This chart compares what West Park Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what West Park Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, West Park Elementary School's LCAP budgeted $1,255,560 for planned actions to increase or improve services for high needs students. West Park Elementary School actually spent $319,381 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $936,179 had the following impact on West Park Elementary School's ability to increase or improve services for high needs students:

There was no adverse impact as one time funds with time sensitivity was used to supplant some LCAP budgeted funds.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Elementary School	Darrell Yates Acting Superintendent	darrell_y@wpesd.org (559) 233-6501

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

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

West Park Elementary School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities Grant Plan, and ESSER III Expenditure Plan. The District consulted with partners throughout the 2020-21 school year, and again at the beginning of the 2021-22, to determine how funds received through the Budget Act of 2021 might provide the necessary prevention and mitigation strategies, could address the academic impact of lost instructional time, could provide instructional supports and interventions, and further support other strategies and activities to address the needs of low-income students, English learners, Foster Youth, and other struggling students.

The district engaged the community, including parents, students, teachers, the school Principal, classified, and other staff through LCAP educational partner meetings; weekly updates via Zoom; surveys; suggestions submitted online through the District website; onsite suggestions; staff meetings; SELPA Consultation; and management meetings. A community meeting was held on October 18, 2021. The district posted the meeting notice on the school website and sent invitations to parents using Parent Square, the districts' parent communication system. Notices were provided in both English and Spanish. The meeting was held via Zoom and translation services were available. Public comment periods were provided for all community members to share ideas.

As a result of this consistent practice, community educational partners, including students, staff, and parents, identified the following needs to increase staffing to provide increased or improved services to our low-income, English Learner, Foster Youth, and homeless students:
- increased academic support including tutoring and help with homework
- intervention supports for struggling students, including academic supports beyond the school day
- providing social-emotional supports for students
- providing summer enrichment or summer learning opportunities for students

West Park Elementary School District will continue to engage community partners regarding the 15% increase to concentration funds during the LCAP community partners' engagement opportunities in development of the 2022-23 LCAP.

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

1. West Park Elementary School District is a single-school District with an unduplicated pupils percentage of 93.4%.

2. No methodology was required for determining sites that have the greatest need for additional staffing.

3. Based on suggestions from its educational partners the District is providing additional support staff to facilitate intervention efforts, and extended learning opportunities for students.

4. Additional staff paid for by the concentration grant add-on will provide direct increased/improved services to unduplicated pupils.

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

West Park Elementary School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, and ESSER III Expenditure Plan. The District engaged partners throughout the 2020-21 school year and early in the 2021-22 school year to gather perspectives and insights of each group in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs and identify additional staffing to support the academic and emotional health needs of our students.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

• Learning Continuity and Attendance Plan https://www.westpark.k12.ca.us/Page/689 (pgs. 2-6)
• Expanded Learning Opportunities Grant Plan https://www.westpark.k12.ca.us (pg. 2)
• Local Control and Accountability Plan https://www.westpark.k12.ca.us/Page/729 (pgs. 52-54)
• ESSER III Expenditure Plan https://www.westpark.k12.ca.us/Page/750 (pgs. 3-5)

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

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and safety of students, educators, and other staff
- Successes: The District has adopted policies to address the health & safety of students, educators, and other staff personnel. Those policies have been successfully implemented throughout the District. Students and staff members have been provided with sufficient PPE, and rapid testing and follow-up have been made promptly when there has been a possibility of exposure. Administrators communicate regularly with county health officials and other districts within Fresno County along with the division of occupational safety and health (Cal-OSHA and the center of disease control (CDC). Important information is immediately shared with families and other educational partners, as appropriate.
- Challenges: District policies were reviewed and revised when the pandemic appeared to be abating, and again with the wave of the Omicron variant. Adopting and implementing policies since the beginning of the Omicron wave have been challenging due to the rapidly changing guidance from the CDC and the unexpected speed and pervasiveness of the variant's infectiousness.

Continuity of services
- Successes: WPESD has provided services to all students that include academic supports, and social-emotional supports to ensure students grow both academically and emotionally. Supports have included academic interventions, social emotional learning, and building relationships. Families and schools work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times. Parents can access supports for their children by calling the school office. Independent study is available for continued services in the cases of students who are in isolation or quarantine. District and school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly.
- Challenges: While the District has maintained continuity of services, we have not been able to implement to the expected degree due to illnesses related to the pandemic, and to the lack of available certificated and support staff. Finding subs and filling open positions has been and remains a challenge and has resulted in administrators and support staff often working outside their regular duties to ensure that basic instructional and support services are maintained.

Implementation of the ESSER III Expenditure Plan
- Challenges: The ESSER III plan is complete and has been in place for more than a year. Due to the turnover of leadership, no funds have been expended. The current District leadership intends to devote the ESSER III funds during the 2022-2023 school year to benefit the current West Park students.

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

Safe Return to In-Person Instruction and Continuity of Services Plan

- West Park ESD used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing and providing PPE to ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, face coverings, and hand sanitizers for staff and children who can safely use hand sanitizer. WPESD has ensured that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition. Fiscal resources have been directed to maintaining safe facilities, to maintain improved ventilation, and to clean frequently touched surfaces by disinfecting common area high-touch surfaces. Additional resources go to support staff and administrative staff to provide contact tracing with isolation and quarantine, to provide accommodations for children with exceptional needs, and administrators' time to coordinate with health officials.

The District has maintained staff to provide behavior intervention and support, focused on providing services to high-needs students impacted by the pandemic, their parents, and the staff who work with them. Independent study is available to continue services in the cases of students who are in isolation or quarantine.

- The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the positive school environment actions through positive behaviors and support that are part of Goal 2 in the LCAP, and the to provide continuity of academic services such as interventions and supports described in the LCAP Goal 1.

ESSER III Expenditure Plan

- Implementation of the ESSER III Expenditure Plan have yet to begin due to turnover in leadership. The current leadership intends to initiate the use of these funds during the 2022-2023 school year in order to benefit current West Park students.

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

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

Introduction

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

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

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Elementary School	Darrell Yates Acting Superintendent	darrell_y@wpesd.org (559)233-6501

Plan Summary [2022-23]

General Information

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

West Park Elementary School District has served the students in our area since 1885. The District consists of a single TK - 8 school and is the authorizer of a TK-12 charter. The District is located in a rural 25 square mile region southwest of the city of Fresno in Fresno County. The school has an enrollment of 308 students reflecting a diverse population -- 79.5% are Hispanic/Latino, 10.7% Asian, 8.1% White, and <1% of other student ethnic groups. Slightly over 44% of our students are English Learners; 89% are Socioeconomically Disadvantaged (Low-Income); 11% are Students with Disabilities; 1% are homeless; and <1% are Foster Youth. Metrics for Foster Youth are often unreported due to the small number of students and the need to protect students' privacy.

The resources at West Park Elementary School are managed and supported by the district office which maintains the cafeteria services, maintenance operations and transportation, technology, and human resources. Student numbers in a class are maintained at approximately 20 students per teacher, with supports from a Dean of Schools and Special Education services. Operational and academic services are supported through Fresno County Superintendent of Schools. The facility is good condition and is qualified for a modernization project awaiting for Proposition 51 state funding from the state since 2018. Technology provided to students allow for one-to-one devices for all students at both home and school. Staff is provided with on-going staff development and are encouraged to attend training to enhance student learning. Parents are provided with several forums for communication and are encouraged to engage with their child's education plan and activities.

Reflections: Successes

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

West Park has reestablished a positive interaction with all educational partners after a bleak 2 years due to COVID. Parent involvement has returned to West Park as evidenced by the impressive attendance at community events such as our Spring Sports banquet. This has markedly improved the feeling tone of the campus and impacted us positively. PBIS principles are continuing to be employed by the teachers and administrative team. as a result, the suspension rate for the 2021-22 school year was well below 3%. As the vast majority of our student population fall in one or more of our focus sub-groups, this has directly benefited our English Learners, our Low Income students and our

Migrant students. For those students requiring additional care, the district increased the support for All for Youth counselors in collaboration with FCSS.

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.

Chronic absenteeism remains high at 16.3% for all students. In order to address the overall student performance in the area of Chronic Absenteeism, the district re-assessed the SARB process. There is a need to increase resources to support students demonstrating chronic absenteeism. However, West Park recognizes that a robust and coordinated rewards system (including a school rewards economy, and motivational assemblies and rallies) is needed as well..

In order to address the overall student performance in the area of suspension rate (3.1% suspension rate according to District Aeries data), the district will continue expand "PBIS" techniques through the Dean of School's office and include SEL elements in the service. The district will also expand our counseling opportunities for students through our new School psychologist/counselor.

In order to address the overall student performance in the area of English Language Arts (23.5% at or above grade level according to SBAC data in DataWorks), the district will continue to provide professional development around anchor standards in each grade level so lesson plans are anchored in these standards. We will ensure uninterrupted ELA instruction time so there are no interruptions from math or ELA morning instructional blocks. With respect to PLCs, teachers are being supplied dedicated planning time daily in order to coordinate grade level rituals and routines. Training of new teachers on Explicit Direct Instruction through the DataWorks system will take place in order to align the new teachers knowledge base regarding EDI with their experienced colleagues.
In order to address the overall student performance in the area of Mathematics (8.3% at or above grade level according to SBAC data in DataWorks), the district will provide professional development around anchor standards in each grade level so lesson plans are anchored in these standards. We will ensure uninterrupted morning Math time. With respect to PLCs, teachers are provided daily grade level articulation time, as well as "early out Wednesday" time for discussion/coodination of best practices. For TK-3rd, Reading Corp and Math Corp., a one-on-one tutoring approach for supporting students learning to read will be expanded.
Finally, the PAPER tutorial platform will be provided for all students, offering 24/7 tutorial support across subject areas in the student's native language.

LCAP Highlights

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

Some of the key features of the West Park Elementary School LCAP are as follows:

Goal 1 will focus on the academic progress and performance of all students, including unduplicated student subgroups (Socio-Economic Disadvantaged, Foster Youth, and English Learners). This goal will also emphasize teacher qualifications, assessment preparation, interventions, aligned materials (text, applications, and materials) to the state standards (ELA, Math, Social Science, Science). We will also continue to implement PBIS concepts as well as more bilingual teachers to assist with better home-to-school communication.

Goal 2 will emphasize a focus on School Culture which will entail learning partner engagement, communication strategies, student support for involvement, attendance, school rules and expectations as they align with school safety.

Goal 3 will have a focus on facility and operations addressing the maintenance of facilities and the expansion of school infrastructure and upgrading equipment to meet 21st century expectations.

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.

West Park Elementary School is eligible for Comprehensive Support and Improvement due to the 2019 CAASP results reflecting a drop in ELA and Math scores maintaining a Level Orange for two consecutive years identified through the CA Dashboard.

Support for Identified Schools

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

West Park Elementary School District used a variety of means to collect the data: Parent Surveys, Student Surveys, Staff Surveys, Comparative Assessment Data (STAR Math and Reading, ESGI assessments (primary grades k-2), Illuminate assessments (grades 3-8), SBAC results and state level data from the California Dashboard, including ELA, math, English Learner progress, suspension rates, and chronic absenteeism. The educational partners engaged in the process of conducting the needs assessment included students, families, Parent Advisory Council (PAC) meetings, District English Learner Advisory Committee (DELAC) meetings, teachers, support staff, and management. Through the various site committee meetings with the various learning partner groups, we identified that the groups of Low Income students and Hispanic students were static in academic performance; specifically in reading fluency, math calculations, and attendance, including results at the group and student performance levels. The assessment data and feedback from these groups identified the need to examine alignment of both core and supplemental academic resources (texts, materials, software), identify site resource support through Student Study teams, address training needs to implement resources, and develop resources for student support engaging intensive EDI applications.

Matching the selected interventions with the identified needs is a critical component of effective implementation. The process used to

facilitate the school staff in the identification and selection of evidenced–based interventions was to work with Fresno County Superintendent of Schools (FCSS) Curriculum support staff to engage in discussion of what is supported and being used in the region. Also utilized were text vendor representatives to identify the structure of text and delivery methodology (i.e., Best First Instruction strategies) such as DataWorks, who supplied comprehensive training in curriculum delivery through the "explicit direct instruction" model; "Learning List," a resource review company, provided a standards–resource alignment report that identified standards with the curricular resource being applied for instruction. The discussion also led to other outside resources, including any applicable software program to meeting the needs of student academic progress. To marry intervention to need, data analysis through the Curriculum and Instruction Committee was discussed at teachers meetings, and the data presented was synthesized with the Professional Learning Community level groups. Through technical advisory from FCSS curriculum department, intervention models were discussed and reviewed for implementation strategies. The priorities were set by the need identified as common through the various committees. The rationale for the selected interventions were discussed and prioritized as support for the essential ability to read and understand directions and content as reflected in the review of benchmark results and state level assessments. Assessing what the school is already doing, reviewing instructional training and materials, and planning student incentives also added precedence to selecting intervention strategies. As a result, "Reading Fluency" was identified as an essential need. Student incentives that encouraged reading and decoding were discussed as a direction to encourage student interest. We also analyzed supplemental areas of the school (Library, ELD sources, and tutorials) to provide students with stronger academic supports. To address attendance and suspension issues; incentive plans were discussed and reviewed through PBIS resources.

The Guidance and the Resources the West Park Elementary School District provided to the school included the data information and summaries derived from CAASP, California School Dashboard, ESGI and Illuminate benchmark results, and learning partner surveys. This data led directly to prioritizing core instruction, differentiation, supplemental support and intervention as a prioritized delivery process for students. These priorities laid the foundation to lesson planning and PLC conversations in identifying critical elements to lesson design, student incentives, and identifying interventions. Due to the significant numbers in the student groups' measures; all reading interventions are school–wide as identified in the school's LCAP/SPSA.

Upon assessing reading throughout the school it was discovered that the resource inequities identified include:
- The library with a lack of appropriate and challenging grade-level reading materials as well as lacking a full-time Librarian..
- Supplemental tutorial resources were reviewed and it was discovered that a request for more tutorial access was made in the areas of decoding for reading and calculations for
mathematical word problems.
To address these inequities during the Fall semester of 2021/22, the PBIS Coordinator reviewed the reading incentives for students to assess student rewards for reading achievement. The District examined its budget and reviewed the investment in reading support materials both through the library and in the classroom. Discussions reflecting EL needs fluctuated from grade to grade level and support applications for reading can be directed more effectively among student grades. Other evidential factors in the plan are reflected in school meeting notes and agendas that directly address student needs and gaps of access. Outreach monitoring of students with school resources is a school function of the PBIS concept. The purpose is to assure all students identified as TIER II and III are receiving the necessary support toward academic progress. The resource inequities are being addressed by implementation of the CSI Pan as evidenced by the use of targeted academic materials (i.e. Imagine Learning, EL aligned curriculum and supplements), tutorial support during school hours and after school hours, and extended student incentive/recognition for reading progress.

Due to the COVID-19 pandemic, the CSI Plan has not been implemented with the desired level of integrity. The District, in collaboration with FCSS, will continue implementation of the plan in expectation of improved outcomes.

Monitoring and Evaluating Effectiveness

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

West Park Elementary School District will use the following process to monitor the implementation of the CSI School Plan:
1. Collect Assessment data at both the local and state level for student progress reporting by the Learning Director and Data Analyst.
2. Administrative review of lesson plans will be gathered and summarized.
3. Benchmark tests including STAR, and CAASPP practice tests will be given throughout the year to evaluate the effectiveness of our program and interventions and to make needed course corrections.
4. Meeting agendas and minutes will be collected to review discussions and learning partner input.

West Park Elementary School District will use the following data/metrics to monitor the implementation of the CSI School Plan:
1. Renaissance (STAR Reading and Math) will provide site measures for teacher targeted areas that address interventions. STAR assessments are delivered as a benchmark three times a year for grades 3-8.
2. ESGI, CAASPP practice tests, and Illuminate will provide benchmark measures aligned with curriculum standards for primary grades.
3. Progress on state assessments.
4. English Learner Re-designations to Fluent English Proficient (RFEP).
5. Program specific measures that identify student progress with the supplemental/intervention support will be added to the metrics and measured every six weeks.
6. School Site Council, English Learner Advisory Council and Parent meeting agendas and minutes.
7. Educational partners survey results.

The Dean of Schools, the Data Analyst and other educational partners will analyze the data/metric results derived through assessments and surveys and present results to the Curriculum committee in the Superintendent's Cabinet for further discussion and planning review. We will use the identified metric results to evaluate the implementation of the CSI School Plan. The Dean of Schools will be responsible to communicate the results and measures of student performance among teachers and district level Curriculum/Instruction committee in the Superintendent's Cabinet to guide the decisions that will lead to design of program intervention and instructional delivery.

Engaging Educational Partners

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

The West Park Elementary School administration holds a variety of meetings for input from our educational partners to inform development of the LCAP and various school plans. All parents, including parents of unduplicated pupils, students, community members, and LEA personnel are engaged and involved in the LCAP process through informal and formal feedback including LCAP surveys, SSC meetings, staff meetings, and community meetings.

The District sought input from teachers at staff meetings in 2021-22 and at a meeting on June 23, 2022.
The Dean of Schools, and Superintendent provided ongoing input during the development of the LCAP.
The District sought input from other school personnel (both certificated and classified) beginning on June 14, 2022.
The District sought input from the local certificated bargaining unit beginning on June 14, 2022 and at a meeting on June 23, 2022. The District does not currently have a classified bargaining unit.
The Plan was presented to all educational partners on the District website for comment and suggestions from June 14 to June 28, 2022.
The Parent Advisory Committee and the District English Learner Parent Advisory Committee were both presented the Plan during meetings held on June 27 and 28, respectively. The district was able to answer all questions during the meeting. There were no questions formally submitted which would have required a written response from the Superintendent.
The District consulted with the SELPA through attendance at its monthly meetings and individual consultation with staff. Student records for the students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services.   Based on input from SELPA staff and consultation with FCSS service providers, the District has ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

Parents and families, certificated staff, support staff, and K-8 grade students were surveyed from May 15, 2022 through June 3, 2022.

The community input period took place from June 14 to June 28, 2022.

A public hearing of the LCAP took place on June 13, 2022.

The LCAP was approved by the WPESD Governing Board at its June 30, 2022, meeting, followed by approval of the 2022-23 budget. The Local Indicators Report was presented at that meeting, as well.

Submitted to FCSS on July 1, 2022.

A summary of the feedback provided by specific educational partners.

2021: Many employees, particularly the teachers newer to the profession were not clear on Explicit Direct Instruction (EDI), Depth of Knowledge (DOK), and exploratory learning in the context of providing student services and instruction. Feedback from students indicated they would like more homework assistance and a larger variety of school activities.
Feedback from the classified employees indicated they want to keep the equipment maintained, have continued opportunities to engage in professional development and felt good about the current status of the LCAP.

2022: The educational partners comprised of Teachers/Staff made mention of the minimal SSC/PAC and DELAC meeting activity and minutes for the 2021-22 school year; that input needed to be expanded in future LCAP processes; that there are challenges to implementing extra time to the master schedule as it pertains to whole-class instruction; some interventions (such as after-hours tutoring) will need to be negotiated with teachers; that future Reading / Math Specialists should supply services to students as opposed to supporting teacher training; that the configuration of paraprofessionals should reflect 2 full time (8 hr.) and 6 part time (5 hr.) as reflective of existing Board approval; that there is a general disaffection with DataWorks; expansion of ASP and All 4 Youth; additional HotSpots for needy families; enhanced stipends for clubs/activities; Designated ELD teacher, Choral and Instrumental Music programs; re-opening of the Library (with leveled sets) with a full-time Librarian; a variety of enhanced educational opportunities for students, such as Art, SEL, Speech/Debate, Robotics, Odyssey Of The Mind, Destination Imagination, Reading Recovery, Student Council; the return of field trips, school assemblies, School Carnival, 6th Grade Camp, Attendance Awards; enhanced communication in classrooms (radios, Intercom, improved restroom facilities and supervision of same, a recycling program, "Dedicated Security for safety, on-going and improved training and Professional Development for teachers (Writing, "Wonders", Guided Reading).

The Educational partners comprised of students shared a desire for enhanced club options (Martial Arts, Art, Dance, Botany, Crafts and Creative Arts, Electronics, Technology), Instrumental Music class, enhanced sports program (softball/baseball) more school assemblies; Student Council, Library with a full-time Librarian, enhanced counseling program, new/more equipment for recreation, Improved Yearbook, revised dress code, a Gymnasium, Improved Cafeteria (Buffet offerings), food vending machines, a fruit bar, reestablishment of the School garden, student lockers, new furniture for classrooms, school safety equipment, blacktop upgrade, landscaping upgrade, restroom update/improvement, effective abatement of the rodent issue on the play areas/athletic fields.

The District English Learners Advisory Committee (DELAC) desired enhanced communication between the teacher and the home, More tutorial help, Music / art / Dance classes, a GATE program, return of the Perfect Attendance and other Awards Assemblies, enhanced attendance and Migrant services, available class supplies, signage and an enhanced plan for student pick-up, Health/Sex Education, Improved food services, more/improved student play structures, additional shading apparatus, exterior water stations, improved additional student supervision.

The Parent Advisory Committee (PAC) desired the following: additional paraprofessionals, Directed EL teacher(s), Reading and Math interventions (including Specialists), a School Librarian, additional classes (Art, Music), Enhance/Improved Science Lab, needed staff training by highly qualified trainers, a Peer Mentor program; Cultural Awareness program ("Passport", celebrating cultures), more recess activities, a School Farm, Student Government, reestablishment of a Student Store, enhanced mental health interventions, expanded sports opportunities, improved/enhanced graduation activities; a Gymnasium, an SEL classroom, Expanded/improved sport facilities, updated

cafeteria, enhanced security system, new school furniture, exterior water facilities, improved/updated restrooms, enhanced availability of student health supplies (feminine products).enhanced phone access to families.

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

The specific input from each Educational Partner group are listed above. The trending aspects of each goal (as verified by the number of educational partner members who articulated this need) are:

Goal #1: (Academic Objectives) -- The Educational Partners focused on enhanced curricular offerings (particularly in electives) and expanded interventions for students who struggle. Professional development and training with high quality presenters was seen as needed. Expansion of paraprofessional help was also a key takeaway.

Goal #2: (School Culture) -- The Educational Partners identified a need for recognition of diverse cultures in the curriculum and in school-wide events. A consistent electronic communication platform in addition to ParentSquare is needed to ensure an effective flow of information. An expanded club, extracurricular and co-curricular activities offering was mentioned by all Educational Partners. The need for an expanded SEL program to account for the post-lockdown reality and the mental and emotional strain which accompanied it is needed.

Goal #3: (Facilities Operation) -- Educational Partners would like to see newer play equipment and structures. A general refurbishing of the site to enhance its attractiveness was shared by multiple groups. Updated and enhanced security systems to help ensure school safety was consistently mentioned as needed. The need for new furnishings for student and staff use was also shared by many.

Goals and Actions

Goal

Goal #	Description
1	We will improve student academic achievement for all students, including English Learners, Foster Youth, Low-Income students, and students with exceptional needs.

An explanation of why the LEA has developed this goal.

This goal was developed to describe our commitment to student academic progress that is supported by actions undertaken by staff for the students of West Park Elementary School District, including Low-Income students, English Learners, and Foster Youth. A dedication to continuous improvement and targeted staff development allows for staff to maintain current practices effective in supporting student learning. This goal provides the general guidelines and directions for the school's program for students maximizing our use of federal, state and local resources.

After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standard due to the disruptions in instruction and traumatic experiences of the pandemic. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning.

2021 Results, Students Meeting or Exceeding Standard: ELA, % (Change from 2019) Math, % (Change from 2019)

Overall -- 23.5% -4.8% 8.3% -8.0%
Students w/Disabilities -- 14.3% +8.0% 0% 0%
Low-Income -- 24.0% -5.0% 8.1% -7.7%
English Learners -- 13.1% +1.7% 1.0% -1.3%
Asian -- 30.4% -12.5% 13.1% -15.5%
Hispanic -- 23.4% -6.1% 7.7% - 7.7%
White -- 14.3% -7.1% 7.1% 0%

With the exceptions of Students with Disabilities and English Learners in ELA, and Students with Disabilities and white students in math, the expected declines were observed. Significant achievement gaps exist between Overall performance and English Learners, Students with Disabilities, and White students. Our Low-Income students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. Foster Youth data are not reported due to the low number (1) enrolled in our District).

English Learners are not only lagging behind overall performance, the most recent year of data for English Learner progress was at what the state classifies as a "very low" level of progress.

These metrics and actions for this goal work together to support the increase in academic achievement for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned and Fully Credentialed Teachers.	Misassignments: 0% Vacancies: 0% Data Year: 2020-21 Data Source: HR Department	All teachers during the 2021-2022 school year were appropriately assigned and fully credentialed. Data source: HR Department Reported to Governing Board, June 13, 2022			0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: HR Department Reported to Governing Board, June, 2024
Access to Standard-Aligned Instructional Materials	Core materials aligned: 100% Students with access: 100% Data Year: 2020-2021 Data Source: Annual Williams Act Inspection	Core materials aligned: 100% Students with access: 100% Data Year: 2021-2022 Data Source: Annual Williams Act Inspection Reported to Governing Board, June 13, 2022			Core materials aligned: 100% Students with access: 100% Data Year: 2023-2024 Data Source: Annual Williams Act Inspection Report to Governing Board, June, 2024
Implementation of Standards for All	ELD materials aligned: 100%	Adjusted			Adjusted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students and Enable ELs' Access to CCSS and ELD Standards	Students with access: 100% Data Year: 2020-2021 Data Source: Annual Williams Act Inspection	Standards-aligned materials were used in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. The District had a rating of 4 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Reported to Governing Board, June 13, 2022			Standards-aligned materials will be used in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. The District will have a rating of 4.5 or more on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Reported to Governing Board, June, 2024
Smarter Balanced ELA	Smarter Balanced ELA TBD once results become available. Data Year: 2020-2021 Data Source: Dataquest	Students Meeting or Exceeding Standard:ELA Overall -- 23.5% Students w/Disabilities (SWD) -- 14.3% Low-Income -- 24.0% English Learners -- 13.1%			Smarter Balanced ELA: 5% increase each year of Overall students, Low-Income students, Hispanic students, and Asian students meeting or exceeding standard. 7% increase each year for English Learners, Students w/Disabilities, and White students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Asian -- 30.4% Hispanic -- 23.4% White -- 14.3% Data Year: 2020-2021 Data Source: DataQuest			Data Year: 2023-2024 Data Source: DataQuest
Smarter Balanced Math	Smarter Balanced Math TBD once results become available. Data Year: 2020-2021 Data Source: Dataquest	Students Meeting or Exceeding Standard: Math Overall -- 8.3% SWD -- 0% Low-Income -- 8.1% English Learners -- 1.0% Asian -- 13.1% Hispanic -- 7.7% White -- 7.1% Data Year: 2020-2021 Data Source: DataQuest			Smarter Balanced Math: 5% increase each year of all students meeting or exceeding standard. 7% increase each year for English Learners. Data Year: 2023-2024 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Students Making Progress toward English Proficiency	27.5% Data Year: 2018 & 2019 ELPAC Data Source: Fall 2019 ELPAC	Refer to data below in lieu of ELPI per suspended 2020 ELPAC Level 4 - 9% Level 3 - 21% Level 2 - 31% Level 1 - 39% Data Year: 2021 Data Source: ELPAC			TBD Data Year: 2022 and 2023 Data Source: Fall 2023 ELPI
EL Reclassification Rate	El Reclassification rate 3.2% Data Year: 2019-2020 Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates) No reclassification in 2020-2021 because ELPAC was not administered due to National Pandemic.	English Learner Reclassification rate -- 0% Data Year: 2020-21 Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates) [The ELPAC was administered to 175 (21 initial, 154 summative) WES students in 2020-21.]			English Learner Reclassification rate above 10% Data Year: 2021-22 Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates)
Broad Course of Study	Students with access to broad course of study: 100%	All students had access to a broad course of study.			All students will have access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: California Dashboard 2021	Results of the State's Self-Reflection Tool Reported to Governing Board, June 13, 2022			Results of the State's Self-Reflection Tool Reported to Governing Board, June, 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to a Broad Course of Study	The District will ensure that high-needs students, including English Learners, Foster Youth and Low-Income students as well as students with exceptional needs have access to supports in the realm of increased staffing (in the case of EL and low-Income students) increased educational materials and software which will support the targeted students access to the core curriculum The District is committed to making certain all students (including EL, Foster and Low-Income students) have equitable access to a broad, high-quality course of study. To that end, the District will hire additional administrative (an EL Coordinator) and support staff (increased bilingual paraprofessionals) to ensure the needs of students of targeted students are met to achieve equitable outcomes. District educational partners also understand the importance of engagement programs and activities to enhance the core curriculum and additional supports. We will continue to engage Low-Income students, English Learners, and Foster Youth through clubs, athletics, motivational programs, and various other extra- and co-curricular activities that allow pupils to become active participants in the school community.	$3,448,483.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development for Teachers and Paraprofessionals	Significant achievement gaps exist between the District's Overall performance and that of English Learners and Students with Disabilities. Our Low-Income students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. Research and educational best practices indicate that well-prepared and effective teachers and paraprofessionals have a very significant impact on student learning outcomes. In order to meet this need, the District will provide professional development to all teachers and paraprofessionals focused on the core elements of in the area of Math, English Language Arts, and English Language Development for English Learners. This professional development will focus on providing appropriately scaffolded and well-designed lessons that meet the needs of our English Learners, Low-Income students, and Foster youth. There will also be a focus on the vertical alignment of instruction based on essential standards, as well as follow-up and in-class coaching by experts and instructional feedback provided throughout the year to support teachers with the implementation of instructional strategies and content. Included in this action are instructional stipends to support professional development activities. Providing the described well-developed, ongoing professional learning and coaching support to our staff has been shown to provide students with access to standards and allow for the school and District to analyze student progress. We will continue providing professional development activities to our teachers and paraprofessionals because our 2021 CAASPP data show significant achievement gaps in ELA for English learners, and for Low-Income students compared to their peers in other Fresno County districts. Growth in the area of Math has not been realized, but we feel this will be addressed with the extra time allocated in the master schedule. The master schedule has been adjusted to provide an	$81,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional 20 minutes beyond the original 30 minutes prior to delivering instruction in the core classes. Continued growth in the future for Low-Income students and English Learners in these academic areas is expected as measured by the CAASPP or local measures.		
1.3	Integrated and Designated ELD	The district's English Learner students are performing lower than expected on the ELPAC summative assessment of English language acquisition as shown the following scores on the 2021 ELPAC exam : Level 4= 9%; Level 3= 21%; Level 2= 31%; Level 4= 39% and by the redesignation of no students as a result of the that administration. Students should become English language proficient within five years. In order to rectify this trend, designated and/or Integrated ELD will be provided to all English Learner students. It will be taught by appropriately credentialed teachers and supported by qualified bilingual paraprofessionals This ELD will be provided on a daily basis with designated instruction provided in smaller-group deployed instructional settings with a certificated teacher and a paraprofessional's support. This action includes supplies and technology and hotspots, software programs (i.e. Imagine learning), and Chromebooks, all focused on meeting the needs of English learners levels 1 and 2. The provision of well-developed designated and integrated ELD taught using research-based instructional delivery best practices is intended to support English learners' language acquisition which will lead to increased ELPAC scores for English Learners.	$108,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Supplemental Instructional and Assessment Resources	The data listed above in the "Measuring and Reporting Results" show that the District's English Learner students' ELA and Math CAASPP scores lag significantly behind the Overall students' performance. Additionally, our Low-Income students are 14% points and 11% points lower in ELA and math, respectively, than the performance of that group county-wide. The school has been identified for Comprehensive Support and Improvement (CSI) by the California Department of Education based upon the low academic performance of our students. Using supplemental instructional and assessment resources in supporting instruction and learning can have a significant positive impact on the instructional quality of teacher's lessons and the learning outcomes of their students because they allow the teacher to fully develop lessons that are targeted to meeting the needs of specific students, in a short period of time, to make student learning most effective and relevant. In order to meet this need for increased student learning, the district will provide supplemental resources that provide the data needed to support effective instruction and provide leveled reading and math guided and independent practice for students as well as automated assessment data to support ongoing leveled instruction that is scaffolded to meet individual Low-Income and English Learner student needs. These resources include but are not limited to the following: Illuminate (an assessment management tool) and Renaissance Reading and Math (an assessment and instruction tool) and Text and technology application materials. Use of the described supplemental resources is intended to support the growth of Low-Income students' and English Learners' ELA and Math CAASPP performance by supporting increased access the core instruction and providing ongoing formative data for teachers to use in support of instructional decision-making that impacts scaffolding, lesson development, and intervention support.	$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Supplemental Supports	Lesson enrichment to incorporate cultural experiences and relevance in the classroom lessons and during all co-curricular activities is a need of our low-income and English learner students because of their lack of opportunity and access to a variety of real-world experiences. Significant achievement gaps exist between Overall student performance on state assessments and that of English Learners. Our Low-Income students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. Low-Income students, English Learners, and Foster Youth need to have instruction that is relevant to their daily lives and their understanding of their commitment to their education. This connection can be provided through lessons that are well-developed and contain supplemental materials, activities, and resources for at-risk students incorporated with project based lessons that help students bridge the gap between their world and the larger world. West Park Elementary will provide supplemental materials, supplies, and resources to staff that allow them to maximize the level of differentiated lessons that provide a well rounded context that low income, English learner and foster youth students can connect with and are most relevant and successful in supporting their learning outcomes within the context of their life experiences while providing them with access to the core instructional program. The district will also provide supplemental academic support programs such as Support programs such as Reading Corps and Math Corps that address skill sets that will allow low income, English learner and Foster Youth students to access enrichment activities and interests. Using these resources, teachers design PBL Project Based Learning lessons, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self worth. These lessons will incorporate supplemental text, resources, realia, presenters from the community, etc.	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Low-Income students and English Learners who are provided with instructional activities that are significant to their interest and comprehensible helps them maintain engaged learning. Elements of self worth are developed through confidence of knowledge and subject awareness that can provide critical thinking avenues for depth of knowledge understanding leading to increased CAASPP assessment performance for the English learner, low-income, and foster youth students.		
1.6	Student Tutorial Support	The California state assessment data show the District's Low-Income students and English Learner students' English Language Arts (ELA) and Math scores lag far behind their peers county-wide, and that our English Learners are also far behind our students" overall achievement on CAASPP assessments. Parent and student requests, in addition to assessment data indicate that supplemental tutorial support from fully-credentialed teachers could increase low income and English learner student learning and achievement. In order to meet this need for supplemental instructional support, the district will provide the opportunity for qualified staff to provide academic support to low income and English learner students and their families after school hours via phone and web-based platforms. Such program supplements include but are not limited the PAPER platform. Increased instructional support is intended to help low income and English learner students with independent practice of the skills and concepts learned each day, support the growth of Low-Income students and English Learners' ELA and Math learning, and support increased parental participation in their child's learning.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is intended to further English Learners and Low-Income students' academic performance in ELA and Math.		
1.7	Intersessions	The California state assessment data show the District's Low-Income students and English Learner students' English Language Arts (ELA) and Math scores lag far behind their peers county-wide, and that our low income and English Learners are also far behind our students" overall achievement on those assessments. Parent and low income and English learner student requests, in addition to assessment data indicate that supplemental instructional support from fully credentialed teachers could increase low income and English learner student learning and achievement. Intersession instruction provided in-between regular instructional sessions will bridge instructional gaps, keep low income and English learner students actively engaged in the learning process, and provide opportunities for significant intensive remediation, as needed based on individualized needs. The district will provide instructional intersessions as follows: one week in the fall; one week in the winter, and one week in the spring for a total of three weeks of intersession instruction during the regularly scheduled academic/school year. Providing the supplemental instructional time will increase low income and English learner student learning such that the CAASPP assessments for English Learners and Low-Income students will show continued growth over time in the areas of Math and ELA.	$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Math and Reading Instructional Specialists	Significant achievement gaps exist between Overall student performance on state assessments and that of low income and English learner students. Our Low-Income and English learner students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. Research and educational best practices indicate that well-prepared instruction with content focus from effective teachers has a very significant impact on low income and English learner student learning outcomes. Lessons will be designed and delivered using the most current, effective instructional methodology and content. In order to meet this need to increase academic performance, the district will provide two math and two ELA instructional specialists who will provide direct support to all students by ensuring that well-designed, content-rich lessons in ELA and Math are delivered in a pedagogically sound and effective manner. This support will consist of co-planning with teachers during PLC time, providing support with lesson design; real-time instructional coaching and modeling of best practices in the classroom, and the incorporation of instructional rounds into classrooms to improve the effectiveness of all teachers. Research has shown a very significant positive effect size in improving low income and English learner student learning when instruction is well designed to meet the unique needs of all low income and English learner students through carefully and strategically designed and delivered lessons and content. As a result of support from instructional specialists, the academic and assessment outcomes for Low-Income students and English Learners, as revealed by CAASPP assessments, will show annual growth in ELA and Math.	$325,000.00	Yes
1.9	Paraprofessional Support for Students	The California state assessment data show the District's Low-Income students and English Learner students' English Language Arts (ELA) and Math scores lag far behind their peers county-wide, and that our	$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		low income and English learner students are also far behind our students" overall achievement on those assessments. Additionally, the school has been identified for Comprehensive Support and Improvement (CSI) by the California Department of Education based upon the low academic performance of our low income and English learner students. We know from research and experience that low income and English learner students benefit significantly from small group and one-on-one instructional support with adults in the classroom. These experiences provide the individualized support that is needed for many low income and English learner students to fully understand the concepts and/or skills being taught. The district will provide eight paraprofessionals who will provide direct instructional support to low income and English learner students in the classroom under the supervision and guidance of appropriately credentialed teachers. Incorporating paraprofessionals into the instructional approach significantly improves learning outcomes for low income and English learner students, particularly English learners because of the increased instructional support the low income and English learner students receive. As a result of support from paraprofessionals, the academic and assessment outcomes for English Learners and Low-Income students, as revealed by CAASPP will show annual growth in ELA and math.		
1.10	Daily Supplemental Instructional Minutes (CSI)	The California state assessment data show the District's Low-Income students and English Learner students' English Language Arts (ELA) and Math scores lag far behind their peers county-wide, and that our English Learners are also far behind our students" overall achievement on those assessments.	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, the school has been identified for Comprehensive Support and Improvement (CSI) by the California Department of Education based upon the low academic performance of our students. We know from research and experience that low income and English learner students most at-risk benefit significantly from supplemental small group and one-on-one instructional support with adults in the classroom. This support is even more effective when it is specifically designed to target low income and English learner students' academic or socio-emotional needs. Additional instructional time will provide the individualized support that is needed for many low income and English learner students to fully understand the concepts and/or skills being taught. The district will provide 30 additional instructional minutes each day that is beyond the base instructional day. Incorporating additional instructional time into the daily schedule significantly improves learning outcomes for low income and English learner students by providing more learning time for low income and English learner students who need additional initial instruction and/or guided practice as they approach mastery of the skill or concept. As a result of support from increased instructional time, the academic and assessment outcomes for English Learners and Low-Income students, as revealed by CAASPP, will show annual growth in ELA and math.		
1.11	Technology and Infrastructure to Support Student Learning	Significant achievement gaps exist between Overall student performance on state assessments and that of low income and English learner students. Our Low-Income students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. Many of those students lack access to home devices that can be used for completing school work and performing research	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for assignments. Additionally, access to the internet is a problem in Rural Fresno County that has been well-documented by local and state research. Access to technology resources both in school and at home will better supports low income and English student learning as well as the instruction they receive. Supplemental technology resources and supports provide opportunities for increased communication with families, increased learning opportunities for parents and low income and English learner students, improved lessons and learning opportunities, and can have a significant positive impact on the instructional quality of teacher's lessons and the learning outcomes of their students. The district will maintain and upgrade the teaching and learning technology and related infrastructure supports for teachers and low income and English learner students as necessary on appropriate replacement cycles. We will continue to maintain teacher and student access to technology for teaching and learning. The IT department and the management team through learning partner input, will expand and identify the electronic communication avenues for educational partner engagement as well. New storage and platform software will support additional and existing equipment. Providing these additional technology resources is intended to facilitate the current twenty-first-century technology-embedded teaching and learning structures that are now standard best practices that will allow the low income and English learner student population to maximize opportunities for accelerated learning and achievement. These technologies will also support the improved school-to-home communication with parents resulting in increased low income and English learner student and parent engagement at school. By maintaining and upgrading technology for teachers and the identified students to ensure continued electronic access to learning and teaching the academic achievement of English Learners and Low-Income students will increase year over year, as measured by CAASPP.		

Action #	Title	Description	Total Funds	Contributing
1.12	Support To Students With Disabilities	The district will provide specialized and targeted support to low income and English learner students with disabilities as outlined in their Individualized Education Plans (IEPs). All low income and English learner students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each low income and English learner student's academic and social-emotional needs.	$290,000.00	No

Goal Analysis [2021-22]

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

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

WPESD remained dedicated to improving student academic outcomes throughout the school year, noting slight gains in ELA for English Learners (+1.7%) and Students With Disabilities (+8.0%) as measured by the ELA CAASPP. Through the continued development of our technological infrastructure in the classrooms and the on-going investment in intercession, paraprofessional in-class assistance and tutorial and enrichment offered by the After School Program (in concert with FCSS), West Park was able to ensure access to a broad course of study for all students. While West Park's plan was to increase personnel through the hiring of additional Read and math support providers, the difficulty in in finding available, qualified hires proved daunting. The same can be said for the number of paraprofessionals to be hired. Again, availability was such that the desired cadre of paraprofessionals could not be hired.

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.

In the case of Actions 1.1 through 1.10, a combination of factors led to material differences in budgeted expenditures and estimated actual expenditures. Firstly, Federal funds, State funds, COVID relief funds and other one time/time sensitive funds were accessed in lieu of LCAP funds. Also, the district was unable to for some of the positions included, such as The Math and Reading Instructional Specialists included in 1.8. Finally, the district was not able to fully hire and also lost personnel such as the paraprofessional staff, included in 1.9. The differences

were as follows: 1.1 - more than planned expenditures; 1.2 - less than planned expenditures I; 1.3 - less than planned expenditures; 1.4 - less than planned expenditures; 1.5 - less than planned expenditures; 1.6 - less than planned expenditures; 1.7 - less than planned expenditures; 1.9 - less than planned expenditures; 1.10 - less than planned expenditures.
1.8- funds not spent due to difficulty in obtaining highly qualified instructors.

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

With the exceptions of Students with Disabilities and English Learners in ELA, and Students with Disabilities and white students in math, the expected declines were observed.   Significant achievement gaps exist between Overall performance and English Learners, Students with Disabilities, and White students. Our Low-Income students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. Foster Youth data are not reported due to the low number (1) enrolled in our District).

Actions 1.2 and 1.3 were implemented as planned, providing teachers with the professional development and instructional techniques that specifically focused on the unique needs of English Learners. We recognize that English Learners are still lagging behind in overall performance, according to the most recent year of data for English Learner progress.

As is stated above, the district was unable to hire qualified personnel for the staff positions planned in actions 1.8 and 1.9.This impacted the extent to which we were able to make academic gains for the students.
Actions 1.1 allowed West Park to continue to offer a broad course of study to students and Actions 1.4 through 1.7 allowed the District to offer important supplemental academic supports including tutoring, resources and materials. Finally. 1.10 provided an additional 30 minutes of instructional time for students, exposing them to increased academic and social-emotional learning in an effort to close performance gaps.

The most recent available data have not confirmed the effectiveness of our actions. However, many of the metrics used to measure the effectiveness of the Goal 1 actions are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same. In the case of this goal, several of the metrics are from 2020-21, and were significantly impacted by the pandemic.   We believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. Prior to the pandemic, West Park School District students showed improvement overall, and for most student groups, in English Language Arts (ELA) and Mathematics. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our students.

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.

Measuring and Reporting Results:
Added "Report to Governing Board, June, 2024" to Desired Outcome for local indicators included in Goal 1 "Measuring and Reporting Results."

Added "The District will have a rating of 4.5 or more on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards" to desired outcome for Implementation of State Standards to reflect the local indicator report requirement.
Changed data source for Smarter Balance ELA and Math desired outcomes to "DataQuest" for consistency, and because percentages are not expected to be reported on the California School Dashboard in 2024. Also added "meeting or exceeding standard" to those desired outcomes for clarity regarding what gains or declines will be reported.
Changed the desired outcome in 2023-24 for English Learner Progress from 25% to 50%. The original figure would have been a decline from the base year, and still at the "very low" level. The revised desired outcome will be at the "medium" level.
Titles of Goal 1 and Actions 1.1, 1.2, and 1.5 were changed to more accurately describe the goal and actions.
Added "results of the state's self-reflection tool" to Desired Outcome for Access to a Broad Course of Study to reflect the local indicator report requirement.
Actions:
1.1 Changed title to "Access to a Broad Course of Study" and changed focus of action to curricular and co-curricular activities to emphasize the foundational nature of those activities.
New Action 1.11, "Technology and Infrastructure to Support Student Learning" moved from Goal 2 since its primary focus is improving academic achievement for Low-Income and English Learner students, and Foster Youth.

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	We will sustain a school culture in which organizational communication is valued, parent involvement is encouraged, student discipline is effective, staff and student are recognized, and student activities and student support contracts result in positive outcomes.

An explanation of why the LEA has developed this goal.

In the past several months, the West Park Elementary community has been through a number of transitions, beginning with the turnover of governance and leadership, coupled with responding to students' needs for academic and social-emotional created by the pandemic. Many of the measures were disrupted due to an adjustment to an on-line course delivery and in-person adaptation of schedule and limited engagement at the facility. There is a desire and a need among educational partners for re-establishing parent involvement; re-establishing a vision and mission, maintaining good practices, and demonstrating efficacy and consistency within the practices. Moreover, the desire to establish routines and practices to promote engagement and student esteem is essential to the direction of the school's purpose among community partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement	Parents that feel they have input and participation: K-5: 78% 6-8: 82% Data Year: 2019-2020 Data Source: Local Parent Survey	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.5 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement.			MET -- Results reported The state's self-reflection tool reflected an average rating of 4 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parents that feel they have input and participation: K-5: 43.3% 6-8: 32% Data Year: 2021-2022 Data Source: Local Parent Survey			Parents that feel they have input and participation: K-5: over 85% 6-8: over 85% Data Year: 2023-24 data Source: Local Parent Survey
Attendance Rate	Attendance Rate: 94.7% Data Year: 2020-2021 Data Source: SIS P2	Attendance Rate: 85.5% Data Year: 2021-2022 Data Source: SIS P2			Attendance Rate: above 95% Data Year: 2023-2024 Data Source: SIS P2
Chronic Absenteeism	Chronic Absenteeism: 7.01% Data Year: 2020-2021 Data Source: CalPADS	Chronic Absenteeism: Overall--16.3% Low-Income--16.6% English Learners--14% Hispanic--17.8% White--24% Students w/ Disabilities--35.7% Foster Youth are less than ten Data Year: 2021-2022			Adjust Chronic Absenteeism: Overall--5% Low-Income--7% English Learners--10% Hispanic--7% White--12% Students w/ Disabilities--17% Foster Youth are less than ten

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest			Data Year: 2023-2024 Data Source: DataQuest
Suspension Rate	Total Suspensions: Suspension Rate: 4.6% Data Year: 2020-2021 Data Source: Local School Data in Aeries	Total Suspensions: Suspension Rate: 3.1% Low-Income--3% English Learner--2% Hispanic--2% White--1% Students w/ Disabilities--2% Data Year: 2021-2022 Data Source: Local School Data in Aeries			Suspension Rate: below 3% Low-Income--2% English Learner--1% Hispanic--1% White--1% Students w/ Disabilities--1% Data Year: 2023-2024 Data Source: Local School Data in Aeries
Expulsion Rate	Expulsion Rate: 0% Data Year: 2020-2021 Data Source: Local Aeries Data	Expulsion Rate: 0% Data Year: 2021-2022 Data Source: Local Aeries Data			Expulsion Rate: less than 1% Data Year: 2023-2024 Data Source: Local Aeries Data
Middle School Drop Out Rate	Middle school dropout rate: 0% Data Year: 2020-2021 Data Source: CalPads	Middle school dropout rate: 0% Data Year: 2021-2022 Data Source: CalPads			Middle school dropout rate: less than 1% Data Year: 2023-2024 Data Source: CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of Safety and School Connectedness	Students' sense of safety: K-5: 85% 6-8: 78% Students sense of connectedness: K-5: 88% 6-8: 72% Data Year: 2020-2021 Data Source: Local student survey.	MET -- Results reported K-5: Over 80% of students responding felt safe at their school 6-8: Over 80% of students responding felt safe at their school K-5: Over 80% of students responding felt connected to their school 6-8: Over 80% of students responding felt connected to their school Data Year: 2021-2022 Date Source: Local student survey			Student sense of safety: K-5: Over 90% of students responding felt safe at their school 6-8: Over 90% of students responding felt safe at their school K-5: Over 90% of students responding felt connected to their school 6-8: Over 90% of students responding felt connected to their school Data Year: 2023-2024 Data Source: Local student survey

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Students and Parents: Positive Attendance Support	In WPESD, chronic absenteeism rates are higher for Low-Income students than for the general population. Rates for English Learners are also very high. Even prior to the pandemic, our Low-Income students and English Learners had chronic absenteeism rates far greater than their peers in surrounding districts. At the same time, our academic data show that significant achievement gaps exist between Overall performance and English Learners; our Low-Income students are performing 10% points lower than their peers county-wide in ELA,	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and only half as well in math. To learn and close these achievement gaps, our English Learner and Low-income students must be in school. To address this need, supplemental support designed to monitor and intervene when a student is absent will be provided in a very timely manner and on a routine basis to remind and inform parents and students of the value of attending school regularly, and help parents understand how to schedule routine doctor and dental appointments outside of regular school hours. In order to provide this increased support to Low-Income students, English Learners, and their families, the district will continue to utilize the following tools and practices including but not limited to: • A Community Liaison • An effective Student Attendance Review Board (SARB) process that focuses on supporting parents, increased emails and letter communication regarding attendance and absences • Regular recognition of positive student attendance • The use of parent phone calls and meeting with families and students, as needed. Supplemental reinforcement of positive attendance directed toward supporting parents and students is intended to inform, educate, and change family decision-making practices such that attendance will increase and Chronic Absenteeismfor Low-income and English Learner students. This action is meant to provide support for English Learner and Low-Income student groups to improve attendance. We have a small Foster Youth population, so data are not often reported, and minor changes have dramatic effects on the data, which is why the data for foster youth is not as reliable as for the other student groups. We expect that this action, through improved attendance, will result in decreased chronic absenteeism, and thus increased academic		

Action #	Title	Description	Total Funds	Contributing
		outcomes.		
2.2	Positive Behavioral Interventions and Supports (PBIS)	Suspension rates for our overall student population and our student groups, including Low-Income, English Learner, and Foster Youth fell dramatically during the 2019-2021 timespan, since students spent much of that time out of school and could not be suspended. This makes those data unreliable for planning purposes. While the official data for 2021-22 are not yet available, anecdotal data confirms that suspensions will rise during this year. Prior to the pandemic, our Low-Income students were suspended more often than the overall population, and English Learners at significantly higher rate, reflecting a trend that had increased as staff counted on traditional means of discipline to correct misbehaviors. We believe this was due to several factors, including the absence of staff who were responsible for implementing and overseeing the program. As noted in 2.1 above, our academic data show that significant achievement gaps exist between Overall performance and English Learners; our Low-Income students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. To learn and close these achievement gaps, our English Learner and Low-income students must be in school, not out on suspension. Research shows that effectively implementing a system of Positive Behavioral Interventions and Supports (PBIS) in schools has a significant positive impact on lowering suspension and expulsion rates, and increasing attendance. PBIS fosters ownership and true implementation for the adults, and ownership and adherence for the low income and English learner students. The content focuses on frequent positive messaging that is consistently implemented -- "catching students doing it right" and branding and using a logo and slogan which fosters ownership and positive reinforcement. With PBIS, students learn about appropriate behavior just as they learn about math or English — an effective strategy across all age groups. Providing a highly structured, research-based, school teacher and	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student-developed positive behavior system teaches low income and English learner students about behavior expectations and strategies so that they gradually implement these self-regulation and social skills leading to improved behavior and decreased suspension rates. The focus of PBIS is prevention; not punishment. The school will implement a PBIS philosophy that is student-centered and focused on character development and positive reinforcement in a very consistent manner for our low income and English learner students. Implementation of the PBIS philosophy includes costs of stipends for the additional work and meetings, costs for supplemental materials and supplies, branding and messaging, sub costs for quarterly PBIS days, and educational incentives for low income and English learner students.. The implementation of the PBIS philosophy with integrity should result in decreases in office referrals, suspensions, and chronic absenteeism, and increases in attendance rates.		
2.3	Two-way Communication with Families	The district's Low-Income and English Learner students and their families are the most at risk of not receiving valuable communication from the district regarding learning, safety, engagement, and other issues of importance due to a variety of challenges. Low-Income families may not be able to meet school staff or attend events where information is provided because of work hours or lack of transportation. Parents and families who don't speak English as their primary language may face additional barriers to receiving and understanding district communications. Communication gaps should be minimized with the technology available to the district. The use of technological tools to increase the access families and children have to school information will be of significant benefit to our educational partners and students and assist with the overall goal of academic and social-emotional success for low income and English learner students by facilitating and expanding	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for clear communication from school to home and vice versa. Electronic platforms for parent communication -- automated phone calling systems, upgraded Google platform communication and outreach tools, Parent Square, etc., will be used to enhance communication with parents and for conducting the variety of surveys the district administers annually. We will utilize our IT staffing to support staff with additional training in effective use of technology for communication, as needed. We expect to see increases in participation rates of parents and families of Low-Income and English Learner students, Foster Youth, and parents and families of students with exceptional needs engaging in school-related activities as reflected by annual surveys.		
2.4	Increasing Parent and Family Involvement in School Activities	Based on parent educational partners input and survey data, parents and families indicate the desire to continue receiving support from the school in the following areas: facilitation of a parent club, ongoing parent volunteer opportunities, parent classes supporting parental participation in student learning through learning basic English, and gaining basic technology skills. Parental learning opportunities such as classes, meetings, and a variety of volunteer opportunities will support a more positive school climate and increased student engagement through increased family involvement. To that end, the district will provide family engagement opportunities principally focused on the families of Low-Income and English Learner students, Foster Youth, and including families of students with exceptional needs, TK–8. Activities may include, but not be limited to: • Workshops with guest speakers • Site hosted Family Nights Back to School Night Open House	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Academic Awards STEM, Literacy, Math, Art, Technology, etc. • ESL classes for adults • A facilitated parent club with ongoing volunteer opportunities Participation will help parents increase engagement and better understand how to support their child's educational experience in order to positively impact their child's learning experience and support school engagement. The district will use its own resources and bilingual staff to facilitate these offerings, including additional pay for staff and the supplemental materials and supplies. School Surveys will be administered yearly to assess parental participation, engagement, safety, and satisfaction. Research is clear that the opportunities for the parents and families listed above are positively correlated with increased engagement by their children in school. The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." This action is expected to improve school engagement for our educational partners and our low income and English learner students as shown through the examination of survey data and educational partner feedback.		

Goal Analysis [2021-22]

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

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

The re-integration of parents into the West Park culture continues to be a challenge post-COVID. There was some headway made during the second semester, however, as home athletic events returned and Graduation-related activities also welcomed parents in. There continues to be a reliance on Parent Square for school to home communication and although the position of PBIS Coordinator was eliminated, the PBIS principles continue to be emphasized both in the classroom and in the office. Overall, the implementation of this goal continues to be a work in progress (but with progress realized).
WPESD staff continued to work towards building a school culture in which organizational communication is valued, parent involvement is encouraged, student discipline is effective, staff and students are recognized and student activities and supports resulted in positive outcomes.

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.

In the case of Actions 2.1 through 2.4, Federal funds, State funds, COVID relief funds and other one time/time sensitive funds were accessed in lieu of LCAP funds. The differences were as follows: 2.1 - $55803; 2.2 - $84451; 2.3 - $21465; 2.4 - $50000.

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

After a very slow start in the 1st semester of the 2021-22 school year, real progress was made in consistent administrative support and encouragement of parent involvement during the 2nd semester. Opening up the campus through events such as the Spring Athletic Banquet (2.4) built good will and a strong desire for additional opportunities for community members to visit the school. Communication with our community at large (2.3) has improved markedly as Parents Square and online communication opportunities for those parents still wary about visiting have proven successful. Our reliance on the PBIS philosophy (2.2) has been a key factor in our very low suspension/expulsion rate. Our most pressing need is in coordinating a coherent plan to increase attendance (2.1). a reinvigorated SARB process and a program of attendance rewards will prove invaluable to improving our attendance rate..

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 goal statement was revised for clarity.
The metric "Parental Engagement in programs for unduplicated students and students with exceptional needs" was revised to 'Parent and Family Engagement" and the state's self-reflection tool was added to this metric. Desired outcome for this metric changed to "above 85%" to create more aspirational target.
The metric "Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure" was discontinued.

For Chronic Absenteeism metric, changed data source from Calpads to Aeries locally collected data to increase consistency among data sources.
For Suspension Rate metric, changed data source from Calpads to Aeries locally collected data to increase consistency among data sources.
For Expulsion Rate metric, changed data source from Calpads to Aeries locally collected data to increase consistency among data sources.
"Broad Course of Study" metric is now under Goal 1.
Titles of Actions 2.3, 2.4, and 2.5 changed to more accurately describe the actions.
Former Action 2.5, "Technology and Infrastructure to Support Student Learning" moved to Goal 1 since its primary focus is improving academic achievement for Low-Income and English Learner students, and Foster Youth.

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	We will provide effective school operations that will improve school attendance, support labor, maintain transportation services, sustain facilities and infrastructure, practice sound purchasing/acquisition protocols, provide food services, and secure appropriate operation/service agreements.

An explanation of why the LEA has developed this goal.

This goal has been developed to underscore that the District's educational partners understand the importance of providing all students and staff with safe, clean facilities conducive to learning. Doing so allows teachers to teach and students to learn at the highest levels. The subsequent metrics are based on the district's FIT report and local survey results, and will be used to ensure that all of West Park Elementary facilities are in good repair, and are well-kept (clean). As in each school year, school staff will provide the community with facility updates, needs, concerns, etc. In addition, all educational partners will have ongoing opportunities to comment and share concerns on the District's website, as well as at meetings throughout the school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained in Good Repair	Facilities in good repair: 100% Data Year: 2019-2020 Data Source: FIT Report	Facilities in good repair: 100% Data Year: 2021-2022 Data Source: FIT Report			Facilities in good repair: 100% Data Year: 2023-2024 Data Source: FIT Report
Expanded Outdoor Learning Environments ELA	ELA Benchmark: 11.5% of students scored at 70% or above Data Year: 2020-2021	ELA Benchmark: 56% of students scored at 70% or above Data Year: 2021-22			ELA Benchmark: 80% of students scoring at 70% or above Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Local Benchmarks	Data Source: Local Benchmarks			Data Source: Local Benchmarks
Expanded Outdoor Learning Environments Math	Math Benchmark: 8.16% of students scored at 70% or above Data Year: 2020-2021 Data Source: Local Benchmarks	Math Benchmark: 31% of students scored at 70% or above Data Year: 2021-22 Data Source: Local Benchmarks			Math Benchmark: 50% of students scoring at 70% or above Data Year: 2023-2024 Data Source: Local Benchmarks

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expanded Learning Environments	Significant achievement gaps exist between Overall student performance on state assessments and that of English Learners. Our Low-Income students are performing 10% points lower than their peers county-wide in ELA, and only half as well in math. They have also experienced trauma related to not being in school and interacting with their peers for almost two years, due to the pandemic. We hypothesize that this is also due to the limited real-world application of classroom learning that is a reality in a rural setting. In order to mitigate health risks associated with learning in the classroom due to the pandemic, increase student-to-student educational interactions, as well as accelerate and enhance learning for Low-Income students, English Learners, and Foster Youth so they have the opportunities to make real-world application connections to the learning as often as possible, expanded outdoor learning	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments will support this endeavor and benefit our most vulnerable students. The District will develop additional outdoor learning areas that can be utilized for direct student instruction and that will enhance planning and delivery of core instruction through supplemental activities. Shade and seating structures, walking trails and eco-gardening equipment and materials will be purchased with supplemental funds to facilitate this plan. Enhanced grounds with equipment and landscape that is conducive to learning outside the traditional classroom is intended to provide additional learning opportunities for our Low-Income students, English Learners, and Foster Youth that will increase their learning and their real-world application of that knowledge. Students will be able to engage in expanded learning experiences that are relative to their interests and in-class discussions through common experiences. This action is anticipated to be effective in increasing academic achievement for Low-Income students, English Learners, and Foster Youth over time as measured by local assessments.		
3.2	Facility Monitoring	West Park Elementary School is located in an area where response and monitoring off-hours require more manpower than it can afford. The intent of this action is to decrease vandalism and to increase the supervision for areas that have low supervision. Perimeter protection and storage capacity will be increased and coverage extended for delayed reporting of incidents. This will also provide research for incident reviews and will be available to the IT department through automated electronic monitoring. Increase server capacity and expand supervision through camera expansion. Servers, devices, and applications will extend support for this action.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

The electric monitoring of the facility (3.2) was fully implemented and was very successful in ensuring the safety of our campus, both during and after hours. Action 3.1 was not fully implemented as planned. While bids have gone out to add many of the structural improvements, the expanded learning environments have not yet come to fruition and remains an unrealized goal.

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

The differences were as follows:
3.1 - $59401. Changes in administration and leadership resulted in this action not being brought to fruition.
3.2 - $20000. These funds were not spent because we were able to use existing staff to monitor the security system which helped us to provide a safe learning environment for students.

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

The investment in our extensive camera system and the new electronic front entrance gate (3.2) served West Park well in maintaining a safe and secure campus. We were able to use existing staff to monitor the camera system which helped us to provide a safe learning environment for students. As is stated above, 3.1 has not yet been put into action. The district plans to begin implementing action 3.1 in the 22-23 school year.

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.

As part of our plan to increase safety and security for students, we are turning our attention to our perimeter as the next step to enhance the safety of the school. New fencing will be needed to completely secure the campus as wear and tear over time has developed potential flaws in our external security system. (3.2).

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,058,625	138,877

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
42.87%	31.82%	$954,813.00	74.69%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students first, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s), however, because we know that all of our students will benefit, the actions and services are being provided on a schoolwide basis. The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the action considers the needs, conditions or circumstances of the unduplicated pupils through its design, content, method, location, or another attribute, and (3) Explaining how the action is intended to help achieve an expected measurable outcome of the associated goal. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

1.2 Professional Development for Teachers and Paraprofessionals in the area of Math, English Language Arts, and English Language

Development

1.4 Supplemental Instructional and Assessment Resources

1.5 Supplemental support for at-risk students incorporated with project-based lessons

1.6 Student Tutorial Support

1.7 Intersessions

1.8 Math and Reading Instructional Specialists

1.9 Paraprofessional Support for students

1.10 Daily Supplemental Instructional Minutes

1.11 Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure

2.1 Student and Parents Positive Attendance Support

2.2 Positive Behavior Interventions (PBIS)

2.3 School-wide Surveys - stakeholder engagement

2.4 Increasing Unduplicated students' Parental Involvement in School and Related Activities

3.1 Expanded Learning Environments

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

West Park Elementary has demonstrated it has at exceeded the 74.69% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 75.09% proportionality percentage
based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each

contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 1, Action 3 Integrated and Designated ELD

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.

The district will use concentration grant add-on funds to hire Reading and Math Instructional Specialists (Goal 1, Action 8). While these positions were originally included in the 21-22 LCAP, the district was unable to hire qualified staff, leaving these positions unfilled. As it is our desire to increase the number of staff providing services to students as well as increase academic supports to students and teachers as requested by our educational partners, we will continue to seek to fill these positions in the 22-23 school year.

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	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,923,483.00	$404,500.00		$305,000.00	$5,632,983.00	$4,273,483.00	$1,359,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Access to a Broad Course of Study	All Students with Disabilities	$2,738,983.00	$404,500.00	$0.00	$305,000.00	$3,448,483.00
1	1.2	Professional Development for Teachers and Paraprofessionals	English Learners Foster Youth Low Income	$81,500.00				$81,500.00
1	1.3	Integrated and Designated ELD	English Learners	$108,000.00				$108,000.00
1	1.4	Supplemental Instructional and Assessment Resources	English Learners Foster Youth Low Income	$105,000.00				$105,000.00
1	1.5	Supplemental Supports	English Learners Foster Youth Low Income	$120,000.00				$120,000.00
1	1.6	Student Tutorial Support	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
1	1.7	Intersessions	English Learners Foster Youth Low Income	$95,000.00				$95,000.00
1	1.8	Math and Reading Instructional Specialists	English Learners Foster Youth Low Income	$325,000.00				$325,000.00
1	1.9	Paraprofessional Support for Students	English Learners Foster Youth	$190,000.00				$190,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Daily Supplemental Instructional Minutes (CSI)	English Learners Foster Youth Low Income	$120,000.00				$120,000.00
1	1.11	Technology and Infrastructure to Support Student Learning	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
1	1.12	Support To Students With Disabilities	All	$290,000.00				$290,000.00
2	2.1	Students and Parents: Positive Attendance Support	English Learners Foster Youth Low Income	$125,000.00				$125,000.00
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	$140,000.00				$140,000.00
2	2.3	Two-way Communication with Families	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
2	2.4	Increasing Parent and Family Involvement in School Activities	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
3	3.1	Expanded Learning Environments	English Learners Foster Youth Low Income	$90,000.00				$90,000.00
3	3.2	Facility Monitoring	All	$40,000.00				$40,000.00

2022-23 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
2,469,586	1,058,625	42.87%	31.82%	74.69%	$1,854,500.00	0.00%	75.09 %	**Total:**	$1,854,500.00
								LEA-wide Total:	$1,854,500.00
								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	Professional Development for Teachers and Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,500.00	0
1	1.3	Integrated and Designated ELD	Yes	LEA-wide	English Learners	All Schools	$108,000.00	0
1	1.4	Supplemental Instructional and Assessment Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	0
1	1.5	Supplemental Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	0
1	1.6	Student Tutorial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
1	1.7	Intersessions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	0

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	1.8	Math and Reading Instructional Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,000.00	0
1	1.9	Paraprofessional Support for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	0
1	1.10	Daily Supplemental Instructional Minutes (CSI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	0
1	1.11	Technology and Infrastructure to Support Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	0
2	2.1	Students and Parents: Positive Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	0
2	2.2	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	0
2	2.3	Two-way Communication with Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0
2	2.4	Increasing Parent and Family Involvement in School Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	0
3	3.1	Expanded Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,264,667.00	$2,264,262.00

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	Qualified instructional core program	No	$1,928,607	$1,962,734
1	1.2	Professional Development for Teachers and Paraprofessionals in the area of Math, English Language Arts, and English Language Development	Yes	$51,600	36,539
1	1.3	Integrated and Designated ELD	Yes	$78,000	36,907
1	1.4	Supplemental Instructional and Assessment Resources	Yes	$63,500	25,308
1	1.5	Supplemental support for at-risk students incorporated with project based lessons	Yes	$80,000	58,750
1	1.6	Student Tutorial Support	Yes	$45,500	25,000
1	1.7	Intersessions	Yes	$64,000	16,000
1	1.8	Math and Reading Instructional Specialists	Yes	$280,000	0
1	1.9	Paraprofessional Support for students	Yes	$160,000	40,409

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	1.10	Daily Supplemental Instructional Minutes	Yes	$99,560	0
2	2.1	Student and Parents Positive Attendance Support	Yes	$68,400	12,597
2	2.2	Positive Behavior Interventions (PBIS)	Yes	$106,200	21,749
2	2.3	School-wide Surveys - learning partner engagement	Yes	$25,000	3,535
2	2.4	Increasing Unduplicated students' Parental Involvement in School and Related Activities	Yes	$50,000	0
2	2.5	Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure	Yes	$69,300	9,135
3	3.1	Expanded Learning Environments	Yes	$75,000	15,599
3	3.2	Facility monitoring	No	$20,000	0

2021-22 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)
1,274,194	$1,255,560.00	$319,381.00	$936,179.00	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	Professional Development for Teachers and Paraprofessionals in the area of Math, English Language Arts, and English Language Development	Yes	51600	36539	0	0
1	1.3	Integrated and Designated ELD	Yes	74000	36907	0	0
1	1.4	Supplemental Instructional and Assessment Resources	Yes	60000	25308	0	0
1	1.5	Supplemental support for at-risk students incorporated with project based lessons	Yes	80000	43750	0	0
1	1.6	Student Tutorial Support	Yes	45500	25000	0	0
1	1.7	Intersessions	Yes	11000	16000	0	0
1	1.8	Math and Reading Instructional Specialists	Yes	280000	32853	0	0
1	1.9	Paraprofessional Support for students	Yes	160000	40409	0	0
1	1.10	Daily Supplemental Instructional Minutes	Yes	99560	0	0	0

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	2.1	Student and Parents Positive Attendance Support	Yes	68400	12597	0	0
2	2.2	Positive Behavior Interventions (PBIS)	Yes	106200	21749	0	0
2	2.3	School-wide Surveys - learning partner engagement	Yes	25000	3535	0	0
2	2.4	Increasing Unduplicated students' Parental Involvement in School and Related Activities	Yes	50000	0	0	0
2	2.5	Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure	Yes	69300	9135	0	0
3	3.1	Expanded Learning Environments	Yes	75000	15599	0	0

2021-22 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)
3,000,432	1,274,194	0	42.47%	$319,381.00	0.00%	10.64%	$954,813.00	31.82%

Instructions

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:

  o 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]).

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

  o 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:

  o **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.

  o **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.

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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